



**STUDENT SERVICES PLANNING
COUNCIL MEETING
AGENDA
October 14, 2015**

MEETING TYPE:	<input checked="" type="checkbox"/>	Staff	Date: October 14, 2015
	<input type="checkbox"/>	Product/Project	Starting Time: 9:30 a.m.
	<input type="checkbox"/>	Special	Ending Time: 11:00 a.m.
			Place: MD-155C

CHAIR: Adrian Gonzales **MEMBERS:** Aguilera, Ambrocio, Antonecchia, Cathcart, Cecere, Cory, DiMaggio, Harris, Kretchman, Large, Magnuson, Meyers, Moore, Nunez, Romain, Sebring, Spence, Stockert and Titus.

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
A. <u>MINUTES</u>		
1. Approve Minutes of September 23, 2015		
B. <u>ACTION ITEMS/SECOND READING</u>		
C. <u>ACTION ITEMS/FIRST READING</u>		
Appointment of SSPC Faculty Member to SSEC	Exhibit A	10 minutes
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. Review and Input of SSSP Plan	Exhibit B	10 minutes
2. Discussion of SSPC Council Membership	Exhibit C	10 minutes
3. Enrollment Discussions		10 minutes
4. PRP's due November 6, 2015		10 minutes
5. SPPF Allocation Update – Due December 2015		10 minutes
6. Commencement – May 20, 2016 – Sherry Titus		10 minutes
E. <u>COMMITTEE REPORTS</u>		
1. Academic Review Committee		10 minutes
2. Behavioral Health & Campus Wellness Committee		
3. Campus Police Committee		
4. Registration Committee		
5. Scholarship Committee		
6. Student Program Eligibility Appeals Committee		
F. <u>OTHER BUSINESS</u>		
1. Staffing Updates -		10 minutes
2. Smoking Policy – Implement Fines		
3. Student Success and Equity Council report		

Next Meeting: October 28, 2015



**STUDENT SERVICES PLANNING
COUNCIL MEETING
MINUTES
September 23, 2015**

CHAIR: Dr. Kendyl Magnuson

MEMBERS PRESENT: V. Aguilera, J. Ambrocio, R. Antonecchia, L. Cecere, A. Cory, M. DiMaggio, J. Harris, L. Kretchman, M. Large, K. Magnuson, L. Meyers, E. Nunez, L. Romain, S. Sebring, M. Spence, B. Stockert and S. Titus.

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: S. Cathcart, A. Gonzales and C. Moore.

GUESTS:

Order of Agenda Items	Attachments	Time Allotted
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A. MINUTES

1. Approval of Minutes for September 9, 2015

MSC – (Titus/Stockert): The minutes for September 9, 2015 were approved and accepted into the record with an abstention from Lindsay Kretchman.

Minutes, agendas and attachments are posted on the following Palomar College website:
<http://www2.palomar.edu/pages/sspc/>

B. ACTION ITEMS/SECOND READING – None.

C. ACTION ITEMS/FIRST READING – None.

D. INFORMATION/DISCUSSION ITEMS

1. Discussion of SSPC Council Membership

Exhibit A

25 minutes

Dr. Magnuson discussed the shared governance areas required in the SSPC, Student Services areas and the Student Services departments connected to those areas.

There was further discussion on:

- Instituting a proportional representation plan, noting that Enrollment Services is currently underrepresented
- Effective size of the group to meet the needs of a planning council
- Adding working groups that report back to our Council
- Members effectively communicating back to their constituent groups

The Council was asked to bring concrete ideas regarding the structure of the SSPC back to the next Council meeting on October 14, 2015.

Dr. Kendyl Magnuson discussed the need to rescind the appointment of Michael Large to the Student Success and Equity Council (SSEC) from SSPC, as the seat requires a faculty member. Veronica Aguilera reviewed her schedule and advised she can begin serving on SSEC in October 2015.

Motion: MS (Harris/Meyers): A motion was made to move the discussion to rescind the appointment of Michael Large to SSEC from SSPC, and appoint Veronica Aguilera to Action Items/First Reading.

Result: Motion did not carry.

Motion: MSC (Nunez/Titus): A motion was made to withdraw the discussion to rescind the appointment of Michael Large to SSEC from SSPC, and appoint Veronica Aguilera to Action Items/First Reading.

Result: Motion approved with Lisa Cecere opposed.

2. Enrollment Discussions

20 minutes

Dr. Kendyl Magnuson discussed our enrollment numbers and the details around us moving into stability. There was discussion on ways to retain students and increase enrollment. Dean Brian Stockert discussed implementing a training program for all staff members. There was discussion on the need for Counseling and Financial Aid to work closely together and communicate frequently to ensure students are progressing towards their academic goals.

The Council was asked to consider:

- Outreach activities to high schools and disproportionate impact groups.
- Retention to include career pathways, monitoring progress towards degree completion, intervention, tutoring and new programs.

E. COMMITTEE REPORTS –

20 minutes

Dr. Kendyl Magnuson tabled Committee Reports until the October 14, 2015 meeting due to time constraints.

1. *Academic Review Committee* –
2. *Behavioral Health & Campus Wellness Committee* –
3. *Campus Police Committee* –
4. *Registration Committee* –
5. *Scholarship Committee* –
6. *Student Program Eligibility Appeals Committee* –

F. Other Business –

25 minutes

Dr. Kendyl Magnuson tabled items F2, F4 and F5 until the October 14, 2015 meeting due to time constraints.

1. **Staffing Updates** – Dr. Kendyl Magnuson reported the Financial Aid Director search failed and they will be going back out for recruitment.
2. **Enrollment Updates** – Tabled.
3. **Parking Fees Required for Visitors** – Elvia Nunez – This item was resolved between Chief DiMaggio and Elvia Nunez.
4. **Smoking Policy** – Tabled.
5. **Student Success and Equity Council report** – Tabled.
6. **New Member** – Jessica Ambrosia, STEM Center Tutorial Specialist is our new CCE representative.

Meeting was adjourned at 11:00 a.m.

STUDENT SUCCESS AND EQUITY COUNCIL

Role

The Student Success and Equity Council (SSE) will serve as a steering committee that leads the development of the Student Success and Support Program (3SP) and Student Equity Plan for the District.

The SSE Council will assist in preparing the 3SP and Student Equity Plan, monitoring the District's progress toward meeting the goals in each plan, and review and update each plan as needed. The SSE Council will coordinate its activities with those of the other Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Basic Skills Committee and other District committees as necessary.

Products

- Student Equity Plan
- Student Success and Support Plan

Reporting Relationship

Strategic Planning Council

Meeting Schedule

Second and Fourth Friday of the month from 9:00 a.m. to 11:00 a.m.

Chair

Faculty Senate President, Vice President for Instruction, Vice President for Student Services

Members

- Two faculty members as appointed by Basic Skills Committee
- Two faculty members as appointed by Instructional Planning Council
- Two faculty members as appointed by Student Services Planning Council
- One faculty member from Reading Department as appointed by the Faculty Senate
- One faculty member from Math Department as appointed by the Faculty Senate
- One faculty member from English Department as appointed by the Faculty Senate
- One faculty member from ESL Department as appointed by the Faculty Senate
- One faculty member from Disability Resource Center as appointed by the Faculty Senate
- Two faculty counselors as appointed by the Faculty Senate
- One faculty member at-large (instruction) as appointed by the Faculty Senate
- One faculty member at-large (student services) as appointed by the Faculty Senate
- Two faculty senators as appointed by the Faculty Senate
- One AA representative as appointed by the Administrators Association
- One CAST representative as appointed by the CAST
- Two classified staff representative as appointed by CCE
- One Dean - Student Services
- Two Deans – Instruction
- One Assessment Supervisor
- One Senior Director of Institutional Planning and Research
- One 3SP Coordinator

Approved by SPC 11-04-2014

Student Success & Support Program Plan

2015-16 Update

Olga Diaz

Director of Student Success & Equity



2015-16 Plan Update

- Due October 30, 2015
- Draft available for review
 - Slight format changes
 - Substantively consistent with 2014-15 plan
- Allocation unknown
 - Budget sections to be updated when allocation is known
- Faculty Senate review October 19th, 26th

Questions/Comments to: odiaz@palomar.edu

DRAFT



Credit

Student Success and Support Program Plan

2015-16

District: Palomar Community College District
College: Palomar College

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: _____

District Name: _____

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: _____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: _____ Date: _____

Signature of College Academic Senate President: _____

Name: _____ Date: _____

Signature of College President: _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: _____ Title: _____

Email: _____ Phone: _____

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

Palomar College has continuously engaged faculty, staff and students in the planning activities for Student Success and Support Program through the Student Success and Equity Council (SSEC). The Council meets regularly to review existing goals of the SSSP Plan and to identify ways to enhance student services that support student success. In addition to broad participation on the SSSP Plan updates, there are work groups that focus on operationalizing specific activities in the plan.

- b. What factors were considered in making adjustments and/or changes for 2015-16?

The 2015-16 SSSP Plan demonstrates a strong commitment to consistent delivery of student support services primarily via access to counselors; with two new counselor hires anticipated in spring 2016. In addition, Palomar College has begun planning efforts to formalize instructional faculty advising as a method of expanding student access to academic plan guidance.

The recent hire of two key positions, the Director of Student Success and Equity as well as the Manager of Orientation and Follow-up Services will allow for coordination of many SSSP Plan goals including technology upgrades, a comprehensive orientation, assessment coordination, enhanced student engagement, follow-up with at-risk students and continuous monitoring of progress.

- c. In multi-college districts, describe how services are coordinated among the colleges.

N/A

- d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

Throughout the process of developing Palomar College's SSSP Plan, our Student Success and Equity Council members have discussed means of mitigating disproportionate impact to ensure that all students have equal opportunity to access support services that will help increase their rate of persistence and success.

We are using best practices from existing programs, i.e., FYE, STEM, and EOP&S, and current research to scale services to positively impact success for all enrolled students. We are launching a comprehensive orientation, developing a focused mentoring program for at-risk students and leveraging technology to provide student access to education planning tools and extensive campus resources.

2. Describe the college’s student profile. [source: score card 2013-140, fact book]

Founded in 1946, Palomar College is located in North San Diego County. Palomar College is a two-year comprehensive community college serving a large student body of diverse ages, ethnicities, and lifestyles. In addition to a 200 acre main campus in the City of San Marcos, there are four education sites, the largest of which is in the neighboring City of Escondido. Other sites are located at US Marine Camp Pendleton, Fallbrook High School, and the Pauma Indian Reservation. Palomar is the largest single community college district in San Diego County and is designated a Hispanic Serving Institution.

At Palomar, students may choose from over 250 degree and certificate programs or build skills needed for success in college and life. Palomar College has five academic divisions: (1) Arts, Media, Business, and Computer Science; (2) Career, Technical, and Extended Education; (3) Languages and Literature; (4) Mathematics and the Natural and Health Sciences; and (5) Social and Behavioral Sciences. Scorecard figures for 2013-14 provide demographic summary of the gender, age and race diversity within our student body.

STUDENT INFORMATION			
Students			36,877
GENDER		ETHNICITY/RACE	
Female	45.3%	African American	3.2%
Male	54.1%	American Indian/Alaska Native	0.7%
Unknown	0.7%	Asian	4.9%
AGE		Filipino	2.6%
Less than 20 years old	26.8%	Hispanic	39.2%
20 to 24 years old	34.7%	Pacific Islander	0.6%
25 to 39 years old	25.5%	White	41.2%
40 or more years old	12.9%	Two or more Races	4.1%
Unknown	0.1%	Unknown	3.4%

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

Palomar College is now a part of the San Diego North Adult Education Partnership, developed from our work on AB86. As we continue to meet with our area advisory councils,

we will see a coordinated effort among all participants with respect to providing students with orientations, assessments, and information on career and academic pathways. [NCEDC, Innovate 78, MOU's w/High School Districts, Con-enrollment agreements, municipality collaboration]

B. Orientation

- 1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan? [NANCY]

Adjustments to our current orientation delivery are being implemented in phases. A new Orientation & Follow-Up manager has been hired to identify gaps in delivery and to coordinate the variety of orientation activities necessary for new students to gain an understanding the extensive services available on-campus. Plans include a new student and parent orientation, revisions to our current on-line orientation tool and coordinated planning with assessment activities.

- 2. a. How many students were provided orientation services in 2014-15?
b. What percentage of the target population does this represent?

B. Orientation - 2a, 2b	# Services Provided	# Newly Enrolled Students (Target Population)	% of Target Met
Orientation Services 2014-15			
Directed	8267		
Exempt	1071		
Total	9338		

- c. What steps are you taking to reduce any unmet need or to ensure student participation?

Orientation services will be expanded to include a full day of orientation activities prior to fall registration and term start. A new Manager of Orientation and Follow-Up services has recently begun planning orientation activities as well as coordinating with assessment efforts. In addition, the on-line orientation video will be modernized to include a virtual campus tour. Additional staffing is planned to support delivery of comprehensive on campus orientation. Existing program specific orientations will be enhanced to comply with the required community college expectations for introduction to collegiate life (ESL, TRIO etc.) Newly admitted students will be asked to participate in comprehensive campus orientation to be eligible for priority registration. Timing of orientation will coincide with priority registration date ranges. Newly admitted students who do not sign up for orientation will be contacted with a reminder of the importance of orientation activities as well as the benefits of priority registration.

3. a. Are orientation services offered online?

On-line orientation is currently available. Updates to the content of the material will be a priority. Enhancements proposed include a virtual tour and the capacity to create an abbreviated education plan. On-line orientation will be encouraged for newly admitted students who are geographically distant from the main campus.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Current on-line orientation is designed by Cynosure. Students who complete the current on-line orientation receive the required elements of an orientation. Staff support of the current orientation is limited to tracking completion of the orientation. Proposed enhancements will result in abbreviated education plans that may need review by counselors and will need to be attached to student electronic records.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

Palomar College students will receive an enhanced comprehensive orientation that includes required components and additional campus engagement activities that support increased awareness of campus resources.

This comprehensive orientation will include:

- Academic expectations and progress and probation standards pursuant to section 55031
- How to maintain registration priority pursuant to section 58108
- The prerequisite or co-requisite challenge process pursuant to section 55003
- Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612
- Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed
- Academic calendar and important timelines
- Registration and college fees
- Available education planning services

In addition, department specific orientation session will be available for students interested in learning more about specific programs of study. Campus wide student engagement activities will also be incorporated into the comprehensive orientation programming as a method of increasing information exchange throughout the campus community.

Other orientations that meet Title 5, Section 55531 requirements are provided by ESL, FYE, and Summer Bridge.

Career Assessment and counseling services will be made available to students from the time of their application until their completion of study at Palomar College. Students will receive information about career center services and how to engage in early career assessment opportunities.

Campus Tours will be included in both the on-line (virtual) and in-person orientation activities. In addition, student ambassadors will continue to offer tours at regular intervals throughout the semester.

The MIS group has designed a method for tracking orientation participation directly to PeopleSoft. The new Manager of Orientation and Follow-Up services will work to enhance business processes and review accuracy of orientation attendance tracking results.

- Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.5	Counselors (EN, GS, SW, DO)	Counsel students, create education plans during new student orientation activities.	SSSP
8.71	Adj. Counslors	Counsel students, create education plans during new student orientation activities.	SSSP
.5	Manager of Orientation & Follow-Up Services (NM)	Design and coordinate full orientation program for on-campus and on-line delivery.	SSSP/Student Equity
6	Ambassadors (#)	Students supporting orientation delivery efforts, campus tours, mentorship and follow-up activities.	SSSP/Student Equity

- Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	EAP Supplies (? Exactly what?)	SSSP	25,000
	EAP Attendee Lunch	SSSP	?

	Orientation Food/Snacks	SSSP	?
	Orientation Office Supplies	SSSP	2,570
5000	Orientation Printing/Mailing/Postage	SSSP	15,000
	EAP Transportation	SSSP	?
	On-line Orientation Updates	SSSP	15,000

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Assessment testing changes are planned for the 2015-16 delivery. In past years, assessment exams were provided extensively off-site at individual high schools in the district. Early Acceptance Program students will now be assessed on-campus and provided with a campus tour and be encouraged to sign up for our comprehensive orientation.

2. a. How many students were provided assessment services in 2014-15?
 b. What percentage of the target population does this represent?

C. Assessment for Placement - 2a, 2b Assessment Services 2014-15	# Services Provided	#Newly Enrolled Students (Target Population)	% of Target Met
Directed	10609		
Exempt	1607		
Total	12216		

Our intention is to assess every student. We may pilot a multiple measures assessment method focusing on high school GPA in math and English courses, and study student retention and progress.

- c. What steps are you taking to reduce any unmet need or to ensure student participation?

We are updating our assessment delivery method by brining early admitted students to our main campus for assessment testing in the spring term, this varies from prior years when assessment testing was done at individual high school campuses. Student assessment visits will be supplemented by campus tours and student engagement activities that introduce new students to collegiate life in a positive way.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

The ACT Compass Assessment test is offered regularly throughout the year. EAP students are tested from January through April on campus. Special circumstance students are tested throughout the entire year. These groups include Veterans, EOP&S, Fire Fighters and EMT. ESL Department tests every semester as follows:

- July and August for fall
- December and January for spring
- May and June for summer

The Assessment office offers review materials and pre-test practice exams available on the Palomar College website. The Math Department has prepared various math practice problems with answers from Pre-algebra to Calculus I level. To access these test practice problems, students go to the quick links drop down menu and scroll to assessment. On the left hand side of this page they will see study guides. For English test practice, the counseling department has put up practice ACT Compass questions and also some basic guides for grammar and punctuation.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

Palomar College uses the ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) for all our in-house testing in San Marcos, Escondido and Camp Pendleton. We use the Compass/ESL (2013 Internet Version: Windows 7 Conversion) for the high school testing done offsite and for large group sessions, typically high school seniors, who come to the school for the EAP program at our San Marcos campus. For regular in-house testing in our office, we use a **downloaded** Windows version ACT Compass/ESL (version 3.0 for Windows, 2000 compliant). This version gives us the ability to print out scores directly and to give a copy to the students. For the challenge test, we use the Asset paper and pencil test (Form C-2) and the math department uses Accuplacer. These challenge tests are individually proctored in our office or in groups in the math lab. The ESL department uses ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) or handwritten Essay form for a challenge test.

b. When were tests approved by the CCCCO and what type of approval was granted?

[Assessment tests used at Palomar College have been in place since _____.]

c. When were disproportionate impact and consequential validity studies last completed?

[Disproportionate Impact was measured in 2012-13. (data under review)].

5. a. What multiple measures are used?

Compass/ESL test uses Act Compass ESL Grammar Usage and Act Compass ESL Reading. Students must take both tests. The scores from the two tests are averaged (Test1Score + Test2Score)/2.

Placements are then made based on that average score. (No additional multiple measures points are added to that average score.)

Multiple measures for regular ACT testing for English, reading and math are listed below:

English: ACT Compass Writing

Mathematics: ACT Compass
Numerical Skills/Pre-Algebra
Algebra
College Algebra
Trigonometry

The four Math tests are employed “adaptively” – based on students’ answers, they are moved up to a higher test or down to a lower one to achieve placement.

Reading: ACT Compass Reading

All three disciplines (ENG, MATH & READ) award multiple measures credit to students who self-report a high school GPA of 3.0 or higher (aka “B+ or better”). The GPA used is as the student reported it on her/his Application for Admission.

English and Mathematics award additional multiple measures credit to students who score “highly” (84 or more points) on the Reading Placement Test -- ACT Compass Reading.

There are up to three different tests a user will take using the Math Learning Center's (MLC) Accuplacer backup testing site: Arithmetic, Elementary Algebra, and College Level Math. These tests are administered based on the user's answers to background questions or a combination of answers to background questions and test scores received while taking succeeding tests: Arithmetic to Elementary Algebra to College Level Math or Elementary Algebra to College Level Math. The Accuplacer system does not allow the print out of its tests. The user can use the below information to login as a proctor to the MLC Accuplacer demo site and go through the process of taking each of the tests herself to see what is on them. The user can then use the report login to get the placement scores for the tests that are taken.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Palomar College is a single college district. We accept acceptance assessment scores from outside district as follows:

- Our college accepts scores from other California Community Colleges using an equivalency grid.
- College Readiness scores from CSUSM.

Students who elect to take the CSU EAP additional testing on the STARS test their junior year may be placed as follows:

- PASSED English: Student will be cleared to enroll in English 100
- PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
- PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psy/Soc 205* only if they prove they are taking a math class their senior year in high school.

Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable.

7. How are the policies and practices on re-takes and recency made available to students?

Students may access policies about assessment testing, re-takes and recency in several ways. The Assessment Office is open daily and staff are available to answer questions from walk-ins or via phone call. In addition the assessment office web page includes testing guidelines for several possible scenarios. Students may access the information at: <http://www2.palomar.edu/pages/assessment/sample-page/>

Testing policies and options are featured in the College Catalog available in print as well as on-line at: <http://www2.palomar.edu/pages/catalog/2015-2016/>

Re-take Policy

Students may re-take the ACT Compass test once a year, but an entire calendar year must have gone by in order to retake the computerized test. Challenge tests for math and English are offered throughout the year however students may only challenge a test once a year.

Recency Policy

Student test scores from the ACT Compass Test are good for two years. After two years, the scores become inactivated.

- Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Assessment Supervisor (JLR)	Coordinate assessment and placement activities	SSSP
2	Assessment Technician (ES, CP)	Proctor assessment tests and provide technical support	SSSP
1	Assessment Support Specialist (CB)	Proctor assessment tests	SSSP
	Additional?		

- Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	EAP (exactly what?)	SSSP	25,000
	Career Assessments	SSSP	10,000
	Assessment Office Supplies	SSSP	5,000
5000	Professional Development	SSSP	25,000
	Printing/Mailing/Postage	SSSP	15,000
	(New Assessment Tool?)		

D. Counseling, Advising, and Other Education Planning Services

- Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Although students who receive counseling are more likely to achieve their intended academic goal, it has been a challenge to provide services to the volume of students attending Palomar College. One adjustment planned for 2015-16 is the delivery of counseling services and education planning to EAP participants. EAP processing will take place over the course of

several months on our main campus. In addition to assessment testing, students will receive introductory information about applying for financial aid and basic academic planning. EAP participants will be invited to attend in a full-day comprehensive orientation during which all participants will receive abbreviated education plans course registration assistance. The increased interaction between new students and our campus community of faculty, staff and continuing students will support greater student engagement leading to higher retention and more efficient course selection.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?
- b. What percentage of the target population does this represent?

D. Counseling, Advising and Other Ed Planning - 2a, 2b Services 2014-15	# Services Provided	# Enrolled Students (Target Population)	% of Target Met
Directed	25,807		
Exempt			
Total	25,807		

- c. What steps are you taking to reduce any unmet need or to ensure student participation?

To reach all new students with early information about support services available at Palomar College, we will be launching a comprehensive on-line orientation program. Counseling staff will offer group workshop sessions during orientation that will result in the completion of an abbreviated education plan for incoming students. In addition, individual appointments will be scheduled with counselors for completion of a comprehensive education plan at a future date during the term. Students completing the updated on-line orientation will be guided through the abbreviated education plan process to assist in selection of courses for their first term. Counseling appointments will also be encouraged.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

A majority of educational plans and other counseling services are currently provided during individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email.

- o In person workshops are offered throughout the year. Topics include student success strategies and helping students who are on academic or progress probation.
- o Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.

b. Is drop-in counseling available or are appointments required?

Appointments are offered in General Counseling as well as answering of quick questions on a drop-in basis. Categorical programs offer walk-in counseling at various times.

c. What is the average wait time for an appointment and drop-in counseling?

General Counseling appointments are scheduled 1-2 weeks in advance during peak times however, all students have access through the Counseling Department website to “quick” email interactions with a counselor.

- All counselors regularly respond to student phone and email inquiries
- EOPS students generally wait 1 week for an appointment in the beginning of the semester.
- Disability Resource Center access to individual appointments range from 3 days to 2 weeks.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

Counselors support development of an abbreviated or comprehensive educational plan. All newly enrolled students will have the opportunity to create an abbreviated education plan as part of a new student orientation process. Abbreviated educational plans will list 1-2 terms worth of recommended coursework, the student goal (if known) and the general educational pattern recommended.

Students will be encouraged to schedule an appointment with a counselor to develop a comprehensive education plan within first academic year of attendance. The comprehensive education plan will chart the remaining terms and courses to be completed to achieve the student’s academic goal. Counselors will also refer students to appropriate support services to achieve the planned goals.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Counselors work with students to develop comprehensive educational plans which list 2 or more terms (as needed) to take students from their current term to the projected completion term with the students’ goal, recommended coursework, desired transfer institutions for transfer students and career information and guidance for CTE students, the general educational pattern recommended, recommended support services, and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.

- Instructional faculty and department chairs offer discipline specific academic advising and information to assist students with formulating academic goals.

- Discussion continue among instructional and counseling faculty regarding the scope of activities related to academic advising and the professional development activities needed to support academic advising.

We will expand opportunities for education plan review and support as follows:

- Explore options for addressing educational plans in addition to the one-on-one model, e.g., group model, online model, etc.
- Explore ways to increase student access to counseling services for quick questions.
- Finalize implementation of degree audit tool to assist in evaluation of individual student records as fulfillment of requirements for an abbreviated educational plan.
- Evaluate the effectiveness of each model in terms of numbers of students served, student satisfaction, etc.
- Explore ways in which counselors can collaborate with instructional faculty to increase knowledge of specific discipline requirements.
- Evaluate effectiveness of the collaboration.
- Provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

We use PeopleSoft for entry and development of educational plans. Other support of counseling, advising, and other educational planning services.

- SARS appointment system -- schedules and track students
- On Base Imaging Software -- makes educational records, including transcripts, directly available to counselors
- SKYPE -- online counseling
- TES (Transcript Evaluation Service) -- allows for the lookup of course equivalents across colleges nationwide
- Kurzweil & Jaws -- alternative media technology to assist students with disabilities to access counseling information

PLAN

- Finalize development of degree audit for several remaining programs.
- Revise comprehensive online orientation to include abbreviated education planning tool.
- Continue vetting and development of online counseling, including use of online educational planning tool for students and counselors.
- Provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft
- Get Starfish

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.5	Counselors (EN, GS, SW, DO)	Counsel students, create academic plans	SSSP
8.71	Adj. Counselors (?)	Counsel students, create academic plans	SSSP
1	Counselor (new hire)	Counsel students, create academic plans	SSSP
1	Counseling Staff Supervisor (CM)	Schedule staff, manage counseling appointment system and administrative support	SSSP
5	Support Specialists (front desk?)	Schedule counseling appointments, provide students with general information about counseling services	SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	EAP Counseling Supplies (for what?)	SSSP	16,000
	Counseling/Ed Plan Supplies	SSSP	5,000
5000	Professional Development	SSSP	25,000
	Printing/Mailing/Postage	SSSP	15,000
6000	Education Planning Software	SSSP	?
	Counseling Appointment App/Text	SSSP	?

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

A new Manager of Orientation and Follow-Up services has recently been hired to expand in-reach to students designated as at-risk through several measures. Various techniques for follow-up contact will be considered and by the new Manager of Orientation and Follow-Up.

2. a. How many students were provided follow-up services in 2014-15?
 b. What percentage of the target population does this represent?

E. Follow-Up for At-Risk Students - 2a, 2b Services 2014-15	# Services Provided	# At-Risk Students	% of Target Met
Directed			
Exempt			
<hr/> Total		0	

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Palomar College is working to update our blackboard portal to allow for targeted messaging to students, including at-risk follow-up. In addition, we continue to explore the purchase of Starfish as a tool to more effectively engage students in maintenance of their academic progress at Palomar. An intervention strategy includes personal calls to students who have been identified by their instructors as struggling with academic progress. These calls will result in counseling or other referrals to engage the student in making improvements.

3. a. What types of follow-up services are available to at-risk students?

Extensive support services are available to students at Palomar College. Students may access services directly or be referred. These include:

- Administrative student support services including course evaluations, grade adjustment, and academic renewal forms.
- Academic, career, transfer, and personal counseling to assist students in persisting and succeeding with their educational goals and career pathways.
- Support services for students with documented disabilities, including development of Student Education Contracts and arranging applicable disability-related accommodations
- Priority registration for at-risk students, including students with disabilities, and also to include EOPS and Foster Youth
- Financial aid assistance, scholarships, and workshops
- EOPS book vouchers for textbook purchases or rentals
- Health Services Center offering health education and health services
- Comprehensive reading program and small group support in spelling, phonics, and study skills
- DRC support class for English 10
- Mental Health Services Program for distressed students to increase coping skills and applicable campus and community resources to promote student retention.
- A designated counselor for athletes
- Summer Bridge focused on basic skills classes including math, English, ESL, reading, and study skills; for incoming students
- FYE with English, ESL, and math tracks
- A multi-level noncredit and credit ESL program
- Career exploration and transfer-related workshops

- Major search classes
- Career search classes
- Test anxiety and study skills workshops and classes
- Academic advising

b. How and when are students notified of these services?

Students are notified of available services during their initial assessment and orientation through group orientations and/or pre-advising video. At-risk students are also notified about available support services via the college website, by instructional faculty in classes, and by counselors during appointments and drop-in sessions. We also provide campus in-reach via flyers promoting services and workshops. Other ways we notify students of services include:

- Early Admissions Program Orientation and packet for incoming high school students
- Social media, Facebook and Twitter
- Counselors, faculty, and staff campus-wide
- On-campus in-reach via signs and flyers promoting services and upcoming workshops
- Student Union marquee
- Palomar email
- Direct phone calls from Ambassadors
- Transfer Fair (primarily fall)
- Tarde de Familia (2 times a year)
- EAP Parent Nights (spring)

Efforts are ongoing throughout the year unless otherwise noted.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

At-risk students receive support services in a variety of mediums including:

- Counseling and Instructional faculty in class or in the counseling office
- On-campus in-reach promoting services and upcoming workshops
- The Learning Center resources available to support academic tutoring
- Student Records and Financial Aid staff who provide information about course enrollment and financial aid deadlines and tools.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Teaching faculty are involved in monitoring student progress and develop participating in early alert systems in the following ways:

- Census Rosters -- dropping no shows
- Early Alert Rosters -- English & Math Basic Skills Instructors Only

- Week 5 identification of students who need extra support.
- Students bring intervention report to instructors for signatures and grade estimation.
- FYE Alert
 - The First-Year Experience Coordinator requests feedback from instructors of FYE students at Week 4.
- Athletic Alert
 - Instructors of Palomar College athletes are asked to provide information on student progress to date.
- Roster with Financial Aid notation
 - Instructors are asked to provide last date of attendance for any student receiving Financial Aid.

Palomar College is developing strategies for more effective ongoing contact with at-risk students in an effort to guide them to appropriate services in a timely manner. We plan to explore assigning a "Lead Counselor" for quick questions at the counseling office front desk.

- Leverage existing data identifying at-risk students.
- Developing in-reach campaigns geared to the needs of each specific group.
- Implement an effective Customer Relationship Management software package to allow us to manage and evaluate in-reach effectiveness.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
?	Adj. Counselor (listed with 8.71 fte group)	Counsel students, prepare/update education plans, follow-up with at-risk students	SSSP
.5	Manager of Orientation & Follow-Up Services (NM)	Design and coordinate full orientation program for on-campus and on-line delivery.	SSSP/Student Equity
6	Ambassadors (#)	Students supporting orientation delivery efforts, campus tours, mentorship and follow-up activities.	SSSP/Student Equity
	Supervisors (?)		SSSP
1	System Module Function Specialist (new hire)	Create and maintain technical features of data collection system.	SSSP/Student Equity
5 (?)	Support Specialist		SSSP
1	Academic Evaluator (KL)		SSSP
1	Staff Assistant		SSSP
.5	Research Analyst (new hire)	Support data analysis for SSSP activity	SSSP/Student Equity

.5	I.S. Project Manager	Support technology needs for SSSP activity	SSSP/Student Equity (?)
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5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Inreach	SSSP	10,000
5000	Professional Development	SSSP	25,000
	Printing/Mailing/Postage	SSSP	10,000
6000	CRM	SSSP	?
	Starfish	SSSP	?
	Text Software	SSSP	?

F. Other SSSP/Match Expenditures

1. Describe any **institutional research** directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district’s adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

New, returning, or transfer students who may be exempted from the matriculation process are students who:

- 1) Already have an associate’s degree
- 2) Are attending Palomar College for personal enrichment
- 3) Are enrolled only in noncredit community education courses
- 4) Are taking classes only to upgrade job skills
- 5) Are enrolled in apprenticeship or other special vocational education programs
- 6) Are concurrently enrolled in another college or university
- 7) Foster Youth and former Foster Youth (up to age 25)

Exempted students are not required to participate in the matriculation process but are encouraged to see a counselor at any time.

2. What percentage of your student population is exempt (list by category)?

[insert chart]

B. Appeal Policies

Describe the college’s student appeal policies and procedures. If these policies are posted on the college’s website, also provide the link below.

Palomar College uses Administrative Procedure 5055 to administer the appeal process for Priority Registration. A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances or where a student with a disability applied for but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

Palomar College recognizes that even well-crafted policies and procedures require flexibility for individual circumstances. Appeal and petition forms are on the College website at:

<http://www2.palomar.edu/pages/enrollmentservices/appeals-and-petitions/>

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

Palomar College uses Administrative Procedure 4260 which describes how we establish, review, and provide for student challenges to prerequisites as follows:

This procedure calls for caution and careful scrutiny in establishing prerequisites. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. For these reasons, the District has sought to foster the appropriate balance between these two concerns.

Prerequisite Challenge Process

Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

- a. If space is available in a course when a student files a challenge to the pre- requisite or co- requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.
- b. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students register for that subsequent term.

The grounds for challenge specified in Title 5 Section 55003 and include the following:

- a) The prerequisite or co-requisite has not been established in accordance with the district's process for establishing prerequisites and requisites.
- b) The prerequisite or co-requisite is in violation of this section.
- c) The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- d) The student has knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite.

- e) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available.

A PREREQUISITE/COREQUISITE CHALLENGE PETITION IS AVAILABLE ON-LINE AT:

[HTTP://WWW2.PALOMAR.EDU/PAGES/ENROLLMENTSERVICES/FILES/2015/07/REQ-CHAL-PET-2015-06-24.PDF](http://www2.palomar.edu/pages/enrollment/services/files/2015/07/req-chal-pet-2015-06-24.pdf)

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

Palomar College has developed a comprehensive Student Success and Support Task Force with campus-wide participation and input from approximately seventy administrators, classified staff, students, and faculty. The task force utilized workgroups focusing on the following components of the Student Success and Support Program Plan: Assessment, Counseling, Follow-Up for at-risk students, Orientation, and Policies and Procedures.

The college is re-organized existing shared governance committees pertaining to implementation of the Student Success and Support Program elements to coordinate effectively with our Student Equity Plan.

Our MIS team meets with various Student Services staff monthly to review MIS SS data elements. The results of these meetings includes data mapping, enhancement for data collection, and continued progress toward developing our Student Success and Support Program "Dashboard."

The college will work to identify and develop professional development activities for emerging student issues pertaining to student access, persistence, and success.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the

district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

SSPC Members and Affiliations		
Members	Appointed Seat	Affiliations
1 Interim, Superintendent/President, Gonzales, Adrian	Vice President, Student Services	Student Services Division
2 Stockert, Brian	Dean, Counseling Services	Counseling Services, Articulation, Assessment, Career Center, Counseling, DRC, EOPS, Grant Funded Student Programs, Behavioral Health Counseling, SSSP and Transfer Center
3 Antonecchia, Rosie	Director, Career Services	Counseling and Career Center
4 Nunez, Elvia	Director, Transfer Center	Counseling and Transfer Center
5 Harris, Judy	Interim Director, Health Services Center	Health Services Center
6 Cathcart, Scott	Director, Athletics	Athletics
7 Magnason, Kendyl	Director, Enrollment Services	Enrollment Services, Admissions, Evaluations & Records, Financial Aid, International Students, Outreach and Veterans
8 Titus, Sherry	Director, Student Affairs	Student Affairs
9 Romain, Lisa	Chair, Counseling	Counseling
10 DiMaggio, Mark	Chief of Police	Campus Police
11 Aguilera, Veronica	EOP&S Faculty Member	Counseling and EOPS
12 Meyers, Lori	DRC Faculty Member	Counseling, DRC and EOPS
13 Cecere, Lisa	Faculty appointed by Faculty Senate from Instructional Areas	Instruction and Faculty Senate
14	Faculty Senator on Faculty Senate	
15 Large, Michael	Research Analyst	IRP
16 Kretchman, Lindsay	CCE/AFT Representative	CCE/AFT and Student Affairs
17	CCE/AFT Representative	CCE/AFT and DRC
18 Spence, Malik	ASG Representative	ASG
19 Sebring, Suzanne	CAST Representative	CAST, Interim Executive Assistant to the VP for Instruction
20 Moore, Christine	PFF Representative	PFF and Instruction
21 Brannick, Monica	Faculty representative from the Pride Center	Instruction and Pride Center

Current Head Count:

Educational Administrators: 8

Classified: 2

Faculty: 9

CAST: 1

ASG: 1

21 Members Total

SSPC Shared Governance, Areas and Departments

Shared Governance	Student Services Areas	Student Services Departments
VPSS	Athletics	
Dean, Counseling Services	Counseling Services	<ul style="list-style-type: none"> • Articulation • Assessment • Behavioral Health Counseling • Career Center • Counseling Services • DRC • EOPS/CARE/Foster Youth • Grant Funded Student Programs • 3SP/Student Equity • Transfer Center
AA (No seat currently)	Enrollment Services	<ul style="list-style-type: none"> • Admissions • Evaluations & Records • Financial Aid • International Students • Outreach/Student Ambassadors • Veterans
ASG	Health Services Center	
CAST	Campus Police	<ul style="list-style-type: none"> • Parking Services • Police Department
CCE (2 members)	Pride Center	
PFF	Student Affairs	<ul style="list-style-type: none"> • Student Activities • Student Affairs/Discipline • Student Government
Faculty Senate (2 members)		

Current Head Count:

Educational Administrators: 8

Classified: 2

Faculty: 9

CAST: 1

ASG: 1

21 Members Total

STUDENT SERVICES PLANNING COUNCIL

Role

- Develops, implements, evaluates and revises Student Services' plans and initiatives, both short- and long term.
- Develops, reviews, and updates the process (qualitative and quantitative elements and instrument) and establishes the timeline for the 2-year Institutional Program Review and Planning (IPR&P) cycle for Student Services.
- Reviews and summarizes IPR&P documents and utilizes them to develop and guide recommendations for priorities for Student Services, including budget, staffing needs, equipment, technology, facilities, and other resources essential to support Student Services and the success of students.
- Utilizes the District's Strategic Plan and the Annual Implementation Plan to guide and outline its goals, tasks and actions to be accomplished in the academic year.
- Make recommendations relevant to any matters or issues that impact Student Services and/or by request from SPC.
- Provides guidance, direction, and oversight to these committees:
 - Academic Review Committee
 - Student Equity Committee
 - Registration Committee
 - Scholarship Committee
 - Campus Police Committee
 - Matriculation and Transfer Committee
 - Financial Aid & Appeals Committee

Convenes a subcommittee to review and update the process (qualitative and quantitative elements and instrument) and timeline for requesting full-time positions and to prioritize each year's list of full-time positions for discussion and endorsement by SSSPC, forwarding the recommendation to SPC as information.

Products

- Institutional Program Review and Planning documents, summaries and recommendations, including budget, staffing needs, equipment, technology, and facilities priorities
- Progress report on Strategic Plan and AIP
- Annual goals and accomplishments
- Full-time Position Priority Recommendations

Reporting Relationship

Strategic Planning Council

Meeting Schedule

Second and Fourth Wednesday of the month from 9:30 a.m. to 11:00 a.m.

Chair

Vice President, Student Services

Members

- Dean, Counseling Services
- Director, Career Services
- Director, Transfer Center
- Director, Health Services
- Director, Athletics
- Director, Enrollment Services
- Director, Student Affairs
- Chair, Counseling (or designee)
- Chief of Police
- One EOP&S Faculty Member

- One DRC Faculty Member
- One Faculty representative appointed by Faculty Senate from Instructional Areas
- One Faculty representative who is also on the Faculty Senate
- Research Analyst
- Two Classified Unit Employee representatives appointed by CCE/AFT (one from Student Services)
- One Student representative appointed by ASG
- One Confidential and Supervisory Team representative from Student Services appointed by CAST
- One Palomar Faculty Federation representative appointed by PFF
- One Faculty representative from the Pride Center, appointed by the Faculty Senate

Approved by SPC 5-07-02
Latest Revision 02-03-15