



**STUDENT SERVICES PLANNING
COUNCIL MEETING
AGENDA
April 13, 2016**

MEETING TYPE:	<input checked="" type="checkbox"/>	Staff	Date:	April 13, 2016
	<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, Moss, Nunez, Romain, Spence, Stockert, Titus and Williams.

RECORDER: Michelle LaVigneur

Order of Agenda Items	Attachments	Time Allotted
A. <u>MINUTES</u>		
1. Approve Minutes of March 9, 2016		
B. <u>ACTION ITEMS/FIRST READING</u> – None.		
C. <u>ACTION ITEMS/SECOND READING</u>		
1. Proposal to add a Recruitment and Retention Committee reporting to SSPC - Kendyl Magnuson	Exhibit A	10 minutes
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. New AA Representative – Jamie Moss		
2. Review Student Services PRP's	Exhibit B	50 minutes
a. EOPS		
b. Financial Aid, Veterans and Scholarships		
c. GFSP		
d. Student Equity Plan (SEP)		
e. Student Success and Support Program (SSSP)		
3. Discussion of SSPC Council Membership	Exhibit C	20 minutes
E. <u>COMMITTEE REPORTS</u>		10 minutes
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. <u>OHER BUSINESS</u>		

Next Meeting: Wednesday, April 27, 2016 in MD-155C



**STUDENT SERVICES PLANNING
COUNCIL MEETING
MINUTES
March 9, 2016**

CHAIR: Adrian Gonzales

MEMBERS PRESENT: J. Ambrocio, R. Antonecchia, S. Cathcart, L. Cecere, A. Cunningham, M. DiMaggio, J. Harris, L. Kretchman, M. Large, L. Meyers, E. Nunez, L. Romain, S. Titus and R. Williams.

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: V. Aguilera, A. Cory, K. Magnuson, C. Moore, M. Spence and B. Stockert.

GUESTS: Jeff Higginbotham, Jamie Moss and Yasue O'Neill.

Order of Agenda Items

Attachments

Time Allotted

A. MINUTES

1. Approval of Minutes for February 24, 2016

MSC – (Kretchman/Cunningham): The minutes for February 24, 2016 were approved and accepted into the record with abstentions from Lisa Cecere, Judy Harris, Lori Meyers, Dr. Lisa Romain and Ryan Williams.

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

B. ACTION ITEMS/FIRST READING – None.

C. ACTION ITEMS/SECOND READING – None.

D. INFORMATION/DISCUSSION ITEMS

1. Review Student Services PRP's

Exhibit A

50 minutes

The PRP's for Athletics, DRC, Evaluations and Records and International Students were reviewed. The remaining PRP's are tabled for the next meeting on April 13, 2016.

- a. Athletics – Instructional: Scott Cathcart reviewed this PRP.
- b. DRC – Instructional and Non-Instructional: Jeff Higginbotham reviewed these PRP's.
- c. EOPS
- d. Evaluations & Records: Jamie Moss reviewed this PRP.
- e. GFSP
- f. International Students: Yasue O'Neill reviewed this PRP. Fluctuations in the economy have a direct effect on which countries send their students to Palomar College.
- g. Student Equity Plan (SEP)
- h. Student Success and Support Program (SSSP)

2. Discussion of SSPC Council Membership

Exhibit B

20 minutes

Interim Superintendent/President Adrian Gonzales led the discussion on our Council membership. There was discussion on proportionality, adequate representation and each constituent group disseminating information to their areas. The following suggestions were made:

- Adding SSSP/SE, GFSP and more areas from Enrollment Services to our membership
- Revisiting our Committees that Report to SSPC

- Reviewing each seat at the next meeting and determining which areas are adequately represented and which areas need to be added

E. COMMITTEE REPORTS - No reports.

10 minutes

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. OHER BUSINESS

1. Interim Superintendent/President Adrian Gonzales reported that the Dolores Huerta keynote address titled Achieving Equity Through Education held on Tuesday, March 8th in the Howard Brubeck theater was a huge success.

Meeting was adjourned at 11:05 a.m.

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Kendyl Magnuson					Date: 4/13/2016	
Proposed Name of Requested Group: Recruitment and Retention Committee						
	Council		Committee	X	Subcommittee	
Action Requested:		X	Add		Delete	
<p>Role: Act as an official governance body to collect and develop suggestions for recruitment and retention activities, coordinate with others for vetting ideas, work with various campus constituents, develop and coordinate actionable plans and strategies, and assist in the implementation of these plans. Coordination will need to take place between Student Services, Instruction, Information Systems, the Foundation, local education partners, local business, and the community in general.</p> <p>Products: In coordination with the above constituent groups; seek input, develop actionable plans, and implement these plans in order to enhance recruitment and retention activities in a cost effective and efficient manner that will lead to increased enrollment and reduced attrition for students.</p>						
Reporting Relationship: Reporting to SSPC						
Meeting Schedule: TBA						
Co-Chairs: Manager, Orientation and Follow-up Services and Manager, Outreach						
Members: (1) Faculty appointed by the Academic Senate, (1) Faculty Counselor from Counseling Department, (1) Faculty Counselor from a categorical program, (1) Marketing staff, (1) Systems Module Functional Specialist, (2) Student Services staff, and (1) Grant Funded Student Programs (GFSP) staff.						

Reviewed by Strategic Planning Council:
First Reading
Approved

Palomar College – Program Review and Planning Non-Instructional Programs

Academic Year 2015

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: EOPS/CARE and CalWORKs

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

01/15/2016

Please Add Date
(00/00/2012)

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2011-2012	2012-2012	2013-2014	<<Prelim>> 2014-2015	Definitions
EOPS Student Counseling Contacts	3,922	3,204	3407	3717	New/Continuing (Group appt. in Fall & 15 min appt. in Spring) # inc group
EOPS MIS Unduplicated Count	1,028	871	843	863	
Orientations - EOPS	41	54	37	69	New students
Orientations - CARE	7	4	4	4	New students
Follow-up Contacts	3	3	3	3	Student Contact with Counselor per semester
Full-time FTEF Counselors	3.25	2.25	2.25	2.25	Academic Counselors
Part-time FTEF Counselors	0	0	.25	.25	Adjunct – Academic Counselors
Full-time/Part-time %	0	0	11%	11%	
FTEF/Headcount Ratio per 1 student	316	387	337	345	
Number of FT Staff	5.0	5.0	4.0	4.0	Classified Staff & Supervisor
Number of Part-time Staff	.0	5	1.25	0	
Staff/Student Ratio per 1FTE	206	158	160	216	
CalWORKs MIS Unduplicated Count	136	171	185	167	
Orientations – CalWORKs	13	12	12	11	
Counseling Contacts – CalWORKs	826	540	501	624	
Full-time FTEF CalWORKs Counselors	1	0	0	0	Academic Counselors
Part-time FTEF CalWORKs Counselors	0	.85	.84	1	Adjunct - Academic Counselors
Number of FT Staff CalWORKs	0	1	1	1	Classified Staff
Number of Part-time Staff CalWORKs	.45	0	0	0	

I. A. Reflect upon and provide an analysis of the four years of data above

New EOPS students are required to attend an EOPS orientation. Continuing EOPS students are required to complete online a continuing EOPS student orientation each semester. New and Continuing CARE participants are required to review, complete and submit a continuing CARE student orientation each semester. According to Title 5 regulations EOPS students are required to have 3 counseling contacts each semester and have a six semester Educational Plan on file. Ed plans are revised during counseling visits as needed; revisions during the semester are not counted as a new Ed Plan.

Observations: The 4 year trend reflects a reduction of about 10% in student contacts. This was a result of continued uncertainty of the department's budget (i.e., categorical funds) at the beginning of each fiscal year (i.e., late state budget approval) as well as budget reductions which resulted in closing the application period into the program at an earlier date. While we had a loss of EOPS Categorical funding for part-time counselors and in May 2010 1 FT counselor, the District stopped providing backfill funds in 2013-2014. This was due to a slight increase in EOPS categorical but not at the same level when it was first cut. This resulted in a reduction of book vouchers and amounts for students to help provide funding for staff salary and benefits so that the EOPS categorical funds can be used for book vouchers each semester.

EOPS Cap was exceeded for 2009-2010 cap was exceeded by 309 students (cap: 719); in 2011-2012 cap was exceeded by 152 students (Cap: 719), in 2012-2013 cap was exceeded by 124 students (Cap: 719), in 2013-2014 cap was exceeded by 144 students (Cap: 719). Staff provides EOPS presentations to local high schools in our district and participates in outreach events. As needed and when possible staff assist students with completing the financial aid application to ensure that students obtained other financial resources due to continued reduction in EOPS funds and monetary services to students (i.e., elimination of bus passes, grants, meal tickets and the reduction in EOPS monetary services) (i.e., elimination of bus passes, grants, meal tickets and the reduction in book vouchers).

FTEF Headcount Ratio may still inaccurately imply or reflect the number of students counselors may have seen during an academic year: the unduplicated MIS student count is derived from the initial contact of student with an EOPS counselor following the new student orientation. If the student does not return after that first contact, the student is counted throughout the year in the unduplicated MIS count. Also continuing EOPS students who do not complete the mandatory 3 Counseling contacts will be counted throughout the year in the unduplicated MIS count if they meet once with an EOPS Counselor. On-line contacts and phone contacts are not consistently documented therefore they are not reflected in the above student-counselor contact number.

During the 2013-2014 school year, the District stopped providing additional funds that are needed to ensure that counseling, staff and book services were maintained. However, the District determined that it would continue to exercise the opportunity to seek a waiver to not fill the position until the college's financial status improves. The Director of Financial Aid, Veterans & Scholarships Services is still serving as the Interim Director (i.e., 50%) In addition, some of operational expenses were paid by Financial Aid department due to the fact that EOPs regulations would not allow expenses to be covered by the program funds.

It is vital to our educational and economically at risk disadvantage students that enroll at the college and those that enter into the EOPS program that the District continues its support and monetary contribution to maintain services.

I. B. Please summarize the findings of SAO assessments conducted.

At the end of Fall 14, a survey was completed by students who completed their 2nd contact requirement in group sessions and would they prefer individual contact appointments and what time period. The results reflect 125.5 students wanted 15 minutes, 118.5 wanted 45 minutes, and 104 wanted 45 minutes group session. In addition, 348 students who attended the group session completed the survey. In Spring 2015, another survey was conducted when students were given a choice to do either a 15 minutes or 45 minutes 2nd contact appointment. The survey results

I. B. Please summarize the findings of SAO assessments conducted.

reflect that from the 67 students who had 15 minutes contact appointment, 13 students stated they need more time. There were 34 students who did a 45 minutes contact appointment. The survey also reflects that 40% of students prefer having a choice of 15 minutes and than a 45 follow-up if needed and 37% preferred 15 minutes appointment. Overall, the survey reflected that students preferred choice to either have 15 minutes one on one or 45 minutes.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

State regulations do not indicate how long each of the 3 required contact appointments or workshops that student must complete. It does not also identify which contact should be longer or shorter. The reduction in FTE counselors has made it necessary to provide one of the contact appointments in either group workshops or individual 15 minutes contact time period. We will continue to offer students a choice of 15 minutes or 45 minutes into the 2014-2015 school year.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

The Student Success Task Force goals and objectives will be in line with already what the EOPS/CARE program is currently mandated to provide to students. While EOPS/CARE funding has been steady but not sufficient, the cap of serving students continues to be reasonable to manage with the current staffing level. Since we implemented the choice of 15 minutes contact appointment, we still used counselors to provide the services even though regulations do allow the use of paraprofessionals for this type of contact. While funding is stretched, we used the school year to assess the need for 15 minutes contact and possibly the need for a paraprofessional.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

We will continue to consider providing workshops on specific topics to ensure student success similar to counseling courses. Workshops would be more attractive to students due to short time commitment needed and specific subject matter presented. Gas cards will be provided as an incentive to help minimize financial burden.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Printer	1	2.6	At the present time, equipment is not needed. However, as the warranty for these equipment expires in the future, it is needed for staff to perform tasks to support service to students and students can print required EOPS and Financial Aid forms	1500	Ongoing	None-Categorical funds cannot be used to cover cost
b2.	computer	2	2.6	At the present time, equipment is not needed. However, as the warranty for these equipment expires in the future, it is needed for staff to perform tasks to support service to students	2000	Ongoing	None-Categorical funds cannot be used to cover cost
b3.	copier	3	2.6	Even though a copier was received in 2013, it needs to remain on the list so the request is in when the warranty runs or it is no	10000	Ongoing	None-Categorical funds cannot be used to cover cost

b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				longer cost effective to fix the machine. Equipment is needed for staff to perform tasks to support services to students			
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	cart maintenance	2	2.6	Needed for staff to perform tasks to support service to students	1500	Ongoing	None-Categorical funds cannot be used to cover cost
d2.	Training	1	2.6	Needed for supervisor to	1500	Ongoing	None-Categorical

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				attend required trainings and meeting to support service to students. Limited EOPS funds available to pay for Supervisor to attend conferences			funds cannot be used to cover cost
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

None

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

The department continues to host the Thanksgiving Holiday meal event for EOPS students and their families' by providing a gift card to purchase the items at the local market. We continued our partnership with Campus Police for a toy drive to give toys to the children of EOPs students. The past school year we continue our media outreach method to potential and current students to include a monthly newsletter for EOPS students and one for CalWORKs students. The EOPS CARE program continues to provide workshops for students as well as awarding grants to help with college. For the CalWORKs program we continue to provide intersession workshops for our students who must still participate in some format of training as required by the county when there are no official classes. Our CalWORKs adjunct counselor develops and maintains the departments Facebook and monthly EOPs and CalWORKs newsletter.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

The loss of District funds to maintain salary and benefits has impact the number and amounts of book vouchers we provided to our students each semester. As we continue to see the increase in the number of eligible applicants EOPS categorical funds are needed to provide book vouchers and/or grants to eligible students. Therefore, while we have the need for adjunct counselor since we lost 1 FTE counselor, we will continue to maintain a status quo operational budget with categorical funds. This is needed to ensure that we can provide maximum services such as book vouchers to our students using EOPs categorical funds. In 2013-2014 we were able to replace one of our 3 vacant classified positions. In addition, it is our hope that the college will support the replacement in the future school years when categorical funds are increased one of the two remaining vacant classified positions. During the 2015-2016 school year we will be submitting a request filling a vacant CalWORKs counselor position from categorical funds. There are sufficient funds to replace the vacant CalWORKs counselor position since 2010-2011. We hope the position will be filled to start in the 2015-2016 school year.

Please identify faculty and staff who participated in the development of the plan for this department:

Lorraine Lopez

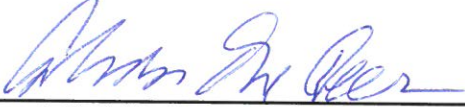
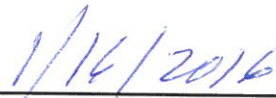
Name

Calvin One Deer Gavin



Name

Name

Name	Name	Name
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Department Chair/Designee Signature	Date

	
Division Dean Signature	

	
Division Vice President Signature	Date

- Provide a hard copy to the Vice President

Palomar College – Program Review and Planning
Non-Instructional Programs
Year 3
Academic Year 2015-2016

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Financial Aid, Veterans & Scholarships

03/28/2016

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2011-2012	2012-2013	2013-2014	2014-2015	Definitions
Annualized Credit Enrollment	34,664	34,280	35,790	36,413	Includes summer, fall, spring
Federal applications processed	18,746	21,706	22,724	22,683	Unduplicated ISIRs, including 782 Dream Act Applications
FA applications awarded	5,791	6,289	8,339	8,663	Includes Title IV federal aid programs and scholarships (<i>review status completed</i>) Does not include students who submitted a FAFSA or Dream Application but receive only BOG
FA applications not eligible	Included below	Included below	Included below	Included below	
FA applications incomplete or ineligible	1,290	4,877	5,845	3,056	Students that were not enrolled, did not complete submit all required documents or did not meet the Financial Aid SAP policy
Veterans Applications (unduplicated)	1,594	1,661	1,779	1,757	New and continuing Veterans who receive VA educational benefits
Veterans Term Certifications	2,656	2,809	3,088	3,207	Number of VA certifications for each semester for new and continuing students
BOGWs-# applications processed	17,186	20,459	20,296	22,377	12,524 BOGS were awarded based on FAFSA applications and 9,853 were awarded based on the on-line BOGW application
Scholarship applications processed	1,181 applied, 355 judged	1,096 applied, 322 judged	1,348 applied, 323 completed	359	538 applications submitted
Scholarship awards	479	692	616	604	
Phone contacts	Not monitored	48,000 approximately		Outbound- 13,099	This figure is a result of one stop operation with Enrollment Services
e-Mail contacts	36,632	51,307	59,590	90,679	Email messages to students regarding processing applications for federal, state and scholarship aid

	2010-2011	2011-2012	2012-2013	2013-2014	Definitions
Interdepartmental Information Requests	22	18	10	11	Requests from other college departments for financial aid data.
Federal & State Reporting	5	5	5	6	Annual Required Reports – increased per new FTSSG
Full-time FTEF	1.0	1.0	1.0	1.0	Full-time permanent financial aid counselor assigned to see Veterans
Part-time	.2	.2	.5	.2	Part-time permanent financial aid counselor assigned to see Veterans
Overload FTEF					
Full-Time/ Part-Time %					
Number of Full Time Staff	18	18	18	18	This includes 1 FT staff person from Enrollment assigned to financial aid and vacant Director's position
Number of Part-time Staff	2	2	1	1	Student Worker
Staff/Student Ration	1/2142	1/1926	1/1904	1/2022	Full-time staff based on credit enrollment

I. A. Reflect upon and provide an analysis of the four years of data above

The number of students applying for financial aid continues to increase each year. The financial aid applicant pool will always be greater than the number of awards due to the number of students who do not qualify, do not enroll in classes or do not submit all required documents. Reasons for the gap between applicants and awards range from some students not meeting the strict federal financial aid academic standards to students who apply only for a BOG fee waiver and do not complete the application process. However, 2012- 2013 and 2014-2015 reflect progress toward closing the gap between the number of students applying and the number of students receiving aid. The number of ineligible/incomplete applications decreased from 25% in 2013-14 to 13% in 2014-15. Since the number of applications has increased and the staffing level has stayed constant, this is due to efforts by staff to become more efficient and assist as many students as possible. We continue to maximize the use of automated processes, resulting in the ability to process more applications within a shorter time frame. The goal of the office is to continue to work to narrow that gap. It is assumed that the veteran student population will show a slight increase each year, but this is subject to change as decisions are made with military downsizing or future deployments of active military. Therefore, it is vital that the expansion of the use of technology in areas, such as, online forms, document imaging, automated work flows and academic advisement be a priority in the immediate future.

I. B. Please summarize the findings of SAO assessments conducted.

1. To address dangerously high student loan default rates, we contracted with consultants to assist in the implementation of a student loan default management plan and participated in the US Department of Education's Experimental Site project limiting the amount students can borrow in federal student loans. These two initiatives have dramatically reduced the college's federal student loan Cohort Default Rate from 31.6% to 16%. This demonstrates an increase in the number of students understanding their obligations as borrowers and responsibly repaying their federal loans.
2. Veterans Services is requiring on-line orientation for all veterans requesting certification.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

As an institution in danger of being subject to federal sanctions due to a high federal student loan default rate, the college continued the Financial Literacy program for loan borrowers and contracted with Inceptia, Inc. Working with our consultants, we were able to decrease the college's federal cohort student loan default rate from 31.6% to 16%. This is an acceptable rate and removes the college from possible sanctions and loss of student aid programs and is a major accomplishment. Inceptia will continue to assist the college in its efforts to maintain a low cohort default rate. In addition, there has been no feedback from students that restricting the amount they can borrow affects their ability to attend school. This policy appears to be encouraging students to maintain reasonable levels of student loan debt.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

Several factors will increase the workload of the Financial Aid Office in the coming year:

1. The SSSP regulations regarding the Board of Governors Enrollment Fee Waiver include new requirements to provide information to students about the new academic eligibility requirements, the conditions under which they could lose the BOG and the appeal process if they do.
2. Even though the college's default rate has improved to acceptable levels, we are still required to implement our Default Prevention Plan integrating academic programs, counseling and support services to ensure that borrowers are achieving their academic goals and financially capable of repaying their loans.
3. Constant changes in state and federal regulations require staff to be updated and create an ongoing need for training, both on and off campus.
4. There continues to be an annual increase in the number of applications received and processed
5. The change in the federal base year for the FAFSA to "prior-prior-year" is expected to increase the number of Special Condition appeals submitted by students.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

A mandatory orientation requirement for all students that emphasizes the use of technology, such as, eServices and student email, and directs student to on-line resources to obtain information and communicate with the department would help reduce the time and staff required to communicate with students in person, via emails or on the phone. Often the requested information is readily available on the website or student portal but students do not know how to access it. A mandatory orientation would address many needs, including providing students with information on academic programs, graduation/transfer requirements and the consequences not meeting academic progress requirements. Combined with an on-line Student Education Plan, it will be possible to meet federal financial aid and state SSSP requirements for a monitored "academic plan" that establishes the student's program of study based on an "informed goal" for all students.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	21 Front counter Scanners 14 item # DR-C225, 5 item # DR-C240 and 2 item # DR-1100) and 5 carrier sheets. This includes all locations	1	1.4, 2.2, 2.4	Scanners needed so that documents are scanned as received in order to improve work flow, document security and timeliness of scanning.	\$24,000	One-time	no
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Veterans Services Supervisor	1	1.4, 2.3	Palomar has the largest population of veterans of all CCCs, but is not staffed accordingly. Currently, there is one FTE in Veterans Services to provide services to over 1700 veterans. By comparison, Costa Mesa has approximately 7 FTE. The other colleges in the region with only one Veterans Services staff member have very few veterans, such as Southwestern College, which has only about 100 veterans.	\$88,000	On-going	None
e2.	Assistant Director, Financial Aid	3	2.2	Financial Aid is one of the most technically complex offices on campus, manages over \$31,000,000 in student aid and is subject to federal, state and institutional audits. Although there are approximately 19 staff, only the Director has supervisory authority. This position would allow that responsibility to be shared and provide additional administrative support.	\$120,000	On going	none
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f2.	Peoplesoft Systems Consultant	1	2.4	The college has contracted with a Peoplesoft consultant to review Financial Aid processes and determine if changes can be implemented to provide more efficient and student-friendly administration of the financial aid programs.	\$30,000	One-time	No
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

- Most important is our reduction of the 3-year federal student loan Cohort Default Rate (CDR) to below 30%, the level at which colleges become subject to federal sanctions and loss of federal aid. This is also below the national average for community colleges:
 2013 Draft CDR = **15.9%** (this is a draft rate, but is not expected to change significantly)
 2012 Official CDR = 31.6%
 2011 Official CDR = 31.3%
 2010 Official CDR = 33.1%
- The office successfully disbursed over \$34 million dollars in financial assistance programs to approximately 9,000 Palomar students.
- Continued partnership with Enrollment Services as a one stop service operation, providing services to students at the front counter and over the phone.
- Participation in outreach activities, such as, EAP, Summer Bridge Program and the High School Counselors workshop help on campus.
- Continued operation of Veterans Services by hourly and student workers although, due to a current vacancy, there is only one college employee staffing the department.
- Due to efforts and cooperation of all staff, effective operation of Financial Aid Services during 12-month vacancy of Director's position

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

The Director is respectfully requesting an Assistant Director position. This position would be an expansion of the duties of the systems administrator for financial aid to incorporate supervisory responsibility and allow the Director to focus on ensuring state and federal regulatory compliance. Palomar College participates in seven (7) major federal and state student aid programs that provide over \$34 million dollars to students each year. Failure to comply with the thousands of federal and state regulations could result in institutional financial penalties. The Financial Aid, Veterans and Scholarships Department have 19 staff members, including 1 academic counselor plus 2 part-time counselors. This is an unusually high number of staff reporting to the director. By comparison, Enrollment Services has 2 supervisors at the San Marcos location. There is a need for an Assistant Director who can assist with the day to day operation, supervise staff and, generally, back up the Director. In addition, this position would provide the college with a succession plan when administrative vacancies occur.

There is also a need for another FTE academic counselor in Financial Aid to assist students who have been disqualified from financial aid eligibility and need specialized academic counseling to ensure student's eligibility for federal funds. This position could also provide counseling services to Veteran students. General Counselors not experienced in working with federal programs as not as able to provide the level of service and information students as specialized counselors.

Please identify faculty and staff who participated in the development of the plan for this department:

Angelina Arzate Name	Beth Hicks Name	Dr. Patricia Hurley Name
Name	Name	Name

Department Chair/Designee Signature

Date

Division Dean Signature

Division Vice President Signature

Date

- Provide a hard copy to the Vice President Gonzales no later than
- Email an electronic copy to mlavigueur@palomar.edu by
- Email an electronic copy to mlavigueur@palomar.edu by

Palomar College – Program Review and Planning

Non-Instructional Programs

Academic Year 2015-16

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Grant Funded Student Programs

2/1/2016

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

STEP I. ANALYSIS

Palomar College USED Grants (Funding Year/ # of years of grant cycle)	2015-2016				Definitions
TRIO/SSS San Marcos campus	1 st of 5 years				Student Support Services Serves 225 Palomar College students annually
TRIO/UB (1)	4 th of 5 years				Upward Bound Classic Serves 65 PCCD feeder high school students annually
TRIO/UB (2)	4 th of 5 years				Upward Bound Rural Serves 60 PCCD feeder high school students annually
TRIO/Educational Talent Search	5 th of 5 years				Educational Talent Search Serves 500 EUSD & EUHSD students annually
TRIO/North County Educational Opportunity Center (NCEOC)	5 th of 5 years				(North County) Educational Opportunity Center Serves 1,000 SDNC high school/drop-out, GED, & Adult Re-entry students annually
GEAR UP	5 th of 7 years				Gaining Early Awareness and Readiness for Undergraduate Programs Serves 7,000 EUSD, EUHSD, & SMUSD middle and high school (cohort) students annually (and serves teachers, parents, and partners)
TRIO/SSS Escondido Center	1 st of 5 years				Student Support Services Serves 225 Palomar College students annually
					Note: All TRIO Programs serve only eligible low income, first generation, and disabled students.
					Note: The USED Federal Fiscal Year and Program Grant Year is from July 1 – August 31 st .

I. A. Reflect upon and provide an analysis of the four years of data above

Each grant of the Grant Funded Student Programs (GFSPs) is funded through the United States Department of Education and hosted by Palomar College, in partnership with local schools, school districts, community organizations and businesses. Grant cycles are 4, 5, 6 or 7 years, based on the grant program. Each of the federally funded grant programs has its own specified objectives. The federal objectives are aligned with institutional goals and objectives and often demand greater student assessment/learning outcomes and program results than that of the college or college general student population or a specific program or department, or the schools, school districts, and LEAs served. Annual Performance Reports (APRs) are provided to the USED each Fall, by November 31st, based on the previous federal fiscal/program year (September 1 – August 31).

The Palomar College GFSPs have been increasingly improving program outcomes, even with annual cuts in funding and annual level funding over the past 5 years, and federal Sequestration budget cuts (5.23%), increased program costs, and with increased federal mandates and standards/necessary outcomes. There has also been an increase in the student demographic changes, with constantly changing and increasing students of diverse backgrounds and academic and financial need/s, including ethnicity, culture, income (lower family incomes; below 150% poverty) and languages. Moreover, the students recruited for the programs have also had more risk factors for potential educational/career success, academic under-preparedness, and other issues (social and family) as they progress through school/college and the programs. Since the last Program Review and Planning submission, GFSPs received the renewal of the TRIO/SSS Classic grant, and received a new TRIO/SSS grant (for the Escondido Center).

I. B. Please summarize the findings of SAO assessments conducted.

The number of students/participants funded to be served was exceeded in each of the GFSPs grants, in GEAR UP, and each of the 6 TRIO Programs.

All Federal obligations, including Annual Performance Reports, APRs, for all PC GFSPs, were submitted, for the concurrent PRP year, with having met and exceeding all objectives, and each receiving Federal Prior Experience Points, PE Points.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

The SAO findings provided feedback that helped improve program operations and delivery of services. Additionally, with review of Student Services SAOs, the GFSPs conducted more partnership Activities, Programs, Events, and Services, in collaboration with Palomar College Student Services departments, and similarly continued to coordinate and collaborate with other campus departments.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's **Strategic Plan 2016**, describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

Given the changes with student financial aid, "dreamer" students, and the impact of the national economy, not only on the college budget, but also on incoming students/families, especially low income families, it will be incumbent upon the GFSPs to prepare future college students for the constant changes and newer policies, especially to help them streamline their college (and academic preparedness) and career plans and to expedite their time to graduation and transfer.

The data of the GFSPs programs, per the federal APR, due annually, is evidence that GFSPs have met or exceeded ALL objectives of each grant.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

It will be important to continue efforts to seek additional grants and more external funding, not only to support the students in current GFSPs programs, and to supplement the dwindling budgets, but also to service more students. With the new Student Success legislation of the State, and the requirements for increased accountabilities for student/learning outcomes, there is an impending need for more funding, additional resources, more grant programs, and more internal college collaboration, especially with other grant programs, student services departments and instructional programs.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Grant Writer(s)/Editor(s)	1	Goal/Objective 1.1, 1.2, 1.3, 1.4; Goal/Objective 1.5, 1.6, 1.7 Goal/Objective 2.1, 2.2, and especially	The Federal law prohibits anyone paid by federal funds to write grants, while working on federal grants' time and effort. Moreover, as the number of grants has grown, at Palomar College, it is unrealistic to administer, direct, and oversee daily operations (for 7 grants), while also researching, writing, and developing a holistic multi-million dollar 5-7 year longitudinal, and	\$20,000/grant	Per grant, on-going	No.

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
			2.3	nationally competitive grant submission.			
d2.	Expenses associated with staff travel to attend USED and other federal grants' Proposal Writing Workshops, PWWs. Such expenses are not allowed to be paid for by federal grant funds. Attending the PWWs provides insights and strategies for a more competitive grant proposal and correct submission.	3	Goal/Objective 1.1, 1.2, 1.3, 1.4; Goal/Objective 1.5, 1.6, 1.7 Goal/Objective 2.1, 2.2, and especially 2.3	Proposal Writing Workshops – not allowed with TRIO grant funds. Presented by the Council for Opportunity in Education, COE, and other national associations, for various USED grant competitions.	\$6,000.00	Based on PWWs conducted per grant, per year. Not to exceed requested amount.	No.
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	.45% position, Palomar College GFPs	2	Goal/Objective 1.1, 1.2, 1.3, 1.4; Goal/Objective 1.5, 1.6, 1.7 Goal/Objective 2.1, 2.2, and especially 2.3	The GFSPs grants, funded via the Federal Government, have endured nearly 20% of budget cuts, +/-, for the current PC GFSPs (USED) grants. Clerical support/administrative support has been nonexistent for years, due to these cuts and increased costs, and the need to serve students, to achieve federal outcomes with increased mandates. Mostly, the position is needed for grants research, RFP analyses, grant application preparation/s, federal on-line submissions expertise, and support of the grants submissions and follow-up processes, especially aligned with college procedures and protocols.	\$29,852.00 (given minimal required benefits, even at 45%)	On-going	Not currently funded.
e2.							
e3.							
e4.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

Resources are needed, most immediately, include the costs for agreements with Grant Writers and/or Grant Editors, for each of the renewals of the current PC GFSPs, and for other grants applications/submissions, from/with the USED and other Federal Departments, or from the State, or other agencies/funders. The GEAR UP grant and TRIO/EOC, and next year, the TRIO/UB grant competitions will be due.

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

The GFSPs has significantly increased the number of USED federal grants written, submitted, and approved. For example, in 2000, Palomar College had just one grant program, TRIO/SSS. Today GFSPs has 7 USED federal grants.
The GEAR UP partnership program commenced a new GEAR UP grant, in 2011-2012, and has had tremendous initial success, with San Marcos Unified School District and Escondido Union School District and Escondido Union High School District, and with other community, city, North County, and regional school, college/university, educational, business/commerce, and non-profit organizations.

The GFSPs have significantly impacted the recognition of Palomar College, in the schools and in the local communities. Some offices of GEAR UP and TRIO/Programs are shared with school personnel, and GFSPs Palomar College staff work side-by-side with local school personnel, on a daily basis. In GEAR UP schools, systems and other technology access and student data is shared, and used to monitor and track student success.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

The GFSPs serve as a critical component of Palomar College's district-wide educational and community outreach. GFSPs works with all 44 feeder high schools and those districts' middle schools (especially those who have significant numbers of low-income students/families, high percentages of ESL students, and exceedingly high proportions of students who would be first-generation college (bound) students. Through partnerships, collaborations, and joint programs and efforts, and with PC GFSPs working in the schools, PC GEAR UP and TRIO Programs make a significant impact on the number of students who are better academically prepared for Palomar College (less remediation), and for choices with admissions to four-year universities. Moreover, PC GFSPs provides "model" support programs for Palomar College students via PC TRIO/EOC and SSS. And, works closely with CSUSM and UCSD on transferring students, of the demographics mentioned, for completion of a Bachelors and terminal degrees. Lastly, PC GFSPs has a stellar reputation, with San Diego North County business groups, chambers of commerce, Boys and Girls Clubs, SDCOE, LEAs, and other community, corporate, and non-profit groups and foundations, including working with the Cities and Civic Centers (ie. Participation in city fairs, parades, community events, celebrations, contests, legislative affairs, and government affairs).


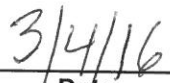
Physical office space needs to become a higher priority for assigned staff of GFSPs. It is incumbent upon the college to provide office and program/student space for each grant. The college agrees to do so, with a commitment in the grant proposal/s.



Additionally, support for writing and re-writing/renewing the grants will be necessary, in the future. Perhaps there will be ways to find support/resources to help with these labor intensive and highly competitive efforts.



A continuing growth of grants will also demand a re-organization of GFSPs, with staffing changes/updates/reclassifications in the future, including making the Director position an Associate/Assistant Dean or Dean position, and which could include any merging of related departments within Student Services (ie. State Categorical Programs).

Please identify faculty and staff who participated in the development of the plan for this department:

Calvin One Deer Gavin, Director Name	Name	Name
Name	Name	Name



 Department Chair/Designee Signature Date



 Division Dean Signature



 Division Vice President Signature Date

**College – Program Review and Planning
Non-Instructional Programs
YEAR 1
Academic Year 2015-16**

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Student Equity Plan

1/14/2016

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

[illegible]

I. A. Reflect upon and provide an analysis of the four years of data above

New PRP for 2015-16. Will collect data and expand analysis for future reflection.

Measurable goals of SE Plan include:

Access for Veterans +5% Enrollment

Course Completion for Foster Youth +5% Successful Completion

ESL & Basic Skills Completion for African Americans (+5%), DSPS (+2%), Males (+5%) & Hispanic (+5%) students

Degree & Certificate Completion for Underprepared 25-49 (+2%), African Americans (+2%), DSPS (+2%) students

Transfer to 4-Year Institutions for Underprepared ages 25-49 (+2%)

I. B. Please summarize the findings of SAO assessments conducted.

Service area definitions include increasing access, retention and completion for disproportionate impact student groups as defined in Student Equity Plan. Benchmark year data will be updated to monitor progress toward plan goals.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

SE Plan funds will support development of and delivery of student retention techniques for disproportionate impact student enrolled.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?

c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.		1					
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							

f5.						
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III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

3SP funding is available to support the development of data collection methods and expand data analysis to identify program success. The most important resources needed is a quicker human resources response to hiring needs of 3SP positions.

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

The 2015-16 Student Equity funding allocation was doubled to \$1.9 million. This additional funding will be used to enhance data collection, analysis and student support service delivery.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Please identify faculty and staff who participated in the development of the plan for this department:

Olga Diaz, Director of Student Success & Equity		
<i>Name</i>	<i>Name</i>	<i>Name</i>
<i>Name</i>	<i>Name</i>	<i>Name</i>

Department Chair/Designee Signature

Date



11/19/14

Division Dean Signature

Date



11/19/14

Division Vice President Signature

Date

- Provide a hard copy to the Vice President Gonzales no later than November 6, 2015
- Email an electronic copy to mlavigueur@palomar.edu by November 6, 2015

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

Includes: Instructional Services Office, Division Dean's Offices, Occupational & Noncredit Administrative Office, Workforce and Community Development and Extended Education (Centers and Site Operations), KKSM, PCTV, Library, Telescope, Boehm Gallery, Academic Technology, Tutoring, Planetarium, Service Learning, Wellness Center, Women's Studies, STEM Center, Teaching and Learning Center (TLC), etc.

YEAR TWO UPDATE – 2015-16

Instructional Support and Other Units: Student Success & Support Program (3SP)

Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)

Date: 12/7/2015

DEFINITION

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service. The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students. Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success. The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

Purpose of Program Review and Planning:

Program Review and Planning for Years 2 and 3 provides a "check-in" on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College's Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

Palomar College Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

List everyone who participated in completing this Program Review and Planning Document.

Olga Diaz, Director of Student Success & Equity

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

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YEAR TWO UPDATE – 2015-16

STEP I. Evaluation of Program & SAO Data. In this section, examine and analyze your SAO results and how they may impact or influence your unit's plans for the current year.

- a) **Summarize your SAO outcome results from last year and your implemented or planned follow-up.**
New for 2015-16
- b) **Summarize your planned SAO assessment activities for the current academic year.**
 - Update SSSP plan and budget as required annually by CCCCO.
 - Review budget and expenditures for compliance with SSSP allowable uses.
 - Analyze data collection/reporting tools available for timely access to SSSP plan data. Create useful reports for monitoring program goals and effectiveness.

STEP II. Progress on Previous Year's Goals and Plans (see "Step II.G – Goals" in your completed 2014-15 PRP).

Discuss/Summarize progress on last year's goals. Include

- a) **The impact on resources allocated and utilized;**
- b) **Any new developments or concerns that are affecting the program;**
- c) **Any new goals for the program; and**
- d) **Other information you would like to share.**

New Plan for 2015-16, no resources requested beyond available SSSP allocation.

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

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YEAR TWO UPDATE – 2015-16

STEP III. Resources Requested for FY 2015-16: Identify additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the "Academic Department Resource Requests" PRP form only. Click here for examples of Budget Category. Prioritize within each category and then prioritize across categories in Step IV.

*Refer to Strategic Plan 2016 Objectives at <http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf>

Budget category a. Equipment (acct 600010 and per unit cost is >\$500). Enter requests on lines below. Click here for examples of equipment: Budget Category

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
a1.		600010				
a2.		600010				
a3.		600010				
a4.		600010				
a5.		600010				

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

Includes: Instructional Services Office, Division Dean's Offices, Occupational & Noncredit Administrative Office, Workforce and Community Development and Extended Education (Centers and Site Operations), KKSM, PCTV, Library, Telescope, Boehm Gallery, Academic Technology, Tutoring, Planetarium, Service Learning, Wellness Center, Women's Studies, STEM Center, Teaching and Learning Center (TLC), etc.

YEAR TWO UPDATE – 2015-16

Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology: [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
b1.		600010				
b2.		600010				
b3.		600010				
b4.		600010				
b5.		600010				

Budget category c. Supplies (acct 400010 and per unit cost is <\$500). Enter requests on lines below. Click here for examples of supplies: [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
c1.		400010				
c2.		400010				
c3.		400010				
c4.		400010				
c5.		400010				

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

Includes: Instructional Services Office, Division Dean's Offices, Occupational & Noncredit Administrative Office, Workforce and Community Development and Extended Education (Centers and Site Operations), KKSM, PCTV, Library, Telescope, Boehm Gallery, Academic Technology, Tutoring, Planetarium, Service Learning, Wellness Center, Women's Studies, STEM Center, Teaching and Learning Center (TLC), etc.

YEAR TWO UPDATE – 2015-16

Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense: [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
d1.		500010				
d2.		500010				
d3.		500010				
d4.		500010				
d5.		500010				

Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
e1.		500010				
e2.		500010				
e3.		500010				
e4.		500010				
e5.		500010				

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

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YEAR TWO UPDATE – 2015-16

Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
f1.		230010				
f2.		230010				
f3.		230010				
f4.		230010				
f5.		230010				

STEP IV. Prioritize Resource Requests. Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests. **IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

Priority Number for all Resource Requests in Step III	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, benefits, etc.)
1.						
2.						
3.						
4.						
5.						
6.						
7.						

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

Includes: Instructional Services Office, Division Dean's Offices, Occupational & Noncredit Administrative Office, Workforce and Community Development and Extended Education (Centers and Site Operations), KKSM, PCTV, Library, Telescope, Boehm Gallery, Academic Technology, Tutoring, Planetarium, Service Learning, Wellness Center, Women's Studies, STEM Center, Teaching and Learning Center (TLC), etc.

YEAR TWO UPDATE – 2015-16

Priority Number for all Resource Requests in Step III	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, benefits, etc.)
8.						
9.						
10.						
11.						
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PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

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YEAR TWO UPDATE – 2015-16

STEP V. Contract Position Requests. Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction. (Do not include faculty positions.)

Priority Number for Contract Position Requests	Position Title/Category Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for the each position. The rationale should refer to your discipline's goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Department Chair/Designee Signature

Date

PALOMAR COLLEGE– PROGRAM REVIEW AND PLANNING

Instructional Support and Other Units

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YEAR TWO UPDATE – 2015-16

[Handwritten signature]

Division Dean Signature

12/8/15

Date

SSPC Shared Governance, Areas and Departments

Shared Governance Areas		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		Enrollment Services	<ul style="list-style-type: none"> • Admissions • Evaluations & Records • Financial Aid • International Students • Outreach/Student Ambassadors • Veterans
ASG		Health Services Center	
CAST (Student Services)		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 (3 members)			

Current Membership For SSPC	Proportional Option #1 For SSPC	Proportional Option #2 For SSPC
<ul style="list-style-type: none"> • VPSS • Dean of Counseling • Director, Career Services • Director, Transfer Center • Director, Health Services Center • Director, Athletics • Director, Enrollment Services • Director, Student Affairs • Counseling Chair • Chief of Police • One EOP&S Faculty Member • One DRC Faculty Member • One Faculty representative appointed by Faculty Senate from Instr. Areas • One Faculty representative who is also on the Faculty Senate • Research Analyst • Two CCE/AFT reps. • One Student representative appointed by ASG • One CAST rep from Student Services • One PFF rep. appointed by PFF • One Faculty representative from the Pride Center • One AA rep 	<ul style="list-style-type: none"> • VPSS • Dean of Counseling • Director, Health Services Center • Director, Athletics • Director, Enrollment Services • Director, Student Affairs • Counseling Chair • Chief of Police • One Faculty representative appointed by Faculty Senate from Instr. Areas • One Faculty representative who is also on the Faculty Senate • Research Analyst • One CCE/AFT rep • One Student representative appointed by ASG • One CAST rep from Student Services • One AA rep. • One PFF representative appointed by PFF • One Faculty rep. from the Pride Center • Representative from Admissions, Records and Enrollment • Representative from Financial Aid • Rep. from GFSP • Rep. from Special Populations 	<ul style="list-style-type: none"> • VPSS • Dean of Counseling • Director, Health Services Center • Director, Athletics • Director, Enrollment Services • Director, Student Affairs • Counseling Chair • Chief of Police • One Faculty representative appointed by Faculty Senate from Instr. Areas • One Faculty representative who is also on the Faculty Senate • Research Analyst • One CCE/AFT rep • One Student representative appointed by ASG • One CAST rep from Student Services • AA representative • One PFF representative appointed by PFF • One Faculty rep. from the Pride Center • Representative from Admissions, Records and Enrollment • Representative from Special Populations

Current Head Count:

Educational Administrators: 9
Classified: 2
Faculty: 9
CAST: 1
ASG: 1
22 Members Total

New Head Count - Prop. #1:

Educational Administrators: 9
Classified: 1
Faculty: 5
Reps. from different constituent groups: 4
CAST: 1
ASG: 1
21 Members Total

New Head Count:

Educational Administrators: 9
Classified: 1
Faculty: 5
Reps. from different constituent groups: 2
CAST: 1
ASG: 1
19 Members Total