



**STUDENT SERVICES PLANNING
COUNCIL MEETING
AGENDA
December 14, 2016**

MEETING TYPE:

<input checked="" type="checkbox"/>	Staff	Date:	December 14, 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: Antonecchia, Cathcart, Cecere, Cory, Cunningham, DiMaggio, Harris, Hopp, Large, Magnuson, Meyers, Moore, Moss, Nguyen, Nunez, O'Brien, Perez-Corona, Shoop, Springer, Stockert, Titus and Williams.

RECORDER: Michelle LaVigneur

Order of Agenda Items	Attachments	Time Allotted
A. <u>MINUTES</u>		
1. Approve Minutes of November 9, 2016		
B. <u>ACTION ITEMS/FIRST READING</u> – None.		
C. <u>ACTION ITEMS/SECOND READING</u> – None.		
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. Review 2016-17 PRP's	Exhibit A	40 minutes
a. Assessment		
b. Career Center		
c. DRC - Instructional		
d. DRC –Non-Instructional		
e. Evaluations & Records		
f. Financial Aid, Veterans & Scholarships		
g. Police Department		
2. Update on Student Services District BP/AP	Exhibit B	30 minutes
a. BP 5000 – Student Responsibility		
b. BP 5010 – Admissions and Concurrent Enrollment		
c. BP 5015 – Residence Determination		
d. BP 5020 – Nonresident Tuition		
e. BP 5035 – Withholding of Student Records		
f. BP 5040 – Student Records, Directory Information/Privacy		
g. BP 5045 – Student Records: Challenging Content and Assess Log		
h. BP 5050 – Student Success and Support Program		
i. BP 5052 – Open Enrollment		
j. BP 5055 – Enrollment Priorities		
k. BP 5075 – Course Adds and Drops		
l. BP 5110 – Counseling Services		
m. BP 5120 – Transfer Center		
n. BP 5130 – Financial Aid, Veterans & Scholarship Services		
o. BP 5140 – DSPS/DRC		
p. BP 5150 – EOPS		
q. BP 5200 – Health Services		

- r. BP 5210 – Communicable Disease
- s. BP 5220 – Shower Facilities for Homeless Students
- t. BP 5300 – Student Equity
- u. BP 5400 – ASG
- v. BP 5410 – ASG Elections
- w. BP 5510 – Off-Campus Student Organizations
- x. BP 5570 – Student Credit Card Solicitors
- y. BP 5700 – Athletics
- z. BP 5900 – Prevention of Identity Theft in Student Financials
- aa. AP 5010 – Admissions and Concurrent Enrollment
- bb. AP 5013 – Students in the Military
- cc. AP 5020 – Nonresident Tuition
- dd. AP 5031 – Instructional Material Fees
- ee. AP 5035 – Withholding of Student Records
- ff. AP 5040 – Student Records, Directory Information and Privacy
- gg. AP 5045 – Student Records – Challenging Content and Access Log
- hh. AP 5050 – SSSP
- ii. AP 5052 – Open Enrollment
- jj. AP 5150 – EOPS
- kk. AP 5200 – Student Health Centers
- ll. AP 5210 – Communicable Disease
- mm. AP 5220 – Shower Facilities for Homeless Students
- nn. AP 5400 – ASG
- oo. AP 5410 – ASG Elections
- pp. AP 5570 – Student Credit Card Solicitors

3. Update on new PRP forms

10 minutes

E. COMMITTEE 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. OTHER BUSINESS



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

CHAIR: Adrian Gonzales

MEMBERS PRESENT: Antonecchia, Cathcart, Cecere, Cunningham, Harris, Large, Meyers, Nunez, O'Brien, Shoop, Springer, Stockert, Titus and Williams.

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: Cory, DiMaggio, Hopp, Magnuson, Moore, Moss, Nguyen and Perez-Corona.

GUESTS:

Order of Agenda Items	Attachments	Time Allotted
-----------------------	-------------	---------------

A. MINUTES

1. Approval of Minutes for October 26, 2016

MSC – (Titus/Cecere): The minutes for October 26, 2016 were approved and accepted into the record.

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. Payment Plan Review – Carmen Coniglio

Exhibit A 20 minutes

Carmen Coniglio reviewed the new Nelnet Enterprise Payment Plan for students. The plan is now live and benefits our students by offering them an alternative payment option. It is integrated with PeopleSoft and transactions are processed in real time.

2. Review 2016-17 PRP's

Exhibit B 40 minutes

VP Gonzales reported that Student Services has a workgroup currently updating our PRP forms to be used next year (2017-18). He reviewed the following PRP's:

a. Admissions Office

b. Articulation

3. Update on Student Services District BP/AP

Exhibit C 10 minutes

a. BP/AP 5220 - Shower for Homeless Students

VP Gonzales reported that there is new legislation (Assembly Bill No. 1995) requiring that we provide homeless students access to shower facilities. The VP Student Services Cabinet is in the process of updating BP/AP 5220. The draft will be brought to SSPC at the next meeting on December 14, 2016.

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. OTHER BUSINESS

1. VP Gonzales reported that the Search Committee for the VPHRS position completed their first level interviews on October 28, 2016. Unfortunately, the pool of applicants was not very deep and the committee was not able to identify any candidates to move forward into second level interviews. The committee unanimously recommended that the College restart the search process. The position will be posted again next week and will run through January 2017. An email will be sent out soon to the constituent groups asking for members to serve on this hiring committee.
2. Judy Harris reported that La Maestra Community Health Centers is hosting a Mobile 3D Mammogram event today, November 9, 2016 from 10:00 a.m. – 2:00 p.m. in Parking lot 6.
3. Ryan Williams reported the Veterans Services department will be hosting a Veterans Day Ceremony on Thursday, November 10, 2016 on the lawn in front of the Student Union.
4. Patrick O'Brien reported that the Counseling Department hosted the High School Counselor Conference on Friday, November 4, 2016 in the Student Union. A group of 91 high school counselors from our district attended. They learned about our academic departments, student support programs, updates regarding our new assessment process and dual enrollment opportunities. They also heard from current Palomar students and alumni during a student panel. The feedback was overwhelmingly positive with 73% of counselors reporting that the conference expanded their knowledge of the programs and services offered at Palomar.

Meeting was adjourned at 11:04 a.m.

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

Computerized Testing is used in the Assessment Center at San Marcos, Escondido Center and Camp Pendleton. Appointments are made, using SARS, for 9-10 Assessment sessions per week in San Marcos and 2 sessions per week in Escondido, every month. September and October, the assessment center tested twice a week. Camp Pendleton schedules testing based on need. All students who take the assessment for the first time view the 20 minute orientation. During the months of Feb., March and April we travel to 10 high schools to give the assessment (large groups at some high schools require several visits). This year 30 high schools came to Palomar college for assessment, tour and Lunch. These are our EAP (Early Acceptance Program) students who are graduating seniors. We also hold special EAP testing sessions in our Assessment Centers during May and June. These EAP students will come to special EAP Counseling/Orientation and Enrollment sessions in June. EAP students receive priority registration for fall. This program is going through a transition period and will continue in the years to come. These students become a cohort that can be tracked while attending Palomar College. The plan for this year is to visit high schools and conduct the orientation, collect assessment documents and process paperwork. We are planning on visiting as many high schools as possible.

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

A total of 11576 COMPASS assessments were used on 2015-2016 for placement into English, reading and math. A total of 827 students were assessed using other means of assessment. We have formed a partnership with CSU and are accepting their placement recommendation based on results from high school student's STARS testing. We also accept ACT/SAT ELM, EPT and AP placement. This will result in a decline in the number of COMPASS assessments given and an increase in overall testing numbers.

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

With budget cuts and the cost of COMPASS units, forming a partnership with the CSU system and accepting placement from other testing instruments is a more positive financial change. It will save time, money and the need to retest students. High schools are also partnering with CSUSM by offering an English class designed by CSU to prepare students for college level English. Placement in English at Palomar will be accepted from students enrolled in this class as long as the students get a passing grade of a "C" or better.

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. 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.)

Continue the EAP event with testing at the high schools and counseling sessions specifically for EAP students on Saturdays and/or evenings. Increase the number of testing sessions at Palomar College in San Marcos and Escondido to better serve the needs of the students. Maintain the EAP priority registration date to one day prior to regular registration. This will give students more time to meet with a counselor. The goal for next year is to test all students on Palomar College campus to be more efficient and provide better service to current students based on the resources available.

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

Create an outreach position to manage student services at local high schools. Hire Palomar College students and visit local high schools on a regular basis to increase preparedness of high school students (EAP) coming to Palomar. One to one contact with a Palomar representative regarding application, assessment, orientation, advisement and registration in advance better prepares students for success their first semester in college. Provide EAP information to high school counselors during High School counselors Conference in November.

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.	16 3'X5' tables	2	1.2	We need 16 tables to set up the 33 computers that we use for assessment. Equipment currently use is inadequate. Students hit power buttons and need to Log in again and have to do the tutorial.	\$2000.00	One-Time	SSSP/ Peer Ambassador Budget

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.	Scanner	1	1.2	To scan assessment materials and test scores while visiting Local High Schools.	\$600.00	ongoing as needed	SSSP Budget
b4.	3 Lap Top Computers	1	1.2	To enter Assessment eligibility and process test scores for High School students.	\$1500.00	One- time	SSSP Budget
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.	Supplies/ Materials	1	1.2	Printing cartridges, paper, and office supplies. Provide printed placement results for new returning and current students.	10,000	Ongoing, as needed to provide materials for students and staff.	Matriculation/ counseling, PEERs Budget
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.							

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?
d2.	Travel	2	1.2	Administer assessment at local high school, conduct College Orientations	\$10,000.00	Ongoing	Counseling/ PEERS
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 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.	Temporary/ student workers for EAP program	2	3.1 1.2	EAP is an ongoing program throughout the year and requires extra staff in order to be successful.	\$50,000	Ongoing	Matriculation Foundation
f2.							
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.

The EAP Program. Graduating seniors have always had priority registration but not taken advantage of it. Eight years ago we decided to have a special EAP event with counseling and registration. We have changed it since then to improve it and keep within a budget. It has been successful with over 2,800 students participating and 57% of them actually enrolled in fall 2016. These students take the assessment at their high schools or at special assessment sessions at Palomar, San Marcos or Escondido. After placement is completed, students are required to meet with counselors to create an Ed Plan. They meet on a one to one basis or small group sessions. Students have the opportunity to make appointments during the week or on Saturday sessions scheduled for EAP students. All EAP students have priority registration and are able to enroll in the classes they need to start their educational experience at Palomar. In 2016, we visited 10 high schools and proctor the assessment. The remaining high schools came to Palomar College. We proctor the assessment, provided the students with lunch and gave them a tour of the campus.

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:

Name	Name	Name
Name	Name	Name


Department Chair/Designee Signature

11-3-16

Date



Division Dean Signature

11/3/16



Division Vice President Signature

11/8/16

Date

Palomar College – Program Review and Planning

Non-Instructional Programs

Academic Year 2016-17

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.)

Student Services: Career Center

11/03/2016

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

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

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
Student Counseling Contacts and Career Services accessed-SARS Data	5,857	6,915	6,457	7,046	Face to face counseling appointments, group presentations and walk-in services: derived from SARS and excel monthly report.
Educational Plans					A sub-set of "Student Counselor Contacts" where an educational plan is created or updated. General Counseling tracks all Ed Plans.
Career Assessments	559	620	664	284	Number of students assessed for career exploration and identification purposes: derived from PCC order purchase history.
Career Center Student Orientations:	1,268	1,587	1,214	1,620	Number of students served via Career Center Services Orientation: derived from excel monthly report.
Career Center Orientations in the Career Center	39	60	37	25	Number of Career Center Orientations facilitated in the Career Center for instruction faculty: (derived from student sign-in sheets)
Student Contacts:	905	1,214	830	619	Number of students completing a CC orientation.
Career Center Orientations in Instruction Classrooms	12	16	17	33	Number of Career Orientation Presentations provided to instruction faculty in the classroom . (data derived from student signing sheets)
Student Contacts:	363	373	384	1001	Number of students served during classroom visits.
Career Workshops- Student Contacts StudentLingo Workshops	167 14	184 78	139 181	276 583	Number of students that completed a Career Workshop: derived from excel monthly report. StudentLingo Monthly Report excel sheet.
Career Center Lab – Class Visits	*819	*905	*933	*770	Number of students utilizing the Career Center Lab during class. *These students are enrolled in Counseling 165 courses; enrollment has been accounted for in Counseling Services Instructional Program Report.
Employer Engagement:					

Career Expo: Career Coffee Hour: Engaged in Internship Program:				75 20 92 (41+52)	Job Expo Numbers provided by Career Center Coordinator-companies that attended in Spring 2016. Number derived from career coffee hour sign ups. Number provided from Internship Coordinator report. 41 engaged by I.C. and 52 contacted the CC.
Internship Program Contacts Internship Coord. Appts.: Internship Coord. Class presentations & workshops:				107 201	Number of face to face appointments- Internship Coordinator: derived from I.C. reports. (A column was added to the CC SARS grid to maintain these records as well). Signing sheets were collected for I.C. class presentations.
Full-time FTEF	50%	50%	50%	50%	FTEF from Contract Counseling Faculty: derived from IRP/Staff data
Part-time FTEF	56%	30%	51%	52%	FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals.
Number of FT Staff	2	2	2	1	Number of FT staff available to serve students: derived from IRP office
E-Mail/Phone contacts	934	1,408	1,252	2,260	Number of phone calls and e-mails answered by staff and counselors: derived from manual tracking by CC staff.

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

The Career Center student data for career counseling services was obtained from the SARS scheduling grid and the excel report that is compiled on a monthly basis.

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

Update 2015-2016 total number of students served increased by **9.12%** from the previous year; **33.44%** more students completed a Career Center Orientation; there was a **36%** decrease in face to face career workshop offerings & a **98.6 %** increase in student participation. Student Lingo workshop log-in/views have continued to significantly increase since 2012-13. In 2015-16 there was a **+222%** increase, 583 students logged in/viewed a SL workshop. There was a significant decrease of **17.5%** in student enrollment in Counseling 165, which correlates with the **23.5%** decrease in course offerings; low enrollment lead to 4 class cancellations. Lastly, there was an **80.5%** increase in student calls/emails in comparison to last year. There was growth in some areas but not in all of our services in comparison to last year.

Update: 2014-2015 total number of students served decreased by **6.62%** from the previous year; **23.5%** less students completed a Career Center Orientation; there was a **35%** decrease in face to face career workshop offerings & a **24.5 %** decrease in student participation. However, StudentLingo workshop log-in/views have significantly increased in the past 3 years. In 2012-2013, **14** students utilized StudentLingo; **78** students in 2013-2014 (+457%) and **181** in 2014-2015 (+132%).

There was a slight **3%** increase in student attendance-counseling 165 course. Lastly, there was an 11% decrease in student calls/emails in comparison to last year. In 2013-2014 we had an increase in our overall services.

Update: 2013-2014 total number of students served increased by 18% from the previous year; 25% more students completed a Career Center Orientation; there was a 10% increase in career workshop student participation; a 10.5% increase in student attendance-Counseling 165 course; lastly, a 50.75% increase in student phone calls/emails has been identified since the career center staff started tracking this service in 2012-2013.

Update: 2012-2013 student phone calls and email contacts were tracked; 36 workshops were offered between Fall 2012 & Spring 2013. Student contacts continued to decrease: attributing factors- Counseling 165 cap from 35 to **26** spots eliminates 10 spots automatically; variation of workshop times each month to reach out to different students, didn't turn out advantageous in increasing student contact. Two counseling 165 classes were cancelled one in Summer 2012 and one in Fall 2012 due to not having 20 students show up to class on the first day- enrollment was at 100% capacity. Part-time counseling has decreased from 80% in 2009-10 to **56%** in 2011-12 to **30%** in 2012-13. Counseling 165 class offerings have been gradually decreased over the years, due to budget cuts. For example, in **Fall 2008, 13 Counseling 165** sections were offered (including 1 intersession course). In **Fall 2013** we are offering **6 sections**. In Addition, we started using the Career Center, SU-17 as a classroom in Fall 2012 for Career Search, therefore closing the lab during class time. The Months of August-November, in 2011 had the most volume of students in the C.C. due to registration and transfer application deadlines, a significant decline in numbers is reflected in Fall 2012, since we moved to the current location. However, in comparing visitors from January-June, 2011 (2,182) to 2012 (2,841), student contact increased. This indicates a steady increase of Career Services accessed by students.

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

1. The Criterion has been met. Students increased their knowledge and understanding by **90%** about the different types of services and resources offered in the Career Center in 2015-2016.
96% Agree or Strongly Agree that The Career Center information was delivered in an organized and clear manner.
96% The services and resources presented were helpful.
82% After today's presentation, I will visit the Career Center for more career information/assistance.

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

93% I learned about resources that I will use in the future.

95% I have a clearer understanding on Services offered by the Career Center at Palomar College.

Results were comparable to 2014-2015 results, with a 1-2% decrease in the response average. The area that continues to remain below the desired mark is item #3 (will visit the career center). The range was 87% in 2014-2015 for question 3 but higher than 2013-2014 80%. Conclusion derived at this point in time: the presentation covered all that students need to know and they are able to navigate the career center website independently, once they learn about the career resources available. The wording in question #3 has been changed to (I am likely to visit the career center) to convey that students have a choice vs. making a commitment. An open ended question has been added to the orientation survey to find out what type of services students may visit the career center for in the future. Surveys with the changes will be measured in 2016-2017.

The Criterion has been met. Students increased their knowledge and understanding by 90% about the different types of services and resources offered in the Career Center in 2014-2015.

97% Agree or Strongly Agree that The Career Center information was delivered in an organized and clear manner.

98% The services and resources presented were helpful.

87% After today's presentation, I will visit the Career Center for more career information/assistance.

95% I learned about resources that I will use in the future.

95% I have a clearer understanding on Services offered by the Career Center at Palomar College.

Results were comparable to 2013-2014 results. The area that remained below the desired mark is item #3 (will visit the career center). However, the range was the same as in 2012-2013, 87% for question 3 but higher than 2013-2014 80%. Conclusion derived at this point in time: the presentation covered all that students need to know and they are able to navigate the career center website independently, once they learn about the career resources available. *Plan: add an open ended question to the orientation survey that addresses what type of services would they seek assistance from the career center.

Findings for Counseling 165 "Career Search" SLO Fall 2015 & Spring 2016

Of the 127 administered surveys/126 surveys were returned:

91% Agree or Strongly Agree that they have assessed their skills/abilities.

92% Agree or Strongly Agree that they have identified an occupation that fits their personality.

79% Agree or Strongly Agree that they have clarified their career interests.

82% Agree or Strongly Agree that their STRONG theme Code is a reflection of their answers on the assessment.

92% Agree or Strongly Agree that they have identified their values.

90% Agree or Strongly Agree that they have an occupational field in mind that they would like to work in (for ex: business, medicine, performing arts).

59% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).

97% Agree or Strongly Agree that they understand "Career Search" is the starting point of their career development process.

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

SAO results this year increased in every category, including item #3 and #7. The open ended question comments on the SAO survey continue to reveal the common theme: “fear, uncertainty, lacking motivation and initiative to make a decision” is what students shared is preventing them from choosing a career.

Findings for Counseling 165 “Career Search” SLO Fall 2014 & Spring 2015

Of the 177 administered surveys/177 surveys were returned:

89% Agree or Strongly Agree that they have assessed their skills/abilities.

88% Agree or Strongly Agree that they have identified an occupation that fits their personality.

74% Agree or Strongly Agree that they have clarified their career interests.

78% Agree or Strongly Agree that their STRONG theme Code is a reflection of their answers on the assessment.

88% Agree or Strongly Agree that they have identified their values.

86% Agree or Strongly Agree that they have an occupational field in mind that they would like to work in (for ex: business, medicine, performing arts).

52% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).

95% Agree or Strongly Agree that they understand “Career Search” is the starting point of their career development process.

*Results were comparable to 2013-2014 results. The areas that remain below the 80% goal are questions that address “**interests**” and “**deciding on an occupation**”. This is not uncommon, since students have not narrowed down their interests at this point and deciding on an occupation is a big commitment after taking this class. It is for this reason that the **Career Development Process** item was added to the survey. To assess student understanding that a career decision is a process that takes time. **95%** expressed an understanding about this process.

***In spring 2015, a new question was added to the survey to determine if there was a correlation between the “interest identification” the “STRONG assessment theme code” and “deciding on an occupation” items. The results indicate that students are understanding how they assess their interests (below 80%). Question #3 (74% students A or S.A) and question #4 (78% students A or S.A.). However, students lack awareness on how their interests influence their career choices.*

Lastly, the open ended question added to the survey was instrumental in assessing what elements are missing to better assist students in committing to a career/major. The comments revealed a common theme: fear, uncertainty, lacking motivation and initiative to make a decision. 177 students completed Career Search in 2014-2015 and 174 students in 2013-2014.

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

1. Method of assessment was effective and will continue to be used. Student survey responses indicated that students learned about the different resources available to them, found the Career Center Services presentation helpful and will return for further assistance. Will continue to use the same survey. The results are highly satisfying overall. Collecting this data allowed the Career Center to see and pay more attention to the number of students that do return to the career center after the career orientation presentation. Will need to develop a tracking system to address this area.

2015-16 Update: Have not developed a formal tracking system to track students who visit the career center after a career center class presentation.

2. **2015-16 Update:** The overall results are higher than the previous cycle. No changes will be made to the SLO survey for 2016-17. SLO results will be compared to 2015-16.

2014-2015: An item will be added to the SLO survey and implemented in spring 2015 to address the lower than expected outcome on question #3 and #6 regarding career interests and choosing a career. **Update:** a new question was added in Spring 2015 (My STRONG Theme Code... a correlation between question #3 and now #4 was identified. #7 (previous #6) remained unchanged. An open ended question was also added to obtain some qualitative data. "After completing this course, what would prevent you from choosing a career pathway?" Themes found "lacking motivation, uncertainty, fear of not being 100% sure, money, life circumstances, being young, lack of initiative, myself" Conclusion: students agree they have acquired new career development tools, and recognize that they have to remain actively engaged in this process to overcome what they state would keep them from choosing a career.

2013-14 In Fall 2013, Career Decision Questionnaire was updated to include the following questions: "I have identified my personal and work values" and "I understand that "Career Search" is the starting point of my Career Development Process". 94% of students understand that career development is a process that does not end with Career Search, but rather, it is the beginning of this lifelong journey.

2012-13 Method of assessment was effective and will be repeated in Fall 2013 and Spring 2014 in Counseling 165. The area that is noteworthy discussing in the findings from the SLO surveys is that students are not ready to commit to a career after taking this class, which is not surprising. Students are somewhat skeptical about committing to a career that is a fit, based on the career assessment results after completing just one class. A follow-up question for this area of measurement could be included in the survey in the future to gather more concrete qualitative data as to what is preventing them from deciding on an occupation that is a potential match (based on the assessment information reflected from their answers).

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.)

At the curriculum level, some aspect of career exploration and preparation should be implemented across all disciplines. The Career Center Director has made StudentLingo Workshops available to all faculty to incorporate these Virtual workshops to their syllabi to promote and create a culture of value for student career development. The Statewide Student Success and Support Program (SSSP) recommends that students complete a degree in a timely manner. Therefore, it is imperative that career identification assessments be provided to students across the disciplines to explore interests and select a career pathway earlier in their academic journey. In turn, students will be better prepared and informed to select a major, plan courses via an Educational Plan and register for courses required/articulated supporting the major and career goal.

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

2015-16: Palomar College Career Center, received the 40% CTE Enhancement Fund grant to pilot an internship service. The internship program criteria had been developed prior to this region wide program opportunity. An internship coordinator consultant was hired to start the program. And the implementation was accomplished in a timely manner. The internship program was actively marketed on campus to students, faculty and staff. Student interest was favorably high and the grant goals exceeded.

The 40% CTE Enhancement grant expired on June 30, 2016, an extension was approved and we continued offering the program until the grant sunset on September 30, 2016.

The skill gap is a valid concern for industry and the internship program assisted students prepare for future employment. Five students received employment after completing their internship.

A permanent internship program would be of great benefit to Palomar College students and our institution as a whole. Connecting, building and maintaining long lasting relationships with industry requires time, focused effort, staff dedication and lastly, support and an institutional commitment to continue offering an internship program.

2013-14: Through SSSP, funding has been allocated to community colleges to matriculate students and assist them in successfully completing a degree. This is an opportunity to allocate funds to develop and implement an Internship program at Palomar College. Internships could afford students in disciplines that don't have internship courses imbedded in their programs, the opportunity to gain the skills and experience employers are seeking in potential job candidates.

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.	Counseling Support Specialist	1	1.1, 1.2, 1.3	The Counseling Support Specialist position had been a part of the Career Center up until the staff member retired in June 2015. This position needs to be replaced to maintain the services we have managed to create and provide			

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?
				and continue to grow the career center services we deliver.			
e2.	Internship Program Coordinator	1	1.1, 1.2, 1.3	It is necessary that the career center have an Internship Program Coordinator position (Level 25 = \$60,000 salary) to assist internship seekers with internships. This program was piloted in 2015-16 and helped students to gain experience, skills and knowledge about industries of interest to follow an informed career decision making plan and select a college major that supports the career goal. It is also necessary to have 3-5 staff and student workers to assist students and faculty with information on career services, orientations, program and planning for the workforce. Due to the relocation of the Career Center staffing is essential to be maintained and preferably increased. This role supports and aligns with the Student Success Support Program. Bridging education to industry early on, to gain the experience companies require of students along with their college degree. This can be accomplished via part-time work or internships (paid/unpaid).	60,000	On-going	No
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 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.	Student worker	1	3.1	Student workers have been essential to the Career Center when permanent staff is absent due to illness or vacation. The Center is able to remain open with the assistance of student workers.		n/a	Work Study
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.

- An Internship Program was implemented, offered and successfully completed in 2015-16. 59 internships were offered, 53 completed and 5 students received a job offer after completing the internship. 30 students didn't qualify. A total of 197 students inquired about an internship and didn't follow through with the enrollment form.
- An internship Day event was held in March 2016, 35 companies offering internships attended.

- The Symplicity system was fully implemented and launched towards the end of Fall 2015. As of today 754 employers have registered in the system and 53 jobs have been posted.
- StudentLingo workshops were expanded from 4 workshops to 26 virtual workshops in Fall 2015.
- TutorLingo was introduced and offered to Palomar free of charge as a thank you for our contract with StudentLingo. Tutoring services used it for their tutors. 236 TutorLingo workshops were viewed by tutoring staff.
- Career workshops were offered in summer 2015 as well as career counseling services.
- The Job Expo event broke its prior vendor attendance record, 75 companies registered to participate.
- The Career Coffee Hour event was created, branded and launched in Fall 2015 and it has continued to grow significantly. 20 companies have participated in this event.

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.)

Perkins Funds terminated on June 2016. SSSP funding sources are needed to continue offering career counseling services in the career center.

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

Rosie Antonecchia

Name

Name

Name

Pippa Pierce

Name

Name

Name



Department Chair/Designee Signature

11/1/16

Date



Division Dean Signature

11/3/16



Division Vice President Signature

11/14/16

Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to mlavigueur@palomar.edu by November 3, 2016.
- Email an electronic copy to rjohnson3@palomar.edu by November 3, 2016.

PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR TWO UPDATE – 2014-15

Discipline: Disability Resource

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

Date **11/03/2016**

Add Date
(00/00/0000)

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. (ACCJC Standard I.B3; AB-1725, 10+1)

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.

Helen Elias, Leigh Ann Van Dyke, Sherry Goldsmith

Helen Elias 11/3/16

PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR TWO UPDATE – 2014-15

STEP I. Evaluation of Program & SLOAC Data. In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline's plans for the current year. Consider trends and any changes in the data as they relate to this year's analysis.

A. Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year's PRP.

(For enrollment, WSCH, & FTEF data, use Fall term data only).

- Enrollment, Enrollment Load, WSCH, and FTEF (http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx) **(Use Fall term data only).**
- Course Success and Retention rates (http://www.palomar.edu/irp/PRP_Success_Retention.xlsx). **Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**
- Degrees and Certificates (http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx).

Retention rates: Rates have increased from 89% (2009-10) to 94% (2014-15) with an average of 91.6% across 6 years of measurement.

Enrollment: There has been an observed drop in enrollment from 111 (2009-10) to 76 (2014-15) attributed to a decrease in sections. While the census load drop is concerning, this is likely a reflection of the need to reevaluate enrollment caps, respective to offerings.

Success Rates: Rates have increased from 77.7% (2009-10) to 84.2% (2014-15) with an average of 80% across 6 years of measurement.

Degrees/Certificates: DR courses are basic skill support, skill development, and specialized courses in assistive technologies offered without degree or certificate options.

B. SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:

<http://www2.palomar.edu/pages/sloresources/programreview/>

DR 15: Parts of Speech. From Pre-test/post-test, 75% improvement was noted, while 100% demonstrated some level of improvement. Students thus better prepared for success in future English courses, i.e. English 10.

DR 20: Scientific Calculator Usage. On the pre-test, the class average was 46%. After group and individual practice the post-test results new to a class average of 78%. Use of technology (docu-cam) facilitated instruction to aid skill growth.

DR 25: Calculator Usage. On the initial Pre-test, the class average was 60%. The scores within the class ranged from 10% to 90%. On the final Post-test, the class average improved to 87%.

Presented to Faculty Senate, 9/22/2014

Approved by IPC, 10/22/2014

Approved by Faculty Senate, 11/3/14

Page 2

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15**

DR 40: Read & Write Gold Tools. 65% of the students enrolled used Read & Write Gold to read documents, proofread and highlight text in a document.

DR 41: File management. 100% of the students enrolled in the course had previous experience with Windows Explorer and file management. 90% were able to delete, rename and move files from the computer to their flash drive. 85% of the students enrolled in the course achieved independence when completing assignments that required each of the elements of the goal: BlackBoard, MLA formatting, Internet searches and PowerPoint.

DR 43.1: Customized JAWS/Zoomtext settings. 100% were able to customize their own settings. No need to adjust course. 70% of the students enrolled in the course demonstrated the use of keyboard reading commands including read by word and starting the App Reader in Zoomtext.

DR 43.2: PDF and electronic documents (blind/visually impaired). 70% of the students successfully read PDF documents using their assistive technology. 75% of the students enrolled in the course were able convert print documents to a digital format. 3 students used OpenBook and 4 students used Read & Write Gold as the scanning software. Low vision students combined Zoomtext with the scanning feature of Read & Write Gold. This software solution allowed the students to listen to the document and save the document in a digital format.

DR 45Lab: 85% of the students enrolled demonstrated improvement in the use of applications for general study (ex. BlackBoard, Email, Word processing) and the use of the internet to find information. 100% of the students using assistive technology improved one level. 100% of students this year, demonstrated that they increased their knowledge of assistive technology and of the support offered through the Adapted computer Training Center based on the results of the pre and post survey.

DR44: Study Skills and Technology: approved through curriculum for Fall 2016. Two sections were offered this Fall. Students explored the used of LiveScribe Smartpen, Read & Write Gold, and Sonocent Audio Notetaker. Student enrolled in the first section were introduced to the 3 tools. At the conclusion of the course, 42% of the students selected the Smartpen as a useful tool; 43% used Read and Write Gold to read textbooks and proofread documents. Sonocent Audio Notetaker was the tool of choice for 28% of enrolled students.

Users have increased access to apps, tools and technology to aide them with skill development and information organization techniques. DR courses offered within the High Tech Center continue to be modified to introduce students to advanced technology for both course materials and test proctoring. Course offerings are evaluated to reflect the changing needs and access to resources for instruction. Information Services maintains instructional and institutional licenses for many of the specialized software programs providing access for a significant proportion of students authorized for DRC services. In order to provide provide equal access to

Presented to Faculty Senate, 9/22/2014

Approved by IPC, 10/22/2014

Approved by Faculty Senate, 11/3/14

Page 3

PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR TWO UPDATE – 2014-15

students in their courses and with accommodations, this approach is strongly recommended to continue.

Educational Assistance classes DR 20 and 25 offer basic skills support with co-requisite coursework. Course enrollment and success rates continue to be evaluated in relation to observational changes to enrollment population. Current observations reflect compositions similar to past enrollment with a steady increase in populations showing difficulty with independence and college-readiness skills. More observation is needed to maintain effective instruction to larger groups while meeting individual needs of enrolled students.

C. Other Relevant Data and Information.

1. **Review other data and/or information that you included in last year's assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**

Significant staff changes have occurred since the last PRP. The DRC program budget is in a state of transition given a slight increase in apportionment with short-term savings due to retired staff. Following retirements, staff were hired absorbing some of these savings. DHH services continue to be analysed to determine responsibility of costs, affecting the DRC budget. Dependent upon salary negotiations with input from the classification study, future personnel costs may balance retiree savings due to increased salaries. These impacts, though largely departmental, affect the department's ability to independently fund new, innovative and needed improvements to instructional offerings, technology required to effectively facilitate instruction, and instructional support personnel to provide individual and group instruction in support of instructional SLOs.

2. **Given this updated information, how are your current and future students impacted by your program and planning activities?**
Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.

Per past PRPs, DRC continues to adapt instruction to changes within English and math departments. DRC continues to advocate to improve technological support functions and training. Observation within multiple DR offerings (particularly DR 15, 20 and 25), note changes to enrolled student populations with an increase in students with intellectual disabilities requiring more individualized support. Some DR courses were and continued to be intended to serve as support courses to English and math basic skill courses. However, they may be attempted independent of additional courses as a way to improve fundamental English and math skills as well

Presented to Faculty Senate, 9/22/2014

Approved by IPC, 10/22/2014

Approved by Faculty Senate, 11/3/14

Page 4

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15**

as ease transition from high school to college for students who may need remediation beyond traditional basic skill offerings. With changes to Title 5 and the Learning Disability Eligibility Model changes become more inclusive, we anticipate higher demand for support classes. With the revision of these regulations, we expect greater diversity of students with multiple and more severe disabilities. Both of these changes create the need for more intensive management of students.

Students enrolled in DR45L receive assistive technology support while enrolled in other courses. Consequently they often repeat the course for several semesters. In addition, students who are Blind or have Low Vision repeat DR43.1 and DR43.2 multiple times in order to learn the assistive technology and improve their skills with the software and LMS for academic courses. Offering these courses for credit and as non-credit may provide a solution for students with financial aid and FTEs issues.

Palomar College DRC and the Veteran's Center were selected to participate in an 18 month project through the Chancellor's Office, the High Tech Center and Sonocent. The intent of the project is to help veterans and students with disabilities improve their notetaking skills and academic success. 100 licenses of Audio Notetaker were received for distribution to eligible students. During the Fall 2016, a group of veteran student workers attended an orientation to the software. There are plans to install the software in the VRC and in the lab at Camp Pendleton.

DRC is providing continuing and new Educational Assistance classes to support the varieties of introductory classes offered by the college.

- D. Labor Market Data.** For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year's PRP. (See Step II.D). This data is be found on the CA Employment Development website at <http://www.labormarketinfo.edd.ca.gov/>. Go here and search on Labor Market Information for Educators and Trainers (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112>). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)

Not applicable.

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15**

STEP II. Progress on Previous Year's Goals and Plans (See "Step III - Updated Goals and Plans" in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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.

Goal 1. Converting Print to digital format

CCTV with Speech and Scanning was purchased. Students were trained on equipment. From SLO information, students accessed this resource and became functional. Students developed individualized solutions to their situations.

This population needs access to 3D models to access and to better understand science concepts. This population also needs updated Optical Character Recognition software for print and electronic access.

Goal 2. Self-paced training for Read and Write Gold literacy software. As per SLO data, students were largely successful in learning and utilizing a range of tools. Lessons and video links are being modified to increase effectiveness.

Goal 3. Computer access within Educational Assistance support classroom to facilitate new writing requirements in Eng 10 and use of technology within DR 20 and 25.

Collaborative efforts continue with Basic Skills Initiative and Student Equity funding and requests to meet the needs of students. Efforts include individualized tutoring support, licenses for current software, and technology to support students in the classroom and in Student Support Services programs. The DRC is currently in the process of researching Deaf student retention and success; Matriculation rates are being compared to the general student population and students authorized for services by the DRC to determine areas where there is a need for mitigation for gaps or loss of momentum. The department is collaborating with Continuing Education to develop curriculum and fund a Deaf Literacy class for non-credit that is repeatable.

PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR TWO UPDATE – 2014-15

STEP III. Resources Requested for FY 2014-15: Now that you have completed Steps I and II, Step III requires you to identify all 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 each 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: <http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf>

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.						
a2.						
a3.						
a4.						
a5.						

PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR TWO UPDATE – 2014-15

Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology: <http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf>

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.	3D printer and supplies	12	1	1.8	PURCHASED. Blind/visually impaired often need tactile/3dimensional object to understand concepts, especially in science related courses. There is often no other way to successfully communication, especially for the native blind who have no visual reference.	
b2.						
b3.						
b4.						
b5.						

Budget category c. Supplies (acct 400010 and per unit cost is <\$500). Enter requests on lines below. Click here for examples of supplies: <http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf>

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.						
c2.						
c3.						
c4.						
c5.						

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:

<http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf>

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.	OCR (Optical Character Recognition) software		1	1.8	PURCHASED. Existing OCR software needs to be upgraded to provide full access for blind/visually impaired for ADA Compliance.	

Presented to Faculty Senate, 9/22/2014
Approved by IPC, 10/22/2014
Approved by Faculty Senate, 11/3/14

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15**

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.)
	campus licenses upgrade.					
d2.						
d3.						
d4.						
d5.						

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.						
e2.						
e3.						
e4.						
e5.						

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.	Tutor I Embedded DRC English		3	1.5	Update: this BSI request was completed: To assist DR 15 instructor in providing effective tutoring, access to assistive technology, small group and one-to-one instruction to support course SLOs. DR 15 is a support course for students enrolled in ENGL 10. DRC students enrolled in ENG 10 are strongly recommended, but not required, to enroll in DR 15 to use as a support course. In response to community demand, there has been an observed change with	\$10,176.77 (sal+benefits), if not supported thru BSI request.

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15**

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)
					respect to specific disability populations enrolled in DR 15. This change has resulted in a diminished capacity to provide instruction equal to previous offerings and the need for additional support to assist students individually and collectively. Tutor will take direction from instructor to work with students both in small group and one-to-one.	
f2.	Tutor I Embedded DRC Math		3	1.5	Update: this BSI request was completed: To assist DR 20 instructor in providing effective tutoring, access to assistive technology, small group and one-to-one instruction to support course SLOs and instructor observation, our department is requesting funding support for an embedded Tutor. DR 20 is a recommended support course for DRC students enrolled in MATH 15. In response to community demand, there has been an observed change with respect to specific disability populations enrolled in both DR 20. This change has resulted in a diminished capacity to provide instruction equal to previous offerings and the need for additional support to assist students individually and collectively. Tutor will take direction from instructor to work with students both in small group and one-to-one.	\$10,176.77 (sal+benefits), if not supported thru BSI request
f3.						
f4.						
f5.						

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15**

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.	3D printer and supplies		1	1.8	PURCHASED. Blind/visually impaired often need tactile/3dimensional object to understand concepts, especially in science related courses. There is often no other way to successfully communication, especially for the native blind who have no visual reference	
2.	OCR (Optical Character Recognition) software campus licenses upgrade.		1	1.8	PURCHASED. Exist ing OCR software needs to be upgraded to provide ful access for blind/visually impaired for ADA Compliance.	
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Presented to Faculty Senate, 9/22/2014
Approved by IPC, 10/22/2014
Approved by Faculty Senate, 11/3/14
Page 11

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15**

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.)
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

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.	Instructional Support Assistant I	12	3	1.5	Position is requested in lieu of funding requests thru BSI for short-term hourly embedded English and math DRC tutors. In the mid 1980's, DRC provided informal instructional assistants by utilizing a combination of student workers, office staff and volunteers. As the department and services grew, the support position was formalized as a 17 hour per week position. All these instructional assistant had experience working with adults with disabilities and all had an Associates or Bachelor's degrees and once hired stayed in this position for a number of year . The instructional assistant provided support in the DRC Math and English classes by working with individual students, supervising small groups and providing administrative help with copying, correcting assignments and creating class materials. Most of these assistants stayed for multiple years, refining the duties, acquiring new skills and adding to student success in DR classes.	\$72,564.00 (sal+benefits)

Presented to Faculty Senate, 9/22/2014

Approved by IPC, 10/22/2014

Approved by Faculty Senate, 11/3/14

PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR TWO UPDATE – 2014-15

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)
					<p>Since 2008 when DRC funding was drastically cut, the support classes have been conducted without an instructional assistant. In 2014, Student Equity funds provided a tutor for the English and Math support classes.</p> <p>Many DRC students lack the expertise with technology to fully participate in mainstream class expectations. A class instructional assistant will provide guidance in mastering the technology needed.</p> <p>We anticipate higher demand for support classes during the future based upon changes to regulations as well as an increased effort towards outreach to local high schools. With the revision of Title 5 regulations, we are experiencing greater diversity of students with Autism, ADD and multiple disabilities. These changes create the need for more intensive management of students through instructional support assistance.</p>	
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						


Department Chair/Designee Signature

 11/3/16
Date


Division Dean Signature

 11/3/16
Date

Presented to Faculty Senate, 9/22/2014
Approved by IPC, 10/22/2014
Approved by Faculty Senate, 11/3/14

Palomar College – Program Review and Planning
Non-Instructional Programs
YEAR 4
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: Disability Resource

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

11/03/2016

Please Add Date
(00/00/2013)

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

	2012-2013	2013-2014	2014-2015	2015-2016	Definitions
Student Counseling Contacts	6047	6092	6203	6015	
Exam Accommodations	4353	5026	4365	3691	
Full-Time FTEF	1.75	3.75	3.75	3.25	
Part-Time FTEF	.75	.25	.20	.50	
Overload FTEF	0	0	.40	0	
FTEF/Headcount ratio	658:1	500:1	518:1	540:1	Ratio is ineffective measure given differences in staff functions and student need for services DRC provides (ex. counseling=service v. interpreting=accommodation)
Number of FT Staff	5	5	5	6	
Number of part-time Staff	22	23	23	19	Primarily made up of hourly interpreters
Staff/Student ratio	67:1	67:1	69:1	73:1	Ratio is ineffective measure given differences in staff functions and student need for services DRC provides
Students served (headcount)	1811	1876	1945	1755	
Educational Assistance Classes				9	
Educational Assistance Sections				24	

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

Palomar College DRC continues to experience student growth. Student headcount is higher than what the program is allocated for as MIS data in 2015-16 shows, incomplete student files were removed from the database. As the department implements the changes to title 5, compliance with current data elements will reflect increase in counseling contacts and exam accommodations provided. Headcount counts students served versus students whom we are able to count based upon reporting requirements. In addition, program budget has not been able to grow by more than 5% regardless of increase to headcount/MIS. Staffing report will be reviewed to accurately measure staff/student ratio. PT and FT staff/faculty perform different functions separate from one another. Data from 2012-13 reflects a more consistent pattern of staffing than for 2015-2016, due to multiple staffing changes from retirement and transition vacancies. The 1.0 position of Director of DRC must be filled, as well as contract staff for the proctoring and front office coverage .

The DRC Mission Statement is to facilitate access to all components of the college for students with disabilities and to provide support services and reasonable accommodations to promote their full participation in college activities as mandated by Title V of the Education Code, the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

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

1. Utilization of priority registration: with more time to do planning, students were more likely to register early.
2. DRC orientation effectiveness: the sample size of the Spring 2016 Orientation was small, so counselors were able to conduct individual intakes at the session. Better marketing and publicizing of future sessions will increase the knowledge base of participating students .
3. 66% of students assessed for a learning disability who were found eligible, were referred for test accommodations in the classroom and used them.
4. 80% of students who were assessed for a learning disability, found eligible, and referred for a follow up counselor meeting attended the appointment.
5. An informal assessment of Read and Write Gold referrals, for LD eligible students who were tested, resulted in the following: 88% were referred for the Read and Write Gold software; 36% met with the technology specialists to be formally introduced to Read and Write Gold.
6. Alternate media: SAO altered to be more quantifiable. New definition is "increase in utilization of Read and Write Gold Software". New
7. Interpreting Services effectiveness: Results were positive, often in the 90% range.

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

1. Priority registration and DRC Orientation are related. DRC Orientation committee is revamping orientation to include essential SSSP elements and clarify services that were unclear to students. Linkages need to be made with the Manager of Orientation to ensure that college-wide orientations include the essential SSSP elements. Thus, DRC orientations will focus exclusively on DRC services.
2. Measurement period for LD assessment/service utilization will be adjusted. Efforts continue to be made to better link assessed student with counselor to initiate accommodations.
3. Additional methods of assessment will be developed following consult with IRP to better identify gaps, areas of inefficiency, and improvements to customer service. DRC faculty/staff need to develop the measures for students with disabilities.

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.)

Palomar's DRC has gone through significant changes during the past 2 years with the loss of consistent staff and leadership due to retirement and resignation vacancies. At the same time changes to the requirements in Title 5 have presented challenges for the current and new contract and short term, hourly faculty and staff. Consistent service delivery is a key component of success for all students, who benefit from organized policies and procedures in the application and accommodations provided throughout the semester. A clear policy and procedures manual is being developed with the input, opinions and suggestions from staff, faculty and students for efficient, consistent service.

Primary to our responsibility is increasing access and awareness, consistent with the Strategic Plan 2019, Goal 2. Collaboration with managers of Outreach, Orientation and Student Success and Equity Efforts is key to facilitating the transition to the community college for high school students with outreach and inreach efforts. The recreation of the DRC Advisory Committee explores membership from feeder high schools, universities, community agencies and current DRC students..

Proctoring is a critical authorized accommodation for students who benefit from extended time, distraction reduced rooms, readers and technology. Dedicated space and room removed from the busy-ness of the front office must be identified; proctor coordination accounts for a significant amount of time and effort on the part of front office staff; providing accommodations identified by counselor and LD specialists must be documented and informed for the classroom faculty.

For staffing proctor services, the vacant Student Support Specialist I position must be filled.

For Facilities, a dedicated classroom and vacant rooms in Assessment are being scheduled for DRC proctoring through the end of the Fall semester. As the remodel of the Library into a One-stop student services building is in the early design stages proctoring must be a priority consideration for space separate from the DRC office. There is also discussion of relocating the DRC proctoring services to the new or remodeled facilities of the general proctoring center with quiet, distraction-reduced dedicated space.

Revisions to the Title 5 (T5) elements were made since 2015, and reporting and operational practices are being updated for 2016/17. Efforts are currently underway to review and modify internal process and documentation to align with T5 implementing guidelines. The student disability categories have been modified internally and with IS for accurate MIS reporting and SSARC reporting. Revisions have been made for the application, requirement of verification, and timeliness of services.

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

Due to the daily use, storage and need for access to the DRC electronic student file system, the department has moved forward to purchase Clockwork, a database/scheduling software that provides development, refinement and maintenance to meet our program need. This program also affords us the ability to improve scheduling, increase access for students to schedule testing and interpreting appointments, and create greater efficiency within office to better serve students. The ability to access the electronic student files remotely enhances counseling services for students with disabilities at other Palomar campuses and Camp Pendleton.

Other community colleges are considering Clockwork to meet their needs.

The Interim DRC Director is considering establishing a process for addressing student no-shows for appointments, or not notifying of class

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)
cancellation to release interpreters. Students would be advised that after 2 no-shows, no further appointments would be made until the student meets with the Director.

In order to assist students with time management, DRC is exploring the purchase of student planners, similar to those provided by EOPS, for students with disabilities to maintain a calendar and schedule of classes and services.

Efforts continue to explore a viable college-wide Universal Test Proctoring Center.

Efforts will be made to evaluate and consider offering DR courses specific to learning disability assessment. Thoughtful approach will be taken to review best practices in combination with changes to T5 to leverage resources.

Efforts will be made to consider requests from the public to offer non-credit coursework, including a Cognitive Retraining/Traumatic Brain Injury program and Art classes on the San Marcos campus, and Deaf Literacy class to prepare deaf students for college level coursework.

Efforts are currently in place to evaluate, develop and meet student access and service needs at the Escondido, Pauma, Mt. Carmel and Camp Pendleton locations consistent with ACCJC's recommendation.

A DRC Advisory Committee is being scheduled with invitations to serve to public partners, local agencies, District colleagues and student representation.

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.	3D printer and supplies	1	2.4	PURCHASED. Blind/visually impaired students often need tactile, three dimensional option to understand concepts, especially in science		One time	Not enough state funding to purchase, as mandated requirements exhaust budget before we are able

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?
				courses. There is often no other way to successfully communicate visually complex concepts or objects without the ability to feel textures, sizes and shape to those who are native or congenitally blind.			to purchase technology of this cost.
a2.	Transportation cart	2	5.2	Replacements for existing unit, which is becoming inoperable or unsafe. DRC currently owns 2 carts. One cart is currently used by Campus Police.			Not enough state funding to purchase, as mandated requirements exhaust budget before we are able to purchase technology of this cost. DRC cannot pay for the carts, which are not a mandated service. College effort would be indicated on the EOY report if the college funds the cart.
a3.							

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.							

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.	Desktop multi-function scanner	1	2.4	DRC student files are electronic, tied to an electronic database. Clockwork will	6x\$414=\$2,484	One-time	Not enough state funding to purchase, as mandated

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?
				allow all staff to scan documents immediately. During intake and update counseling appointments, students provide hard copy disability verification which needs to be scanned in immediately to student file. This process will remain as commitment has been made to retain electronic files. This method provides for more confidentiality and efficiency.			requirements exhaust budget before we are able to purchase technology
c2.							

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.	ClockWork program management software	1	2.4, 2.5	PURCHASED! As Palomar DRC has committed to using electronic records for student files, there is a need for a third party vendor with requisite year round and immediate technical support. Current student database was developed and is available for modification by program staff member. Current program provides advantages over paper but lacks immediate troubleshooting in the event that the staff member goes on leave or no longer works within DRC. Access to student files in a timely, consistent, predictable and confidential manner is vital to DRC programs. Software would allow for students to schedule multiple types of appointments with the DRC such as proctoring, student appointments, and equipment checkout. Software would also provide scheduling tool for Interpreting	\$2000/year; annual maintenance contract	No. Approx. \$2000/year; annual maintenance contract	Student Equity

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?
				Services. Software program would provide for build to meet our needs and support through relationship with DRC.			
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.	Student Support Specialist I (Replacement for current budgeted vacant position)	1	2.4, 2.5	Proctoring/testing requests have increased significantly from 2011-2012 thru 2014-2015. 2014-15 data not reflective of likely demand as student headcount has grown as have service contacts yet, proctoring requests declined. Reasons for such are undetermined but presumed to be due to staff changes, reductions and ability to highlight this service. Dedicated FT position needed to support and perform this function as there is no Proctoring/Testing Center supported by Instruction. Campus DRC student population sizes similar to Palomar have dedicated FT staff assigned specifically to proctoring functions whereas Palomar does not. Consideration for cost-sharing is recommended with Instructional Services.	\$79,685.60 (salary + benefits @ Step 1)	ongoing	No. Proctoring support is provided by multiple staff within office. DSPS State funding provides limitations to core, primary functions such as counseling, interpreting, and alternate media. Proctoring/Provision of testing accommodations is a campus responsibility DRC has provided, consistent with CCs across the State but with PT staff that is insufficient to meet District need.
e2.							

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.	Student Workers/Federal Work Study	1	2.2, 2.3	Student workers within DRC have been used to provide assistance to students seeking application to DRC, assisting with HS field trips, assisting blind and visually impaired students navigate the campus, and office work. Their assistance is needed to maintain and increase efficiency.	N/A	Ongoing	Yes. Financial Aid/Federal Work Study.
f2.	Peer Tutor (2)	2	1.1	Fund individual peer tutors to assist students with disabilities in areas of English and Math. Similar program has is being supported through Basic Skills funding for Deaf students enrolled in English courses.	\$16,640	on-going	No. Similar program is currently being offered through assistance from BSI.

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

Requesting District IRP recommendation for on-campus and/or web-based student survey tools to assess SAOs.

Continued collaboration with Student Equity and SSSP to meet the needs of students and to assist with matriculation efforts.

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

No Limits new club initiated and promoted by students with disabilities. A DRC Counselor serves as the advisor to this very active group which sponsors workshops, speakers and major and minor events all geared to promote disability awareness. Alex Montoya is presenting on Nov. 2, 2016. issues.

Collaboration with Behavioral Health, College Police and Dean of Student Affairs to provide positive mental health and referrals for students with disabilities experience difficulty in the classroom and on campus.

Acquired dedicated classroom and space in Assessment for proctoring DRC exams M – F from mid to end of the Fall semester.

Successful transition from SEC's to Academic Accommodations Plan for documentation in compliance with Title 5.

Purchased Clockwork student database software program to manage electronic files and connect with Peoplesoft.

Amid multiple staff changes and loss of consistent leadership, the DRC program continues to provide good service to students and enrollment within program has continued steady increase. Palomar DRC continues to provide learning disability assessments to qualified students in the interest in increasing matriculation through disability identification and authorization of academic accommodations.

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.

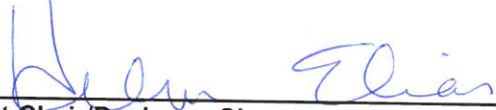
None

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


DRC strongly recommends filling the fulltime vacant position of DRC Director and Proctoring Student Support Services staff.

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

Helen Elias Name	Leigh Ann Van Dyke Name	Devonay Olson Name
Aaron Holmes Name	Lori Meyer Name	Lori Waite Name


Department Chair/Designee Signature
11/3/16
Date


Division Dean Signature
11/3/16
Date


Division Vice President Signature
11/8/16
Date

Palomar College – Program Review and Planning

Non-Instructional Programs

Academic Year 2016-17

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: Evaluations & Records/Enrollment Services

11/03/2016

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

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

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
EVALUATIONS OFFICE					
Number of FT Staff (Evaluators, Senior Evaluators, and Records & Evaluations Manager)	7	7.45	8.45	7 (6*)	<ul style="list-style-type: none"> Senior Evaluator hired in 2014-15 assigned 80% to degree audit and transfer credit project and 20% to Evaluations and Records area administration. 45% employee separated July 2015. Position not rehired and potentially eliminated in favor of a new 100% position. *Evaluator separated June 2016. Position not yet rehired. Proposed Evaluators (2) for degree audit and transfer credit project waiting funding.
In-Person Contacts	8,128	TBD	TBD	TBD	Unable to maintain accurate counts without line management software.
Phone Contacts	6,415	7,035	9,099	7,310	
E-Mail Contacts (Does not include evaluation notification emails)	3,826	TBD	TBD	TBD	
Associate in Arts:					
Approved	1,338	1,253	949	914	
Denied	413	353	267	296	
Total	1,751	1,606	1,216	1,210	
Associate in Arts for Transfer:					
Approved	36	59	77	104	
Denied	22	62	75	68	
Total	58	121	152	172	
Associate in Science:					
Approved	238	644	778	821	
Denied	74	211	241	253	
Total	312	855	1,019	1,074	
Associate in Science for Transfer:					
Approved	9	35	88	107	
Denied	4	46	77	70	
Total	13	81	165	177	
Associate Degree Totals					
Approved	1,621	1,991	1,892	1,946	
Denied	513	672	660	2,633	

Overall Total	2,134	2,663	2,552		
Certificates of Achievement:					
Approved	1,474	1,706	1,735	1788	
Denied	249	250	207	165	
Total	1,723	1,956	1,942	1,953	
Certificates of Proficiency:					
Approved	232	436	280	508	
Denied	20	26	15	28	
Total	252	462	295	536	
Certificates of Completion:					
Approved	88	104	110	109	
Denied	239	165	217	237	
Total	327	269	327	346	Noncredit certificate programs in ESL and Adult Basic Education.
Certificate Totals					
Approved	1,794	2,246	2,125	2,405	
Denied	508	441	439	430	
Overall Total	2,302	2,687	2,564	2,835	
CSU GE Certifications:					
Full	639	767	777	777	
Partial	220	263	277	275	
Total	859	1,030	1,054	1,052	CCC certification of lower-division GE requirements for transfer to the CSU system.
IGETC Certifications:					
Yes	248	285	251	259	
Partial	38	49	47	44	
No	10	17	13	12	
Total	296	351	311	315	CCC certification of lower-division GE requirements for transfer to the UC or CSU system.
Certification Totals					
Full	887	1,052	1,028	1,036	
Partial	258	312	324	319	
Denied	10	17	13	12	
Overall Total	1,155	1,381	1,365	1,048	
Veteran Evaluations	897	1,027	1,016	920	Program evaluations for veterans and their dependents.
SOCMAR/SOCNAV Evaluations					Program evaluations for active duty marines or sailors and their dependents.
Camp Pendleton	82	38	23	1	
Transfer Credit Evaluations					Evaluation of transferred-in course work as requested by Financial Aid Advisors.
Financial Aid	1,848	1,801	1,076	1,175	
Course Evaluation Requests					Evaluation of transferred-in course work as requested by counselors.
Counseling	340	365	372	378	
Prior Credit Evaluations					Program evaluation as requested by Nursing and Financial Aid.
Nursing/Fin Aid only	159	119	93	106	
Life Science Prerequisite Evaluations					Evaluation of transferred-in course work for meeting Nursing science prerequisite requirements.
Nursing	206	164	176	225	
Course Repetition					
Petitions	92	317	266	358	
Withdrawals	1,457	495	406	526	
Academic Standing:					
Dean's List	3,038	3,079	2,979	2,914	
Probation	8,324	8,396	8,361	7,914	
Dismissal (spring term only)	606	603	598	518	

CTE Transitions/Tech Prep (Posted in the spring term only) Courses Students	72 1,524	61 1,078	57 Pending	62 1,091	The Tech Prep student enrollments are processed after the high school year has ended. Therefore our counts are always a year behind.
RECORDS OFFICE					
Number of FT Staff	3	3	3	3	
In-Person Contacts	9,815	12,794	TBD	TBD	Unable to maintain accurate counts without line management software.
Phone Contacts	11,867	9,121	12,821	8,114	
E-Mail Contacts	1,764	2,348	TBD	TBD	
Outgoing Transcripts Total Electronic Paper	30,141 5,873 24,268	30,202 7,110 23,092	29,610 8,416 21,194	30,231 11,329 18,902	Electronic count includes EDI, XML, and PDF
Incoming Transcripts Electronic Paper	457 6,653	7,522	6,089	6,674	
Verifications Current Enrollment, Dates of Attendance, Financial Aid, Investigations, Good Student, etc.	1,950	3,075	2,246	2,125	
Grade Changes	910	1,058	1,082	971	
Student Petitions Petitions to Withdraw Academic Renewal Credit by Exam	945 386 83	617 363 53	682 535 64	694 529 69	

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

Our overall Evaluations and Records processing numbers have seen a slight increase overall this year coupled with a decrease in staff. California legislative changes and federal government regulations continue to impact the Evaluations and Records areas. The number of financial aid Transfer Credit Evaluations and Veteran Evaluations have remained fairly steady, but the deadlines imposed have required significant workload shift in order to prioritize these processes. In addition, Palomar College experienced an uptick in ADT applicants from CSU Mentor. Given the time consuming process to identify, verify, and review each applicant, along with the strict ADT reporting deadlines, routine Evaluations processes such as Prior Credit Evaluations and Graduation Applications were given a lower priority. The workload associated with prioritizing other entities' requests keeps us running behind schedule, particularly in the spring term. For the last couple of years, we finished processing spring graduate files at the end of summer, with last spring being about 8 weeks beyond our usual processing time. As anticipated, this has a domino effect, causing us to constantly be a little more behind than the previous term.

The Records Office continues to process an extraordinary amount of paper documents. OnBase has assisted with the retention of these documents, but there is still a manual process to scan and index each piece of paper, transcripts included. The Workflow module will provide easier management of documents and follow-up with students, faculty, and staff. Additional support to create the electronic forms and workflow is requested. Transcript data entry is currently handled through hourly employees. We are continuing to ask for an additional Enrollment Services Specialist/Records position to manage the tasks associated with the document imaging and Transfer Credit implementations.

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

OnBase workflow has not been launched yet for the Evaluations and Records areas. A template for an online, automated graduation application and staff workflow has been created in conjunction with an OnBase consultant, however a code freeze imposed by Palomar Information Systems has stalled the project indefinitely.

The Evaluations and Records areas have responded to the Student Success and Support Program initiatives as needed.

- Updated the academic standing policy in regard to probation and dismissal
- Created an enrollment priority petition for students to use to apply for an earlier registration date

100% of Palomar plans have been built in the PeopleSoft degree audit. Testing by administrative departments began in November 2015.

The spreadsheet for all Mira Costa College transfer credit articulation rules has been uploaded to PeopleSoft and testing is underway. No additional rules have been created or data entered.

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

The stalled launch of an online, automated graduation application highlights the need for additional staffing in the Information Systems department to help Enrollment Services projects move forward to completion.

The ability of the Evaluations and Records areas to respond to SSSP initiatives has been successful in the past. However, given the constant reprioritization of area responsibilities due to these initiatives, as well as those mentioned in part I.A., more staff will be required to respond in a similarly successful manner. We are seeking an Enrollment Services Specialist/Records position to manage the tasks associated with the document imaging and Transfer Credit implementations, a replacement for a vacant Evaluator position, and an evaluator to research the articulations for Transfer Credit Evaluations.

The implementation of degree audit is well underway and has been very successful. Testing is currently being conducted by the Evaluations, Financial Aid, Counseling, and Veterans areas. Full implementation and rollout to all staff and students is projected for 2017.

The implementation for transfer credit is not progressing as quickly as it could. Staff resources are desperately needed in order to research transfer articulations and enter the rules into PeopleSoft. AS stated above, two of these positions are requested in relation to this project: an evaluator to research the articulations and a records specialist to enter and maintain the transcripts and rules. In addition, the project is progressing without dedicated technology support from Information Systems. A commitment to increase staff in the IS department is vital to the success of transfer credit.

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. Program 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.)

- Transfer credit planning and incremental rollout will continue to be a priority in 2016-17.
- We would like to expand the use of the degree audit to awarding degrees and information querying.

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

- Move forward with the online, automated graduation application
- Revise the PDF degree audit to create a concise document that will be saved to a student's OnBase record

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 dedicated to diplomas			Printing diplomas requires a printer not used by other areas or for other purposes	\$700	One-time	No

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?
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.	TES Software License		2.2, 2.4,	Provide catalog and course description access to Evaluations, Counseling, Articulation, and Instruction services staff	\$15,500	On-going	Yes. From Transcript Fees and Matriculation.
d2.	CCC Tran License		2.2, 2.4	Provide access to electronic transcript services	\$6,000	On-going	Yes. From Transcript Fees.
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.	Academic Evaluator/Advisor	1	2.4, 4.1	The Degree Audit and Transfer Credit projects are large and on-going activities. We hired a full-time Lead Evaluator to take the lead, but the on-going workload will require more person-power to make the project work more effectively for our students.	\$80,000/annually for salary and benefits.	On-going	No
e2.	Academic Evaluator/Advisor	2	2.4, 4.1	The Degree Audit and Transfer Credit projects are large and on-going activities. We hired a full-time Lead Evaluator to take the lead, but the on-going workload will require more person-power to make the project work more effectively for our students.	\$80,000/annually for salary and benefits.	On-going	No
e3.	Enrollment Services Specialist/ Records	3	2.4, 4.1	Data entry and document imaging to support Transfer Credit and Academic Advising	\$75,000/annually for salary and benefits.	On-going	No
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.	Temporary/Student Workers	1	2.4, 4.1	Data entry and document imaging for incoming transcripts for Transfer Credit and Academic Advising	\$22,000	On-going	No
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 Evaluations & Records Office:

- Met the ADT (Associate Degree for Transfer) deadline during Fall 2015 and Spring 2016 for the CSU transfer applicants. For Spring 2016, the Evaluators were able to complete a review of the 402 applicants during one of the busiest times of the year! (Something some of the other community colleges couldn't meet.)
- Kristyn Lewko, Senior Academic Evaluator, and Tracie Sayre, Admissions & Records Functional have made great achievements in Academic Advising. All plans have a programmed degree audit going back to the 2010-11 school year. Testing is currently underway by Evaluations, Financial Aid, Counseling, and Veterans.

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.)

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

Kristyn Lewko
Name

Rick Herren
Name

Jamie Moss
Name

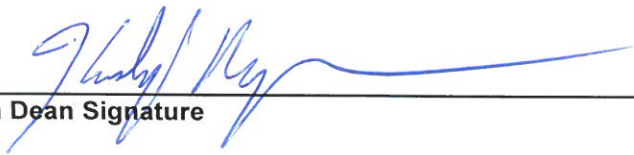
Kendyl Magnuson
Name

Name

Name


Department Chair/Designee Signature

11-3-16
Date


Division Dean Signature

11/3/16


Division Vice President Signature

11/8/16
Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to mlavigueur@palomar.edu by November 3, 2016.
- Email an electronic copy to rjohnson3@palomar.edu by November 3, 2016.

**-Palomar College – Program Review and
Planning Non-Instructional Programs
Year 4
Academic Year 2016-2017**

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

10/19/16

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

	2012-2013	2013-2014	2014-2015	2015-2016	Definitions
Total Federal & State Aid	\$29,248,603	\$31,493,107	\$31,874,498	\$31,397,654	Total funds disbursed to Palomar students based on MIS data
Annualized Credit Enrollment	34,280	35,790	36,413	34,549	
FA applications processed	21,706	22,724	22,683	22,542	Includes 22,189 unduplicated ISIRs and 353 California Dream Act (CADA) applications.
FA applications awarded	6,289	8,339	8,663	7,573	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 incomplete	4,877	5,845	3,056	2,414	Students that were not enrolled, did not complete submit all required documents or did not meet the Financial Aid SAP policy
Veterans Application	1,661	1,779	1,757	1,609	New and continuing Veterans who receive VA educational benefits
Veterans Term	2,809	3,088	3,207	2,794	Number of VA certifications for each semester for new and continuing students
BOGWs-# applications	20,459	20,296	22,377	19,549	
Scholarship applications	1,096 applied, 322 judged	1,348 applied 323 judged	538 applied 359 judged	595 applied 401 judged	
Scholarship awards	692	616	604	813	
Student contacts	48,000 phone 51,307 email	59,590 email	32,756 phone 90,679 email	63,089 email	Email and phone messages to students regarding processing financial aid information, This figure is a result of one stop operation with Enrollment

	2012-2013	2013-2014	2014 - 2015	2015-2016	Definitions
Interdepartmental Information Requests	10	11	8	8	Requests from other college departments for financial aid data.
Federal & State Reporting	5	6	6	7	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 Faculty	.5	.2	.3	.5	Part-time permanent financial aid counselor assigned to see Veterans
Overload FTEF	0	0	0	0	
FT/ Part-Time % Faculty	66%/33%	83%/17%	77%/23%	66%/33%	
Number of Full Time Staff	18	18	19	17	
Number of Part-time Staff	1	1	1	4	2.0 FTE and includes part-time Interim Director
Staff/Student Ration	1/1904	1/2022		1/1818	staff

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

The number of students applying for financial aid has remained relatively consistent over the past few years, although economic shifts could change that. The number of applications will always be greater than the number of awards due to students who do not qualify, do not enroll in classes or do not submit all required documents. In addition, some students are not awarded funds because they do not meet the strict federal financial aid academic standards and may apply only for a BOG fee waiver, so do not complete the application process. The number of incomplete applications decreased from 25% in 2013-14 to 13% in 2014-15 and to 11% in 2015-2016. This is a significant indication that Financial Aid services are increasing its efficiency and serving a higher proportion of students. The goal of the office is to continue to work to further 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. However, there is an urgent need to reinstate staffing in the Veterans Services office. Although the office serves about 1800 veterans, there is only one college employee and the office relies heavily on student workers to assist students and process VA certifications, raising issues of confidentiality and accountability. .

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

1. The college continue to contract with Inceptia default management consultants and to participate 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 15.9%. This removes Palomar College from possible sanctions from the US Department of Education, including loss of eligibility to participate in federal student loan and Pell Grant programs. In addition, restricting loan amounts to first year students prevents unnecessary borrowing and reduces student lifetime cumulative student loan debt.
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 15.9%. In a major accomplishment, this is below the national average for community colleges and removes the college from possible loss of student aid programs. Inceptia will continue to assist the college to maintain a low cohort default rate. In addition, the college participates as a US Department of Education Experimental Site and limits the amount students can borrow. There has been no feedback from students that this 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.)

1. Beginning Fall 2016, students must be making Satisfactory Academic Progress to qualify for the Board of Governors Enrollment Fee Waiver. This will require additional monitoring and adjusting of awards.
2. Even though the college's default rate has improved to acceptable levels, we will maintain 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 in efforts to further reduce our student loan default rate.
3. There continues to be effort to encourage students to complete their applications for financial aid and provide aid to all eligible students.
4. The change in the federal base year for the FAFSA to "prior-prior-year" will allow students to apply for financial aid for Fall 2017 as early as October 1, 2016 and 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.)

We are continuing to work with a Peoplesoft consultant to develop more efficient processes, such as, Satisfactory Academic Progress and fund disbursement procedures that are more beneficial for students. These and other federally mandated processes would be greatly enhanced by an on-line Student Education Plan. Both federal financial aid and state SSSP regulations require a monitored "academic plan" that establishes the student's program of study based on an "informed goal" for all students and clearly defines the courses the student needs to reach that goal..

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 2019 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 2019 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 2019 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 2019 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 2019 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 – Request continued from prior years	1	2.1, 2.2, 4.1,	Palomar has the largest population of veterans of all CCCs, but is not staffed accordingly. Currently, there is only one FTE in Veterans Services to provide services to over 1700 veterans. By comparison, Mira Costa has approximately 5 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 250 veterans.	\$88,000 (salary & benefits)	On-going	None
e2.	Assistant Director, Financial Aid – Request continued from prior years	2	2.2, 4.1, 4.3	Financial Aid is one of the most technically complex offices on campus, manages over \$31,000,000 in student aid each year 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 and allow for back-up supervision and succession planning.	\$100,000 (salary & benefits)	On going	none

e3	Veterans Services Technician – 2 positions	3	2.2, 4.1, 4.3	Palomar has the largest population of veterans of all California Community Colleges but is not staffed accordingly. There is currently only one staff member assigned to Veterans Services, although the office processes over 1600 applications for GI benefits and almost 2800 VA term certifications. As a result, the college relies on student workers to process these documents, creating possible FERPA and confidentiality violations. The NAVPA Organization recommends that colleges provide one FTE for every 300 Veteran students. This lack of staff not only causes delays in services to our students but could be cited as a lack of administrative capability on the part of the institution. We are requesting these positions to remedy this situation and improve services to veterans. By providing more and more efficient Veterans' services, we may also be able to increase the number of enrolled veterans.	\$ 150,000 (est. salaries and benefits)	On-going	None
----	--	---	---------------	--	---	----------	------

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 2019 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	2.2, 2.4	The college has contracted with a Peoplesoft consultant to review Financial Aid processes and recommend more efficient and student-friendly administration of financial aid programs, including implementing Early FAFSA, more efficient and frequent disbursements and SAP changes..	\$30,000	As needed	BFAP
f3.							
f4.							
f5.							

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

Plan for Academic Year 2016-17

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

1. Most important Financial Aid accomplishment is our reduction of the 3-year federal student loan Cohort Default Rate (the percentage of students who default within 3 years of entering repayment status) 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 Official CDR = **15.9%** (this is the current 3-year default rate and is based on borrowers who entered repayment status in 2013)
2012 Official CDR = 31.6%
2011 Official CDR = 31.3%
2010 Official CDR = 33.1%
2. Implementation of the Early FAFSA allowing students to apply for financial aid for Fall 2017 as early as October 1, 2016
3. Transition from an annual SAP review to a semester review allowing students a Warning semester that allows them to improve academically while receiving financial aid.
4. Streamlining disbursement processes to minimize manual data entry and provide more timely disbursement of funds to students.
5. Continued partnership with Enrollment Services as a one stop service operation, providing services to students at the front counter and over the phone.
6. Participation in outreach activities, such as, EAP, Summer Bridge Program and the High School Counselors workshop help on campus.
7. 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.
8. Due to efforts and cooperation of all staff, effective operation of Financial Aid Services during 18-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 1.5 years that the Director position has been vacant show the urgent need for 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 \$30 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 one manager. 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 and allow for less disruptive transitions during periods 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 eligibility for federal funds. General Counselors not experienced in working with federal programs and cannot be expected to provide the level of technical and regulatory information to students as a specialized counselor would.

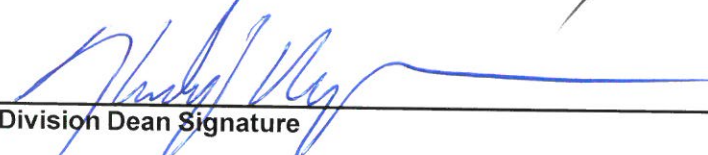
There is an urgent need for additional staffing in Veterans Services. The lack of support for veterans has limited the services the college is able to offer, delayed processing certifications for VA benefits and created lapses of confidentiality due to the reliance on student workers to fill in due to lack of personnel. Veterans are an important segment of our student population and we are not currently able to provide services and administrative support that they need and deserve.

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

11-2-2016
Date


Division Dean Signature

11-3-16


Division Vice President Signature

11/8/16
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 2016-17

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: College Police Department

11/03/2016

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

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

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
Police Reports	457	452	467	428	Documentation of incidents/crimes committed
Parking Citations	7,450	7,949	7,344	4,852	Enforcement of parking rules and regulations within the District
Arrests	22	12	20	18	Apprehension and detainment of persons who have committed crimes on campus
Citizen Assists	368	371	624	420	General assistance provided to the public
Vehicle Unlocks	288	298	229	194	Assist members of the campus community who have locked keys in car
Vehicle Jump Starts	350	418	349	316	Assist members of the campus community whose cars won't start (battery)
Room Lock/Unlocks	1,731	1,774	1,644	1,635	Open/lock classrooms for instructional day, plus individual requests from staff as needed
Traffic Accidents	112	91	127	140	Investigate and document major vehicle accidents, facilitate exchange of information for minor (non-injury) vehicle accidents
Emergency Notification/Class Cancellations	142	143	104	111	Direct notification of class cancellations for instructor illness or other reason, and also locate and notify students of emergencies
Lost and Found	1,711	1,963	2,085	1,914	Lost and found items collected and processed, claimed and unclaimed
Escort Service	1,683	2,013	2,777	2,542	Provide travel assistance to members of the community, and safe oversight for students/staff
Vehicle Stops	1,036	388	635	1,348	Traffic stops for violations of the Vehicle Code
Field Interviews	557	187	319	330	Pedestrian stops for the purpose of educating members of the community about laws and policies, documented suspicious activities, ect.
Medical Assist		93	108	89	Provide first-aid assistance and related transport services for injuries which occur on campus
Alarm Response	725	778	785	740	Automated alarms responded to at San Marcos and Escondido campus'
Permit Machine Detail	228	201	93	84	Retrieve money, provide maintenance and troubleshooting of permit machines in student parking lots
Contact for Smoking Policy Enf.	265	707	398	443	Contact with students in response to complaints about smoking policy violations (education and enforcement)
Skateboard Policy Contact	401	1,139	452	625	Contact with students in response to violations of skateboarding policy
Officer:Population Ratio	1:4,125*	1:3,412	1:3,769	1:3,361	New calculation limits ratio to student/staff, older calculations* included volunteers and recorded guests/visitors/vendors
Number of FT Police Officers	7	8	7	8	District approved level of Police Department staffing
Rape Aggression Defense Course	2	2	2	2	Self-defense/awareness education offered to females in the District
Background Investigation Asst.	197	241	279	293	Provide data for outside agencies regarding arrest/conduct of applicants for hire who have attended or worked for Palomar College

Athletic Event Support	662	640	669	665	Staffing, parking, security and other accommodations for Athletic Department events
1 st Level Appeals	577	556	655	572	Administrative Review of parking citations, requested by the violator
2 nd Level Appeals	33	29	30	28	Impartial third-party review of parking citations
Planned Event Support	1,253	1,202	1,263	1,129	Parking accommodation and support for the District

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

In an effort to ensure the safety of traffic related collisions involving pedestrians, the Department significantly increased its traffic control activities represented by the number of traffic stops. This activity increased by 112%, which effectively addresses the on-going safety of pedestrian-involved collisions. Overall, the number of traffic collisions increased by 10% in the beginning of the year, but this rate has decreased near the end of the year as a result of the increased enforcement. Reductions to staffing (CSO's) limited the department's ability to perform constant parking enforcement. Other factors that affected this number included increases in the number of planned events for which the Department was asked to suspend citing.

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

- 1) Provide a safe and secure learning and working environment: Based on the 2015 Clery Report, the number of reported crimes which qualify under the Act fell by 34% from the 2014 calendar year, to a total number of 21.
- 2) Acquire remote capacity to access data from vehicles: The department successfully completed the purchase of 2 Dell Rugged laptop computers, associated mounting hardware, data subscriptions, and seat licenses for ReportExec and ARJIS data to be accessed remotely by Police Officers.
- 3) Improve the level of parking enforcement conducted, as measured by number of citations written: This SAO is still in the beginning stages, so no assessment has been completed yet.

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

- 1) Almost the entire difference between Clery crimes compared to 2014 was related to the absence of arson cases. In the previous year, the Department investigated 10 arson cases in a string of fires set in restrooms on the San Marcos campus. These incidents ceased after an arrest was made in that year. There was a drastic increase in reported crimes at the Escondido Center, with 4 compared to the previous year's zero. On the San Marcos campus, reductions in Liquor Law and Weapons Law violations were offset by increases in arrests for Drug Law violations. For the first year since the Department began reporting Clery statistics, all of the violators of drug and liquor laws were arrested rather than referred to the office of Student Affairs for student discipline.
- 2) In most cases, the officers who are on-duty at the San Marcos campus are able to remotely access the important databases and resources from the patrol car, thanks to recent purchases and expansions of existing services.
- 3) It is too early to assess any results from increased emphasis on parking enforcement, but addressing the situation in regards to that function is vital to the Department's financial viability.

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.

The Police Department's funding model is based almost exclusively on parking permit sales and fines/forfeitures from citations, with subsidy provided by the General Fund. Parking permit and citation fines have been decreasing annually, primarily as a result of a decreasing student headcount.

The Palomar College Police Department has undertaken great efforts to proactively engage the community, as well as to improve outreach and community relations. The Department plans to continue these efforts through maintaining current initiatives, as well as by spending time and resources in the interest of remaining an integral component of the community it serves.

Legislative actions have called for increased levels of training in various areas. The Department will need to identify resources to fund increased levels of training, as well as work diligently to ensure that all officers meet or exceed all of these new requirements in addition to those which already exist. The process of training in police work is vital and continual.

As the department moves forward, the need to replace and/or upgrade equipment to meet industry standards cannot be overstated. This is vital for protecting the campus community. The need includes technological equipment as well as vehicles, protective gear, and communications investments.

Prop M construction has led to a greater density of population in the buildings on campus. The new structures require additional surveillance for the Department to effectively protect the students, staff, and faculty into the future as these new buildings are constructed.

II. B.

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.	Ballistic Shields – Level IV (2)	1		In active shooter and riot scenarios, ballistic shields provide protection for police officers against fired projectiles, enabling them to protect the community against these threats to student/staff lives and to address a threat effectively.	\$7,000	One-time	No funding currently available.
a2.	Gas-powered golf carts (2)	1		Providing escorts to DRC students, guests, students, staff and esteemed VIP guests of the district; responding to medical assist calls; and providing access to the parking lots for enforcement are a vital aspect of the Department's services. The electric carts currently owned by the Department are 10 years old, are in a state of disrepair and are visibly poor and shoddy. Maintenance and repair costs are increasing rapidly. Replacing them is vital.	\$25,000	One-time	District administration is currently attempting to find funding to assist with this purchase.
a3.	Police Vehicles (2)	1		Vehicle replacement plan calls for an 8-year cycle for law enforcement vehicles, due to safety and performance requirements. The Department has two vehicles which are 8 years old, two at 15 years, and one vehicle at 13 years old, in need of replacement.	\$120,000	One-time	Ideally, they could be leased on a monthly basis.

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.	CCTV cameras (10+)	1		The new buildings on the San Marcos campus are tall and dense, which creates areas especially prone to various types of criminal activity. Placing more CCTV cameras in these areas would help to deter crime, provide documentation of crimes which do occur, and improve the safety of the District's stakeholders.	\$90,000	One-time, with some ongoing costs for monitoring, maintenance, etc.	No funding currently available.
b2.	New Printers (2 color, 1 B&W)	2		Three important printers within the Department are over 10 years old, and have reached the end of their useful life. These printers serve high-volume	\$7,500	One-time	The Department should be able to fund some of this need, depending on the status of other

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?
				locations/functions (including the only two color printers in the department, one of which is devoted to CLETS), and their replacement is vital.			required expenditures.
b3.	Computer for records processing	3		Additional requirements from the Department of Justice and other regulatory authorities have expanded the function of records, which does not meet the system requirements for the dispatch and records management software, requiring an upgraded model.	\$3,000	One-time	The Department's funding is too limited to facilitate this need, additional funding may be required.

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.	Medical Trauma kits (5 ind./1 large)	1		The risks to officers of being seriously injured on duty are great. Furthermore, Police Officers are almost always the first responding unit to any medical assist call. Providing an adequate trauma kit for police officers to have on-duty is essential to their safety, as well as the public. In a massive injury situation such as an active shooter or natural disaster scenario, a large trauma kit will allow Police Department personnel to assist with tending to the wounded and to triage individuals appropriately in conjunction with paramedic and Fire Department	\$2,000	One-time	Depending on the status of various other needs, PCPD's budget should conceivably be able to absorb this cost, either on its own or in partnership with Health Services and student health fees.

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?
c2.	Active-shooter ballistic kit (4)	3		.personnel. This item is a rapid deployment ballistic vest, with additional supplies and equipment already supplied for use in an active-shooter scenario in which time is essential to successfully addressing a threat and protecting the community.	\$3,000	One-time	The Police Department can fund this item, depending on various factors. However, some additional funding may be required.
c3.	XTS 5000 Radio Batteries (36)	2		Police Department radio communications are vital for officer and community safety and to relay important information in virtually all service and law enforcement situations. Providing adequate serviceable batteries for Department radios is an essential aspect of maintaining services.	\$5,300	One-time/ repeating	Fund through parking enforcement revenues.
c4.	Lock-out assistance kits	4		One of the major customer service activities the Department provides is lock-out assistance to students and staff who lock their keys inside a vehicle. The tools for providing this service become worn and bent from use over time. As such, they require periodic replacement for both efficacy and to protect against damage to customers' vehicles.	\$500	One-time	Department to fund this essential item.
c5.	Dispatcher headsets	4		Provide advantages in ergonomics and in utility to busy dispatchers, to provide hands-free operations and improve output and capacity. Improvements to dispatch directly improve conditions for officers, and therefore to provide a safer working and learning environment to the entire community.	\$2,000	One-time	No funding available.

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.	Training	1		Training is an ongoing and progressive process for Police Officers and other Department staff. From perishable skills training to specialized training in various skills required in the department, including newly mandated training such as for increased levels of firearms and Crisis Intervention strategies and procedures. This year, the cost of training will be higher than average, as new Officers come on board and additional training required by law is implemented.	\$23,000	One-time/ recurring	Training is a major component of the developed budgets for the PCPD. The cost is partly offset by P.O.S.T. reimbursement.
d2.	Printing	3		Various printed materials are needed by the Department, and these are provided by the District's Print Services department. These materials range from procedural (forms, Policy manuals, etc.) to informational (Clery Report, inserts for parking permits, safety brochures, etc.) and instructional (parking directions and information on location in the parking lots).	\$4,250	On-going	This expense is within the Department's ability to fund fully.
d3.	On-site security services for Fallbrook campus (3 rd party)	1		It is necessary to provide these services at the Center for the sake of protecting District property and contractors, in an observe-report capacity.	\$15,000	On-going	At this time, the funds being used for this service are coming from student parking fees.

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?
----------	-----------------------------	---------------------------------------	---	---	---------------------------------------	--	--

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.	Police Support Specialist	1		The person in this job classification is responsible for student parking permit distribution, and for oversight of parking enforcement and determination of citation appeals. It is vital for a Police Department to have someone in this role, and the vacancy has left a distinctively heavier workload on the remaining employees and supervisors.	\$84,000 (incl. benefits)	On-going	This position is funded by a combination of parking permit sales and fines & forfeitures receipts.
e2.	Police Officer I (4 positions) North & South Centers	1		The Police Department seeks to have a staffing level equivalent to 1 sworn officer per 1,500 population served. Additionally, each location served needs a certain level of appropriate sworn staff to operate safely and effectively. This requires individuals to work on each shift, and additional officers to provide back-up whenever possible. The absolute minimum additional sworn staff required by the North and South Education Centers is 2 officers per location. This will provide one officer for day & evening shifts at each location.	\$382,700	On-going	These additional positions will require institutional funding, as they do not bring any additional revenue opportunities to the department to offset the cost, and are necessary to ensure the safety of each site's staff and students. The role of Police Officers is not revenue-neutral, and cannot be funded based on the number of parking permits sold in a given year.
e3.	Police Dispatcher (2 positions)	1		Police Dispatchers are the "lifeline" for operational staff in the field, both sworn and non-sworn. To date, the PCPD has been overly dependent on part-time staff to fill this essential role. Additionally, the Department has shifted two of its Classified Community Service Officers into Dispatch for the sake of providing a more reliable and responsible set of skills and duties to that area. As the District's footprint grows, as well as its need for various aspects of Customer and Law Enforcement services.	\$157,660	On-going	As with the above, these positions are do not bring in any corresponding revenue and their benefit is broadly distributed to the entire District.

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 2017 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.	Part-time CSO's additional	1		On-going hiring of part-time staff for services performed on a daily basis.	250,000	On-going	Parking fund.
f2.	Part-time Dispatchers	1		On-going hiring of part-time staff for services performed on a daily basis	100,000	On-going	Parking fund.
f3.	Part-time administrative staff	1		On-going hiring of part-time staff for services performed on a daily basis	100,000	On-going	Parking fund.

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.

In August, the Police Department expanded its social media presence with the launching of a dedicated Facebook, Instagram, and Twitter page to enhance community engagement and outreach efforts to the community.

In July, the Department enhanced its records management system by purchasing 2 rugged mobile computers to assist with sending calls for service. The system required additional licenses so officers could write reports directly into the system for efficiency and improved capacity for Police Officers.

Provided an additional parking permit pick-up location at the quad in the Student Union area, to assist students with convenient access to pick up their parking permits.

The Police Department held special seminars for Athletics teams, especially the football program, to educate student/athletes about safety on and off-campus. Significant department community events included the following:

Discover Palomar
Stalking and Sexual Assault at the Quad
RADD – Alcohol Awareness at the Quad
RADD – Alcohol Awareness at Escondido
Clothesline Project at the Quad
Alcohol & Drug Abuse Awareness at the Quad
Coffee with a Cop at the Quad
Unity Day Clothesline Project and Jeans Day at the Quad

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.

California Commission on P.O.S.T. conducted an audit of training records for newly hired police officers. The department was notified of successful completion of all requirements.

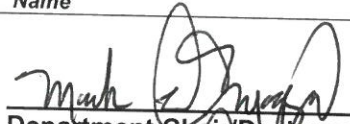
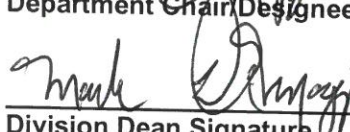

California Board of Corrections recertified the Department's detention bench; however, the need to provide a separate space between the detention area and intake was noted. Space limitations currently prevent the Department from addressing this need. PCPD is required, per California and Federal Law, to keep detained juveniles and detained adults separate. PCPD does not at this time have the capability to perform that separate intake/booking/holding function.

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

Space limitations in the current Police Department building have reached a level that requires drastic action on a regular basis in order to continue operating. While the Department looks forward to the opening of its new office in 2018, the locker room cannot house the number of staff currently needing to use lockers, and the detention bench is forced to be located in a less-than-ideal placement. Officers and CSO's are all forced to share space in the Department briefing room, which is also the District's Emergency Operations Center, as well as the detention area. Furthermore, the Department is unable to provide a P.O.S.T. approved Evidence storage area or a proper Armory or as a result of the limitations of space and the structural nature of the facility. The Police department has needed to undergo massive projects to dispose of files through a monthly shredding contract with Corodata, as well as expenses for furniture and storage equipment to condense its supplies, equipment and files to a maximum level.

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

Brian G. Engleman Name	Emily Riddle Name	Karen Boguta-Reeve Name
Nieves Suarez Name	Candy Santos Name	Sergeants Maines and Moore Name

 Department Chair/Designee Signature	11/03/16 Date
 Division Dean Signature	11/03/16 Date
 Division Vice President Signature	11/03/14 Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to mlavigueur@palomar.edu by November 3, 2016.
- Email an electronic copy to rjohnson3@palomar.edu by November 3, 2016.

STUDENT SERVICES

REV 11/17/16

AP 5013 STUDENTS IN THE MILITARY**References:**

Education Code Sections 68074, 68075, and 68075.5; and 68075.7
Title 5 Sections 55023, 55024, 54041, 54042, 54050, and 58620;
Military and Veterans Code Section 824
38 U.S. Code Section 3679

Residence Determinations for Military Personnel and Dependents

A student who is a member of the armed forces of the United States stationed in California on active duty, except a member of the armed forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification. Such student shall retain resident classification in the event that the member of the armed forces is thereafter transferred on military orders to a place outside of California or thereafter retires from active duty, so long as the student remains continuously enrolled in the District.

Education Code Sections 68074 requires that: Students whose natural or adopted children, stepchildren, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. Such student shall retain resident classification if he/she is thereafter transferred on military orders to a place outside of California, so long as the student remains continuously enrolled in the District.

A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran's state of residence is entitled to resident classification. ~~A student who was a member of the armed forces of the United States stationed in California on active duty for more than one year immediately prior to being discharged from the armed forces is entitled to resident classification for the length of time he or she lives in California after being discharged up to the minimum time necessary to become a resident. The Waiver of nonresident tuition may be for up to one year if an affidavit is filed declaring intent to establish California Residency as soon as possible. The student must live in the state during this period and the waiver must be used within two years from being discharged.~~

An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California and enrolls in the community college within three years of the Service Member's death in the line of duty following a period of active duty service of 90 days or more is entitled to resident classification.

Date Approved: 11/20/07; Revised: 10/18/11; Revised: 5/15/12; Revised 12/9/14
(Replaces former Palomar College Procedure 417 and previous versions of AP 5013)

A parent who is a federal civil service employee and his/her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

A student claiming the residence classifications provided for in this procedure must provide a statement from the student's commanding officer or personnel officer providing evidence of the date of the assignment to California and that the assignment to active duty in California is not for educational purposes. A student claiming the residence classifications provided for here for the dependent of military personnel shall provide a statement from the military person's commanding officer or personnel officer that the military person's duty station is in California on active duty as of the residence determination date, or has been transferred outside of California on active duty after the residence determination date, or that the military person has retired from active duty after the residence determination date. (Title 5 Sections 54041 and 54042)

Withdrawal Policies for Members of the Military

A student who is a member of an active or reserve United States military service and who receives orders compelling a withdrawal from courses shall be permitted to withdraw upon verification of such orders. A withdrawal symbol may be assigned which may be a "W" or a "MW." Military withdrawal shall not be counted in progress probation, dismissal calculations, or in calculating the permitted number of withdrawals. In no case may a military withdrawal result in a student being assigned an "FW" grade. In no case may a college require a student who is required to report for military duty to withdraw from a course by a specified date in order to receive a full refund of the tuition and fees the student paid to the college for the academic term in which the student was required to report for military service.

Also see AP 4230 titled Grading Symbols.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

REV 11/17/16

AP 5020 NONRESIDENT TUITION

References:

Education Code Sections 68130.5 and 76140 et seq.;
Title 5 Section 54045.5

The nonresident tuition fee will be established not later than February 1 for the succeeding fiscal year according to one of the following bases:

- Statewide basis
- District basis
- District basis with 10% or more noncredit FTES
- No more than a contiguous district
- No more than the District basis and no less than the statewide basis

Exemptions to the nonresident tuition fee requirements include any students, other than non-immigrant aliens under 8 U.S. Code Section 1101(a)(15), who meet all of the following requirements:

- either high school attendance in California for three or more years OR attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or combination of those schools;
- graduation from a California high school or attainment of the equivalent thereof
- registration or enrollment in a course offered by an accredited institution of higher education for any term commencing on or after January 1, 2002
- completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption and
- in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he/she is eligible to do so

Additionally:

- Any students who meet the following requirements:
 - demonstrates financial need;
 - has a parent who has been deported or was permitted to depart voluntarily;
 - moved abroad as a result of that deportation or voluntary departure;
 - lived in California immediately before moving abroad;
 - attended a public or private secondary school in the state for three or more years; and

- Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.
- Any nonimmigrant aliens granted "T" or "U" visa status under title 8 U.S. Code Section 1101(a)(15)(T)(i) or (ii), or section 1101(a)(15)U(i) or (ii), respectively, who meet the following requirements:
 - high school attendance in California for three or more years;
 - graduation from a California high school or attainment of the equivalent thereof;
 - registration or enrollment in a course offered for any term or commencing on or after January 1, 2002; and
 - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption.
- Non-resident fees for special part-time students will be waived based on the following criteria (Education Code Section 76140):
 - The student must be residing in California.
 - The student must be attending a high school (public or private) in California.
 - The student must be enrolled as a special part-time student in fewer than 12 units each semester or fewer than 15 units if participating in a CCAP as defined in AP 5011.
 - The student must be recommended by the principle of the pupil's school and have parental permission to attend a community college.
 - This exemption does not apply to special full-time students.
 - This exemption does not apply to non-immigrants other than "T" and "U" non-immigrant visa.
 - Students receiving this non-resident tuition exemption do not receive resident status.

The computation of the nonresident tuition per unit charge is based on the expense of education for the base year, the annual attendance (FTES), and the U.S. Consumer Price Index.

The computation of the nonresident capital outlay fee is not to exceed the amount expended for capital outlay in the preceding year divided by the total full-time equivalent students.

The application processing fee for citizens and residents of a foreign country is not to exceed the lesser of:

- the actual cost of processing an application and other documentation required by the federal government, or
- \$100, which may be deducted from the tuition fee at the time of enrollment.

Offices of Primary Responsibility: Fiscal Services and Student Services

Student Services

REV 11/17/16

AP 5031 INSTRUCTIONAL MATERIALS FEES

References:

Education Code Section 76365;
Title 5 Sections 59400 et seq.

Students may be required to provide instructional ~~and other~~ materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

DEFINITIONS:

- **Instructional and Other Materials:** Any tangible personal property which is owned or primarily controlled by an individual student.
- **Tangible Personal Property:** Includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class.

Required Instructional ~~and Other~~ Materials: Any instructional and other materials which a student must procure or possess as a condition of registration, enrollment, or entry into a class; or any such material which the instructor determines is necessary to achieve ~~those the~~ required objectives of a course ~~which are to be accomplished under the supervision of an instructor during class hours.~~

NOTE: The yellow highlighted language is from legal Update 20

Date Approved: 04/08/2008, Revised

(Replaces Palomar College Policy 403.3 and all previous versions of)

- 45 • **Solely or exclusively available from the District:** The instructional material is
46 not available except through the District or that the District requires that the
47 instructional material be purchased or procured from it. A material shall not be
48 considered to be solely or exclusively available from the District if it is provided to
49 the student at the District's actual cost; and 1) The instructional material is
50 otherwise generally available, but is provided solely or exclusively by the District
51 for health and safety reasons or 2) The instructional material is provided in lieu
52 of other generally available but more expensive material which would otherwise
53 be required.
- 54 • **Required Instructional and Other Materials which are of Continuing Value**
55 **Outside of the Classroom Setting:** Materials which can be taken from the
56 classroom setting and which are not wholly consumed, used up, or rendered
57 valueless as they are applied in achieving the required objectives of a course to
58 be accomplished under the supervision of an instructor during the class hours.

61 Establishing Required Materials and Related Fees

62 The need for an instructional material fee is determined by the discipline faculty in
63 consultation with the department chair, the division dean, and staff in the Office of
64 Instructional Services. The instructional material fee is assessed if it complies with the
65 definitions above.

66
67 All instructional material fees are published in the class schedule. The fees are paid to
68 the Bookstore or the Cashier's Office, and the materials are provided by the department
69 or by the College Bookstore.

70
71 Office of Primary Responsibility: Instructional Services and Student Services

72
73 **Note:** May want to include language that when purchasing material/supply fees off-
74 campus, that multiple vendors be identified.

NOTE: The yellow highlighted language is from legal Update 20

Date Approved: 04/08/2008, Revised

(Replaces Palomar College Policy 403.3 and all previous versions of)

STUDENT SERVICES

REV 11-17-16

AP 5035 WITHHOLDING OF STUDENT RECORDS**Reference:**

Title 5 Section 59410

The **Senior** Director of Enrollment Services or designee shall withhold grades, transcripts, diplomas, and registration privileges from any student or former student who fails to pay a proper financial obligation to the District. The student shall be given written notification and the opportunity to explain if the financial obligation is in error.

The definition of proper financial obligation shall include, but is not limited to:

- student fees
- obligations incurred through the use of facilities, equipment or materials
- library fines
- unreturned library books
- materials remaining improperly in the possession of the student and/or
- any other unpaid obligation a student or former student owes to the District

A proper financial obligation does not include any unpaid obligation to a student organization.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

REV 11-30-16

AP 5040 STUDENT RECORDS, DIRECTORY INFORMATION, AND PRIVACY

References:

Education Code Sections 71091 and 76200 et seq.;

Title 5 Sections 54600 et seq.,

20 U.S. Code Section 1232g(i) (U.S. Patriot Act);

Civil Code Section 1798.85

ACCJC Accreditation Standard II.C.8

A cumulative record of enrollment, scholarship, and educational progress shall be kept for each student.

Release of Student Records

No instructor, official, employee, or member of the Governing Board shall authorize access to student records to any person except under the following circumstances:

- Student records shall be released pursuant to a student's written consent. Student employees have access to student records only as necessary in the performance of their jobs. For example, a student employee under the supervision of a regular contract employee has access to student records on the basis of a "need to know."
- A student has access to review his/her own record and, with written permission, may receive a personal transcript or have the transcript sent to another individual or institution. Parents of minors ~~do have access. Parents of and~~ non-minor students do not have access, except when written permission is received from the student.

"Directory information" may be released in accordance with the definitions in BP 5040 titled Student Records and Directory Information. Directory information ~~is maintained which includes name, address, telephone number, date of birth, and dates of attendance class schedule information.~~

1. Student degrees and awards are publicized to recognize scholastic and athletic achievements in the school newspaper, or to the news media.
 2. Lists may be provided to other Palomar College departments or to colleges and universities for the expressed purpose of providing educational opportunities and financial assistance to students ~~(names and addresses only).~~
- Student records shall be released pursuant to a judicial order or a lawfully issued subpoena. Each student whose record is requested under a subpoena is notified

Date Approved: SPC 04/08/2008, Revised:

(Replaces Palomar College Procedure 405 and all previous versions of BP 5040)

in advance of compliance and will be offered an opportunity to introduce a motion to quash.

- Student records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.

Student records may be released to officials and employees of the District only when they have a legitimate educational interest to inspect the record. The institution considers the following to be "legitimate educational interest:"

- Performing a task related to the student's education, related to the student's receipt of financial aid, or to the student's health and safety. For example, an agent of a financial aid funding agency, who is requesting information for determination of program eligibility, may have access to student-record information on the applicant.
- Performing tasks with written consent of the student. For example, a formal committee (e.g., Academic Review Committee) has access to student records in the conduct of its deliberations because the records are germane to rendering a decision by the committee. In this case, permission is granted when the student petitions the committee to act on his/her request.
- Performing current teaching or counseling duties directly affecting the student. For example, a member of the faculty seeking information about a student currently registered in a class taught by that faculty member is construed to have legitimate educational interest and is entitled to access the student's record. The request for information about a student not registered, formerly registered, or registered in another faculty member's class, or who is a relative of the faculty member is not a legitimate educational interest and must have the written consent of the student to access the student's record. A counselor has legitimate educational interest and has implied permission to access a student's record when the student requests counseling or advising services.
- Research approved by the institution: For example, a task force, under the direction of the Superintendent/President, may have access to student records for purposes of research. Under these circumstances, the students' identities will be protected.
- Student records may be released to authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported educational program or pursuant to state or federal law. Exceptions are that when the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents

by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements. Persons performing a task that is specified in his/her job description by contract agreement. For example, a contracted District auditor has access to student records in the performance of those duties related to the audit of a program. Likewise, a Department of Finance auditor or auditor from the Chancellor's Office has access to student records to conduct a comprehensive audit of compliance to program regulations.

- Student records may be released to officials of other public or private schools or school systems, including local, county, or state correctional facilities where education programs are provided, where the student seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code Section 76225. For example, third-party contractual arrangements between the student and an agency for educational benefits may require transcripts to verify course completion. Military organizations, local fire and police agencies, and private businesses may reimburse the student or the District for enrollment fees. (See the Office of Enrollment Services for details.)
- Student records may be released to agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of those students may be disclosed only as may be necessary for those purposes as to financial aid, to determine the amount of the financial aid, or conditions that will be imposed regarding financial aid, or to enforce the terms or conditions of financial aid. (See the Office of Financial Aid/Veterans/Scholarships Services for details.)
- Student records may be released to organizations conducting studies for, or on behalf of, accrediting organizations, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering financial aid programs, and improving instruction, if those studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted. (See the Office of Enrollment Services for details.)
- Student records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, subject to applicable federal or state law.
- The following information shall be released to the federal military for the purposes of federal military recruitment: student names, addresses, telephone listings, dates and places of birth, levels of education, **major(s)**, degrees received, prior military experience, and/or the most recent previous educational institutions enrolled in by the students.

The District may be required by law to release student records to external parties. For example, student records may be requested under the California Public Records Act. In these cases, students' identities shall be removed.

Use of Social Security Numbers

Effective January 1, 2007, the District shall not do any of the following:

- Publicly post or publicly display an individual's social security number;
- Print an individual's social security number on a card required to access products or services;
- Require an individual to transmit his/her social security number over the internet using a connection that is not secured or encrypted;
- Require an individual to use his/her social security number to access an Internet Web site without also requiring a password or unique personal identification number or other authentication devise; or
- Print, in whole or in part, an individual's social security number that is visible on any materials that are mailed to the individual, except those materials used for:
 - Application or enrollment purposes;
 - To establish, amend, or terminate an account, contract, or policy; or
 - To confirm the accuracy of the social security number.

Regulations and procedures regarding student records are available in the Records Office.

Also see AP 5045 titled Student Records: Challenging Content and Access Log.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

REV 11-17-16

AP 5045 STUDENT RECORDS: CHALLENGING CONTENT AND ACCESS LOG**References:**

Education Code Sections 76222 and 76232;
Title 5 Section 54630

Challenging Content

Students may file written requests with the Enrollment Services Office to correct or remove information recorded in their student records as described in the policy. Within 30 days of receipt of the request, the Enrollment Services Office shall meet with the student and the employee who recorded the information in question, if any, if the employee is presently employed by the District. The Enrollment Services Office shall then sustain or deny the allegations.

If the Enrollment Services Office sustains any or all of the allegations, the subject information shall be corrected, removed, or destroyed as applicable. If the Enrollment Services Office denies any or all of the allegations and refuses to order the correction or removal of the information, students, within 30 days of the refusal, may appeal the decision in writing to the Academic Review Committee for academic issues, the Financial Aid Student Program Eligibility Appeals Committee for student financial aid record issues, or the Director of Student Affairs for disciplinary record issues.

A final appeal may be made to the Governing Board. The Governing Board shall, in closed session with the student and the employee who recorded the information in question, determine whether to sustain or deny the allegations. If the Governing Board sustains any or all of the allegations, it shall order the Superintendent/President or his/her designee, to immediately correct or remove and destroy the information. The decision of the Governing Board shall be final.

If the final decision is unfavorable to the student, the student shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

Whenever there is included in any student record information concerning any disciplinary action, the student shall be allowed to include in such record a written statement or response concerning the disciplinary action.

Whenever there is included in any student record information concerning any disciplinary action in connection with any alleged sexual assault or physical abuse, or

Date Approved: SPC 04/08/2008*(Replaces Palomar College Procedure 405 and all previous versions of BP 5045)*

threat of sexual assault, or any conduct that threatens the health and safety of the alleged victim, the alleged victim of that sexual assault or physical abuse shall be informed within three days of the results of the disciplinary action and the results of any appeal. The alleged victim shall keep the results of that disciplinary action and appeal confidential.

Note: Needs review in relation to VAWA regulations – lines 36-42.

Access Log

A log or record shall be maintained for each student's record that lists all persons, agencies, or organizations requesting or receiving information from the record and their legitimate interests. The listing need not include any of the following:

- Students seeking access to their own records
- Parties to whom directory information is released
- Parties for whom written consent has been executed by the student
- Officials or employees having a legitimate educational interest

The log or record shall be open to inspection only by the student and the Enrollment Services Office, and to the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, and state educational authorities as a means of auditing the operation of the system.

Also see AP 5040 titled Student Records and Directory Information.

Office of Primary Responsibility: Enrollment Services

AP 5220 Shower Facilities for Homeless Students

REV 11-9-2016

References:

Education Code Section 76011

The district maintains shower facilities for student use on campus that may be used by any **homeless** student who is **currently** enrolled **in a minimum of _____ units of coursework**, has paid enrollment fees, and is in good standing with the district.

A homeless student is defined as a student who does not have a fixed, regular, and adequate nighttime residence. This includes, but is not limited to, students who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative accommodations; are living in emergency or transitional shelters; have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings; or are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Shower facilities are located at **the** San Marcos campus **Fitness Center in Building M (men only); Building O (women only) and Building SW (pool shower rooms as designated for men and women).** **and These shower facilities** are open to use by **homeless** students ~~from~~ Monday through Friday between the hours of 6:00 a.m. **and** 8:00 p.m. The shower facilities may be closed on holidays, non-instructional days, or as special needs arise.

STUDENT SERVICES**REV 9-20-16****BP 5000 — STUDENT RIGHTS AND RESPONSIBILITY**

~~Students are responsible for registration in classes and for attending classes. Furthermore, students are responsible for following the rules and regulations in the Catalog. The College is not at fault if students fail to read and understand the rules.~~

Recommending deletion – will incorporate items into other BP/AP (5530/5500).

Date Adopted: 04/08/2008

(Replaces Palomar College Policy 410 and previous versions of BP 5000)

STUDENT SERVICES

REV 11-17-16

BP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT

References:

Education Code Sections 76000, 76001, 76002, and 76038

Labor Code Section 3077);

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;

34 Code of Federal Regulations Part 668.16(p) (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.C.6

The District shall admit students who meet one of the following requirements and who are capable of benefiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or designee are capable of benefiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.

Any student whose age or class level is equal to grades 8 through 12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

Language in yellow highlight suggested by the CCLC Updates 22, 23 & 26.

Date Adopted: 4/08/2008; Rev: 11/08/2011

(Replaces current Palomar College Policy 400)

39 Any student whose age or class level is equal to grades 8 through 12 is eligible to
40 attend as a special full-time student.

41 Any student enrolled in K through 12 may attend summer session.

42 The Superintendent/President shall establish procedures for the following:

- 43 • ability to benefit and admission of high school and younger students;
- 44 • evaluation of requests for special fulltime or part-time enrollment by a pupil who
45 is identified as highly gifted;
- 46 • compliance with statutory and regulatory criteria for concurrent enrollment.

47 Denial of Requests for Admission – If the Board denies a request for special full time or
48 part time enrollment by a pupil who is identified as highly gifted, the board will record its
49 findings and the reason for denying the request in writing within 60 days.

50 The written recommendation and denial shall be issued at the next regularly scheduled
51 board meeting that occurs at least 30 days after the pupil submits the request to the
52 District.

53 Claims for state apportionment submitted by the District based on enrollment of high
54 school pupils shall satisfy the criteria established by statute and any applicable
55 regulations of the Board of Governors.

56 The Superintendent/President shall establish procedures regarding compliance with
57 statutory and regulatory criteria for concurrent enrollment.
58

59 See AP 5010 titled Admissions as well as BP 5500 titled Standards of Conduct which
60 addresses issues of admission and reinstatement and BP 5020 titled Nonresident Tuition
61 which addresses nonresident students.

Language in **yellow** highlight suggested by the CCLC Updates 22, 23 & 26.

Date Adopted: 4/08/2008; Rev: 11/08/2011
(Replaces current Palomar College Policy 400)

STUDENT SERVICES
REV 11-17-16

BP 5015 RESIDENCE DETERMINATION

References:

Education Code Sections 68040, and 76140;
Title 5 Sections 54000 et seq.

Students shall be classified at the time of each application for admission or registration as a resident or nonresident student.

A resident is any person who has been a bona fide resident of California for at least one year on the residence determination date. The residence determination date shall be the day immediately preceding the first day of a class session for which the student applies to attend.

Residence classification shall be made for each student at the time application for admission is accepted or registration occurs and whenever a student has not been in attendance for more than one semester. A student previously classified as a nonresident may be reclassified as of any residence determination date.

The Superintendent/President shall enact procedures to assure that residence determinations are made in accordance with Education Code and Title 5 regulations.

See Administrative Procedure 5015 titled Residence Determination.

STUDENT SERVICES

REV 9/26/16

BP 5020 NONRESIDENT TUITION

References:

Education Code, Sections 68050, 68051, 68130, 68130.5, and 76141;
Title 5 Section 54045.5

Nonresident students shall be charged nonresident tuition for all units enrolled, unless specifically required otherwise by law.

Not later than February 1 of each year, the Superintendent/President shall bring to the Governing Board for approval an action to establish nonresident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Attendance Accounting Manual.

The Superintendent/President shall establish procedures regarding collection, waiver, and refunds of nonresident tuition.

The Superintendent/President is authorized to implement a fee, to be determined not later than February 1 of each year for the following fiscal year, to be charged only to persons who are both citizens and residents of foreign countries. The Governing Board finds and declares that this fee does not exceed the amount expended by the district for capital outlay in the preceding year divided by the total FTES in the preceding fiscal year.

Students who would otherwise be charged this fee shall be exempt if they demonstrate that they are a victim of persecution or discrimination in the county of which they are a citizen and resident, or if they demonstrate economic hardship.

Students shall be deemed victims of persecution or discrimination if they present evidence that they are citizens and residents of a foreign country and that they have been admitted to the United States under federal regulations permitting such persons to remain in the United States. Students shall be deemed to have demonstrated economic hardship if they present evidence that they are citizens and residents of a foreign country and that they are receiving Temporary Assistance for Needy Families Program, Supplemental Income/State Supplementary benefits, or general assistance.

Students who would otherwise be charged this fee shall be exempt if they demonstrate that they have a parent who has been deported or was permitted to depart voluntarily, they moved abroad from California as a result of that deportation or voluntary departure, and they attended a public or private secondary school in the state for three or more years. Upon enrollment, students who qualify for this exemption must be in their first

44 academic year as a matriculated student in California public higher education, live in
45 California, and file an affidavit with the District stating that they intend to establish
46 residency in California as soon as possible.
47

48 See Procedure 5020 titled Nonresident Tuition.

STUDENT SERVICES

REV 9-26-16 formatting chgs only

BP 5035 WITHHOLDING OF STUDENT RECORDS

Reference:

Title 5 Section 59410

Students or former students who have been provided with written notice that they have failed to pay a proper financial obligation to the District shall have grades, transcripts, diplomas, and registration privileges withheld.

See Procedure 5035 titled Withholding of Student Records.

STUDENT SERVICES
REV 11-17-16**BP 5040 STUDENT RECORDS AND DIRECTORY INFORMATION****References:**

Education Code Sections 76200 et seq.;

Title 5 Sections 54600 et seq.

20 U.S. Code Section 1232g(i);

ACCJC Accreditation Standard II.C.8

The Superintendent/President shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

Currently enrolled or former students of the District have a right of access to any and all student records relating to them maintained by the District.

No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Students shall be notified of their rights with respect to student records, including the definition of directory information contained here, and that they may limit the information.

Directory information shall include:

- Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members.
- Degrees and awards received by students, including honors, scholarship awards, athletic awards and Dean's List recognition.
- Names, address, telephone number, and dates of attendance.

See Procedure 5040 titled Student Records and Directory Information as well as Procedure 5045 titled Student Records: Challenging Content and Access Log.

STUDENT SERVICES

REV 9/26/16 formatting changes only

**BP 5045 STUDENT RECORDS: CHALLENGING CONTENT AND
ACCESS LOG**

References:

Education Code Sections 76222 and 76232;
Title 5 Section 54630

Any student may file a written request with Enrollment Services to correct or remove information recorded in the student's records that the student alleges to be: (1) inaccurate; (2) an unsubstantiated personal conclusion or inference; (3) a conclusion or inference outside of the observer's area of competence; or (4) not based on the personal observation of a named person with the time and place of the observation noted.

STUDENT SERVICES

REV 11/30/16

BP 5050 MATRICULATION STUDENT SUCCESS AND SUPPORT PROGRAM**References:**

Education Code Sections 78210 et seq.;

Title 5 Section 55500

ACCJC Accreditation Standard II.C.2

The District shall provide **Student Success and Support Program matriculation** services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of **Student Success and Support Program services matriculation** is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies and requirements that include **admission**; **assessment**; **orientation**; **academic**; **career**, **transfer**, and personal counseling; advising; and follow-up services.

The Superintendent/President shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.

See Procedure 5050 titled Matriculation as well as Policy 5110 titled Counseling.

STUDENT SERVICES

REV 11/30/16

BP 5052 OPEN ENROLLMENT

Reference:

Title 5 Section 51006

The policy of the Palomar Community College District is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the College and who meets such prerequisites as may be established pursuant to regulations contained in Article 2.5 (commencing with Section 55003 55200) of Subchapter 1 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations.

The Superintendent/President shall assure that this policy is published in the catalog and schedule of classes.

See Procedure 5052 titled Open Enrollment.

This policy was revised to update the legal references.

Date Adopted: 04/08/2008

STUDENT SERVICES

REV: 11-30-16 no proposed changes/formatting only

BP 5055 ENROLLMENT PRIORITIES

References:

Title 5 Sections 51006, 58106, and 58108

All courses of the District shall be open to enrollment, subject to a priority system that may be established. Enrollment also may be limited to students meeting properly validated prerequisites and co-requisites, or due to other, practical considerations.

The Superintendent/President shall establish procedures defining enrollment priorities, limitations, and processes for student challenge, which shall comply with Title 5 regulations.

See Procedure 5055 titled Enrollment Priorities.

STUDENT SERVICES

REV 11/30/16

BP 5110 COUNSELING SERVICES

References:

Education Code Sections 78210 et seq.;

Title 5 Section 51018

ACCJC Accreditation Standard II.C.5

Counseling services are an essential part of the educational mission of the District.

The Superintendent/President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

Counseling shall be required for all first time students enrolled for more than six units in an academic term, students enrolled provisionally, and students on academic or progress probation.

See AP 5110 titled Counseling as well as BP 5050 titled Student Success and Support Program.

STUDENT SERVICES

REV 11/30/16 Formatting changes only

BP 5120 TRANSFER CENTER

References:

Education Code Sections 66720-66744;
Title 5 Section 51027

The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility.

The Superintendent/President shall assure that a Transfer Center Plan is implemented that identifies appropriate target student populations, is designed to increase the transfer applications of all students including underrepresented students and complies with law and regulations.

See Procedure 5120 titled Transfer Center

Date Adopted: 04/08/2008

(Replaces current Palomar College Policy 5120)

STUDENT SERVICES

REV 11-30-16

**BP 5140 ~~DISABILITY RESOURCE CENTER (DRC)/~~
DISABLED STUDENT PROGRAMS AND SERVICES
(DSPS)/~~DISABILITY RESOURCE CENTER (DRC)~~**

References:

Education Code Sections 67310 and 84850;

Title 5 Sections 56000 et seq. ~~and 56027~~

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs in the District.

~~Disability Resource Center (DRC)/~~Disabled Student Programs and Services (DSPS)/
~~Disability Resource Center (DRC)~~ shall be the primary provider for academic adjustments, auxiliary aids, services, and/or supplemental instruction support programs and services that facilitates equal educational opportunities for students with disabilities who can profit from instruction as required by federal and state laws.

~~DRC/DSPS/DRC~~ services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

No student with disabilities is required to participate in ~~DRC/DSPS/DRC~~.

The District shall respond in a timely manner to accommodation requests involving academic adjustments. The Superintendent/President shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The Superintendent/President shall assure that the ~~DRC/DSPS/DRC~~ conforms to all requirements established by the relevant law and regulations.

See AP 5140 titled ~~Disability Resource Center (DRC)/~~Disabled Student Programs and Services (DSPS)/~~Disability Resource Center (DRC)~~.

CCLC update to reflect the language used in the new and amended Title 5 Sections 56000 et seq. that go into effect on July 1, 2016 and to remove a redundant citation.

Date Adopted: 04/08/2008; Revised: 7/8/14

STUDENT SERVICES

REV 11-30-16

BP 5150 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

References:

Education Code Sections 69640 – 69656;
Title 5 Sections 56200 et seq.

To help assist students who have language, social, and economic disadvantages achieve academically educational goals and objectives, the District will provide support services and programs that augment the traditional student services programs.

The Extended Opportunity Programs and Services (EOPS) is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, priority registration, textbook assistance, counseling and advising, and financial aid.

The Superintendent/President shall assure that the EOPS Program conforms to all requirements established by the relevant law and regulations.

See Procedure 5150 titled Extended Opportunity Programs and Services (EOPS)

STUDENT SERVICES
No proposed changes
REV 11/8/16

BP 5200 STUDENT HEALTH SERVICES

References:

Education Code Sections 76401 and 76355;
Title 5 Sections 53411 and 54702

Student health services shall be provided in order to contribute to the education goals of students by promoting physical and emotional well being through health oriented programs and services.

Student Health Services is funded through the collection of student health fees (see BP 5030 titled Fees).

Refer to the Palomar College Catalog for additional information regarding Student Health Services.

See Procedure 5200 titled Student Health Services.

STUDENT SERVICES

REV 11/17/16

BP 5210 COMMUNICABLE DISEASE

References:

Education Code Section 76403;

California Department of Health Services;

Center for Disease Control;

County of San Diego Health and Human Services Agency

The Superintendent/President shall establish procedures necessary to assure cooperation with local public health officials in measures necessary for the prevention and control of certain communicable diseases in students.

See Procedure 5210 titled Communicable Disease

STUDENT SERVICES
REV 11-1-16

BP 5220 SHOWER FACILITIES FOR HOMELESS STUDENTS

References:

Education Code Section 76011

The Superintendent/President shall establish procedures necessary to make on-campus shower facilities available to any homeless student who is enrolled in coursework, has paid enrollment fees, and is in good standing with the district.

A policy proposed by CCLC on shower facilities for homeless students is not legally required but is suggested as good practice

Date Adopted:

STUDENT SERVICES

REV 11-17-16

AP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT

References:

Education Code Section 76000;

34 CFR Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

~~34 Code of Federal Regulations Part 668.16(p)~~
ACCJC Accreditation Standard II.C.6

Admission

The District will designate:

- Authority and responsibility for the admissions process
- Admission procedures for students over 18 with a high school diploma
- Admission criteria and procedures for students over 18 without a high school diploma
- Admission procedures for non-resident students that include a determination of residency status (AP 5015 titled Residence Determination)
- Publication of admissions policies and procedures

Admission to Palomar College shall conform to existing Education Code and Administrative Code regulations and requirements. Unless exempted by Statute, every course, course section, or class, the FTE of which is to be reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Palomar College admits any person who is 18 years of age or older, who holds a high school diploma or equivalent, or minors who may benefit from instruction. To be considered for admission, minors must have completed the eighth grade or reached the age of 15 and have permission of the local accredited school district. Home-schooled minors may enroll with permission of the local accredited school district or provide the Private School Affidavit from the County Office of Education. Minors under 156 years of age, with permission from an accredited public or private school and the Palomar faculty member(s) who is identified as the instructor of record for the course(s), may enroll only in courses specified by the local school district or private school. Otherwise, minors under 15 years of age are limited to enrolling in special classes devoted to children, such as child development lab classes or youth orchestra. Admission to the College does not guarantee enrollment in a class. The final decision as to whether a minor

Text in yellow highlight suggested by CCLC.

Date Approved: SPC 04/08/2008; SPC 10/18/2011

(Replaces current Palomar College Procedure 400)

under the age of ~~fifteen~~sixteen (156) may be enrolled in a class rests with the instructor. (California Education Code, Sections 76000-76002).

Classroom Participation

Only enrolled students are allowed into classes. Others are considered visitors and may attend a class session only with permission of the instructor. District employees or other District authorized person(s) may attend classes as necessary to perform assigned duties.

Note: Question as to whether line 45 "with permission of instructor" meets the needs of faculty.

Denial of Admission

If the Governing Board denies a request for special fulltime or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Governing Board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chief Student Services Officer shall establish procedures for evaluating the validity of a student's high school completion if the District or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Office of Primary Responsibility: Enrollment Services

Text in yellow highlight suggested by CCLC.

Date Approved: SPC 04/08/2008; SPC 10/18/2011
(Replaces current Palomar College Procedure 400)

STUDENT SERVICES

REV 12/12/16

AP 5050 MATRICULATION STUDENT SUCCESS AND SUPPORT PROGRAM**References:**

Education Code Sections 78210 et seq.;
Title 5 Section 55500 et seq.

Matriculation The Student Success and Support Program brings students and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of a student educational plan.

Each Students, in entering into a student educational plan, will do all of the following:

- ~~express at least a broad educational intent upon admission~~
- identify an education and career goal;
- identify a course of study;
- be assessed to determine appropriate course placement;
- complete orientation;
- participate in the development of the student educational plan;
- ~~declare a specific goal~~ complete a student educational plan no later than the term after which each student completes 15 semester units of degree applicable credit coursework
- diligently attend class and complete assigned coursework, and
- complete courses and maintain progress toward an educational goal and
- ~~cooperate in the development of a student educational plan~~

Matriculation Student Success and Support Program services include, but are not limited to, all of the following:

- ~~Processing of the application for admission~~
- Orientation ~~and pre-orientation services designed to provide to students~~, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters and
- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - The use of multiple measures to assess students' academic skills and abilities

Date Approved: SPC 04/08/2008; Revised:

(Replaces current Palomar College Procedure 401)

- Administration of assessment instruments to determine student competency in computational and language skills
- Assistance to students in the identification of aptitudes, interests, and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and career/technical certificates and licenses
- Evaluation of study and learning skills
- Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; **mental health services**; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services
- Advisement concerning course selection
- Ongoing institutional research program
- ~~Post-enrollment evaluation of students' progress~~ **Follow-up services**, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation
- Faculty and staff training and
- Prerequisite validation and enforcement

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

Office of Primary Responsibility: Dean of Counseling Services

STUDENT SERVICES

REV12/12/16 no proposed changes

AP 5052 OPEN ENROLLMENT

References:

Title 5 Sections 51006, 58106, and 58108

All courses of the District shall be open to enrollment in accordance with BP 5052 titled Open Enrollment and a priority system consistent with AP 5055 titled Enrollment Priorities. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations as determined by the Vice President of Instruction.

Students are not required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in AP 5055 titled Enrollment Priorities and apprenticeship, dental assisting, medical assisting, nursing, fire, police, and paramedic academy programs.

Students are not required to participate in any pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in Procedure 5055 titled Enrollment Priorities and apprenticeship, dental assisting, medical assisting, nursing, fire, police, and paramedic academy programs.

Students may challenge an enrollment limitation on any of the following grounds:

- The limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
- The District is not following its enrollment procedures
- The basis for the limitation does not in fact exist

Students have the right to challenge any prerequisite. A prerequisite or co-requisite challenge requires written documentation, explanation of alternative course work, background, abilities, or other evidence which has adequately prepared you for the target course. A Prerequisite or Co-requisite Challenge Petition may be obtained from the Admissions & Records Office, the Counseling Center, or an Education Center or Site.

The challenge petition may include one or more of the following:

1. A prerequisite or co-requisite has not been made reasonably available.

2. A prerequisite or co-requisite has not been established in accordance with the District's process for establishing prerequisites and co-requisites.
3. Provide evidence of having the knowledge or ability needed to succeed in the course despite not meeting the prerequisite or co-requisite.
4. Challenge other limitations on enrollment.
5. Challenge a prerequisite or co-requisite established to protect the health and safety of himself, herself, and/or others.
6. A prerequisite, co-requisite, or limitation on enrollment is discriminatory or applied in a discriminatory manner.
7. A prerequisite or co-requisite is in violation of Title 5.

If space is available in the target course when a challenge is filed about the prerequisite or co-requisite, the District shall reserve a seat 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 will be allowed to enroll in the course. 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 will be permitted to enroll if space is available when registering for the subsequent term.

Prerequisite and co-requisite challenges are addressed by the appropriate academic discipline/department.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

Changes align with CCLC legal requirements

REV 12-12-16

AP 5150 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

References:

Education Code Sections 69640-69656;

Title 5 Sections 56200 et seq.

The Extended Opportunity Programs and Services (EOPS) Annual Plan includes the following:

- Establishment of goals and objectives
- Staffing and program management
- Documentation and data collection system
- An EOPS advisory committee
- A director
- Eligibility criteria
- Student responsibility requirements
- Recruitment and outreach services
- Cognitive and non-cognitive assessment, advising, orientation services and registration assistance
- Director's Waivers
- Counseling and retention services
- Transfer services
- Direct aid
- Establishment of objective to achieve the goals in implementing extended opportunity programs and service
- Review and evaluation of the programs and services and submission of related reports.
- Program review, evaluation, and reporting

EOP&S

- Counseling — (academic, career/technical, and personal)
- Tutoring
- Book services
- Pre-enrollment advisement

Date Approved: SPC 04/08/2008

(Replaces Palomar College Procedure 418.2 and all previous versions of AP 5150)

- Transfer services
- Educational workshops
- Meal tickets
- EOP&S/college orientation
- Food pantry
- Parking permits or bus passes
- PIC cards
- Priority registration
- Single-parent support services
- Summer classes and coordinate with instructors
- Four-year college fee waivers
- Child care assistance
- Graduation cap and gown
- Other educational support

Also refer to the Palomar College Catalog

Offices of Primary Responsibility: ~~EOP&S/CARE/CalWORKs~~ Student Services
Counseling Services

STUDENT SERVICES
No proposed changes
REV 11-8-16

AP 5200 STUDENT HEALTH CENTERS SERVICES

References:

Education Code Sections 76350-76395, and 76401 and 76355;
Title 5, Code of Regulation, Sections 53411 and 54702

General

Student Health Centers will operate at any Palomar Educational facility in which students are assessed the health fee. The level of service available at each Student Health Centers will vary depending on funding, assessment data and demonstrated need. Services will be available for students during each semester (Fall, Spring, Summer)/Interession (Winter and Summer) a student health fee is assessed.

Payment of the Student Health Fee entitles the student to free evaluation(s) by a medical professional (Medical Doctor, Nurse Practitioner, Registered Nurse and/or Behavioral Health Counselor). Student Health Centers will charge fees for additional services that include nursing, dental assisting, child development, and sports physical examinations, prescription medications, specialized medical and laboratory procedures. Charges for prescription medications and laboratory fees will not exceed \$5.00 above the cost charged to the Student Health Center

The Student Health Center Advisory Committee, will meet at least once a semester to evaluate current services relative to student needs, review health fee income and expenditures, identify materials and services not covered by the Student Health Fee for determining optional service fees, and make suggestions and recommendations to the Director of Student Health Services and District administration.

The services provided to students, whom are currently enrolled and have paid the student health fee include: by ~~Student Health Centers Services~~:

- Clinical Care Services:
 - Acute and primary care services that includes assessment, intervention, and referral for acute medical conditions or specialist evaluation.

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

- first aid, and basic emergency care with referral for advanced medical care
- Communicable disease control that includes immunization services, surveillance and reporting suspected disease outbreaks and liaison with San Diego County Public Health Officials.
- reproductive healthcare includes basic examinations for STDs , breast abnormalities, birth control and health education. ~~basic primary care, health assessments, screening for short-term episodic care and services necessary for the treatment of acute illness, injuries and emergencies~~
- Physical examinations and immunizations for entrance into academic programs (nursing, child development, paramedic, dental assisting, fire and police academy) - service fee will be charged for the physical exam as well as laboratory and immunization requirements.
- Laboratory Services – testing provided by a licensed, contracted laboratory for an additional service fee
- Prescriptions – medication dispensed for a service fee or provided in written form for what is not stocked available in the pharmacy through Health Services
- Behavioral Health Counseling ~~Mental Health~~ Services
 - Crisis Management – assessment and intervention for students' experiencing psychological crisis in collaboration with Behavioral Intervention Team (BIT), Disabled Resource Center (DRC) and Campus Police for referral to local community agencies for continued care and/or hospitalization for imminent harm to self or others.
 - Short Term psychotherapy- assessment and provide limited therapy and referral services to local community psychological resources.
 - Case Management- collaborate with Disabled Resource Center and Academic Counseling to provide ongoing monitoring and support therapy for students, whom are experiencing chronic mental illness and academic challenges/difficulties. ~~direct and/or referral services by a registered nurse including crisis management, short-term personal counseling, alcohol/drug counseling, stress management, suicide prevention, mental health assessment and eating disorders counseling~~
- Support Services

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

- Confidentiality and Mandated Reporting- compliance with State and Federal privacy laws. Protected health information is released as mandated by law (for example, pertaining to communicable diseases, sexual assault, domestic violence, harm to self or others, child abuse). Healthcare providers such as physicians, nurse practitioners, registered nurses, and behavioral health counselors along with BIT members, Campus Police, Vice President of Student Services, Director of Student Affairs share information with each other on an as-needed or need to know basis.
- Medical and Behavioral Health Treatment Records- Medical record documentation (physical or electronic form) is released when an individual authorizes, in writing, release of his/her protected health information to other healthcare providers or agencies or when requested under a court order. Records are kept for 7 years, by law and then destroyed.
- Medical Injury and Worker Compensation Reports- assist students with completion of medical injury report and forward these report to Risk Management Office and Environmental Safety Officer. Assist full and part time employees or student injury during academic program authorized clinical experience complete Workers Compensation Injury report and forward to Human Resource for processing and follow-up.
- Student Accident Insurance- premiums for the insurance (not athletic insurance) are paid through student health fees revenues. Staff assist students complete accident insurance claim forms and submit to company for processing.
- Community Referrals -- radiology, dental, optometric, and other services
- Special Services
 - Health Education and Wellness Programs -- provided by registered nurses and health education personnel that includes but not limited to classroom representations, seminars for faculty and staff, monthly health promotional events, financial and administrative support for student clubs such as Active Minds
 - Teaching and Research- provide clinical experience opportunity for student workers interested in the healthcare field. Research consists of quality assurance initiatives, program review, service activities outcomes and student health needs assessment surveys
- Physical Examinations -- the required pre-admission history and physical for students to enter academic programs

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

The Health Services facilities and environment shall comply with all applicable local, state, and federal building codes and regulations.

Also refer to the Palomar College Catalog, and class schedule and the Student Health Centers webpage <http://www2.palomar.edu/pages/healthservices/>

Office of Primary Responsibility: Student Health Centers Services

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

STUDENT SERVICES

o proposed changes

REV 11-8-16

Question Need for this AP if the BP is deleted. The same information is provided in the revised AP 5200 Student Health Centers

AP 5210 COMMUNICABLE DISEASE

References:

Education Code Section 76403
California Code of Regulations Title 17
California Department of Health Services
Center for Disease Control (CDC)
County of San Diego Health and Human Services Agency

The following are the minimum standards required by law:

- Cooperation with local health officers in measures necessary for the prevention and control of communicable diseases in students.
- Compliance with any immunization program required by State Department of Health and Human Services regulations.
- Compliance with all academic program and transfer student immunization requirements.

Health Services provides:

1. Health education and intervention for communicable disease prevention, including disease reporting to County of San Diego Health and Human Services.
2. Tuberculosis (TB) testing, Hepatitis B vaccination, Measles, Mumps, Rubella (MMR) vaccination, and Tetanus, Diphtheria, and Pertussis vaccinations, and influenza vaccinations.
3. Community resources for meningitis vaccination, Human Papilloma Virus (HPV) vaccination, varicella vaccination, pneumonia vaccination, and travel vaccinations.
 - a. Community partnerships on campus for HIV and Chlamydia testing.
 - b. Screening for Sexually Transmitted Infections (STI), including but not limited to gonorrhea, chlamydia, herpes, hepatitis, HPV, and syphilis.
 - c. Screening for West Nile Virus, Zika, Severe Acute Respiratory Syndrome (SARS), and varied strains of influenza and other pathogens.
 - d. Screening and treatment for Methicillin Resistant Staphylococcal Aureus (MRSA).

Date Approved: SPC 4/8/2008; Reviewed:

(Replaces all previous versions of AP 5210.)

38

Office of Primary Responsibility: **Student** Health **Centers Services**

STUDENT SERVICES
No proposed changes
REV 12-12-16

AP 5400 ASSOCIATED STUDENT GOVERNMENT

References:

Education Code Section 76060

The District shall have one Associated Students Organization known as the Associated Student Government (ASG).

A governing body shall be elected that shall keep an account of its meetings, expenditures, authorizations, and policies established.

A simple majority of the elected voting members of the ASG shall constitute a quorum.

Both day and evening students shall be encouraged to participate in ASG.

The Palomar College governance structure provides for representation and participation of students.

Students are appointed to District committees by the ASG.

Also refer to the Palomar College Catalog and class schedule.

Office of Primary Responsibility: Student Affairs

STUDENT SERVICES

REV 12/12/16

AP 5410 ASSOCIATED STUDENT GOVERNMENT ELECTIONS

References:

Education Code Section 76061

The Associated Student Government (ASG) shall conduct annual officer elections.

Any student elected as an officer in the ASG shall meet the requirements in Board Policy and the constitution and bylaws of the ASG.

Election Procedures

- ASG elections are held every year in the Spring.
- Candidate packets are available in the ASG Offices during the election cycle
- Candidate forums may be held (as deemed appropriate by the ASG)
- Voting will take place during a time frame identified by the ASG

Additional information may be found on the ASG website and in the ASG by-laws and Constitution

Office of Primary Responsibility: Student Affairs

STUDENT SERVICES

REV 12/12/16

AP 5570 ~~SOLICITORS ON CAMPUS~~ STUDENT CREDIT CARD SOLICITATION**References:**

Education Code Section 99030;
Title 5 Section 54400;
Civil Code Section 1747.02(m)

All solicitors must obtain approval from the Office of Student Affairs to conduct business on campus via the application process.

Palomar College addresses student credit card solicitation in the following manner:

- Sites at which student credit cards are marketed must be registered with the campus administration
- The number of sites allowed on campus may be limited
- Marketers of student credit cards are prohibited from offering gifts to students for filling out credit card applications
- Credit card and debt education and counseling sessions are offered to students ~~(such as during financial aid eligibility interviews)~~ at times such as during new student orientation and financial aid workshops.

Office of Primary Responsibility: Student ~~Affairs~~ Services

This item was reviewed & discussed in SS on 12/12/16. The title needs to be changed to align with the BP titling.

Date Approved: SPC 04/08/2008

STUDENT SERVICES

REV 12/12/16 formatting changes only

BP 5075 COURSE ADDS AND DROPS

Reference:

Education Code Section 70902

The primary responsibility for class attendance and maintaining an accurate registration record rests with the student. Consequently, each student must process all adds or drops to the registration schedule and is held responsible for the updating of their Official Study Program.

See Procedure 5075 titled Course Adds and Drops.

Date Adopted: 04/08/2008

(Replaces current Palomar College Policies 417 and 418)

STUDENT SERVICES

REV 12/12/16

BP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES**References:**

20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668;
Education Code Sections 66021.6 and 76300;
ACCJC Accreditation Standard III.D.15
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended

The Financial Aid, Veterans' & Scholarships Services Office is responsible for the administration of federal, state, and institutional financial aid programs (i.e., fee waiver, grants, federal work study and loans), internal and external scholarships, and the Veterans Educational Benefits program.

All financial aid programs will adhere to guidelines, procedures, and standards issued by federal and state laws and other applicable regulatory and institutional requirements.

The Financial Aid, Veterans' & Scholarships Services Office shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Any student suspended or expelled from the College shall be ineligible for scholarships, loans, grants-in-aid, or any other financial aid given or guaranteed by the College, state, or federal government, during the period of the suspension or expulsion.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of

- the nature of its educational program,
- the nature of its financial charges,
- the employability of its graduates.

The Superintendent/President shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting or admissions services concerning the District's educational programs, financial charges, and employment of graduates to assure compliance with this policy.

Date Adopted: 04/08/2008; Revised: 11/08/2011; Revised 7/8/2014

(Replaces current Palomar College Policy 423.2)

The Superintendent/President shall establish procedures wherein the District shall periodically monitor employees' and vendors' communications with prospective students and members of the public and take corrective action where needed.

This policy does not create a private cause of action against the District or any of its representatives or service providers. The District and its Governing Board do not waive any defenses or governmental immunities by enacting this policy.

See AP 5130 titled Financial Aid, Veterans' & Scholarships Services as well as BP 5500 titled Standards of Conduct.

STUDENT SERVICES

REV 12-12-16 formatting only

BP 5300 STUDENT EQUITY

References:

Education Code Sections 66030, 66250 et seq., and 72010 et seq.;
Title 5 Section 54220

The District is committed to assuring student equity in educational programs and services. The Superintendent/President shall establish and implement a Student Equity Plan that complies with statutory requirements.

See Procedure 5300 titled Student Equity

STUDENT SERVICES**REV 12-12-16****BP 5400 ASSOCIATED STUDENT GOVERNMENT****References:**

Education Code Sections 76060, 76061, and 76062

The students of the District are authorized to organize a student body association as the Associated Students of the Palomar Community College District. This student body organization is known as the Associated Student Government (ASG).

ASG is recognized as the official voice for the students in District decision-making processes. It may conduct other activities as approved by the Superintendent/President. ASG activities shall not conflict with the authority or responsibility of the Governing Board or its officers or employees.

The ASG shall conduct itself in accordance with state laws and regulations and administrative procedures established by the Superintendent/President.

The ASG shall be granted the use of District premises subject to such administrative procedures as may be established by the Superintendent/President. Such use shall not be construed as transferring ownership or control of the premises.

The ASG Constitution is available in the ASG Office and the Student Affairs Office.

See AP Procedure 5400 titled Associated Students Organization.

Date Adopted: 04/08/2008*(Replaces former Palomar College Policy 475 and previous versions of BP 5400)*

STUDENT SERVICES

REV 11/8/16

No proposed changes

BP 5410 ASSOCIATED STUDENT GOVERNMENT ELECTIONS

Reference:

Education Code Section 76061

The Associated Student Government (ASG) shall conduct annual officer elections. The elections shall be conducted in accordance with procedures identified in the Associated Student Constitution and Bylaws.

Any student elected as an officer in the ASG shall meet both of the following requirements:

1. The student shall be enrolled in the District at the time of election and throughout the term of office, with a minimum of five semester units or the equivalent.
2. The student shall meet and maintain the minimum standards of scholarship (see Board Policy 4220 titled Standards of Scholarship and related administrative procedures).

The ASG may identify additional requirements for participation in the organization.

See Procedure 5410 titled Associated Student Government Elections.

STUDENT SERVICES

REV 12/12/16 no proposed changes

BP 5510 OFF-CAMPUS STUDENT ORGANIZATIONS

Reference:

34 Code of Federal Regulations Section 668.46(b)(7)

The District shall work with local law enforcement agencies to monitor and assess criminal activity in which students engage at off-campus locations of student organizations officially recognized by the District.

STUDENT SERVICES

REV 12/12/16

BP 5570 STUDENT CREDIT CARD SOLICITATION

References:

Education Code Section 99030;
Title 5 Section 54400;
Civil Code Section 1747.02(m)

The Superintendent/President shall establish procedures that regulate the solicitation of student credit cards on campus.

All solicitation of funds from students, faculty, or staff by off-campus organizations or persons will be prohibited, except with the express **written** approval of the executive administration and/or Governing Board.

See Procedure 5570 titled Student Credit Card Solicitation.

Date Adopted: 04/08/2008

(Replaces current Palomar College Policy 505)

STUDENT SERVICES

REV 12/12/16

Needs changes from updates 25 & 26

BP 5700 ATHLETICS

References:

Education Code Sections 78223, 66271.6, 66271.8, and 67360 et seq.

The District shall maintain an organized program for men and women in intercollegiate athletics. The program shall not discriminate on the basis of gender in the availability of athletic opportunities.

The Superintendent/President shall assure that the athletics program complies with state law, the California Community College Athletic Association (CCCCAA) Constitution, and Sports Guides, and appropriate Conference Constitution regarding student athlete participation.

The District shall assume financial responsibility for the Athletic Program.

See AP 5700 titled Athletics.

STUDENT SERVICES

REV 12/12/16 no proposed changes

**BP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL
TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) 15 U.S. Code Section 1681m(e)

Since the District serves as a creditor in relation to its students, the District is required to provide for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft of students. The Superintendent/President is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.

STUDENT SERVICES

REV 12/12/16 no proposed changes

**BP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL
TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) 15 U.S. Code Section 1681m(e)

Since the District serves as a creditor in relation to its students, the District is required to provide for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft of students. The Superintendent/President is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.

STUDENT SERVICES

REV 11-17-16

AP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT

References:

Education Code Section 76000;

34 CFR Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

~~34 Code of Federal Regulations Part 668.16(p)~~
ACCJC Accreditation Standard II.C.6

Admission

The District will designate:

- Authority and responsibility for the admissions process
- Admission procedures for students over 18 with a high school diploma
- Admission criteria and procedures for students over 18 without a high school diploma
- Admission procedures for non-resident students that include a determination of residency status (AP 5015 titled Residence Determination)
- Publication of admissions policies and procedures

Admission to Palomar College shall conform to existing Education Code and Administrative Code regulations and requirements. Unless exempted by Statute, every course, course section, or class, the FTE of which is to be reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Palomar College admits any person who is 18 years of age or older, who holds a high school diploma or equivalent, or minors who may benefit from instruction. To be considered for admission, minors must have completed the eighth grade or reached the age of 15 and have permission of the local accredited school district. Home-schooled minors may enroll with permission of the local accredited school district or provide the Private School Affidavit from the County Office of Education. Minors under 156 years of age, with permission from an accredited public or private school and the Palomar faculty member(s) who is identified as the instructor of record for the course(s), may enroll only in courses specified by the local school district or private school. Otherwise, minors under 15 years of age are limited to enrolling in special classes devoted to children, such as child development lab classes or youth orchestra. Admission to the College does not guarantee enrollment in a class. The final decision as to whether a minor

Text in yellow highlight suggested by CCLC.

Date Approved: SPC 04/08/2008; SPC 10/18/2011

(Replaces current Palomar College Procedure 400)

under the age of ~~fifteen~~sixteen (156) may be enrolled in a class rests with the instructor. (California Education Code, Sections 76000-76002).

Classroom Participation

Only enrolled students are allowed into classes. Others are considered visitors and may attend a class session only with permission of the instructor. District employees or other District authorized person(s) may attend classes as necessary to perform assigned duties.

Note: Question as to whether line 45 “with permission of instructor” meets the needs of faculty.

Denial of Admission

If the Governing Board denies a request for special fulltime or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Governing Board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chief Student Services Officer shall establish procedures for evaluating the validity of a student’s high school completion if the District or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Office of Primary Responsibility: Enrollment Services

Text in yellow highlight suggested by CCLC.

Date Approved: SPC 04/08/2008; SPC 10/18/2011
(Replaces current Palomar College Procedure 400)

STUDENT SERVICES

REV 12/12/16

AP 5050 MATRICULATION STUDENT SUCCESS AND SUPPORT PROGRAM**References:**

Education Code Sections 78210 et seq.;
Title 5 Section 55500 et seq.

Matriculation The Student Success and Support Program brings students and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of a student educational plan.

Each Students, in entering into a student educational plan, will do all of the following:

- ~~express at least a broad educational intent upon admission~~
- identify an education and career goal;
- identify a course of study;
- be assessed to determine appropriate course placement;
- complete orientation;
- participate in the development of the student educational plan;
- ~~declare a specific goal~~ complete a student educational plan no later than the term after which each student completes 15 semester units of degree applicable credit coursework
- diligently attend class and complete assigned coursework, and
- complete courses and maintain progress toward an educational goal and
- ~~cooperate in the development of a student educational plan~~

Matriculation Student Success and Support Program services include, but are not limited to, all of the following:

- ~~Processing of the application for admission~~
- Orientation ~~and pre-orientation services designed to provide to students~~, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters and
- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - The use of multiple measures to assess students' academic skills and abilities

Date Approved: SPC 04/08/2008; Revised:

(Replaces current Palomar College Procedure 401)

- Administration of assessment instruments to determine student competency in computational and language skills
- Assistance to students in the identification of aptitudes, interests, and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and career/technical certificates and licenses
- Evaluation of study and learning skills
- Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; **mental health services**; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services
- Advisement concerning course selection
- Ongoing institutional research program
- ~~Post-enrollment evaluation of students' progress~~ **Follow-up services**, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation
- Faculty and staff training and
- Prerequisite validation and enforcement

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

Office of Primary Responsibility: Dean of Counseling Services

STUDENT SERVICES

REV12/12/16 no proposed changes

AP 5052 OPEN ENROLLMENT

References:

Title 5 Sections 51006, 58106, and 58108

All courses of the District shall be open to enrollment in accordance with BP 5052 titled Open Enrollment and a priority system consistent with AP 5055 titled Enrollment Priorities. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations as determined by the Vice President of Instruction.

Students are not required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in AP 5055 titled Enrollment Priorities and apprenticeship, dental assisting, medical assisting, nursing, fire, police, and paramedic academy programs.

Students are not required to participate in any pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in Procedure 5055 titled Enrollment Priorities and apprenticeship, dental assisting, medical assisting, nursing, fire, police, and paramedic academy programs.

Students may challenge an enrollment limitation on any of the following grounds:

- The limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
- The District is not following its enrollment procedures
- The basis for the limitation does not in fact exist

Students have the right to challenge any prerequisite. A prerequisite or co-requisite challenge requires written documentation, explanation of alternative course work, background, abilities, or other evidence which has adequately prepared you for the target course. A Prerequisite or Co-requisite Challenge Petition may be obtained from the Admissions & Records Office, the Counseling Center, or an Education Center or Site.

The challenge petition may include one or more of the following:

1. A prerequisite or co-requisite has not been made reasonably available.

2. A prerequisite or co-requisite has not been established in accordance with the District's process for establishing prerequisites and co-requisites.
3. Provide evidence of having the knowledge or ability needed to succeed in the course despite not meeting the prerequisite or co-requisite.
4. Challenge other limitations on enrollment.
5. Challenge a prerequisite or co-requisite established to protect the health and safety of himself, herself, and/or others.
6. A prerequisite, co-requisite, or limitation on enrollment is discriminatory or applied in a discriminatory manner.
7. A prerequisite or co-requisite is in violation of Title 5.

If space is available in the target course when a challenge is filed about the prerequisite or co-requisite, the District shall reserve a seat 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 will be allowed to enroll in the course. 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 will be permitted to enroll if space is available when registering for the subsequent term.

Prerequisite and co-requisite challenges are addressed by the appropriate academic discipline/department.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

Changes align with CCLC legal requirements

REV 12-12-16

AP 5150 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

References:

Education Code Sections 69640-69656;

Title 5 Sections 56200 et seq.

The Extended Opportunity Programs and Services (EOPS) Annual Plan includes the following:

- Establishment of goals and objectives
- Staffing and program management
- Documentation and data collection system
- An EOPS advisory committee
- A director
- Eligibility criteria
- Student responsibility requirements
- Recruitment and outreach services
- Cognitive and non-cognitive assessment, advising, orientation services and registration assistance
- Director's Waivers
- Counseling and retention services
- Transfer services
- Direct aid
- Establishment of objective to achieve the goals in implementing extended opportunity programs and service
- Review and evaluation of the programs and services and submission of related reports.
- Program review, evaluation, and reporting

EOP&S

- Counseling — (academic, career/technical, and personal)
- Tutoring
- Book services
- Pre-enrollment advisement

Date Approved: SPC 04/08/2008

(Replaces Palomar College Procedure 418.2 and all previous versions of AP 5150)

- Transfer services
- Educational workshops
- Meal tickets
- EOP&S/college orientation
- Food pantry
- Parking permits or bus passes
- PIC cards
- Priority registration
- Single-parent support services
- Summer classes and coordinate with instructors
- Four-year college fee waivers
- Child care assistance
- Graduation cap and gown
- Other educational support

Also refer to the Palomar College Catalog

Offices of Primary Responsibility: ~~EOP&S/CARE/CalWORKs~~ Student Services
Counseling Services

STUDENT SERVICES
No proposed changes
REV 11-8-16

AP 5200 STUDENT HEALTH CENTERS SERVICES

References:

Education Code Sections 76350-76395, and 76401 and 76355;
Title 5, Code of Regulation, Sections 53411 and 54702

General

Student Health Centers will operate at any Palomar Educational facility in which students are assessed the health fee. The level of service available at each Student Health Centers will vary depending on funding, assessment data and demonstrated need. Services will be available for students during each semester (Fall, Spring, Summer)/Interession (Winter and Summer) a student health fee is assessed.

Payment of the Student Health Fee entitles the student to free evaluation(s) by a medical professional (Medical Doctor, Nurse Practitioner, Registered Nurse and/or Behavioral Health Counselor). Student Health Centers will charge fees for additional services that include nursing, dental assisting, child development, and sports physical examinations, prescription medications, specialized medical and laboratory procedures. Charges for prescription medications and laboratory fees will not exceed \$5.00 above the cost charged to the Student Health Center

The Student Health Center Advisory Committee, will meet at least once a semester to evaluate current services relative to student needs, review health fee income and expenditures, identify materials and services not covered by the Student Health Fee for determining optional service fees, and make suggestions and recommendations to the Director of Student Health Services and District administration.

The services provided to students, whom are currently enrolled and have paid the student health fee include: by ~~Student Health Centers Services~~:

- Clinical Care Services:
 - Acute and primary care services that includes assessment, intervention, and referral for acute medical conditions or specialist evaluation.

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

- first aid, and basic emergency care with referral for advanced medical care
- Communicable disease control that includes immunization services, surveillance and reporting suspected disease outbreaks and liaison with San Diego County Public Health Officials.
- reproductive healthcare includes basic examinations for STDs , breast abnormalities, birth control and health education. ~~basic primary care, health assessments, screening for short-term episodic care and services necessary for the treatment of acute illness, injuries and emergencies~~
- Physical examinations and immunizations for entrance into academic programs (nursing, child development, paramedic, dental assisting, fire and police academy) - service fee will be charged for the physical exam as well as laboratory and immunization requirements.
- Laboratory Services – testing provided by a licensed, contracted laboratory for an additional service fee
- Prescriptions – medication dispensed for a service fee or provided in written form for what is not stocked available in the pharmacy through Health Services
- Behavioral Health Counseling ~~Mental Health~~ Services
 - Crisis Management – assessment and intervention for students' experiencing psychological crisis in collaboration with Behavioral Intervention Team (BIT), Disabled Resource Center (DRC) and Campus Police for referral to local community agencies for continued care and/or hospitalization for imminent harm to self or others.
 - Short Term psychotherapy- assessment and provide limited therapy and referral services to local community psychological resources.
 - Case Management- collaborate with Disabled Resource Center and Academic Counseling to provide ongoing monitoring and support therapy for students, whom are experiencing chronic mental illness and academic challenges/difficulties. ~~direct and/or referral services by a registered nurse including crisis management, short-term personal counseling, alcohol/drug counseling, stress management, suicide prevention, mental health assessment and eating disorders counseling~~
- Support Services

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

- Confidentiality and Mandated Reporting- compliance with State and Federal privacy laws. Protected health information is released as mandated by law (for example, pertaining to communicable diseases, sexual assault, domestic violence, harm to self or others, child abuse). Healthcare providers such as physicians, nurse practitioners, registered nurses, and behavioral health counselors along with BIT members, Campus Police, Vice President of Student Services, Director of Student Affairs share information with each other on an as-needed or need to know basis.
- Medical and Behavioral Health Treatment Records- Medical record documentation (physical or electronic form) is released when an individual authorizes, in writing, release of his/her protected health information to other healthcare providers or agencies or when requested under a court order. Records are kept for 7 years, by law and then destroyed.
- Medical Injury and Worker Compensation Reports- assist students with completion of medical injury report and forward these report to Risk Management Office and Environmental Safety Officer. Assist full and part time employees or student injury during academic program authorized clinical experience complete Workers Compensation Injury report and forward to Human Resource for processing and follow-up.
- Student Accident Insurance- premiums for the insurance (not athletic insurance) are paid through student health fees revenues. Staff assist students complete accident insurance claim forms and submit to company for processing.
- Community Referrals -- radiology, dental, optometric, and other services
- Special Services
 - Health Education and Wellness Programs -- provided by registered nurses and health education personnel that includes but not limited to classroom representations, seminars for faculty and staff, monthly health promotional events, financial and administrative support for student clubs such as Active Minds
 - Teaching and Research- provide clinical experience opportunity for student workers interested in the healthcare field. Research consists of quality assurance initiatives, program review, service activities outcomes and student health needs assessment surveys
- Physical Examinations -- the required pre-admission history and physical for students to enter academic programs

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

The Health Services facilities and environment shall comply with all applicable local, state, and federal building codes and regulations.

Also refer to the Palomar College Catalog, and class schedule and the Student Health Centers webpage <http://www2.palomar.edu/pages/healthservices/>

Office of Primary Responsibility: Student Health Centers Services

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450 and Palomar College Procedure 418.2 and all previous versions of AP 5200.)

STUDENT SERVICES

o proposed changes

REV 11-8-16

Question Need for this AP if the BP is deleted. The same information is provided in the revised AP 5200 Student Health Centers

AP 5210 COMMUNICABLE DISEASE

References:

Education Code Section 76403
California Code of Regulations Title 17
California Department of Health Services
Center for Disease Control (CDC)
County of San Diego Health and Human Services Agency

The following are the minimum standards required by law:

- Cooperation with local health officers in measures necessary for the prevention and control of communicable diseases in students.
- Compliance with any immunization program required by State Department of Health and Human Services regulations.
- Compliance with all academic program and transfer student immunization requirements.

Health Services provides:

1. Health education and intervention for communicable disease prevention, including disease reporting to County of San Diego Health and Human Services.
2. Tuberculosis (TB) testing, Hepatitis B vaccination, Measles, Mumps, Rubella (MMR) vaccination, and Tetanus, Diphtheria, and Pertussis vaccinations, and influenza vaccinations.
3. Community resources for meningitis vaccination, Human Papilloma Virus (HPV) vaccination, varicella vaccination, pneumonia vaccination, and travel vaccinations.
 - a. Community partnerships on campus for HIV and Chlamydia testing.
 - b. Screening for Sexually Transmitted Infections (STI), including but not limited to gonorrhea, chlamydia, herpes, hepatitis, HPV, and syphilis.
 - c. Screening for West Nile Virus, Zika, Severe Acute Respiratory Syndrome (SARS), and varied strains of influenza and other pathogens.
 - d. Screening and treatment for Methicillin Resistant Staphylococcal Aureus (MRSA).

Date Approved: SPC 4/8/2008; Reviewed:

(Replaces all previous versions of AP 5210.)

38 Office of Primary Responsibility: Student Health Centers Services

STUDENT SERVICES
No proposed changes
REV 12-12-16

AP 5400 ASSOCIATED STUDENT GOVERNMENT

References:

Education Code Section 76060

The District shall have one Associated Students Organization known as the Associated Student Government (ASG).

A governing body shall be elected that shall keep an account of its meetings, expenditures, authorizations, and policies established.

A simple majority of the elected voting members of the ASG shall constitute a quorum.

Both day and evening students shall be encouraged to participate in ASG.

The Palomar College governance structure provides for representation and participation of students.

Students are appointed to District committees by the ASG.

Also refer to the Palomar College Catalog and class schedule.

Office of Primary Responsibility: Student Affairs

STUDENT SERVICES

REV 12/12/16

AP 5410 ASSOCIATED STUDENT GOVERNMENT ELECTIONS

References:

Education Code Section 76061

The Associated Student Government (ASG) shall conduct annual officer elections.

Any student elected as an officer in the ASG shall meet the requirements in Board Policy and the constitution and bylaws of the ASG.

Election Procedures

- ASG elections are held every year in the Spring.
- Candidate packets are available in the ASG Offices during the election cycle
- Candidate forums may be held (as deemed appropriate by the ASG)
- Voting will take place during a time frame identified by the ASG

Additional information may be found on the ASG website and in the ASG by-laws and Constitution

Office of Primary Responsibility: Student Affairs

STUDENT SERVICES

REV 12/12/16

AP 5570 ~~SOLICITORS ON CAMPUS~~ STUDENT CREDIT CARD SOLICITATION**References:**

Education Code Section 99030;
Title 5 Section 54400;
Civil Code Section 1747.02(m)

All solicitors must obtain approval from the Office of Student Affairs to conduct business on campus via the application process.

Palomar College addresses student credit card solicitation in the following manner:

- Sites at which student credit cards are marketed must be registered with the campus administration
- The number of sites allowed on campus may be limited
- Marketers of student credit cards are prohibited from offering gifts to students for filling out credit card applications
- Credit card and debt education and counseling sessions are offered to students ~~(such as during financial aid eligibility interviews)~~ at times such as during new student orientation and financial aid workshops.

Office of Primary Responsibility: Student ~~Affairs~~ Services

This item was reviewed & discussed in SS on 12/12/16. The title needs to be changed to align with the BP titling.

Date Approved: SPC 04/08/2008

STUDENT SERVICES

REV 12/12/16 formatting changes only

BP 5075 COURSE ADDS AND DROPS

Reference:

Education Code Section 70902

The primary responsibility for class attendance and maintaining an accurate registration record rests with the student. Consequently, each student must process all adds or drops to the registration schedule and is held responsible for the updating of their Official Study Program.

See Procedure 5075 titled Course Adds and Drops.

Date Adopted: 04/08/2008

(Replaces current Palomar College Policies 417 and 418)

STUDENT SERVICES

REV 12/12/16

BP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES**References:**

20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668;
Education Code Sections 66021.6 and 76300;
ACCJC Accreditation Standard III.D.15
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended

The Financial Aid, Veterans' & Scholarships Services Office is responsible for the administration of federal, state, and institutional financial aid programs (i.e., fee waiver, grants, federal work study and loans), internal and external scholarships, and the Veterans Educational Benefits program.

All financial aid programs will adhere to guidelines, procedures, and standards issued by federal and state laws and other applicable regulatory and institutional requirements.

The Financial Aid, Veterans' & Scholarships Services Office shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Any student suspended or expelled from the College shall be ineligible for scholarships, loans, grants-in-aid, or any other financial aid given or guaranteed by the College, state, or federal government, during the period of the suspension or expulsion.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of

- the nature of its educational program,
- the nature of its financial charges,
- the employability of its graduates.

The Superintendent/President shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting or admissions services concerning the District's educational programs, financial charges, and employment of graduates to assure compliance with this policy.

Date Adopted: 04/08/2008; Revised: 11/08/2011; Revised 7/8/2014

(Replaces current Palomar College Policy 423.2)

The Superintendent/President shall establish procedures wherein the District shall periodically monitor employees' and vendors' communications with prospective students and members of the public and take corrective action where needed.

This policy does not create a private cause of action against the District or any of its representatives or service providers. The District and its Governing Board do not waive any defenses or governmental immunities by enacting this policy.

See AP 5130 titled Financial Aid, Veterans' & Scholarships Services as well as BP 5500 titled Standards of Conduct.

STUDENT SERVICES

REV 12-12-16 formatting only

BP 5300 STUDENT EQUITY

References:

Education Code Sections 66030, 66250 et seq., and 72010 et seq.;
Title 5 Section 54220

The District is committed to assuring student equity in educational programs and services. The Superintendent/President shall establish and implement a Student Equity Plan that complies with statutory requirements.

See Procedure 5300 titled Student Equity

STUDENT SERVICES**REV 12-12-16****BP 5400 ASSOCIATED STUDENT GOVERNMENT****References:**

Education Code Sections 76060, 76061, and 76062

The students of the District are authorized to organize a student body association as the Associated Students of the Palomar Community College District. This student body organization is known as the Associated Student Government (ASG).

ASG is recognized as the official voice for the students in District decision-making processes. It may conduct other activities as approved by the Superintendent/President. ASG activities shall not conflict with the authority or responsibility of the Governing Board or its officers or employees.

The ASG shall conduct itself in accordance with state laws and regulations and administrative procedures established by the Superintendent/President.

The ASG shall be granted the use of District premises subject to such administrative procedures as may be established by the Superintendent/President. Such use shall not be construed as transferring ownership or control of the premises.

The ASG Constitution is available in the ASG Office and the Student Affairs Office.

See AP Procedure 5400 titled Associated Students Organization.

Date Adopted: 04/08/2008*(Replaces former Palomar College Policy 475 and previous versions of BP 5400)*

STUDENT SERVICES

REV 11/8/16

No proposed changes

BP 5410 ASSOCIATED STUDENT GOVERNMENT ELECTIONS

Reference:

Education Code Section 76061

The Associated Student Government (ASG) shall conduct annual officer elections. The elections shall be conducted in accordance with procedures identified in the Associated Student Constitution and Bylaws.

Any student elected as an officer in the ASG shall meet both of the following requirements:

1. The student shall be enrolled in the District at the time of election and throughout the term of office, with a minimum of five semester units or the equivalent.
2. The student shall meet and maintain the minimum standards of scholarship (see Board Policy 4220 titled Standards of Scholarship and related administrative procedures).

The ASG may identify additional requirements for participation in the organization.

See Procedure 5410 titled Associated Student Government Elections.

STUDENT SERVICES

REV 12/12/16 no proposed changes

BP 5510 OFF-CAMPUS STUDENT ORGANIZATIONS

Reference:

34 Code of Federal Regulations Section 668.46(b)(7)

The District shall work with local law enforcement agencies to monitor and assess criminal activity in which students engage at off-campus locations of student organizations officially recognized by the District.

STUDENT SERVICES

REV 12/12/16

BP 5570 STUDENT CREDIT CARD SOLICITATION

References:

Education Code Section 99030;
Title 5 Section 54400;
Civil Code Section 1747.02(m)

The Superintendent/President shall establish procedures that regulate the solicitation of student credit cards on campus.

All solicitation of funds from students, faculty, or staff by off-campus organizations or persons will be prohibited, except with the express **written** approval of the executive administration and/or Governing Board.

See Procedure 5570 titled Student Credit Card Solicitation.

Date Adopted: 04/08/2008

(Replaces current Palomar College Policy 505)

STUDENT SERVICES

REV 12/12/16

Needs changes from updates 25 & 26

BP 5700 ATHLETICS

References:

Education Code Sections 78223, 66271.6, 66271.8, and 67360 et seq.

The District shall maintain an organized program for men and women in intercollegiate athletics. The program shall not discriminate on the basis of gender in the availability of athletic opportunities.

The Superintendent/President shall assure that the athletics program complies with state law, the California Community College Athletic Association (CCCCAA) Constitution, and Sports Guides, and appropriate Conference Constitution regarding student athlete participation.

The District shall assume financial responsibility for the Athletic Program.

See AP 5700 titled Athletics.

STUDENT SERVICES

REV 12/12/16 no proposed changes

**BP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL
TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) 15 U.S. Code Section 1681m(e)

Since the District serves as a creditor in relation to its students, the District is required to provide for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft of students. The Superintendent/President is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.

STUDENT SERVICES

REV 12/12/16 no proposed changes

**BP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL
TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) 15 U.S. Code Section 1681m(e)

Since the District serves as a creditor in relation to its students, the District is required to provide for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft of students. The Superintendent/President is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.