PALOMAR COLLEGE
Learning for Success

MEETING TYPE:					
	X	**Staff**	**Date:**		**March 8, 2017**
		Product/Project	**Starting Time:**		**9:30 a.m.**
			Ending Time:		**11:00 a.m.**
		Special	**Place:**		**MD-155C**

CHAIR: Adrian Gonzales **MEMBERS:** Antonecchia, Cathcart, Cecere, Cory, DiMaggio, Harris, Hopp, Large, Magnuson, Meyers, Moore, Moss, Nguyen, Nunez, O'Brien, Perez-Corona, Shoop, Springer, Stockert, Titus and Williams.

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted

A. MINUTES
1. Approve Minutes of February 8, 2017

B. ACTION ITEMS/FIRST READING – None.

C. ACTION ITEMS/SECOND READING – None.

D. INFORMATION/DISCUSSION ITEMS
1. **Review 2016-17 PRP's** Exhibit A 30 minutes
   a. Police Department
   b. Pride Center
   c. Student Affairs
   d. Student Health Centers

2. **Update on Student Services District BP/AP** Exhibit B 10 minutes
   a. AP 5015 – Residence Determination
   b. AP 5070 – Attendance
   c. AP 5130 – Financial Aid, Veterans' & Scholarship Services

3. **SPPF Requests** Exhibit C 15 minutes
   a. Melinda Carrillo – Reading Services In-reach Program ($2,800.00)
   b. Patricia Rodriguez – FYRST Textbook Assistance ($16,000.00)
   c. Veronica Aguilera/Calvin Onedeer Gavin – FYRST San Pasqual Dual Enrollment/Counseling Section ($9,600.00)
   d. Veronica Aguilera/Calvin Onedeer Gavin – Technology Updates – EOPS, CARE, CalWORKs, FYRST ($7,598.00)

4. **Review of New Websites** 15 minutes
   a. Title IX/Campus SaVE Act
   b. AB 540/Immigrant Resources
   c. Palomar Promise

5. **North Center Update** 5 minutes

6. **South Center Update** 5 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**

PALOMAR COLLEGE
Learning for Success

CHAIR: Adrian Gonzales

MEMBERS PRESENT: Antonecchia, Cathcart, Cory, Dimaggio, Large, Magnuson, Meyers, Moss, Nguyen, Nunez, O'Brien, Pell, Shoop, Springer, Stockert and Titus.

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: Cecere, Harris, Hopp, Moore and Williams.

GUESTS: Yasue O'Neill

Order of Agenda Items	Attachments	Time Allotted

A. MINUTES
1. Approval of Minutes for December 14, 2016
MSC – (Stockert/O'Brien): The minutes for December 14, 2016 were approved and accepted into the record with abstentions from Abbie Cory and Leanne Pell.

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

B. ACTION ITEMS/FIRST READING – None.

C. ACTION ITEMS/SECOND READING – None.

D. INFORMATION/DISCUSSION ITEMS
1. Review 2016-17 PRP's   Exhibit A   30 minutes
Items d-g were tabled until the next SSPC meeting on February 22, 2017.
 a. Athletics – Scott Cathcart reviewed this PRP.
 b. Counseling – Instructional – Patrick O'Brien reviewed this PRP.
 c. International Students – Yasue O'Neill reviewed this PRP.
 d. Police Department
 e. Pride Center
 f. Student Affairs
 g. Student Health Centers

2. Update on Student Services District BP/AP   Exhibit B   10 minutes
VP Gonzales advised that the following Student Services Board Policies and Administrative Procedures were sent to the Council for feedback. There were no suggested edits from the Council. They will be moved forward to Policies & Procedures, SPC and then to the Governing Board for final approval.
 a. AP 5075 – Course Adds and Drops
 b. AP 5110 – Counseling Services
 c. AP 5120 – Transfer Center
 d. AP 5140 – DRC/DSPS
 e. AP 5160 – Gear Up Program
 f. AP 5170 – TRIO Program
 g. AP 5510 – Off-Campus Student Organizations
 h. AP 5610 – Voter Registration

  i.   AP 5700 – Athletics
  j.   AP 5900 – Prevention of Identity Theft in Student Financials

3. **Promise Program Framework**   Exhibit C   10 minutes
   VP Gonzales reported that the Palomar Promise grant proposal was sent to the Chancellor's Office earlier this month, to meet the February 3, 2017 deadline. The Palomar Promise will provide support to incoming freshman from Early Preparation > FYE > SYE > Completion. The Palomar Promise will work in conjunction with many other student support services on campus such as dual/concurrent enrollment, summer academies, early alert, Transfer Center, Career Center, tutoring, retention, etc.

4. **High School Concurrent/Dual Enrollment**   10 minutes
   VP Gonzales reported he met with a group from Instruction and Counseling last week to discuss how to reorganize AB 288 to allow us to work more closely with the high schools. They are working on creating a menu of classes to offer to our district high schools. There was discussion on the potential of students losing their local preference to SDSU if they take classes at Palomar College during high school. More concrete information on this will be forthcoming. Patrick O'Brien reported that all four classes offered to San Marcos High School, Mission Hills High School, Ramona High School and Fallbrook High School were filled for the spring 2017 semester.

5. **AB 540/Immigrant Student Support**   10 minutes
   VP Gonzales reported that Student Services has created a website to include resources to our AB 540/Immigrant students. The website will include statements, information, facts and resources for our students, faculty and staff.

6. **Hiring FT Counselor(s) for Fall 2017 – Patrick O'Brien**   10 minutes
   Patrick O'Brien reported they currently have twenty-one full-time counselors and are in need of more. The reasons behind this are retirement and medical leave of two counselors, the opening of the South Center in summer 2018 and the opening the North Center in fall 2018. He requested hiring two full time Counselors and the Council agreed that we can hire one Counselor now. We need to be mindful of our current deficit and how we are using our adjunct Counselors. There was discussion on the various positions that need to be filled in Student Services areas. VP Gonzales reported that we have hired over fifty classified positions, almost thirty faculty and several administrators since the SERP.

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**
   VP Gonzales gave an update on the recent W-2 data breach. The breach was recognized through our regular IS monitoring and quickly blocked the port of entry of the breach. An investigation is still ongoing. There is an offer for 1 year of identity protection available to Palomar College employees.

   Meeting was adjourned at 11:06 a.m.

Next Meeting: February 22, 2017

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

Plan for Academic Year 2016-2017

Athletic Event Support	662	640	669	665	Staffing, parking, security and other accommodations for Athletic Department events
1st Level Appeals	577	556	655	572	Administrative Review of parking citations, requested by the violator
2nd 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?

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.

Plan for Academic Year 2016-2017

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.

Plan for Academic Year 2016-2017

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 (3rd 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 | Emily Riddle | Karen Boguta-Reeve |
| Name | Name | Name |

| Nieves Suarez | Candy Santos | Sergeants Maines and Moore |
| Name | Name | Name |

_____   11/03/16
Department Chair/Designee Signature   Date

_____   11/03/16
Division Dean Signature   Date

_____   11/3/14
Division Vice President Signature   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.**

Plan for Academic Year 2016-2017

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 bot quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: LGBTQ Pride 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 Contacts		64/week	90/week fall '14; 128/week spring '15	Approximately 125 per week fall '16	
Palomar Pride					Yearly celebration of pride in the LGBTQ community on campus.
Pride by the Beach					Staff a booth at the North County Pride Celebration in Oceanside.
San Diego Pride					Participate as a contingent from the college in the San Diego Pride Parade. These three Pride celebrations increase awareness in the community of Palomar College's diversity.
Day of Silence					Annual day of non-speaking to honor LGBTQ people who have died.
Transgender Day of Remembrance					Annual day of remembrance to honor transgender people who have died.
World AIDS Day					Annual day to bring awareness of HIV/AIDS. HIV testing is done in the Center on this day, in partnership with Vista Community Clinic.
Guest speakers					Bring speakers, films, etc., to campus that address issues pertinent to the LGBTQ community.
Discussion groups					Faculty-student engagement helps students to deal with issues they face as LGBTQ people.
Advocate for change across campus					To ensure the safety and acceptance of our LGBTQ students.
Number of FT staff			0	0	0 The number of full- and part-time staff will need to increase so that we can be open more hours as we serve more students.
Number of PT staff	1	1	1	1	
Staff/student Ratio per 1 FTE			1/35	1/35	

Plan for Academic Year 2015-2016

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

The Pride Center (overseen by the Palomar College Committee to Combat Hate [PC3H]) opened in spring 2009 in a former faculty office. Although the space was small, it was crammed with students from the very beginning. As our space has increased (now consisting of one large and two small rooms), so has the number of students visiting, the most recent data reporting an average of 128/week. We have had to increase the number of hours the Center is open and have hired a part-time assistant. As the number of students continues to rise, we will need a larger space (Ideally a purpose-built space just for the Center; see attached proposal), a full time assistant, and eventually a Director for the Center. We have received small grants from Vista Community Clinic and Human Dignity Foundation and intend to apply for grants from these entities again. However, as these are not dependable sources of funding, we need to increase the steady base of funding that we receive from the College.

These issues will all help the Pride Center in attaining the College's goal of supporting excellence in instruction, programs, and services to improve student learning.

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

Results pending. To be completed Spring '17.

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

We continue to have increases in the number of students visiting the Center, as demonstrated by the Center sign-in sheets (and these numbers are probably under-reported as visitors sometimes neglect to sign in. We hope to increase our accuracy in tracking students by purchasing a student ID card reader.). This suggests increased visibility of the Center on campus and increased success in reaching our overall goals. Once Admissions incorporates the new state-mandated online admissions form, we will be able to track the number of LGBTQ students who self-disclose. These numbers should also be incorporated into the Student Equity Plan.

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.)

Release time for Director, to be negotiated with faculty union. Non-faculty Assistant Director. Expand Safe Zone training to include all new hires. Internships at the Pride Center so that students can develop their leadership skills. LGBTQ-trained counselor. Work-study program. Extend programming and services to Escondido and South Centers. Permanent dedicated space for the Pride Center (see Attachment). The attached proposal will need to be incorporated into the College's Master Plan.

II. B.

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

Workshops, programs, and events specific to the individual constituents of the LGBTQ and Allies community, such as lesbian, gay, bisexual, transgender, queer, and queer people of color, as well as programs and events which are welcome to all members of the community. Queer Orientation Day. Events held in collaboration with the Women's and Gender Studies program, Multicultural Studies, etc. Graduation Recognition.

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.	Funding to bring guest speakers, films, etc., to campus	1	Goal 2 – student support and success	To assist the campus LGBTQ community and allies in becoming aware of current events that affect them.	$6000	ongoing	no
a2.	Funding for Co-Directors to attend annual LGBTQ Creating Change conference	2	Student support and success	To stay abreast of current developments in and issues facing the LGBTQ community so that the Center can better provide services to our students	$6000	Ongoing	no

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?
a3.	Books and other media for our library	3	Student support and success	To assist LGBTQ students in gaining knowledge about their community	$700	ongoing	no
a4.	The Center will request SPPF funding for a student ID card reader and laptop		As above	To more accurately track the numbers of students visiting the Center	$1500	One time	no
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.	Computer and software upgrades	1	Goal 5 – facilities and infrastructure	Provide adequate computing resources for Pride Center students	$7000	As needed	no
b2.	New printer	2	Goal 5	Ensure that existing facilities and infrastructure support student learning programs and services	$600	As needed	no
b3.	Flat screen Smart television	3	5	As above	$500	One-time	no
b4.	DVD Player	4	5	As above	$500	One-time	no

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.	Announce Pride Center in semesterly class schedule	2	2	As above			
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.	Printing of flyers for events, announcements, Tshirts, etc.	1	Increased visibility	**To better serve LGBTQ people and allies on campus**	**$4000**	**ongoing**	**no**
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.	Assistant Director	1	Goal 2 – student support and success	To better serve LGBTQ students, staff, and allies by providing continuity in services	$35,000	ongoing	No

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?
e2.							
e3.							
e4.							
e5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource ([Link](#))	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Part-time Pride Center Assistant	1	Student support and success	Implement effective pathways that support student success	$15000	ongoing	??
f2.							
f3.							
f4.							
f5.							

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

The data from the state-mandated Admissions tracking form will allow us to more effectively and fully carry out our planning.

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

Increased visibility of the Center, which provides safe space for LGBTQ students, staff, and faculty, on campus. Increased visibility in the larger community of Palomar College as a safe place for LGBTQ students and others. Safe Zone training for faculty and staff. Received recognition of the Center by the ACCJC team on their recent visit as an important contributor to diversity on campus. In concert with Facilities Review Committee, established all current and future single-stalled bathrooms as gender-neutral.

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

n/a

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

The institution needs to incorporate the Center into its Master Plan.

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

Name	Abbie Cory	Name	Sherry Titus	Name	Bruce Orton
Name	Wendy Corbin	Name	Monika Brannick	Name	

Abbie Cory   12-15-16
Department Chair/Designee Signature   **Date**

Division Dean Signature

_a. Ng_   12/20/16
Division Vice President Signature   **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.**

Plan for Academic Year 2015-2016

SAO Pride Center for 2016-2017

SAO: Leadership

Students participating in and utilizing the Palomar College Pride Center will successfully demonstrate commitment to the LGBTQ community by attending and participating in meetings, discussion groups, service projects, and other Center events. These activities will empower students with more confidence in their identity and leadership abilities. Student accomplishments may be rewarded with letters of recommendation, certificates of achievement and service, and will be recognized on the Pride Center Achievement bulletin board and on the Center website.

Means of Assessment/Assessment Method

The numbers of students participating in Pride Center events will be tracked at first with sign-in sheets and later with an ID card swipe for each event. Students must acquire a minimum of six hours of participation and active engagement in scheduled events and opportunities to receive achievement recognition awards.

Criteria

During every semester, eight students will participate in events and leadership opportunities provided through the Center.

Planned Assessment

Data will be tabulated at the end of spring semester 2017, and a list of student achievements will be posted in the Center (with disclosure permission).

PROPOSAL TO ESTABLISH A LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER* PRIDE RESOURCE CENTER AT PALOMAR COLLEGE

I. Introduction

After having been involved in pro-LGBTQ activism at Palomar College for several years (and for some of our members, much longer in the community at large), the members of PC3H (Palomar College Committee to Combat Hate) propose that the College establish a purpose-built, staffed, and fully funded LGBTQ Resource Center on the San Marcos campus as an essential part of the College's commitment to diversity. While the LGBTQ community has worked and continues to work closely with other groups on the broader campus, it is the widely-held opinion of PC3H and the GSA (the College's gay student group, Gender and Sexuality Alliance) that this constituency shares unique—and potentially life-threatening—concerns that cannot be managed under a broader "diversity" umbrella. The formation of such a dedicated Pride Center will directly address these concerns; it will gather and organize Palomar College resources and become the focal point for LGBTQ programs, services, education, and outreach.

LGBTQ students at Palomar College bring unique experiences and needs that can affect their academic experience. These diverse issues require consideration in light of societal oppression as a result of their sexual orientation or gender identity. These concerns include but are not limited to the coming out process, the development of an identity in a heterosexually biased and gender-stereotyped environment, and the task of navigating through the world of higher education as a member of a non-dominant culture. We must consider the impact of potential oppression, potential isolation (or fear of same) from family, friends, fellow students, or even staff/faculty, and the potential for hate crimes and violence toward LGBTQ individuals; all of these can and do occur and lead to higher rates of depression, substance abuse, and suicide, as well as lower rates of educational success in LGBTQ people.

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTQ people on campus and in society in general is through education. The LGBTQ Resource Center would fulfill this educational mission by creating safe "drop-in" space; developing programs in support of visibility, education, and outreach; opening an LGBTQ library; providing advice, referral, and informal counseling; and maintaining stability and continuity in developed programs.

Such a Pride Center should ideally be centrally located on campus. The overall floor space should comprise reception, lounge, and study areas, library and computing space, offices and meeting rooms, kitchen space, and gender-neutral bathrooms. Most important is that planning for this Center should begin forthwith.

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*LGBTQ. While we realize that each of these terms has a specific meaning and can also mean different things to different people – and also that each of these minorities has unique concerns – for ease of communication in this document the terms "LGBTQ," "queer," and "gay" will be used interchangeably to refer to non-heterosexual and/or gender-non-conforming individuals.

II. Background, Purpose, and History

While improvement has occurred in recent years, LGBTQ individuals, and especially youth, still face significant discrimination in our society. Queer youth still face a hostile environment in high school and (to a lesser extent) college campuses. In a recent survey of gay high school students, The Gay, Lesbian, and Straight Education Network (GLSEN) found that over 60% felt unsafe at school because of their sexual orientation and 40% due to their gender identity. Many skip school in an effort to avoid this experience. Moreover, the percentage of students who plan not to pursue post-secondary education directly correlates with the level of victimization based on one's sexual orientation or gender identity, as does these students' psychological well-being (The 2014 National School Climate Survey). Members of any minority, including LGBTQ individuals, are subject to "minority stress": not just *experiencing* oppression and victimization, but coming to *expect* it; developing internalized homophobia; and feeling the need to hide one's sexual/gender identity. All these feelings use immense psychological energy that can take a toll on one's state of mind. Moreover, those who are subjected to victimization and discrimination at school face significantly worse educational outcomes; according to the GLSEN study, Grade Point Averages for these students are 9 to 15% lower than for those who do not have such experiences.

There is, then, an urgent need for action to create safe and welcoming educational, as well as workplace, environments for LGBTQ people. GLSEN has found that a few relatively simple steps can create major change. For example, students at schools with Gay-Straight Alliances (GSAs) report significantly fewer experiences of feeling unsafe on campus; curricula and programs that are inclusive of LGBTQ people, history, and events correlate with a decrease in the frequency of hearing biased language; and feelings of safety at school increase considerably as the number of supportive staff rises. The establishment of a permanent LGBTQ Resource Center at Palomar College, then, will lead to important changes in our campus environment and in the lives of our LGBTQ students, staff, and faculty.

The climate for LGBTQ people at Palomar College has not historically been welcoming. Gay faculty, for instance, have been openly harassed and have received hate mail. This is not entirely surprising, given the College's location in North San Diego County, an area largely conservative in regard to both political and social issues. But if faculty are vulnerable to homophobic harassment, our students are much more so. LGBTQ students at Palomar do, in fact, report harassment, belittling, ostracization, mis-gendering, and the invisibilizing of their sexual identity. Language use, in particular, is a significant problem. It is all too easy to overhear anti-gay slurs on campus, and many heterosexual students do not understand the negative impact of such language.

Palomar College LGBTQ students bring distinctive concerns and experiences that may affect their academic growth. These concerns are diverse in nature; while parallel to those seen in heterosexual students, they usually require additional consideration in light of societal oppression due to sexual orientation and gender identity. Specifically these concerns may include but are not limited to:

- the coming out process
- the development of an identity in a heterosexually biased and gender-stereotyped environment
- the development of an identity without appropriate role models
- the impact of oppression through religious dogma
- social isolation and alienation
- high rates of depression, substance abuse, suicide, and homelessness
- intellectual alienation
- negotiating living space as a member of the non-dominant culture within the framework of potential oppression

- potential isolation (or fear of isolation) from family, friends, faculty, and staff
- fear of being discovered and ostracized by peers and mentors
- the potential for hate crimes and violence toward LGBTQ individuals

In addition, the majority of students at PC are quite young, frequently just out of high school, and often come from a lower socio-economic background. Such students may lack the emotional and financial resources that might facilitate dealing with these concerns and questions.

An important developmental factor that impacts the college student population is that of the continued development and solidification of an identity or a sense of self. Predominant questions include:

- Who am I?
- How do I fit into this world and the college community?
- What kind of contributions will I be able to make in the world/to my academic discipline?
- With whom will I have a relationship, and can it happen in this environment?

Research has shown that when individuals feel able to be open and honest about their sexual orientation and gender identity and can feel connected to and committed to their community, there is greater psychological adjustment. It is critical to realize that self-esteem and self-efficacy are increased when the LGBTQ individual is integrated into the queer community. Thus a dedicated LGBTQ Center would provide the space, resources, and education to facilitate such community integration, would provide positive, active LGBTQ role models, and would allow for increased identity competence. The LGBTQ Center will provide a relaxed, accepting atmosphere for casual, seemingly non-productive behavior that is vital to the development of group identity and strong self-identity. The Center will also provide programs to reduce social and emotional isolation, help individuals develop effective coping strategies to reduce the negative impact of a stigmatized identity, and decrease the fears surrounding loss of family and friends, as well as provide social, emotional, and informal psychological support when crisis occurs due to some aspect of life related to sexual orientation or gender identity. All of these actions will promote the free exchange of ideas, increase educational productivity, and promote performance.

In addition, the individual who identifies as heterosexual has the potential to benefit from an LGBTQ Center in a variety of ways. One such way is the reduction of homophobia through education and personal interaction. Homophobia often stems from a lack of knowledge and understanding of another's identity and culture. The LGBTQ Center will be a safe and visible environment for interested heterosexual individuals to gain information about sexual orientation in general and LGBTQ identity specifically. The Center will provide the opportunity for individuals of all sexual orientations to gain awareness, understanding, and familiarity with similarities and differences inherent in all sexual orientations and gender identities. Thus the Center will serve to reduce fear, thereby reducing discrimination and increasing openness and acceptance of diversity.

Moreover, supportive heterosexual allies can also benefit from an LGBTQ Resource Center. Heterosexual students at Palomar have solicited gay students for information on LGBTQ issues, and heterosexual faculty and staff regularly request Safe Zone and other LGBTQ-related training. Often heterosexual people feel incompetent and insecure in talking with an individual from the LGBTQ community; there is often fear of making mistakes or of offending by saying the wrong thing. An LGBTQ Center can provide information and training on how to be an ally to the queer community, thus increasing multicultural competency and facilitating enhanced communication and interaction.

Palomar College began specifically addressing some of the needs of our LGBTQ students, staff, and faculty in the spring of 2009 with the formation of the Palomar College Committee to Combat Hate (PC3H) and the revival of the GSA (Gay-Straight Alliance, now known as the Gender and Sexuality Alliance). A year later, with the help of a supportive administration, PC3H established its first "office" in

IT-7L, and we are now housed in a larger Pride Center, ST 72-76. These changes have begun to contribute significantly to an improved campus environment, as LGBTQ identity on campus has begun to become more visible and as gay students (and allies) quickly started to utilize the office in large numbers as a safe space in which to study and socialize. However, the sheer number of students, staff, and faculty who occupy the Center (currently an average of over 30 a day) at any given time speaks volumes about the need for a much larger, staffed-and-funded space. Moreover, an increase in gay visibility may very well lead to temporarily increased oppression and alienation as homophobic elements on campus push back, particularly in light of the current political climate. A larger Center would offer increased refuge and support, and the presence of a professional staff person in this space would act as a deterrent to possible harassment by such elements.

At times, members of the Palomar College LGBTQ community struggle to achieve academic and career success against the backdrop of both deeply set prejudices and lack of visibility. These negative climate issues affect the learning and working environment, not just for LGBTQ individuals, but for the entire campus community. Homophobia is crippling for all concerned. Anger, fear, and ignorance directed at LGBTQ people divert energy and attention from constructive endeavor and achievement. Such actions also contribute to a negative and non-productive educational and work environment. To address these issues, then, we propose that Palomar College establish a permanent, purpose-built place where, not just students, but staff and faculty, will find support, safe space, services, and information in a welcoming and affirming environment.

III. Vision

One of the greatest dangers to LGBTQ people on campus is a climate of real or perceived fear, prejudice, and ignorance that their very invisibility—that is, the fact that on first meeting most people automatically presume that they are *not* LGBTQ-identified—inevitably breeds. This 'invisibility' leaves non-LGBTQ people free—wittingly or unwittingly—to crack jokes, make pejorative remarks, or simply presume heterosexuality in casual discussion of personal relationships. The resulting climate leaves many LGBTQ individuals feeling isolated, at risk, or alienated from their peers.

Thus, PC3H envisions the Palomar College LGBTQ Pride Center as a source of educational opportunity and the hub of LGBTQ intellectual life. Palomar College should address LGBTQ issues by establishing a permanent Center that is clearly visible and able to educate the entire campus community—not just its LGBTQ members and allies—by providing a safe place for all its members to explore these issues. The Center would advocate for the LGBTQ community, provide information and referral services, initiate educational programs, and serve as a clearinghouse for lesbian, gay, bisexual, transgender and queer/questioning organizations at PC. It would work with other campus clubs, programs, and departments to foster support for all members of the diverse Palomar College community.

Thus, the Lesbian, Gay, Bisexual, Transgender, and Queer Pride Center would stand as part of the institution's commitment to diversity. It would conduct educational and outreach programming; provide a library of materials to help to resolve controversy over LGBTQ issues through education; support advising, referral to counseling, and mentoring for the campus community, but in particular for LGBTQ students, staff, and faculty; and hire professional staff to provide stability and continuity in programming.

The current LGBTQ Pride Center at Palomar College is the first of its kind at a community college in Southern California and one of only a handful in the entire state. Thus, the College is on the cutting edge of cultural change. A larger, dedicated space, fully staffed and funded, would enhance this change as well as further the college's commitment to diversity.

A. Why is a safe and nurturing environment needed at Palomar College?
The LGBTQ Center will be a place to gain a reprieve from attacks to self-esteem, to build social and intellectual connections, and to gain and maintain a healthy self-identity. It will provide a secure and

easily identifiable place to consult resources about LGBTQ concerns, address questions to professionals, explore LGBTQ history, and study. In addition, such a Center will serve the crucial function of maintaining and promoting continuity of support, education, and programming in light of the two-year turnaround of the student population.

B. Why is a separate, independent Center necessary?

Housing the LGBTQ Pride Center within a broader Diversity Center might initially seem a good way to promote diversity, be supportive of LGBTQ people of color, and increase the interaction between these communities, but after careful consideration and consultation PC3H has concluded that this is not in fact the case. The presence of homophobia is not unique to the majority white community. Unlike other (ethnic; religious) identity development, development of LGBTQ awareness is seldom begun in the home—it is a process of questioning that often first begins with campus life. Yet, as confirmed by the UC LGBT Resource Center Directors at Santa Cruz, Davis, and Riverside, questioning students of color who use the LGBT Resource Centers there *would not do so* if the centers were not separate and independent. In other words, many queer/questioning students of color fear they will face homophobic isolation and victimization from their ethnic/racial peer group if they are seen entering a "gay" space. The need for a safe space *requires* some physical separateness.

Furthermore, given the needs and services outlined in this proposal, it is unrealistic to expect a generalized Diversity Center to appropriately address these issues. The point of establishing an LGBTQ center on campus is to see that Palomar College provides access to education and resources in order to bring LGBTQ viewpoints to bear on problems both social and academic. We can neither leave such an important function to chance, nor relegate it to volunteers and staff from a larger Diversity Center.

C. How does LGBTQ visibility strengthen Palomar College's commitment to diversity?

Diversity is not innocuous difference; if it were, the campus would have nothing to gain by it. Diversity, rather, is a proliferation of experience, cultural resources and perspectives. We promote the inclusion of students, staff, faculty, texts, and other resources of diverse cultures, whether national, ethnic, racial, class, sexual, or gender, because they enrich the greater college community.

Unfortunately, the situation is often seen differently from the viewpoints of members of the varied communities of the United States, not all of whom value such diversity. Thus there can be great pressure for all members of the college community to assimilate into a single, "mainstream" culture. The reason for this is two-fold. First, bringing to bear diverse viewpoints upon scholarly and social problems has transformative potential; it threatens the status quo. Second, there prevails in some quarters a fear that calling attention to difference will deepen pre-existing social divisions.

The very aim of an LGBTQ Resource Center is *not* to divide, but rather to help establish a climate of respect, dignity, and inclusion from a position of visibility within the broader campus community. Consistent with PC3H Principles, an LGBTQ Pride Center will foster the best possible working and learning environment and demonstrate Palomar College's commitment to maintaining a climate of fairness, cooperation, and professionalism in order to enhance the overall excellence of the institution. To quote those Principles:

> We at Palomar College celebrate differences and embrace the civil rights of all members of our community. We do not tolerate hate on campus, and we condemn in the strongest possible terms the abuse of those who are lesbian, gay, bisexual, transgender, or queer. We are committed to creating a safe, secure environment where real and open communication, trust, and acceptance can begin to take root and grow. We take pride in our sexual, religious, ethnic, and racial diversity.

D. Why do existing programs not meet LGBTQ Center needs?

- The current space used by the LGBTQ students is inadequate for the number of individuals accessing the space.
- LGBTQ individuals continue to be harassed and afraid on campus
- Programs are created by volunteers and temporary staff on an *ad hoc* basis
- There is no continuity or "institutional memory" for services and programs

The current space used by LGBTQ people and allies on campus, although a much-needed improvement from the previous space in IT-7L, is not entirely adequate to meet the needs of our LGBTQ students, staff, and faculty. The space serves as a lounge where students can study, relax or socialize in a supportive environment, but it is not big enough to accommodate large meetings, presentations, workshops, or social events, a growing library, storage, and so on. *Moreover, in the current climate of physical growth at Palomar College and the consequent shuffling of offices as new buildings are opened, there is no guarantee that ST-72 will remain a space for meeting LGBTQ needs.*

Finally, and perhaps most importantly, even with the larger space of ST 72-76, there is no continuity of educational efforts and programs. At a community college, students are generally in attendance for only two years; new faculty are hired while older faculty retire. This means that an LGBTQ office staffed largely by temporary or student employees (and supported by faculty) does not ensure that efforts begun by one group of students will continue when those students are gone.

For all these reasons, the current Pride Center space, while a vast improvement over the previous office in IT-7L, is inadequate to our needs. A purpose-built, fully staffed and funded Center is needed.

IV. Implementation and Operations

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTQ individuals on campus and in society in general is through education. By offering safe discussion space, along with programs that help to educate the campus and the surrounding community about LGBTQ issues, it is hoped that individuals will have a better understanding of LGBTQ people, the prevalent stereotypes about gay individuals, and the widespread fear within their community. To meet this educational need, the LGBTQ Resource Center should be a clearinghouse for current information and support services.

A. Implementing a Safe and Nurturing Environment

The LGBTQ Pride Center should serve as a "Safe Space" in which people feel welcome and supported in exploring LGBTQ issues and utilizing the Center's resources and programs. To fulfill this role, a thorough understanding of issues and concerns related to sexual orientation and gender identity must inform its planning and creation. An understanding of LGBTQ experience yields specific, critical ramifications to the implementation of any support space or services for individuals dealing with orientation or identity development issues. The LGBTQ Resource Center must provide the following:

- Accessibility
- Campus recognition as a provider of space for support
- Confidentiality
- Minimized personal exposure in visiting the Center
- Security and a sense of safety

B. Programs and Actions in Support of Visibility, Education, and Outreach

The Resource Center will provide visible educational and outreach programs that would provide support for LGBTQ individuals on campus and an educational forum for members of the campus community who want to educate themselves on these issues to engage in dialogue. Examples of these might include a number of programs:

1. Workshops, Forums, and Training

Expand the Safe Zone training program
Establish a lecture series on topics of interest to the LGBTQ community
Establish an annual retreat/leadership training weekend

2. Campus and Community Outreach

Host an open house for incoming students
Coordinate National Coming Out Day activities
Coordinate World AIDS Day outreach activities
Coordinate Palomar Pride activities
Establish a group for LGBTQ staff and faculty at Palomar College
Promote visibility by participating in campus events such as student club events, Diversity Day, and other college celebrations
Promote visibility in community events such as the Harvey Milk Diversity Breakfast, North County Pride by the Beach, AIDS Walk, and San Diego Pride Parade
Develop connections with San Diego community organizations, e.g., the North County LGBTQ Center, The San Diego Center; Gay, Lesbian, and Straight Education Network (GLSEN); Parents and Friends of Lesbians and Gays (PFLAG).
Develop relationships with other college LGBTQ organizations such as the CSUSM Pride Center and the Mira Costa GSA.

3. Arts and Culture

Establish a periodic film series
Work with Palomar College Theater and Dance Department to bring one major LGBTQ themed production per year to campus.
Sponsor, with faculty and academic departments, periodic appearances of major authors
Establish a series of readings by writers from underrepresented groups

4. Social

Provide drop-in space for students, staff, faculty, and administration
Develop informal academic networks [student-to-student, student-to-faculty, faculty-to-faculty]
Offer leadership and professional development
Sponsor/organize trips, dinners, beach bonfires, and dances for LGBTQ community and friends
Conduct social events with other community-college LGBTQ organizations

Additionally, future consideration should be given to LGBTQ-related programming at the Escondido and South Centers.

C. An LGBTQ Resource Center Library

The Pride Center currently houses a small collection of books and films, but it is rapidly expanding. An enlarged Center would house a library of printed materials, DVDs, CD-ROMs, multi-media, and other media that support LGBTQ people by helping to educate the entire campus community. This

proposed library is intended to address the practical matters relevant to LGBTQ issues, such as:

- Discussing one's sexual orientation/gender identity with others
- Transgender issues
- Religion and homosexuality
- Safer sex
- Mental health referrals
- Role models

Within the legal arena there are issues where LGBTQ people may need particular assistance:

- What are the current laws regarding hate crimes and employment discrimination?
- How can one insure that one's partner will have visiting rights in the case of hospitalization?
- How can a transgender person change their name, and what are the laws regarding transgender people with regard to employment, housing, incarceration, or military service?
- How can one establish Durable Power of Attorney for one's partner?
- How can a couple establish a Will or Trust?

The library should include resources that answer these and related questions and should also contain children's books especially written for LGBTQ families. It should include books for friends and family of LGBTQ people that will help them to understand and to resolve their concerns, fears and prejudices. Resources should be available for administrators and employers of LGBTQ individuals so they can help to make the workplace a healthy and productive environment. In addition, the library will host an archive of PC3H newsletters and articles and photographs of events participated in by the LGBTQ community at Palomar College

CONCLUSION

While currently only a few other community colleges in California have opened an LGBTQ Resource Center, virtually all of the UC and many of the CSU campuses have done so. Despite having achieved marriage equality and other gains, the nationwide environment still all too frequently consists of harassment, bullying, and hate crimes against LGBTQ people. Because of this, we believe that queer students, staff, and faculty require visible, safe, institutional support to develop and perform at their best. Moreover, we have begun to see evidence of a shift in the campus climate for the better simply from the establishment of a tiny "safe space" in IT-7L and the larger space in ST 72-76. It is vital to imagine the progress that can be made toward a more welcoming environment with the establishment of a dedicated, staffed, and fully funded LGBTQ Resource Center. Therefore, we propose that the College establish such a Center as part of its commitment to diversity.

We recommend that work toward this goal commence without delay.

Addendum to LGBTQ Resource Center Proposal
Three- and Five-Year Plans

The proposed development plan for the next three years of the LGBTQ Resource Center (September 2016-May 2019) contains the following three aspects:

1. Increased space. As stated throughout the Proposal, the existing space is inadequate to our needs and should be expanded. We have acquired additional rooms from the original space; these expand the student-gathering area in ST-72 and are used as a nearby Quiet Room for those who wish to study or simply be quiet. These acquisitions have greatly improved the Center. However, for the numerous reasons stated in the Proposal, we also plan on pursuing a separate, dedicated space in one of the planned new buildings to ensure that we will have a permanent space for our LGBTQ students, staff, and faculty.

2. Center Director. As the Center continues to expand and provide additional services, a student-worker assistant will no longer be feasible. The Center Director is currently a faculty member, and release time for this position will need to be negotiated with the Palomar Faculty Federation. The Director would report to the PC3H as the current overseeing body. A professional, full-time Director will be needed in the future.

The five-year goals are to create an independent, fully funded, dedicated Center with space as detailed in the Proposal (library, computer/study area, lounge area, meeting rooms, offices, storage, kitchen, and gender-neutral bathrooms) and to hire a full-time professional Director with expertise in the area of administering LGBTQ campus centers, with additional part-time student or other workers as needed.

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: Office of Student Affairs

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
Contacts	1000's	Increasing 1,000's	Increasing 1,000's	Increasing	Total # of contacts between the OSA and students, faculty, and/or administration
Student Contacts	1000's	Increasing	Increasing	Increasing	Total # of contacts between the OSA and students
Student Conferences	100's	Increasing 100's	Increasing	Increasing	Total # of conferences between the OSA and students regarding either COC or Grievances
Code of Conduct Conferences (Incident, Police, etc., reports filed)	100's	Increasing 100's	2014-139 2015-219*	2015-250 2016- 136* w/o smoking skateboarding	Conferences concerning student code of conduct ("COC") matters. Initial contact only; not including fact finding, follow-up, resolution, etc.)
Grievance Conferences	6	3	8	5	Conferences concerning Grievance matters
Appeals Hearings	0	0	0	0	Student COC Appeals Hearings
Suspensions	5	12	4	6	Student COC Suspensions
Student Meetings	1000's	Increasing 1000's	Increasing	Increasing	Meetings occurring between the OSA and students on miscellaneous matters
Faculty Conferences	67	Increasing 78	Increasing	Increasing	Conferences between the OSA and faculty regarding COC or Grievance matters
Administrative Conferences	44	36	28	standard	Conferences between the OSA and administration
ASG Meetings	33	36	34	17fa/17sp	Total # of Associated Student Government ("ASG") meetings attended by an OSA representative
ICC	36fa/33sp	34fa/40sp	25fa/29sp	25fa/24sp	Total # of Inter Club Council ("ICC") groups/clubs on campus
ICC Meetings	30	27	30	17fa/17sp	Total # of ICC meetings attended by an OSA representative
Student Activities/Events	101	100	37fa/38sp	40fa/37sp	Total # of Activities or Events held by the OSA
Student Activity Participants	1000's	1000's	1,000's	1000's	Total # of students attending OSA activities or events
Outside Meetings	37	average 34	declining 25	decreasing	Meetings between OSA representatives and off-campus representatives
Computer Center/Lab SU-28	maximum	maximum	14,015*	15,216*	Total # of students using the computer lab *Summer not included

Plan for Academic Year 2016-2017

Student Conference Travel	2 fa / 2 sp	2 fa / 2 sp	3 fa / 3 sp	3fa/3sp	Total # of conferences traveled to with students.
Student Activities Office SU- 202 (formerly the Comet Center)	Declining 10,740 $161,100	Declining 10,156 $152,340	Declining 9658 $144,870	Declining 8494 $127,410	Total # of students purchasing Student Activity Cards (formally called Palomar Identification Cards – PIC)
Diversity Center SU-204	90% usage	90% usage	90%	90%	Total # of students utilizing the Diversity Center (opened September 2008)
Club Hub SU-19 Success, Equity, Advocacy, and Leadership (SEAL) Center	90% usage	70% Usage decreasing	275 monthly*	1751	Opened September 27, 2010 *Closed during summer Renamed SEAL Center fall 2016
Food Bank SU-21A	105 students 1621 items*	222 students 1979 items**	214 students 1373 Items**	114 Students 2201 Items**	Opened September 27, 2010 (returned to OSA from EOP&S summer 2010) *Personal Items (10-15) also given out to 105 students **Personal Items are given out to all students requesting such items
ASG Executive Office SU-104	Est. 625	Est. 700	Est. 725	standard	ASG President and Vice President usage – student constituent work, events, and office hours
ASG Senator Office SU-102	Est. 980	large board Est. 1100	Small board Est. 950	Increasing Larger board	ASG Senator's office usage – student constituent work, events, and office hours
Storage SU-18	16 clubs	16 clubs	Clubs, ICC, ASG	Clubs, ICC, ASG	Opened October 2010; club storage space: 2014 *added ICC and ASG
Club Activity SU-18	3 clubs	1 club	storage	Storage *meeting space created with SEAL Center	Multi-purpose space; mostly dance clubs used the area but needed more storage 2014 so we have converted that space to meeting space and storage space.
OSA Miscellaneous Services	1000's	Increasing 1000's	Increasing *1000	Increasing Outstanding benefits associated with card and services	Total # of students/staff/departments utilizing OSA miscellaneous services (copies, faxes, Scantrons, postings, food bank, requests for assistance, etc…) *Equipment scheduling, food request orders, poster requests, etc.
Commencement Organization	105	Increasing 125	Increasing* 150	Increasing	Total # of hours invested by OSA representatives Commencement planning and organization * 2015 date change due to RAIN
Commencement Attendees	405	Increasing 472	Severe rain 461*	464	Total # of students taking part in Commencement to receive recognition (walking) *2015 date change (SAT) due to RAIN

# of Certificates and degrees awarded	3430	Increasing 4237	Increasing 6169	3965	Degrees and Certificates awarded to eligible students
Number of Full-time Staff	3	4*	3**	3***	Number of full-time staff available to serve students. *Janeice Pettit started in OSA September 2014 **Janeice Pettit retired May 2015 ***Lindsay Kretchman resigned September 2016
Number of Part-time Staff	0	0	0	0	Number of Part-time staff available to serve students
Number of Student Workers	18	19	16	19	Number of student workers available to serve students. We have student workers assisting with events, working in SU-202, SU- 28, and SU-19
Funding Incentives	NA	Budget limitations	Budget shortfall	Budget shortfall	Incentive to clubs for early reinstatement/add to club budget
Mission 2 Be Clean & Green M2BC&G	10 / $1850	7/$1590	6/$1420–2014 Discontinued fall 2015	Discontinued	(Added data element in the 2013-14 PRP Year 2 Update) Campus cleanup campaign developed in 2008: used as a fundraiser for participating club teams. Budget issues forced campaign discontinuation fall 2015.
OSA Gene Jackson Funding	28	34	28	21	Students can receive up to $50.00 for an emergency loan
Emergency Textbook Loans	22 / $4000	20/$3830	23/$3909.48	20/$1978.00	Students can receive up to $250.00 for textbook loans
OSA Monetary Request Funding	9 / $7660	Funding limitations 7/$3556	Budget shortfall $0	Discontinued	Clubs and Departments can request funding for special projects
Campus Tours	396 visitors	*98 visitors **change	0	0	Our office began assisting with campus tours in spring 2010 *Lindsay Kretchman out on bed rest and maternity leave 2013-2014. **formerly requested to have tours returned to Assessment/Outreach and they are provided large group tours and the OSA provided small or individual tours until the Ambassadors/Outreach efforts took over all tours spring 2015.
ASG Scholarships	11	0	0	0	ASG awards scholarships each year

Office of Student Affairs Mission Statement

Student Affairs staff at Palomar College are focused on fostering learning environments that engage our students and empower them to develop strong leadership skills, inside and outside of the classroom. We are committed to providing well balanced programs and to supporting opportunities for the personal, social, recreational, spiritual, cultural and civic development of our students, to become actively engaged within the campus community and beyond. We value and care for our students and their rights, and embrace diversity by cultivating inclusiveness and enthusiastically engage them in ways to inspire and mentor them.

We strive to meet the needs of our students and offer programs and services that increase student engagement, retention, and success rates. We offer a remarkable amount of services to our campus community as well. We serve as a conduit for all aspects of District operations and take great pride offering fair and equitable service to all.

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

1. Our office is overwhelmed some days with demands. The data clearly demonstrates the magnitude of services provided to and for our students and staff. It is evident that the Office of Student Affairs (OSA) is playing a vital role in retention efforts, providing extra-circular activities and events, promoting student engagement and showcasing student success. Our efforts are filled with diverse programs, wide varieties of support and overall effectiveness. We are proactive in developing beneficial programs for students and we attempt to be forward thinking so we can prepare for changes, adjustments, and meet the demands of our incredible students. We provide student leadership opportunities and support as well as provide advocacy, access, equity, diversity, and positive relationships.

2. Losing another staff member cut our extremely small staff in half when Lindsay Kretchman, Student Activities Coordinator resigned. We are currently running all operations with two permanent employees in the Office of Student Affairs. We continue to rely heavily on student workers and student volunteers through clubs and the ASG. We have decreased some services/programs/benefits, due to overwhelming workloads on the three full-time employees in 2014-2015. Losing our Student Activities Coordinator beginning fall 2016 has impacted our programing, assistance to individual club members, and overall operations.

3. Our Student Activity Card sales continue to slump which directly aligns with the decrease in student enrollment. We have modified our benefits offered and decreased the amount of giveaways/benefits. The reductions and changes are identified in our benefits section (see II.A.). We have cut some of our programing and have been attempting to secure increased partnerships across campus, especially with 3SP and Student Equity programs.

4. We continue to see an increase in student, faculty and staff contact. It appears that students are sent to the Office of Student Affairs on many occasions when they may have received more streamlined service if directed to appropriate departments/staff. It also appears that many staff and faculty contact our office because they don't always know the proper procedures or where to get the information/assistance they are looking for. We have three-part-time Mental Health therapists on staff now but it may be time to hire full-time Mental Health professionals to serve this increasing population of students with Mental Health challenges.

5. We have seen a dramatic increase in student code of conduct violations submitted to the OSA during 2015-2016 school year and into fall 2016. Often the Incident Report requires many conversations/meeting with faculty and/or staff as well as with student or students involved.

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

Maxient Conduct Software Implementation: Launched and in Progress.

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

> The OSA has been approved as an official Certifying Organization for The President's Volunteer Service Award: Launched and in Progress.
>
> Enhance our Food Back services by entering into a partnership with San Diego Food Bank: Early in development.

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

> SAO's are in progress and will be added to new SAO's for the Office of Student Affairs in December 2016.

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.)

Our planning efforts, and adjustments are focused on continued services offering student engagement efforts outside the classroom. Our programs are very successful and there is an increased demand and participation for most of the events we offer.

1. An emerging struggle facing our students is called: food insecurities and homelessness. Our food bank provides one of the most important services we can offer our struggling students. We have seen an increased demand for our Food Bank services. We have also been fortunate to have compassionate students and staff members bring in food bank donations on a regular basis. We are in early discussions on enhancing our food bank services to our student by working with the San Diego Food Bank. We hope to provide perishable items including fruits and vegetables to our students and possible staff and community members. Grants are available to provide refrigerators and avenues to provide more food to more people in need. As we increase our services we will need monetary resources, staff support, and space allocation possibly on all district sites. We may need a third cart to assist with food collection and distribution.

2. We have also seen an increase in the challenges facing our student with mental health issues. The Behavioral Health Counselors are a valuable resource to our students and our campus community. We see more students demonstrating a lack of resiliency and grit. It appears many of our students are facing enormous struggles as they return from military service, job layoffs, career changes, financial crisis, health and wellness struggles, homelessness, health care, academic rigor, language barriers, lack of supportive environments, and suicidal thoughts. We may need to enhances our Mental Health Services by providing additional therapy sessions

3. The ASG submitted an application and Palomar College OSA has been approved as an official Certifying Organization for The President's Volunteer Service Award. The OSA will assist with implementation and verification of hours toward achieving the illustrious award. Discussions are under way to find an equitable process for identifying a wide variety of service learning, volunteer work, community service and other service opportunities for our students. Many transfer schools are looking for volunteer work/service hours that can be verified and recorded that demonstrate student commitment to service (in a variety of areas).

4. Our benefits package has specifically been aligned with student success in mind. We offer Scantrons and examination books, lots of food give-a-ways,

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.)

discounted   movie tickets, sticky tabs and highlighters, Day Planners, discounted bus/sprinter passes, as well as free limited printing in SU-19 (SEAL Center) and SU-28 (Computer Lab).   We are seeing an increase in use of our card benefits. It appears the DI groups are using the cards for discounted movie tickets, scantrons, examination books and limited free printing. Please see the table attached in section IIB.

5. The ASG continues requesting more physical space and computers for senators. ASG Senator's office may request a new printer but there is not much more room in their office. Senators have requested repair of the key code pad on the senators door so they can access without coming to the OSA for the district key. The ASG has requested moving the Senators Office and Executive Office into a larger space allowing all ASG members to be in the same location. We are looking into options which include using SU-202 as the ASG Office, which would accommodate all ASG Senators and Executives. SU-203 could be used as the ASG meeting/conference room and SU-204 continues to serve as the Diversity Room for larger club meeting.

6. Our flat screen monitors/displays in the Student Union (SU) have been used by many college groups/departments. One monitor/display is non-operational and a small work group has compiled a list of recommendations regarding updating the monitors/displays and options for a variety of application uses. Cost assessments and software review is currently underway.

7. We have seen an increase in discipline reports overall but there appears to be more dealing with students that may have some level of mental illness. We also have many students with possible Mental Health challenges sent to our office for assistance with housing and food. Through collaborative efforts with Counseling Services Division and Health Services we have licensed professionals assisting with mental health services for students. There has been an increase in behavioral issues possibly linked with mental health challenges facing our students. We need to take a comprehensive look (by speaking with our students) about pressing challenges. Student Success and Equity is attempting to deal with some of the identified groups but my experience tells me that we have a large population of students that don't fit into the DI categories (maybe because we don't track that particular data variable). These student populations are most at risk since they may not fit into a category. By not fitting into the DI category, they may be denied, indirectly and as an unintended consequence, access and equity.

8. Maxient Student Conduct Case Management software package is planned to launch with the Incident Reports (IR) to go live October 2016. Employee users received training in August 2016 and once we go live we will be able to confidentially communicate more effectively and efficiently regarding student conduct matters.

9. It is also a priority for our office to continue to seek and/or recapture student space. We need more student space and we need to consolidate and/or reorganize our services. The OSA plans to shift all services into an area where one student worker can manage the combined 3 services into one location. We currently have student workers in three separate spaces and our operational costs will significantly be reduced if we consolidate services. Veterans Resource Center is scheduled to be relocated out of SU-22 in spring 2017. Once they have been relocated we will move our Student Activities Office operations into that location. The Student Activity Coordinator can be relocated to SU-21 allowing for the new position requested for a Student Affairs, Supervisor to have an office space in SU-201.

10. Proper planning is vital as the stadium plans are developed. It is important to keep Commencement needs/requirements in forefront, allowing for a seamless transition from the practice field to the stadium.

11. The commencement account is the only district funded program in our area. Funding must be increased to accommodate increasing numbers of eligible students as well as the ability to serve all guests that participate in the Commencement Ceremony. Budget allocations for commencement should be an institutional allocation which covers all costs associated with Commencement operations and ceremony.

12. We have seen an increase in the number of student transfer forms coming through the office for disciplinary verification. These basic required common application transfer forms must be signed off for students planning to transfer to different institutions. Typically, students want to have

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

the form signed off while they wait and we require they leave the form and come back for pick up the next day. We have DMV forms, subpoena requests, high school dance requests, and a wide variety of forms that need to be signed off by the "Dean of Students". Possibly some of these requests could be rerouted to Dean's on campus.

13. We have also seen an increase in the number of security and background checks requested by a variety of outside departments and agencies. Students waive their confidentiality rights for us to share disciplinary action or enrollment blocks. Some of these forms inform us that there will be a reporting burden estimated to be an average of 15 minutes and we are bound by law to assist. Most investigators or agents expect to have the form completed while they wait. We accommodate as quickly as possible but it is intensive and we must not violate FERPA and/or give out incorrect information.

14. We are very aware of the fact that space is a premium on campus at this time. It may be years until we have an opportunity to build out the Student Union. We converted the Club Hub (SU-19) into the SEAL Center and added a meeting room adjacent to the storage space and multi-purpose space (SU-18); and we are bursting at the seams. Our Computer Lab (SU-28) is used at maximum capacity. The Diversity Room (SU-204) is too small for some of the student groups that meet there and when the ASG has a full board, we are overflowing. The ASG offices (SU-104/102) are too small to accommodate the ASG Board with the potential of 23 members and one secretary for a total of 24 students (when we have a full board) trying to use the space. We may need to consider a space that will accommodate more computers for student use. We currently have a need for more storage areas for the OSA, ASG, SAO and clubs, more ASG Senator Office space, a larger multi-purpose space, and more outside shady and rain protected areas. This issue is a major concern for our programming and our ability to serve all student clubs and the ASG.

15. We see a huge need for more shaded and rain protected seating areas; the concrete area between the new student union and the old student union is a perfect location for a large temporary covering. Charging stations and Wi-Fi access is imperative if funding is available to provide a SEAL (Success, Equity, Access/Advocacy Leadership) courtyard. A student mural could go on the west wall, showcasing all of our student groups. Coke donated new shade umbrellas for our outdoor tables that have solar charging stations in each individual umbrella. Students appreciate the shade and the ability to charge their electronic devices.

16. Food Bank services could be moved into the Staff Lounge for easy access including food delivery and distribution.

17. Requests for cart usage have increased. We need one new cart at a minimum. If we take on an expanded Food Bank program we may need a cart to assist our campus community with food distribution.

18. Additional wireless speakers could be added so programming from inside the student union could be heard outside, both in front and in back of the Student Union building. An outdoor PA system would greatly enhance our events and activities for the entire campus community.

19. Monitors for all areas would greatly improve our messaging systems including department information, ASG/Club information, and/or campus wide messaging. Discussion has taken place with IS (Connie) regarding placement of monitors in high traffic or high wait time areas. Information displayed would mostly include important dates/deadlines, showcase weekly events with rolling/looping video, and

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.)

SU-19 SEAL CENTER:
1. We have some innovative ideas we have shared with Student Success Director: Advocacy and Equity efforts are underway.
2. We have developed a "SEAL" team concept. SEAL stands for the Student Equity Advocacy/Access and Leadership idea.
3. Once Veteran's Resource Center relocates into the A building we plan to convert SU-22 and SU-19 into our HUB of SEAL Center operations. We hope to consolidate our services, serve our clubs, and provide new programing, offer faculty discussions and leadership workshops. Social justice conversations can take place in the SEAL Center promoting engaging perspectives, film series, and open dialogue.

SU-18 Club storage and Multi-purpose room:
1. Storage space is at full capacity now. Storage issues are a concerns and once space is recaptured we will attempt to provide more storage for the ASG and ICC.
2. We have added a conference table and chairs as well as plans for a smart screen to be used by student groups.

SU-28 Computer Lab:
1. All computers have been upgraded. When more space becomes available we believe more computer stations (if resources are allocated for new computers and works stations) would be used at full capacity. At that time we need to budget for increased usage of the limited free printing benefit, which will increase our paper budget.
2. The OSA office took on the copy responsibilities of the computer lab during the summer.

SU-22 Veteran's Support Center: Currently used by Veteran's Office.
When the Veteran's move into the A building we need to recapture that room for clubs and the ASG. This space may end up serving as a large meeting space if we move the ASG into SU-204 as they are requesting this year. This space may work for dual purposes since the ASG and ICC (and clubs) could use the larger space for the large meetings and SU-21 for the smaller and even confidential meetings.

SU-21 Small Conference/meeting room: available for small club meetings and small ASG committee meetings.
1. ASG and clubs have been encouraged to use this space for small meeting.
2. We offer this space to the Veteran's Resource Center in their effort to meet confidentially with students on Monday and Wednesday's.

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

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

SU-204 Diversity Room:
1. The room is used by the ASG and ICC. Many clubs hold their club meetings in the Diversity Room. The room also needs new bright paint if/when resources become available. The computer lab was located here 6-7 years ago but we needed a large student meeting space. We moved the lab into SU-28 to free up the room for the ASG and ICC.
2. The ASG is requesting to have a larger space that allows all ASG students to work in one space. It they occupy one larger space a Konica printer will meet their needs. The Diversity room may work for the ASG but we then have to find a large enough meeting space to host ASG, ICC, and club meetings.

SU-203 Conference Room:
1. We have been using SU-203 as an overflow space for student groups.
2. The Foundation has moved into AA-140 for President's Associates meetings.
3. We have several reconfiguration ideas for this space. It could be used for ASG meetings if we move the ASG into SU-202.

SU-104 ASG Executive Office:
1. ASG is requesting to move into a bigger location where all ASG members are in the same office.
2. The ASG purchased a Konica copier to be used by all ASG members. The problem is that is it housed in the Executive office and Senators cannot access when executives are off site.

SU-102 ASG Senator Office:
1. Space issues continue to be a concern.
2. The ASG is requesting to be in one big office and computers available for all Senators and Executives. They need access to the printer as well.

SU-103 International Student Office:
1. Currently used by the International Student Program.
2. We plan to recapture that space for the ASG if we can find a comparable space for our International Students/Staff/Director in the future.

Student Union itself:
1. Provide training and purchase new software for digital signage options available to use with Flat Screen Technology in the Student Union.
2. Provide shade and rain protection by adding a permanent covering in front of the SU (where the old retractable screens were located). Solar panels can be retro-fitted (it's all set up for solar panels) to the roof which will also add shade and rain protection to the front of the SU.
3. We are in desperate need of paint in all areas. We need inside paint and outside railing paint. We need more outside tables, umbrellas and chairs and more inside chairs for the Student Union.
4. Upgrade the speaker system in Student Union to include wireless outdoor speakers, both in front and in back of the SU building.
5. There was a request (2013) for a designated disabled table to accommodate our disabled students while eating on campus. The request was being reviewed by DRC (for need), Safety Officer (for compliance), and FRC (for ability for placement) but it has not been completed at this time.

6. We need approximately 75 more inside chairs for the student union. When we have resources available, we need to look at the grey chairs we have for the outside patio areas because they seem to be stronger and last longer. New chairs must have feet that will not puncture the flooring inside SU. We also need more outside chairs and depending on additional upgrades we will tally totals once we have funding made available.

Staff Lounge:

There has been ongoing discussion regarding recapturing the Staff Lounge now since the new buildings have accommodations for faculty and staff. The lounge has become a smaller meeting room for gatherings of individual departments for training and special events. Staff Lounge is an ideal location for the expanded Food Bank. Resources will be needed for remodeling the space, providing refrigeration and support services for enhanced operations.

SU-201 Office of Student Affairs (OSA):

1. OSA reconfiguration of office spaces for Student Affairs staff is complete. The director's office is the only confidential office. The Student Activity Coordinator has a separated space, although it is not a confidential office.
2. We are still waiting for technical software training for digital signage to be used with the Flat Screen Technology in the SU.
3. The Student Services webpage's will be updated/refreshed during fall 2015. Word Press templates will be created and our office will do the updates to our own webpage's to align with Student Services. Our webpage was converted to Word Press a few years ago so we will update content and template use.
4. As we make decisions about consolidation of our services and operations we may consider moving club/ASG mailboxes. Moving the mailboxes may free up limited space inside the entrance.
5. Several years ago the idea of extending office space out onto the existing second level patio was brought to my attention. I was told the SU patio was built structurally to support enclosing the space. I was told that making the outside patio floor level would be very expensive. It is an optional solution to adding critical operational office space until Phase II of the Student Union remodel is complete (which I believe has been moved down in the prioritization of projects). Discussion has taken place regarding the feasibility of enclosing the patio and adding office space, conference room space, and incorporating our Student Activity Card operations into one area. If that is feasible, we may consider using another part of the SU complex to assist with the ongoing increased office space requests from the ASG.
6. We are also aware of the need for emergency training in our area for active shooter scenarios, catastrophic events and unforeseen situations. Security trainings were offered fall 2014 and all staff has been encouraged to take full advantage of the training.
7. We need ADA compliant doors in our areas. We have students with disabilities using our services, offices, and meeting spaces on a daily basis. We are sensitive to the needs of our students with disabilities and we assist with all services, but facility improvements may need to come sooner than later. If we move forward with any remodel projects we need to be sure we are ADA compliant. Update: Restrooms were upgraded with wireless motion sensors for entry and exit.
8. We are working on policy updates and completion and adoption of Violence Against Women Act requirements.
9. We are also actively engaged serving on a variety of councils and committees. We have developed many partnerships across campus.
10. Policies are under review for our area.
11. We removed the large plastic coke recycle containers. We have had several discussions with facilities on recycling programs/efforts and have not found a viable solution to assist with those efforts.

SU-202 Student Activity Office (SAO):

2014-2015 SPPF money was allocated to upgrade the student activity card software and cameras.
IS will transition the new equipment and software upgrades fall 2015; incomplete.

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

An additional bulletin board was added outside SU-202 for advertisement of upcoming student and campus wide events.
We have started tracking our Student Activity Card Benefits and associated costs to provide such benefits. We provide benefits that assist with Student Success, student engagement, and retention. We cut budget allocations the past two years for events/food/giveaways to reduce our expenses.

Student Activity Card Benefits 2015-2016	Item Amount	Approx. amount Budgeted	Attempting to link all benefits to Student Success
Gift – Fall – Daily Planner	600 individual planners	$1,200	An aid to assist students to planning/using their
Gift - Spring – USB Drives	300 Provided by the ASG	$1,000	Students love these and they need them in SU-28 to print.
Aramark expenses:			
Summer Months	0	0	Budget constraints
Fall Months	4 1/2 months	$8,800	Partnered with ASG on many events
Spring Months	8 events	$8,800	Partnered with ASG on many events
Comet Hour - SM	8 events	$2,000	
Comet Hour - Esc	8 events	$2,000	Event has become very popular
Computer Lab usage	2 semesters 15,500 student users 58,255 pages printed	printing 10/ per day/per student $1,500 approximate cost	10 copies per day per student – single sided Students must use a USB Drive to print.
Computer Lab copy services	2 semesters	Toner and Paper - no charge	10/single sided pages per day per student
Discount Movie Tickets - $9.00	Approximately sell 200 per month and 760 per year.	1,440	Students appreciate the discount on tickets
Scantrons (approx. 4 packs each semester)	800 Scantrons (8x100)	100 per pack = $68.00 8 packs per year	Assists with student success
Exam Books 200 each semester	200 Exam Books	50 per pack = $25.00 $100 per semester $200 per year	Assists with student success
Locker Rentals	424 issued	Lock Replacements 60 @ $6.00 each	Students use these and district decisions must be made regarding replacement or removal.
Commencement	1 event	$17,000 and $3,800 from ASG for reception Marketing pays for some	Celebration of Students transferring/Graduating
Student Worker Costs are not included in the amounts budgeted for benefits.			
Should be noted: Benefit reductions due to budget limitations.			

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

Escondido Center:

1. Need a dedicated space to provide Student Activity Cards and provide benefits. We offer night events at Escondido and will introduce some daytime activities to see what fits the needs of our Escondido students. We have suspended some services at Escondido but will sell Student Activity cards at Escondido.
2. We provide several planned and advertised dates each semester for evening services at Escondido with the help of the Escondido Center staff.
3. As we look at a potential new full-time permanent hire, planning must include an employee that will rotate locations and assist with our services on the main campus and at the Centers.
4. ASG needs a dedicated space to offer their student constituencies services and engagement opportunities.
5. Expanding our Food Bank services to all District sites will require staffing increases, adequate space and resource allocations.

Rancho Bernardo (South Center) and Fallbrook (North Center):

1. We will need new computers, printers, software, card printers, cameras, supplies and an office operational budget (budget for Student Activities and Student Affairs) in the Rancho Bernardo (South Center) and in the Fallbrook (North Center). By planning ahead for this, we will be prepared to provide quality Student Activity and Student Affairs programming/services to students that may only attend classes at these centers.
2. We must also plan ahead for new office furniture in the Rancho Bernardo Center and the Fallbrook Center. We will need basic Student Activity supplies, including canopies, carts, portable sound systems, tables, storage cabinets, and other necessities for start-up. We must also prepare for Card 5 Activity Card software. Card printers, cameras, computers, and printers will be necessary in both centers. Planning has begun and it appears the South Center will open in 2018.
3. As we look at a potential new hire, possibly that person could rotate locations and assist with our services on the main campus and at the centers.
4. ASG needs a dedicated space to offer their student constituencies services and engagement opportunities.
5. Expanding our Food Bank services to all District sites will require staffing increases, adequate space and resource allocations.

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

General items:

1. Office computers and software updates are needed on several computers.
2. Due to a lack of revenue and depleted accounts, future replacements and/or upgrades and repairs will not be authorized unless alternative funding is secured.
3. Maxient: Student Conduct Case management software (2014-2015 SPPF allocation) launched and funding for the ongoing cost associated with licensing fees is requested from district budget. If future training is required, any costs associated with training and implementation will need resource allocation.
4. We have developed and establish protocol and procedures in dealing with mental health issues and possible threatening situations in the classroom or anywhere on campus. As more students demonstrate mental health challenges, our office serves as a safe zone and, students are sent to the OSA when there appears to be a behavioral issue. Students with mental health and disability challenges are set to see us as well, for assistance. **Update:** Behavioral Health is proving to be a much needed service and may require a full-time therapist in the very near future.
5. The District needs a Case Manager type of employee to coordinate efforts between several of areas (Behavioral Health, Counseling, Campus Police,

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

Student Affairs, victims and accused advocates as examples) that are established to assist students with an assortment of needs. In many cases, students use the OSA Director and/or office staff as the case managers and they each need specialized attention to detail.

6. Most computers in SU 202 and SU-201 need to be updated.
7. SPPF funding allocation (2013-2014) was approved for card 5 update and new cameras. I believe everything has been purchased but it has not been installed.
8. Many computers in SU 28 and SU-19 were updated with Equity funds. Over the years we have partnered with Assessment by sharing the computer lab with them for Assessment testing. We continue that partnership and will assist with recruitment efforts across campus.
9. We see an increase in student discipline issues and mental health issues. These issues may not always arise in the classroom and our department is a potential target mostly because student discipline is administered out of the OSA and it is the hub of extracurricular activity.

2016-2017 SPPF submission: Waiting on details and if there we have a SPPF request we will submit it by announced deadline.

2016-2017 Planning:

1. Reduce services in SEAL Center, Student Activities Office, and lastly, Student Computer Lab, if necessary.
2. Hire Federal Work Study students for office operations.
3. Close Office of Student Affairs (no student/staff/public service) at noon on Friday's to allow time for paperwork without interruption or time off. Office staff will be working but the office will be closed.
4. Partnership with SSSP and Student Equity for events and funding.
5. Develop the SEAL (Success, Equity, Access/Advocacy, and Leadership) Campaign. This includes the SEAL team development, partnership with SSSP and Student Equity; work with ASG, ICC, Student Ambassadors, DI groups, etc., to launce the campaign fall 2017.
6. Professional development is important and we plan to ask for District funding for two staff members to attend the CCCSAA Professional Conference spring 2017.
7. The ACCCA conference provides valuable information for the Director of Student Affairs and a request will be made to attend the professional administrative statewide conference.
8. A requests was made to authorize approval and funding for the OSA Director to attend the Asilomar Leadership Skills Seminar in late February 2017.
9. We continue to allow departments to check-out our equipment; example, golf carts, popcorn machine, US and military flags, sidewalk signs, canopies, etc. We see increased requests for the equipment which may lead to repair or replacement needs. We do not have a replacement or repair budget and will need district funding for replacement and/or repair when the time comes.
10. Requested Wi-Fi access port to be installed in SU-201.
11. Included in the SEAL Campaign, we have identified the Staff Lounge as space that could be utilized to support a Welcome Center and offer space for the Ambassadors and Outreach Manager. Campus Tours, Assessment, SEAL Hub, Student Government, Student Clubs, International office, Career Center, as examples, are all in that area and may help maximize exposure of services/student engagement programs for all incoming students and families.
12. Requests for food bank donations will go out monthly via general email. We hope to expand our Food Bank services and when/if we do, we will need district funding resources. We will also need to recapture student space and an ideal location appears to be the Staff Lounge. Discussion has started with San Diego Food Bank and it looks promising. If we expand to all district locations we will need increased staffing, space and resource allocations.

13. Non-instructional days and the implementation of the compressed calendar may offer opportunities to close the office to public users and complete paperwork. Office operations do not allow staff to take consistent breaks and lunch hours. Scheduling changes and organizational changes may be adaptive to align district calendar changes. OSA operations will be closed during non-instructional days.
14. Develop or create training or outside the box thinking opportunities for our small staff.
15. BP 5530 is pending board approval.
16. AP/BP 5500 is pending board approval.
17. BP 5520 will take time to review, discuss with the ASG and revise with appropriate updates.
18. Other policies in Student Services and under the purview of the OSA are in the process, under review or pending approval from appropriate parties. Once complete, they will go to the Board for approval.
19. District policy has improved as new legislation is adopted regarding VAWA and Title IX language. OSA recommendation includes efforts to be intentional about cross referencing policies to insure compliance with changing legislation.
20. We need to develop a process online allowing students to pay for and release their locker hold through their eServices/portal account.
21. Replacement of old and/or lockers slated to be removed must be discussed. Many students use lockers for classroom/course materials.
22. We will continue efforts to coordinate a few evening extended late hours open for operations for our evening and ESL students to purchase their student activity cards. OSA remains open late on several evenings to attempt to accommodate evening students. As a recommendation, the District may consider creating 2-3 collaborative extended evening hours, providing comprehensive services campus wide, and ensure campus-wide advertising in an effort to serve the evening only students.
23. The OSA, ASG and all clubs are required to use Aramark food services for on campus events. It is cost prohibited in many cases. OSA recommends alternative off-campus options. Off-campus options would help clubs have food at club meetings, decrease the operational costs for student events and activities, and reduce the number of canceled benefits offered to students with the activity card.
24. OSA recommends succession planning for future personnel needs of the office. Currently, the OSA is operating with only two full-time employees. Both employees may have retirement possibilities/options and there is no line of succession in place for student discipline or office operations. The office has unique areas of expertise and need at a minimum the two replacement positions and one more permanent employee to assist with Centers and evening operations.

SEAL Team Campaign:

The SEAL Team Campaign was brought forward through brain storming sessions in the Office of Student Affairs. We currently act as the hub of student engagement and provide services to all student groups(ASG, ICC, clubs), including service learning projects, student activities, club hub, student computer lab, activity card sales, food bank, equipment requests, and many more services.

We have discussed the SEAL campaign as a concept with a variety of departments on campus. We are very interested in partnerships since we don't have any funding to help facilitate the campaign. We hope to unite all students; ASG, ICC, clubs, student organizations (ex: athletics and PTK) and from all DI groups, to come together and provide valuable insight into what promotes and provides pathways to success, as well as what are major obstacles preventing success, equity, access, advocacy, and/or leadership development.

SEAL Team = Success, Equity, Access/Advocacy and Leadership Team

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

We envision the **2017-2018 SEAL Team** and related campaign programs to be comprised of our disproportionate impact groups (Veterans, African Americans, students with disabilities, foster youth, Hispanic students) and departments/programs that represent those service areas (EOPS, FYE, HSI, GFSP's, Trio, Tutoring, Assessment) as starting points. The intent is to provide opportunities for club activation and/or formation of DI group clubs and need advisors to serve each of those clubs. Possibly members of Student Success and Equity Council may consider serving as advisors to the student groups that eventually create the formation of the SEAL Team.

Student representatives from each of the areas would be members of the 2015-2016 SEAL Team. As an example, a student from the Foster Student Club would be selected to serve as a Seal Team member. An EOPS student would be identified either as a student from the EOPS club or recommended from the EOPS staff to serve as a SEAL Team member.

The SEAL Team would be composed of a group of about 15-20 students that represent each of their respective groups and/or clubs. Incentives would include pre-paid student activity cards, SEAL Team polo's and/or sweatshirts, temporary student employment, as starters. Students will coordinate events and activities, promote engagement, serve as role models, and assist in college wide efforts.

Associated Student Government (ASG):

1. Two SPPF requests were submitted November 2014; charging stations and recruiting and marketing materials. Charging stations were moved to Finance and Administrative Services for funding. This is still incomplete.
2. ASG has been requesting to be moved into a larger space as identified above.
3. The ASG needs an employee assigned to assist them directly with daily requests and needs. There is a high turnover of ASG members and it requires constant training and education regarding Education Codes, District Policies and Procedures, and their own By-laws, not to mention travel, meeting requirements, advocacy efforts and a wide variety of demands as leaders of the largest constituency group on campus.
4. The ASG continues to serve on as many shared governance councils and committees as possible and varies each semester upon actual board size. Some variables affecting the council and committee coverage by the ASG include class schedules, work schedules, parenting duties, and transportation. ASG students face the same challenges most community college students face and it requires refined time management skills.
5. The ASG works closely with the Telescope and buys ad space to recruit members and encourage student involvement. Purchasing ad space provides a valuable service to the ASG and supports another student organization on campus.

ASG 2016-2017 Goals
Main Goal: Promote awareness of ASG;
    Establish a student-oriented environment that encourages and promotes student involvement alongside the ASG

Sub-Goals
1) Funding
    a) Convey to students/clubs that funds are available. Encourage students to utilize funds to facilitate main goals to increase student participation.
        i) Goal: Presentations made by ASG to at least 70% of active clubs on the process of monetary requests by the end of the fall semester.
    b) Promote Awareness of Services
        i) Goal: Make summaries of grant funded programs available to students within different areas of the campus by the end of the fall semester.
            (1) ASG Offices
            (2) SU Building
            (3) SEAL Center

           (4) Other high traffic areas
2) Events
    a) Palomar Beautification
        i) Campus Cleanup
           (1) Collaborate with OSA on service projects revolving around the beautification of Palomar College throughout the year.
    b) Use national days to collaborate with departments
        i) Host a national dance alongside the Palomar Dance department by the end of the year.
        ii) Host a donut day by the end of the fall semester that connects Deans with students.
    c) Town Halls
        i) Present Fall 2016 General Assembly Resolutions to Palomar Students in October 2016
    d) Meet the Senators/Delegates
        i) Hold small events throughout the month increasing exposure of ASG. To be held throughout the year.
    e) Club Star Events
        i) Recognize a Palomar club monthly through social media
    f) Student Appreciation/Encouragement
        i) Recognize a Palomar Student monthly through social media
        ii) Establish Humans (Students) of Palomar College

3) Bylaws/Policies
    a) Review/Analyze as needed
        i) Have bylaw revisions go through PPER and ASG Board by the end of the semester.
    b) Keys/Code for Senator Office
        i) In conjunction with bylaw revisions, increase Senator Access to offices by end of semester.
    c) Member Training
        i) Compile guide for incoming ASG members regarding ASG office procedures by the end of the year.
        ii) Create orientation/workshop for incoming ASG members regarding overall ASG duties. 'ASG 101'.
4) Legacy/Tradition
    a) List of Accomplishments
        i) Keep record of ASG achievements
           (1) Physical and Electronic records complete by end of year.
    b) Media Archive
        i) Maintain pictures and photos of ASG involvement for public viewing.
    c) 'Time Capsule'
        i) Short videos of sitting ASG members for future administrations.
5) Engagement/Communication
    a) Advertise with Physical Merchandise
        i) Spring Gift

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

    b) Outreach
        i) Student Surveys
        ii) Online Polls for Students
        iii) Classroom presentations
    c) ASG Online Bio
        i) Have picture and short summary of ASG members
    d) PVSA Partnership
        i) Become a certifying organization with PVSA
        ii) Possible Service learning partnership

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.

    Fund 11 – Student Activities; Director and Staff Assistant salaries/benefits, Commencement.
    Fund 12 – Student Activity Fee; Student Activity Coordinator salary/benefits, student workers, all events, food, supplies etc., and Monetary Request.
    Fund 71 – ASG Budget; Line items, ICC and club accounts, reserve.
    Fund 72 – Student Representation Fee; Student Advocacy (local, state, and national/federal levels).
    Fund 73 – Student Center Fee; facility payment and maintenance.

Notable: 2015-2016 SPPF request was granted for $33,000 (approximately). SPPF allocation will be used to replace outdated electronic digital signage on south and west facing exterior wall of the Student Union. We are waiting for the recommendation from IS and the District Digital Signage plan for implementation. Update for fall 2016: currently waiting on direction from the district. There are specific timelines for allocations to be spent and our goal is to have the outdoor displays operational spring 2017.

Ongoing items:

1. Student workers provide valuable services to our overall operations. We rely heavily on their service to handle most all daily operations in the Student Activity Office and events. Staffing requests do not include a section for student worker requests. Our office depends on 10-20 student workers each semester depending on the time of the semester. It will be imperative to fund our student workers and we may need to look for alternative resources if service demands continue to rise. More importantly, if our activity card sales continue on the downward cycle we will not have funding for our student worker staff. As enrollment rebounds and more students purchase the Student Activity Card our services will also rebound.

2. We have prioritized our departmental requests/needs and we will need additional funding to meet the demands on our office for 2016-2017. We have cut our services and programs about as much as we possibly can. Without benefits linked to the activity card, students will not have an incentive to purchase the card.

3. The Student Affairs account has not covered our Commencement expenses for years. OSA needs a Commencement budget and a separate office operational

budget. Also, the Commencement Program production (selection of cover, BIO's, print deadlines, layout, budget allocation, etc.) should be moved completely out of the OSA and into Public Affairs, Communications and Marketing department.

4. Commencement language along with student success and completion should appear in the Student Success and Student Equity planning documents. They are directly linked with Commencement, while it serves as the highlight of many student success stories.

5. Commencement discussions must be included in the planning of the stadium project. Future ceremonies will be held in the new stadium and proper planning is essential. This item will stay in the OSA PRP's as an attempt to be certain the discussions occur.

6. Position Authorization Request has been submitted for a Student Affairs Supervisor as a replacement position for the retirement in May 2015 and (the position is still vacant).

7. Unfortunately, we lost our Student Activities Coordinator in September 2016. The position remains vacant and a timeline for filling the position has not been prioritized.

8. The OSA is operating at 50% of capacity and it is reflected in reduced services and operational timelines. Office demands continue to elevate and we simply do not have the staffing or hours available to complete requests in a timely manner. The two OSA staff members are maxed out beyond capacity, often working extended hours, not taking required breaks including lunch, and losing vacation days.

9. The Director of Student Affairs should be reclassified to a Dean of Student Affairs (Student Life), Senior Administrator position. The complexities of new legislation, legal procedures as well as the overwhelming demands of the two person Student Affairs operation is extremely inadequate for a District this size. The overall operations and demands of the district continue to increase and securing fundamental operational employee positions are evident.

10. I have had this in our planning documents before but it may be time to again consider changing the office name from the Office of Student Affairs to the Office of Student Life.

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.	Food Bank upgrades (in progress now so I don't have actual cost to request district funded allocations).						
a2.	Golf Cart (in progress)						
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.	When the South Center/Rancho Bernardo center opens we will have technology needs for office and program operations. Resource allocation, staffing needs, programing and planning is imperative.						
b2.	When the North Center/Fallbrook center opens we will have technology needs for office and program operations. Resource allocation, staffing needs, programing and planning is imperative.						
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.	Requesting an increase to the Office of Student Affairs operational district budget.	2		Commencement costs continue to rise. Some costs are covered by other departments and there should be one Commencement Account that covers operations.	$3000	On-going	Yes, this is a request to add additional funds to the account.
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.	Requesting an increase to the Office of Student Affairs operational district budget.	1		Commencement costs continue to rise as well as a resource request to attend professional conferences.	$5,000	On-going	Yes, this is a request to add additional funds to the account.
d2.	Maxient Software (annual costs)			Software Licensing renewal	$9,000	On-going	There is no funding allocation for this yearly expense.
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.	Office of Student Affairs Supervisor	1		Currently in the staffing priority list for hiring approval.	Estimated total: $100,000 per yr. (Salary $70,000 plus benefits $30,000)	On-going district funded position	

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?
e2.	Move the full-time Student Activities Coordinator position into a District funded position	2	retirement replacement position	This position is funded through Student Activity Card sales. There is NO operating budget associated with this programs so as operational costs go up, programing decreases; limiting growth and innovation. Card sales revenue would support programing, benefits, giveaways, etc., and Student Activities office operations. This position has been reclassified from level 25 to a level 26 which means more cards sales will be needed to cover increasing salary and benefits.	Estimated at 85,000 per year (salary $95,000 ($65,000 and benefits $30,000)	On-going district funded for the employee. Card sales support program.	Student Activity Card sales generate revenue used to pay for the employee salary and benefits. No district funding for employee or operations. Requesting this be moved to district funding.
e3.	Student Activities Specialist (new request)	3		This is a new request to be sure we can adequately provide services at all District locations once the South and North Centers open. This employee would work on all District locations but would assist with enhanced services including food bank operations, evening events at all sites, card sales at Centers, event programing and assist the main OSA operations.	Estimated at $90,000 per year (salary $60,000 and benefits $30,000)	On-going	District Funding
e4.	Reclassify OSA Director to Dean; Student Life	4		New request for consideration in planning efforts for July 2017.	Dean's level salary including benefits	On-going	District 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.							
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.

Food Bank: **This service is vital to the success and retention, not to mention simply survival for many of our students. We see many students request food bank services and we are fortunate to see how gracious our faculty, staff, and students are that continue to help with donations keeping our shelves stocked. The ASG if extremely supportive and contributes when called upon. The annual "Stock the Bank" event was held on November 2, 2016 and the Office of Student Affairs is extremely grateful for the donations from our campus community. Over 1300 items were donated and will be available to offer our students during the holiday season. We partnered with several organizations across campus including the bookstore, Veterans Services, Early Child Development Lab, and Deans in their efforts to collect donations.**

We anticipate an increase in requests for services as more students struggle with food insecurities and homelessness. Dr. Blake is promoting more extensive services for our students in need and she plans to assist with resource allocations in order to increase services. We hope to offer food assistance to employees and community members as well. Additional services may be available to our student as early as late spring 2017 but it will be dependent upon resources, staffing and program development and implementation.

Commencement 2016: **Another successful ceremony and the OSA is grateful to all those people and departments that make the event a success. We had 3,965 total students complete Associate Degrees, Associate Degrees for Transfer and Certificates of Achievement. We also had another 2,208 Degree and Certificate Candidates. The event is extremely rewarding and serves as one of our best displays of diversity, success, access, and completion.**

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.)

1. The ASG and ICC have moved their weekly meetings to Friday's. This is a good thing for our students but it impacts our ability to use Friday's to complete paperwork generated Monday – Thursday. The office is short staffed and one of the two of us must assist the ICC and ASG as advisors in their Friday meetings. Our office operations may be impacted on Friday's and may lead to either closure of the office or the afternoon serves as an opportunity for staff to complete required paperwork. We plan to close the office at noon on Friday's which allows for time off or paperwork completion. The OSA will be closed on non-instructional days.

2. Staffing: we need to fill two (2) vacant positions and possibly add a third (total of 5 employees) when we open the South and North Centers. If we upgrade our Food Bank services we will require more staffing and funding. We are spread very thin. Need to consider reclassification of the Director of Student Affairs to Dean of Student Affairs or Student Life.

3. We have attempted to use Federal Work Student (FWS) Eligible students as our core student workers staff due to a lack of resources. It is very difficult to get FWS students hired through HR in a timely fashion for the operational needs of our area. We also have a very difficult time getting regular student workers hired in time to train and begin office operations two weeks before the start of each semester. Adequately staffing (with student employees) our Student Activities Office for card sales cuts down on the long lines and wait times for students each semester. The workload is almost impossible for the office, especially as short staffed as we are if we cannot get our student worker hired in a timely manner. Hiring complications greatly impact our ability to provide services for early opertations.

4. It may seem like a lofty goal but at some point, as an institution, we may want to require all students to have a Palomar College Student Activity Card. If that were implemented then it becomes a mandatory fee and the District must pick up the cost of the card. The benefits may outweigh the district expense as we open more centers and utilized the card for tracking purposes. It serves as current identification as well since we have many non-students on our campus. It may be extremely helpful in emergency situations.

5. Since our office handles many of the behavioral health student issues often linked with conduct violations, we are strongly recommending a full time Behavioral Health Coordinator and possibly a full time therapist. We are also recommending that Academic Counselors identify ways we can help them when we have students in our area (OSA) that may not need Behavioral Health but need personal counseling. Extensive partnerships are vital to our students' success. The BIT Team has officially organized and will meet on a regular basis to discuss students of concern.

6. Social Justice Topics are moving to the forefront of college campus discussions. A variety of Campus Climate hearing have been held over the past several years and it is likely that we may see an increased demand for programing/forums/dialogue/surveys around social justice concerns and program development to address topics.

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)
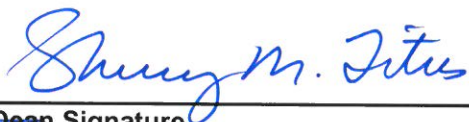
Please identify faculty and staff who participated in the development of the plan for this department:

Marilyn Lunde, Staff Assistant	Vacant position	Vacant position	Sherry Titus, Director, Office of Student Affairs
Signature	Signature	Signature	Signature

Department Chair/Designee Signature   **Date**

Shuny M. Titus   11/08/2016

~~Division Dean~~ Signature
DIRECTOR

                                                                          11/21/16

Division Vice President Signature   **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
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: Student Health Centers

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)
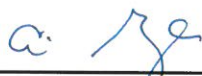
	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	%	Definitions
RN	3,113	3,513	2,962	3,660	+19%	Initial Registered Nurse level holistic health assessment of all patients who receive services. Assessment and intervention to on-campus emergencies, assists MD/NP in treatments, performs venipuncture for blood tests, performs CLIA waived on-site lab tests, administers prescription meds, administers over the counter medications, provides health instruction, refers to community resources, participates in Wellness Outreach Promotions, researches departmental projects, act as medical receptionist at the Escondido Center as needed.
MD	1,031	672	718	651	-10%	Physician level primary care and holistic assessment, diagnose advanced treatments, prescribes prescription medications, orders laboratory tests, provides health instruction, reviews and approves medical charts for Quality Assurance and compliance, researches latest medical information and provides medical in-services to update staff and follow-up as needed.
NP	606	677	362	872	+59%	Nurse Practitioner level primary care and holistic assessment, diagnose advanced treatments, prescribes and administers prescription and over the counter medications, provides assessment and intervention to on campus emergencies, performs lead function over clinic operations, provides health instruction and follow-up as needed.
Behavioral Health Counseling	22	43	0	290	n/a	Behavioral Health Counselors provide services to students experiencing psychological conditions such as for anxiety, crisis, depression, and other mental health conditions. Services include depression screening, mental health history, and short term therapy (up to 6 visits).
Medical Reception Assist	182	216	277	274	-1%	Distributes basic over-the-counter drugs including, ibuprofen, and acetaminophen. First Aid supplies such as Band-Aids, ice packs, feminine products, condoms, and weight checks, assists DRC students and assembles First Aid Kits for campus departments.
Medical Reception Direct Services	30,615	23,252	18,917	22,121	+15%	Performs basic triage to schedule patient appointments & walk-ins, sets appointments, provides telephone contact, screens and directs calls, assists patients as needed, receives emergency telephone calls and communicates to Campus Police (first responders). Maintains and updates Electronic Medical Records, scans patient chart documentation, RN/MD/NP clinic assists and emergency response. Provides information about clinic services and information to students, faculty, staff and the general public regarding Palomar College.
Totals	35,569	28,373	23,818	27,868	+15%	

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

Patient Insurance Report

- MediCal — 24%
- Medicare (65) — 3%
- No Insurance — 23%
- Private — 43%
- VA/Tricare — 7%
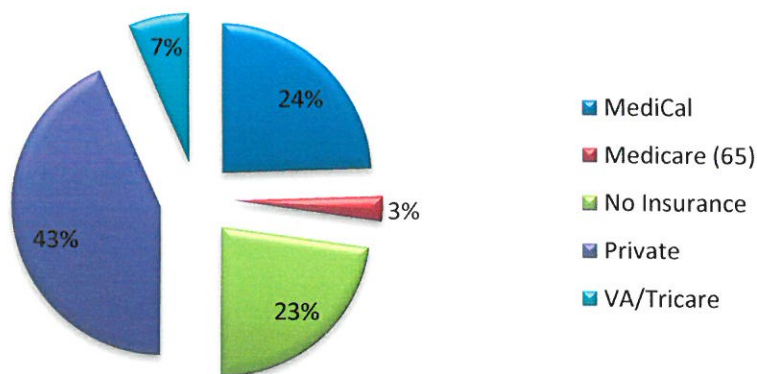
Student insurance reporting was initiated in January of 2016 and indicates that **43%** of the students that utilize Student Health Centers have **Private Insurance**. The number of students with Private Insurance is expected to increase due to the fact that private insurance plans, with lower monthly premiums will also require higher out of pocket expenses before the high deductible is met. Students that purchase these types of private insurance plans will find that Student Health Centers fee for service is less expensive than the out of pocket costs for private local medical clinics. 47% of the students have either **No Insurance** or **Medi-Cal** and a large percentage of no insurance patients are probably eligible for Medi-Cal coverage.

HSC 4 Year Visit Comparison
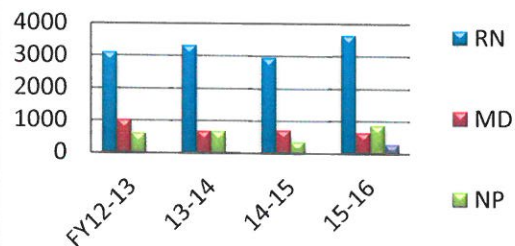
I. A. Reflect upon and provide an analysis of the four years of data above

Overall, *provider visits* have increased by 11%, 4901 total visits in FY 14-15 versus 5473 in FY 15-16.

- **MD Visits**: The 10% *decrease* in MD visits is attributed to the fact that the Student Health Center filled a vacant full-time Nurse Practitioner position in FY 15-16. The NP is now seeing patients that would have been scheduled with the MD. The MD only works 2 days/week and does not see female patient with gynecological issues.
- **NP Visits**: The 59% increase in NP visits due to full-time NP hired in August 2015.
- **RN Visits**: Visits at the Escondido Health Center have increased by 26% for FY 15-16. This is due to full-staffing at 32 hours/week for clinic operations. Exam rooms at the Escondido Center are still limited, however we are expecting to have the remodel completed by the end of FY 16-17 to better accommodate patient appointments.
- **Behavioral Health Counselors**: The Student Health Center assumed responsibility for the Behavioral Health Counselors in January 2016. Since the initial transition, an expansion to 3 Adjunct Faculty Counselors has allowed for the San Marcos clinic to have Counselors available 5 days a week, and one day a week in Escondido. In addition, a Veterans Services Behavioral Health Counselor position was established in October 2016 and funded through the Palomar College Foundation by a benefactor for 17 hours week for fall 2016.

✓ Total *appointments* for Behavioral Health from January 18 through June 30, 2016 was 334, 290 of those were actual appointments and 44 (13%) were **No Shows**

January 18 - June 30, 2016

Behavioral Health	Jan	Feb	Mar	Apr	May	Jun	Totals
Triage Visits	0	7	29	29	11	4	80
Individual Sessions	10	30	24	40	39	4	148
Intake Visits	12	5	8	19	9	1	55
Phone Consult	0	0	1	0	0	0	1
Urgent Visits	0	1	2	1	2	0	6
							290
No Shows	1	3	10	17	12	1	44

✓ One (1) student seen in the Student Health Center was placed on a **5150** status by Campus Police and admitted to Palomar Hospital

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

The Student Health Center **RNs measured Service Area Outcomes** for **PPD Read appointment No Shows** in FY 15-16.

SAO- Less than 2% of PPD Read appointment No Shows will require retesting, thus incurring an additional PPD testing charge.

- Out of a total of 628 PPD read appointments in FY 15-16, 20 patients were No Shows for their PPD Read appointment. Of the 20 No Shows, 17 patients were contacted by nursing staff, after not attending their appointment, and informed that their PPD test must be read 48-72 hours after placement or they would be required to pay an additional PPD testing fee to be retested. Only 3 of the 20 No SHOW PPD read patients were unable to be contacted and thus didn't return to have the PPD skin test read in the required timeframe. This action resulted in a lowering of the No Show rate for PPD read appointments to 1.5%.
- **Analysis:** 19 patients with PPD Read no show was recorded in FY 14-15, which was similar to the number of patients recorded in FY15-16. Implementation of a nursing staff call back procedure to patients that didn't attend the PPD read appointment resulted in lowering the no show rate/need for PPD retesting, thus meeting the SAO.

The **Administrative Team** measured **Service Area Outcomes** for **Student No Shows to Medical Appointments**.

SAO- The "No show" rate for Medical appointments will be less than **8%**, which is the National "No Show" average as reported by the American College Health Association (ACHA).

- The Student Health Center Standardized Policy for "No Shows" states that at the time of scheduling an appointment, the student will be advised of our policy and will be provided with an Appointment Card on which to write down the name of their provider, and date/time of the appointment. In addition, students are sent a "**text message**" reminder. Cell phone numbers and mobile carriers are updated at the time the appointment is made.

Student Health Center Medical No Shows			
FY 12-13	FY 13-14	FY 14-16	FY 15-16
6%	5%	5%	6%

- Students continue to provide positive feedback about receiving the text reminder for their appointments. Students are requested to call the SHC 24 hours in advance if they are unable to keep their appointment. If the student fails to keep their scheduled appointment and doesn't call, the "No Show" is documented in our EMR. Students are allowed two (2) No Shows without consequence. After two No Shows, the student will only be seen for future visits on a walk-in basis.
- **Analysis:** The SAO has been met with the current no show rate consistently below 8%.

The **Administrative Team** measured **Service Area Outcomes** for **Student No Shows to Behavioral Health Counseling Appointments**.

SAO- Behavioral Health Counseling No Shows will be below the National Average of 8%, which is the National "No Show" average as reported by the American College Health Association (ACHA).

- The No Show rate at the end of FY 15-16 (since Behavioral Health Counseling Program was moved to Student Health Center in January 2016) was calculated at 13% (44/334). This rate was noted to be above the national average so following a discussion with other community college behavioral health programs, a decision was made to implement a No Show Policy in fall 2016.   A No Show policy stated that students will be charged $5.00 for No Show without a phone call to cancel up to the time of the appointment. Students are informed of this policy when they call for an appointment. For the fall 2016 Semester (8/22/16 -10/31/16), there have been 226 Behavioral Health Counseling appointments, 19 of those were No Shows, which is 8.4%.
- **Analysis**: The No show rate is significantly lower than previously recorded at the end of FY 15-16 and slightly above the national average of 8%.

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

1. PPD no show rates have significantly improved with nursing staff implementation of same day call back to patients to remind them of the timeframe for the PPD skin test reading. The number of PPD placed is expected to decrease drastically with the new regulatory change not requiring college employees to receive PPD skin testing.
2. Will continue to monitor No Show rates for Medical and Behavioral Health Counseling appointments, primarily concentrating on Behavioral Health. Behavioral Health counseling appointments are in high demand and during peak times can have two week timeframe for an available appointment. It would be interesting to see the breakdown of no show appointments rates among initial triage (30 minute) or individual session (1 hour) appointments.

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.

1. Expansion of BHCS Program to meet increased student demand which includes:
   a) Remodel NB Room #1 to include Reception Area, 3 offices and a Conference Room with completion date of early spring 2017.
   b) Hiring full-time Manager/Coordinator and full-time Administrative Specialist I.
   e) Implement Mental Health Intern Program.
   f) Maintain 3 part-time Counselors; 2 at San Marcos campus, 1 at Escondido Center, and 1 at San Marcos Veterans Center (through private benefactor).

2. Expansions at Student Health Centers:
   a) Remodel Escondido Health Center late Spring 2017 to include reception area, 2 offices, exam room, large lab, and comfort area.
   b) Increase staffing to include permanent Director and a second full-time College Health Nurse.
   c) Establish Student Health Center at Fallbrook site (opening 2017). Student Health Center will include reception area, 2 offices, exam room, large lab, and comfort area.

3. To align with current part-time wage levels as reported by the San Diego County Labor Statistics, an across-the-board review and possibly increase wages for all seasonal Student Health Center employees. Seasonal employee wages have not increased since 2009.

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

- The Student Health Center was recently approved as a MediCal Intermittent Clinic Provider and is currently anticipated to start a Family Pact Program in Spring 2017. Family Pact Program will authorize medical providers working in Student Health Center to provide free gynecological services to MediCal eligible students. Negotiations are underway to contract with Medical Billing Technologies, Inc. pending approval of the VP of Finance and Administrative Services and Vice President of Student Services, to seek reimbursement for medical services provided to MediCal eligible students.
- The Student Health Center and Director, Informational Services are in discussion to contract with Point & Click Solutions- PnC (Electronic Medical Records) to provide Host Services in order to expand PNC capabilities. Current college computer infrastructure doesn't support expansion of Electronic Medical Records advanced capabilities (student portal, i-pad check in, etc.)

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.	Exam Room Equipment – Fallbrook (Power Table & Accessories, Lab Refrigerator, small Refrigerator, Vital Signs Monitor Wall Mount, lab Task Chair, Autoclave)	1		Required for Clinic Operations	$30,000	one-time	Funded by Student Health Fees
a2.	Office Furniture - Escondido (Nurse, Reception & Behavioral Health)	1		Required for Clinic Operations	$15,000	one-time	Funded by Student Health Fees
a3.	Office Furniture for Behavioral Health NB 1	1		Required for Clinic Operations	$20,000	one-time	Funded by Student Health Fees
a4.	Office Furniture – Fallbrook (Receptionist, Nurse)	1		Required for Clinic Operations	$10,000	one-time	Funded by Student Health Fees

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.	4 ea Computers-Behavioral Health NB 1	1		Required for Clinic Operations	$10,000	one-time	Funded by Student Health Fees
b2.	5 ea Computers – Fallbrook Center	1		Required for Clinic Operations	$9,000	one-time	Funded by Student Health Fees
b3.	2 ea Computers – Escondido Center	1		Required for Clinic Operations	$4,000	one-time	Funded by Student Health Fees
b4.	1 Printer/Fax/Scanner – Behavioral Health NB 1	1		Required for Clinic Operations	$500	one-time	Funded by Student Health Fees
b5.	1 Printer/Fax/Scanner – Fallbrook Center	1		Required for Clinic Operations	$500	one-time	Funded by Student Health Fees
b6.	Topaz Signature Pad (P&C) Fallbrook	1		Required for Clinic Operations	$100	one-time	Funded by Student Health Fees
b7.	1 Zebra Printer for Lab Labels - Fallbrook	1		Required for Clinic Operations	$400	one-time	Funded by 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?
C1.	Office Supplies - Fallbrook	1		Required for Office Operations	$350	ongoing	Funded by Student Health Fees
c2.	Office Supplies–Behavioral Health NB 1	1		Required for Office Operations	$350	ongoing	Funded by Student Health Fees
c3.	Clinic medical Supplies, medications – Fallbrook Center	1		Required for Clinic Operations	$1,000	ongoing	Funded by Student Health Fees

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.	(2) Additional P&C Software Licensing Behavioral Health – NB 1	1		Required for Point & Click EMR operations	$600	ongoing	Funded by Student Health Fees
d2.	2 Additional P&C Software Licensing Behavioral Health - Fallbrook	1		Required for Point & Click EMR operations	$600	ongoing	Funded by Student Health Fees
d3.	(5) P&C Workstation Licenses - Fallbrook	1		Required for Point & Click EMR operations	$700	ongoing	Funded by Student Health Fees
d4.	(4) P&C Workstation Licenses – NB 1	1		Required for Point & Click EMR operations	$600	ongoing	Funded by Student Health 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?
E1.	College Health Nurse	1		To replace a College Health Nurse position that has been VACANT for 5 years. Clinic has been operating with 1 FT RN and hourly RN's. Hourly RNs are not always available to cover clinic operations.	$66,891	ongoing	Funded by Student Health Fees
e2.	Administrative Specialist I	1		Position required to support Behavioral Health Clinic operations.	$38,168	ongoing	Funded by Student Health Fees
e3.	Manager Behavioral Health Counseling	1		Position required to manage and supervise 4 Behavioral Health Counselors, 1 Administrative Specialist, and oversee operations.	$97,801	ongoing	Funded by Student Health Fees

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.	80% RN – 1 Fallbrook	1		Position(s) required to provide RN services for clinic operations.	$55,191	ongoing	Funded by Student Health Fees
f2.	80% Adm. Specialist I – 1 Fallbrook	1		Position(s) required to provide Medical Reception services for clinic operations.	$31,094	ongoing	Funded by Student Health Fees
f3.	Adjunct Behavioral Health Counselor – Seasonal: 8 hours week - Fallbrook	1		Position(s) required to provide BH services for clinic operations.	$10,100	ongoing	Funded by Student Health Fees

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

Construction costs: Additional expenses not projected in operational budget (calculated from one time requests (non-staffing) listed above)
- Behavioral Health NB Room 1, Remodel $175,000 – $200,000 (includes IDF Room), office furniture/supplies- $32,500
- Escondido Student Health Center Remodel - $150,000 – 175,000, office furniture and equipment/supplies- $19,000
- Fallbrook Student Health Center, construction cost $150,000 and equipment/supplies- $51,200
- Not Anymore Online Training Program (Title IX and VAWA training program for students, staff and faculty)- $51,000 for 5 year contract
- No smoking/No skateboarding signs for campus- $15,000
- Food Pantry remodel- $30,000
- **Total One Time Costs Projected for FY16-17= $750,000 (approximately)**

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

1. Assumed responsibility and supervision of Behavioral Health Counseling Services in the Student Health Center.
2. Awarded Student Equity Grant for NaBita training, and coordinated Needs Assessment and BIT campus-wide training.
3. Facilitated BIT Steering Committee and member of the BIT Team.
4. Assisted Facilities with the remodeling plans and operational cost estimations for the NB Building for the Behavioral Health Counseling office and the remodel of the Escondido Health Center.
5. Completed applications and preliminary enrollments to become Medi-Cal provider and provide Family PACT services.
6. Completed NaBita Training Proposal and awarded Special Reallocation of Student Equity Grant.
7. Coordinated USD Preceptorships for Nurse Practitioner Students with full and part-time Nurse Practitioners in Student Health Center.

8. Updated the Student Health Center webpage to be in compliance with Palomar College standards.

9. Facilitated CPR Training for all Student Health Center staff.

10. Facilitated Mental Health First Aid training for all Student Health Center staff.

11. Successfully transitioned in the use of the IDC-10 in the Electronic Medical Records.

12. Increased community liaisons with and established campus-wide presence for: Alternative Women's Center, Planned Parenthood, Vista Community Clinic, and North County Health Services.

13. Implemented a Service/Therapy dog policy in March 2016 to provide a healthy and safe environment for all who visit the Student Health Centers in San Marcos and Escondido.

14. The Interim Director served as Chair for Hiring Committees for a Behavioral Health Counselor (hired Spring 2016) in the Student Health Center and for the Veterans Services Behavioral Health Counselor hired for the Fall 2016 Semester.

15. Member of the Task Force for Spark Point-type program chaired by Palomar President Dr. Joi Blake.

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:

| Judy Harris, Interim Director | Yvette Martinez, Adm. Specialist II | |
| Name | Name | Name |

| Name | Name | Name |

Judy L Harris   November 2, 2016

Department Chair/Designee Signature   **Date**

Division Dean Signature

_A. Ze_   11/8/16

Division Vice President Signature   **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 Community College District Procedure   **AP 5015**

AP 5015 RESIDENCE DETERMINATION

References:
Education Code Sections 68000 et seq. ~~and~~ 68130.5, and 68075.7;
Title 5 Sections 54000 et seq.
38 U.S. Code Section 3679

Residence Classification

Residence classifications shall be determined for both credit and noncredit students ~~for each student~~ at the time of each ~~registration~~ application for admission and whenever a student has not been in attendance for more than one semester. To be classified as a resident, there must be a union of act and intent. ~~A student's residency is a union of act and intent.~~ Each person capable of establishing residence must couple their physical presence with objective evidence of their intent to reside in California for other than a temporary purpose. ~~Residence classifications are to be made in accordance with the following provisions:~~

- ~~A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.~~

- ~~Residence classification is the responsibility of Enrollment Services.~~

- ~~Students must be notified of residence determination within 14 calendar days of submission of application.~~

- ~~The District shall publish the residence determination date and summary of the rules and regulations governing residence determination and classification in the District catalog or addenda thereto.~~

- ~~A person can only have one permanent place of residence at any given time.~~

Resident

A student who has been a bona fide resident of the state for one year prior to the residence determination date and has demonstrated clear intent to make California a permanent home.

Nonresident

A student who has not resided in the state for more than one year immediately preceding the residence determination date.

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

One-Year Waiting Period

The one-year residence period which a student must meet to be classified as a resident does not begin to run until the student both is present in California and has manifested clear intent to become a California resident.

Burden of Proof

The burden is on the student to demonstrate clearly both physical presence in California and intent to establish California residence.

Reestablished Residence

If a student or the parents of a minor student relinquish California residence after moving from the state, one full year of physical presence, coupled with one full year of demonstrated intent to be a California resident, is required to reestablish residence for tuition purposes, except as provided in Education Code section 68070.

Some examples of demonstrated residence are:

- Residing in California on a continuous basis for one year
- Owning residential property
- Registering to vote and voting in California
- Obtaining a license from California for professional practice
- Holding active membership in service or social clubs
- Showing a California address on federal tax returns
- Having spouse, children or other close relative reside in California
- Filing California state tax return as a resident
- Possessing a California driver's license
- Possessing a California motor vehicle registration
- Maintaining California as legal state on Leave and Earnings Statement and W-2 Form while in the armed forces
- Establishing and maintaining active California bank accounts
- Petitioning for divorce in California

Some examples of intent inconsistent with a claim of California residency:

- Maintaining voter registration in another state
- Petitioning for divorce in another state

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

2 of 18

- Attending an out-of-state institution as a resident of that state

- Declaring non-residency for state income tax purposes

- Maintaining a driver's license and/or vehicle registration in another state

Rules Determining Residence

- A student who has resided in the state for more than one year immediately preceding the residence determination date is a resident.

- A student who has not resided in the state for more than one year immediately preceding the residence determination date is a nonresident.

The residence of each student enrolled in or applying for enrollment in any class or classes maintained by this District shall be determined in accordance with the Education Code which states that every person has, in law, a residence. In determining the place of residence, the following rules are to be observed:

- Every person who is married or eighteen years of age, or older, and under no legal disability to do so, may establish residence.

- A person may have only one residence.

- A person capable of establishing residence in California must be physically present in California for a minimum of one year prior to the residence determination date to be classified as a resident student.

- A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose and to which one returns in seasons of repose.

- A residence cannot be lost until another is gained.

- The residence can be changed only by the union of act and intent.

- A man or a woman may establish his or her residence. A woman's person's residence shall not be derivative from that of her husband his or her spouse. The two may share some of the objective manifestations of intent, however may have differing evidence of intent which would indicate different residences

- The residence of the parent with whom an unmarried minor child maintains his/her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent, the minor's residence is that of the parent with whom the last place of abode was maintained, provided the minor may establish his/her residence when both parents

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

3 of 18

are deceased and a legal guardian has not been appointed.

- o **Note:** The conditions for a minor apply unless the Immigration and Nationality Act precludes the minor form establishing domicile (residence) in the United States.

- ▪ The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control, unless the minor qualifies under the Self-Support or the Two-Year Care and Control exceptions.

- ▪ An alien, including an unmarried minor alien, may establish his or her residence unless precluded by the Immigration and Nationality Act from establishing residence in the United States.

- ▪ Physical presence in California solely for educational purposes does not allow the student to establish residence, regardless of the length of presence in the state.

Financial Independence
Amongst the factors to be considered when a student is seeking a residence reclassification is financial independence. Financial independence shall be balanced against other factors such as passage of time, parents' residence, and the student's intent to establish residence elsewhere. A finding of financial dependence shall be considered strongly against a claim of California residence than a finding of financial independence. Financial dependence in the current or preceding calendar year shall weigh more heavily against a finding of California residence than shall financial dependence in earlier calendar years.

A student will be considered financially independent if the following requirements are met:
- I.   The student has not and will not be claimed as an exemption for state and/or federal tax purposes by his or her parent in the calendar year the reclassification request is made and in any of the three calendar years prior to the reclassification request,
- II. The student has not and will not receive more than seven hundred fifty dollars (USD $750) per year in financial assistance from his or her parent, in the calendar year the reclassification request is made and in any of the three calendar years prior to the reclassification request, and
- III. The student has not lived and will not live for more than six weeks in the home of his or her parent during the calendar year the reclassification request is made and in any of the three calendar years prior to the reclassification request.

A student who has established financial independence as well as met the requirements

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

4 of 18

of the union of act and intent may be reclassified as a resident. Financial dependence in the current or preceding calendar year shall be overcome only if:
1. The parent on whom the student is financially dependent is a California resident, or
2. There is no evidence of the student's continuing residence in another state.

Determination of Resident Status

A resident is a student who has been a bona fide resident of the state for one year prior to the residence determination date. A bona fide resident is a person whose residence is in California as determined above except:

Some examples of demonstrated ~~residence~~ intent are:

- Residing in California on a continuous basis for one year
- Owning residential property or continuous occupancy of rented or leased property in California
- Registering to vote and voting in California
- Obtaining a license from California for professional practice
- Holding active membership ~~in service or social clubs~~ in California in professional, merchant, religious, service organizations or social clubs
- Showing a California address on federal tax returns
- Having spouse, children or other close relatives reside in California
- Filing California state tax return as a resident
- ~~Possessing~~ Maintaining a California driver's license or California ID
- ~~Possessing~~ Maintaining a California motor vehicle registration
- Maintaining California as legal state on Leave and Earnings Statement and W-2 Form while in the armed forces
- Maintaining a home of record in California or permanent military address in California while in the armed forces
- Establishing and maintaining active California bank accounts
- Petitioning for divorce in California
- Remaining in California while on academic breaks
- Indicating a California address on Selective Service registration

Some examples of intent inconsistent with a claim of California residency (including but not limited to):

- Maintaining voter registration and voting in another state

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

- Petitioning for divorce in another state
- Attending an out-of-state institution as a resident of that state
- Declaring non-residency for state income tax purposes; paying taxes in another state or country as a resident of that state or country or not fulfilling tax obligations to the State of California

Non-Citizens

The district will admit any non-citizen. The non-citizen, may establish his or her residence unless precluded by the Immigration and Nationality Act from establishing domicile in the United States; provided that the student has had residence in California for more than one year prior to the residence determination date for the semester for which attendance at the college is proposed. If the non-citizen is undocumented or precluded from establishing domicile in the United States by the Immigration and Nationality Act, the student shall be classified as a nonresident. The nonresident classification shall continue until a year after the student has taken the appropriate steps to obtain a change of status from the United States Citizenship and Immigration Services to a classification that does not preclude establishing domicile in the United States and the student has had residence in California for more than one year. Students who are without lawful immigration status may be exempted from nonresident tuition under the Assembly Bill 540 or Assembly Bill 2000 nonresident tuition exemptions as long as the requirements of the exemptions are met.

Exceptions for Military

Active Duty Military

A student who is a member of the United States Armed Forces domiciled or stationed in California on active duty, as of the residence determination date is entitled to resident classification for tuition fees purposes. If that member of the United States Armed Forces, who is in attendance at the institution, is thereafter transferred to a place outside of California where the member continues to serve in the United States Armed Forces, the member shall retain resident classification as long as the member is continuously enrolled at the institution. This exception does not apply to the California National Guard, students seeking a graduate degree or members who are assigned for educational purposes to state-supported institutions of higher education.

Dependents of Military Personnel

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

6 of 18

A student who is a natural or adopted child, stepchild, or spouse that is a dependent of a member of the United States Armed Forces domiciled or stationed in California on active duty shall be entitled to resident classification for tuition fees purposes. If that member of the United States Armed Forces is thereafter transferred on military orders to a place outside of California where the member continues to serve on active duty, or thereafter retires as an active member of the United States Armed Forces, the dependent shall retain resident classification as long as the student is continuously enrolled.

Recently Separated Military Members

A student who was a member of the United States Armed Forces that was stationed in California for one year immediately prior to being separated shall be exempt from payment of nonresident tuition for up to one year if the student files and affidavit with the institution stating that he or she intends to establish California residence as soon as possible. This one year exemption shall be used while the student lives in California and within two years from being separated. Members who received a dishonorable or bad conduct discharge are not eligible for this exemption.

Veterans Access, Choice and Accountability Act

The following students who meet the below listed "covered individual" requirements shall be exempt from nonresident tuition for a period of up to three years' from the service members discharge or death (in the line of duty):

1. A veteran eligible for educational assistance under either the Montgomery GI Bill-Active Duty (MGIB-AD) or Post-9/11 GI Bill education benefit programs who resides (lives) in California (regardless of his/her formal state of residence) and enrolls in the community college within three years of discharge from a period of active duty service of 90 days or more.

2. An individual eligible for transferred education benefits under either the Montgomery GI Bill-Active Duty (MGIB-AD) or Post-9/11 GI Bill education benefit programs who resides (lives) in California (regardless of his/her formal state of residence) and enrolls in the community college within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.

3. An individual eligible for benefits under the Marine Gunnery Sergeant John David Fry Scholarship (provides Post-9/11 GI Bill benefits to the children and surviving spouses of service members who died in the line of duty while on active duty) who resides (lives) in California (regardless of his/her formal state of residence) and enrolls in the community college within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more.

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

This exemption shall continue past the three years if the student is continuously enrolled.

Exceptions for Minors

Parent was California Domiciliary Who Left

- A student who is a minor and remains in this ~~state~~ California after the parent, who was previously domiciled in California for at least one year immediately prior to leaving, and has, during the student's minority, ~~and has~~ and within one year immediately prior to the residence determination date, established residence elsewhere, shall be entitled to retain resident classification until the student has ~~attaining~~ attained the age of majority and ~~has~~ resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at ~~an~~ the institution once enrolled.

Self-Support

- A student who is ~~a minor~~ under the age of 19 on the residence determination date and who provides evidence of being entirely self- supporting and actually present in California for more than one year immediately preceding the residence determination date with the intention of acquiring a residence therein, shall be entitled resident classification until he or she has resided in the state the minimum time necessary to become a resident. The following would negate the student's self-support claim:
    - A loan made by a bank to the parent who in turn provides the student with the funds.
    - A loan made by a bank requiring a parent to co-sign.
    - A loan made by a parent to the student.

- ~~A student who has not been an adult for one year immediately preceding the residence determination date for the semester for which the student proposes to attend an institution shall have the immediate premajority-derived California residence, if any, added to the post-majority residence to obtain the one year of California residence.~~

Tacking

In instances that a student's a parent:

- Becomes deceased and the derivative residence shifts from the deceased parent to the living parent or

- Both of the student's parents become deceased and a guardian has been

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

8 of 18

appointed to a minor, or if none appointed, to the minor's own elected residence,

The immediate pre-majority derived California residence may be added to the post-majority residence to satisfy the one year durational requirement.

Two-Year Care and Control

A student who, immediately prior to enrolling at the institution, has lived with and been under the continuous direct care and control of any adult or adults, other than a parent, for a period of not less than two years and the adult or adults having such control have been domiciled in California during the year immediately prior to the residence determination date, shall be entitled to resident classification until the student has reached the age of majority as long as continuous full-time attendance is maintained at the institution.

Ward of the State of California

A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.

Senate Bill 150

A special part-time student, other than a nonimmigrant (apart from T and U visas). who resides in California and has both parental permission and a recommendation by the principal of the pupil's school to attend a community college and who enrolls in 11.99 units or fewer per semester shall be exempt from the requirement to pay nonresident tuition. For the purposes of this section, "special part-time student" refers to students who have been recommended by the principal of the pupil's school and have parental permission to attend a community college during any session or term and who enroll in 11.99 or fewer units per semester. This exception does not apply to special full-time students.

Other Exceptions

Adult Dependent Child of California Resident

A student who has not been an adult resident of California for more than one year

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

9 of 18

and is either the dependent child of a California resident who has had residence in California for more than one year prior to the residence determination date, or has a parent who has both contributed court-ordered support for the student on a continuous basis and has been a California resident for a minimum of one year, shall be entitled to resident classification. This exception shall continue until the student has resided in the state the minimum amount of time necessary to become a resident as long as continuous attendance is maintained by the student at the institution.

American Indian Attending School Administered by Bureau of Indian Affairs Located Within the Community College District

A student who is a Native American is entitled to resident classification if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district. As used in this section, "Native American" means an American Indian.

Graduate of a California School Operated by United States Bureau of Indian Affairs

A student who is a graduate of any school located in California that is operated by the Unites States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School, shall be entitled to resident classification. This exception shall continue as long as continuous attendance is maintained at the institution.

Employees of Public Schools

a. A student holding a valid credential authorizing service in the public schools of ~~this state~~ California, who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an institution, shall be entitled to resident classification if each student meets any of the following requirements:

> o He/she holds a provisional credential and is enrolled in courses necessary to obtain another type of credential authorizing service in the public schools.
>
> o He/she holds a credential issued pursuant to Education Code Section 44250 and is enrolled in courses necessary to fulfill credential requirements.
>
> o He/she is enrolled in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Education Code Section 44259.

b. ~~e~~ notwithstanding any other provision of law, ~~A~~ a student holding a valid emergency permit authorizing service in the public schools of ~~this state~~ California, who is employed by a school district in a full- time position requiring certification

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

10 of 18

qualifications for the academic year in which the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student's residency status will be determined under the other provisions of this procedure.

Nonresident Employees and/or Their Dependents

A student who is a full-time employee of the institution or of any state agency, or a student who is a child or spouse of a full-time employee of the institution or of any state agency, may be entitled to resident classification until he or she has resided the minimum amount of time necessary to become a resident. For purposes of this section, the "employee of any state agency" must be assigned to work outside of the state.

Amateur Student Athlete

Any amateur student athlete in training at the United States Olympic Training Center in Chula Vista is entitled to resident classification until he or she has resided in the state the minimum amount of time necessary to become a resident. For the purposes of this section, "amateur student athlete" means any student who meets the eligibility standards established by the national governing body for the sport in which the athlete competes.

- A student who is a full-time employee of the California State University, the University of California or a community college, or of any state agency or a student who is a child or spouse of a full-time employee of the California State University, the University of California or a community college, or of any state agency may be entitled to resident classification, until the student has resided in the state the minimum time necessary to become a resident.

- A student who is a natural or adopted child, stepchild, 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. If the member of the armed forces of the United States later transferred on military orders to a place outside this state, or retires as an active member of the armed forces of the United States, the student dependent shall not lose his/her resident classification until he/she has resided in the state the minimum time necessary to become a resident.

- A student who is a member of the armed forces of the United States stationed in this state 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 only for the purpose of determining the amount of tuition and fees.

- A veteran who was discharged or released from at least 90 days of active service

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

11 of 18

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 this state 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/she lives in this state after being discharged up to the minimum time necessary to become a resident.

- An individual who is the child or spouse of a person who, on or after September 11, 2001, dieds 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.

- A student who is a minor and resides with his or her parent in a district or territory not in a district shall be entitled to resident classification, provided that the parent has been domiciled in California for more than one year prior to the residence determination date for the semester, quarter or term for which the student proposes to attend.

- A student who is a Native American is entitled to resident classification for attendance at a community college if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district.

Federal Civil Service Employee Relocated due to Military Mission Realignment

- A student who is a federal civil service employee and his or 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.

Ward of the State of California

- A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.

Agricultural Employment

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

- A student who lives with a parent who earns a livelihood primarily by performing agricultural labor for hire in California and other states, and the parent has performed such labor in this state for at least two months per year in each of the two preceding years, and the parent resides in this District and the parent of the student has claimed the student as a dependent on his state or federal personal income tax return if he/she has sufficient income to have personal income tax liability shall be entitled to resident classification. A student who earns a livelihood primarily by performing agricultural labor for hire in California and other states and who has performed this labor in California for at least two months per year in each of the two preceding years.

Apprentices

A student who is an apprentice and is taking classes of related or supplemental instruction shall be exempt from payment of nonresident tuition.

United States Citizens Whose Parent or Guardian was Deported or Permitted to Depart Voluntarily under the Federal Immigration and Nationality Act

A United States Citizen who resides in a foreign country and meets the following requirements:

i.   Demonstrates a financial need for the exemption.

ii.   Has a parent or guardian who has been deported or was permitted to depart voluntarily under the federal Immigration and Nationality Act.

ii.   Moved abroad as a result of the deportation or voluntary departure.

iv. Lived in California immediately before moving abroad.

v.   Attended a public or private secondary school in California for three or more years.

vi. Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education.

vii. Will be living in California and will file an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible.

viii. Documentation shall be provided by the student as required by statute as specified in Education Code section 76140(a)(5).

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

13 of 18

- A student who 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.

Dependent of Individual Killed in the September 11, 2001 Terrorist Attacks

A student who is a surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania shall be exempt from the payment of nonresident tuition if the student meets the financial requirements for the Cal Grant A program under Education Code 69432.7 and either the dependent or the individual killed was a California resident on September 11, 2001.

Public Agency Employee Hired as a Peace Officer

A student who has been hired by a public agency that intends to classify the student as a peace officer, may be classified as a resident for purposes of enrollment and completion of police academy courses at the community college if the student has passed all other requirements of the public agency and if written assurances are provided by the public agency that it intends to classify the student as a peace officer upon complete of the police academy training course.

Assembly Bill 540

With the exception of nonimmigrant visa holders (apart from T and U visas), students who are physically present in California and:

- attended California high school(s) (public or private) for three or more years, and
- graduated (or attained the equivalent thereof) from a California high school

Are exempted from payment of nonresident tuition if they meet the criteria specified in the law prior to the start of the term.

Assembly Bill 2000

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

14 of 18

With the exception of nonimmigrant visa holders (apart from T and U visas), students who are physically present in California and:

- Attained credits earned in California from a California high school equivalent to three or more years of full-time high school coursework,

- Attended a combination of elementary schools, middle schools, and /or high schools in California for a total of three or more years, and

- Graduated from a California high school or attained the equivalent thereof

Are exempted from payment of the nonresident tuition in credit courses if they meet the criteria specified in the law prior to the start of the term.

Senate Bill 150

A special part-time student, other than a nonimmigrant (apart from T and U visas). who resides in California and has both parental permission and a recommendation by the principal of the pupil's school to attend a community college and who enrolls in 11.99 units or fewer per semester shall be exempt from the requirement to pay nonresident tuition. For the purposes of this section, "special part-time student" refers to students who have been recommended by the principal of the pupil's school and have parental permission to attend a community college during any session or term and who enroll in 11.99 or fewer units per semester. This exception does not apply to special full-time students.

RECLASSIFICATION, PROVISIONS, APPEALS

Reclassification

A student previously classified as a nonresident may request to be reclassified by completing a supplemental residence questionnaire and submitting both the questionnaire and supporting documentation to Enrollment Services by the end of the term for which the student is requesting reclassification for.

Residence classifications are to be made in accordance with the following provisions:

- A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.
- Residence classification is the responsibility of Enrollment Services.

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

15 of 18

- Students must be notified of residence determination within 14 calendar days of submission of application.

- The District shall publish the residence determination date and summary of the rules and regulations governing residence determination and classification in the District catalog or addenda thereto.

- A person can only have one permanent place of residence at any given time.

Right To Appeal

Students who have been classified as nonresidents have the right to a review of their classification (Title 5 Section 54010 (a)). Any student, following a final decision of residence classification by the Enrollment Services Office, may make written appeal to the Enrollment Services Office within 30 calendar days of notification of final decision by the District regarding classification.

Right to Appeal

Students whose reclassification request has been denied, may make a written appeal of that decision. The appeal and additional supporting documentation that was not included with the initial reclassification request shall be submitted to Enrollment Services for reconsideration.

Appeal Procedure

The appeal must be submitted to Enrollment Services Office. Copies of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student, with a cover statement indicating upon what basis the residence classification decision was made, must be forwarded with the appeal.

The Enrollment Services Office shall review all the records and have the right to request additional information from either the student or the Admissions Office. The Enrollment Services Office will render a final decision.

Within 30 calendar days of receipt, the Enrollment Services Office shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Appeal Procedure

Enrollment Services will review additional documentation submitted by the student and inform the student regarding the final residence determination. If the appeal is denied, the determination shall state specific facts on which the decision was made.

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

Reclassification

A student previously classified as a nonresident may be reclassified as of any residence determination date. A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

Students must submit petitions to the Admissions Office.

Students must submit petitions prior to the session for which the reclassification becomes effective. Extenuating circumstances may be considered in cases where a student failed to petition for reclassification prior to the residency determination date. In no case, however, may a student receive a nonresident tuition refund after the date of the first census.

Written documentation may be required of the student in support of the reclassification request.

A questionnaire to determine financial independence must be submitted with the petition for reclassification. Determination of financial independence is not required for students who were classified as nonresidents by the University of California, the California State University, or another community college district (Education Code Section 68044).

A student shall be considered financially independent for purposes of residence reclassification if the applicant meets all of the following requirements:

- Has not and will not be claimed as an exemption for state and federal tax purposes by the parent(s) in the calendar year prior to the year the reclassification application is made

- Has not lived and will not live for more than six weeks in the home of the parent(s) during the calendar year the reclassification application is made

A student who has established financial independence may be reclassified as a resident if the student has met the requirements of Title 5 Sections 54020, 54022, and 54024.

Failure to satisfy all of the financial independence criteria listed above does not necessarily result in denial of residence status if the one year requirement is met and demonstration of intent is sufficiently strong.

Financial dependence in the current or preceding calendar year shall weigh more

Date SPC Approved: 11/20/2007; Revised: 5/17/2011; Revised 4/17/2012; Revised
(Replaces all previous versions of AP 5015)

17 of 18

heavily against finding California residence than financial dependence in the preceding second and third calendar years. Financial dependence in the current or preceding calendar year shall be overcome only if (1) the parent on whom the student is dependent is a California resident or (2) there is no evidence of the student's continuing residence in another state.

The Enrollment Services Office will make a determination, based on the evidence and notify the student not later than 14 days of receipt of the petition for reclassification.

Students have the right to appeal according to the procedures above.

Non-Citizens
The District will admit any non-citizen who is 18 years of age or a high school graduate. If non-citizens are present in the United States illegally or with any type of temporary visa, they will be classified as nonresidents and charged nonresident tuition unless they meet the exceptions contained below.

If, for at least one year and one day prior to the start of the semester in question, a non citizen has possessed any immigration status that allows him/her to live permanently in the United States and she/he meets the California residency requirements, the student can be classified as a resident.

A student who is without lawful immigration status may be exempted from nonresident tuition if he/she meets 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 for classes not earlier than the fall semester or quarter of 2001-2002

- 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 or she is eligible to do so.

The initial residency classification will be made at the time the student applies for admission. Students may file residency questionnaire forms through the third week of the semester to request a review of their residency status. Final residency determination is made by the Enrollment Services Office. Students may appeal the decision in writing to the Enrollment Services Office if additional evidence can be provided.

Office of Primary Responsibility: Enrollment Services

AP 5070   ATTENDANCE

References:
> Title 5 Sections 58000 et seq.

Pursuant to Education Code Section 84040, the Department of Finance, the Auditor General, and the California Community Colleges Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data use for calculating the state general fund apportionment and to facilitate annual audits required of the District. Appropriate support records include the following:

- Computation of units of fulltime equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course

- Selection of a single primary term length for credit courses

- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15)

- Compliance with census procedures prescribed by the state Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis

- Preparation of census day procedure tabulations

- Preparation of actual student contact hours of attendance procedure tabulations

- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations

- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information

- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served

- Maintenance of the colleges in the District for at least 175 days during the fiscal year

Also see new AP 5075 titled Course Adds and Drops.

Office of Primary Responsibility: Enrollment Services

Date Approved: SPC 11/20/07

3
4   **AP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES**

5   **References:**
6   Education Code Section 66021.6, 66025.9 and 76300;
7   Title 5 Sections 55031 and 58600 et seq.
8   20 U.S. Code Sections 1070 et seq.;
9   34 Code of Federal Regulations Section 668;
10   U.S. Department of Education regulations on the Integrity of Federal Student
11   Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
12   amended.
13   ACCJC Accreditation Standard III.D.15
14
15
16   Financial Aid programs available include:
17   • BOGW – Board of Governors Enrollment Fee Waiver Program for California
18   residents
19   • Cal Grants (Cal Grant B, C)
20   • FTSSG Grants (Full-Time Student Supplemental Grant)
21   • Federal Pell Grants
22   • Federal Supplemental Educational Opportunity Grant (FSEOG)
23   • Federal Work Study (FWS)
24   • William D. Ford Federal Direct Student Loan Program
25   • Institutional Emergency Student Loans
26   • Institutional Scholarships
27   • Veterans Educational Benefits
28
29   **Financial Aid Application Process**
30   The FAFSA (Free Application for Federal Student Aid) is required for federal and state
31   financial aid programs. AB540 students applying BOGW Fee Waivers, Cal Grants and
32   FTSSG Grants who are unable to submit a FAFSA may apply using the California
33   Dream Application. Applications are available on eServices and information is available
34   at www.palomar.edu/fa

35   **Scholarship information**
36   Applications for Palomar College scholarships may be accessed using the Financial Aid
37   Office website. Applications for external scholarships require a separate application
38   available in the Financial Aid Office.

39   **Veterans Educational Benefits Program**
40   Federal Veterans Educational Benefits Program and Department of Defense
41   Educational Benefits Program is available at the District. Students can apply to receive

42 their benefits at the San Marcos campus. Information is available at
43 www.palomar.edu/fa

Compliance
45 All financial aid, scholarships, and Veterans Educational Benefits Program must adhere
46 to guidelines, procedures, and standards issued by federal and state laws and
47 regulations and institutional policies.

Misrepresentation
49 Misrepresentation is defined as any false, erroneous, or misleading statement that the
50 District, a representative of the District, or a service provider with which the District has
51 contracted to provide educational programs, marketing, advertising, recruiting, or
52 admissions services, makes directly or indirectly to a student, prospective student, a
53 member of the public, an accrediting agency, a state agency, or the United States
54 Department of Education.

55 A misleading statement includes any statement that has the likelihood or tendency to
56 deceive or confuse. If a person to whom the misrepresentation was made could
57 reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the
58 misrepresentation would be substantial.

59 This procedure does not apply to statements by students through social media outlets
60 or by vendors that are not providing covered services, as reflected herein.

Loss of Eligibility for BOG Fee Waiver
62 A student shall become ineligible for a Board of Governors (BOG) Fee Waiver if the
63 student is placed on academic or progress probation, or any combination thereof, for
64 two consecutive primary terms. Loss of eligibility shall become effective at the first
65 registration opportunity after such determination is made.

67 The District shall notify students of their placement on academic or progress probation
68 no later than thirty days following the end of the term that resulted in the student's
69 placement on probation. The notification must clearly state that two consecutive
70 primary terms of probation will lead to a loss of the BOG Fee Waiver until the student is
71 no longer on probation. The notification must also advise students about the available
72 student support services to assist them in maintaining eligibility.

74 The District shall adopt, prominently display, and disseminate policies ensuring that
75 students are advised about the student support services available to assist them in
76 maintaining and reestablishing eligibility BOG Fee Waiver eligibility. Dissemination
77 includes, but is not limited to, information provided in college catalogs and class
78 schedules.

80 The District shall establish written procedures by which a student may appeal the loss of
81 a BOG Fee Waiver due to extenuating circumstances, or when a student with a
82 disability applied for, but did not receive, a reasonable accommodation in a timely

83   manner. Extenuating circumstances are verified cases of accidents, illnesses, or other
84   circumstances that might include documented changes in the student's economic
85   situation or evidence that the student was unable to obtain essential student support
86   services. Extenuating circumstances also includes special consideration of the specific
87   factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.
88
89   Foster Youth shall not be subject to loss of BOG Fee Waiver due to placement on
90   academic or progress probation. This exemption for Foster Youth is effective until the
91   date specified in Education Code Section 66025.9(c).
92
93   See BP 5130 titled Financial Aid, Veterans' & Scholarships Services
94   Office of Primary Responsibility: Financial Aid, Veterans' & Scholarships Services

Exhibit C

Palomar College Strategic and Master Planning Request Form for Strategic Planning Priority Funding (SPPF):
Strategic Plan 2019 Action Plan – Year 1 (2016-2017)

1. **Strategic Plan 2019 Action Plan - Year 1:** Prior to completing this form, read *Strategic Plan 2019 Action Plan - Year 1* to review the goals, objectives, and person(s) responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request which supports the College Theme "Better Together" **and** addresses a specific objective, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please send your request to just **one** of them. For example, if there are a few VPs listed, submit your request to the VP of your division <u>and</u> copy the others listed as leaders on your email submission. You can find the Action Plan at:
http://www2.palomar.edu/pages/strategicplanning/files/2017/01/Approved-01012016-Strategic-Plan-2019-Action-Plan-Year-1-.pdf
All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by **February 28th,** 2017 at 4:00 p.m.

3. **General Information:** Fill in the information below.

Person submitting request:	Melinda Carrillo, Department Chair Reading Services Department
Title of project/request:	Reading Services Inreach Program
Requested total amount:	$2,800
Project start date:	Fall 2017
Project end date:	June 2018

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2019 Action Plan - Year 1.*
   B. Clearly links project to the campus theme "Better Together."
   C. The anticipated outcome will directly impact students.
   D. The anticipated outcome will make a District-wide impact.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Requests are included as part of a department/discipline Program Review and Planning request related to SP2019.
   G. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. The Council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been identified to fund this or similar requests? (Check One)

| | YES | **X** | NO | | DON'T KNOW | |

If yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing each section below.

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will **measure** the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a **quarterly** report of progress*)
Objective 2.6	**1. Describe your project using the SMART Goal setting language** *a. Specific (what is the specific project):* Reading Services Faculty will provide workshops to students participating in special programs such as FYE, Summer Bridge, Learning Communities, Mentoring, and STEM programs, as well as faculty at Palomar College. Examples of workshops to be conducted include: Reading Comprehension for Math and Reading Comprehension for Sciences. *b. Measurable (what are the measurable outcomes of the project):* Increase student knowledge and strategies for comprehension of textbooks and college level materials. Increase faculty ability to assess and incorporate textbooks and materials into their curriculum and to assist students with comprehension.	This request: A. Specifically addresses objective 2.6 B. Seeks to align the Reading Services Department with other programs and departments on campus C. The anticipated outcome directly impacts students E. The effectiveness of the expenditure is measurable and a plan for assessment is described	$1,050 per semester for Fall 2017 & Spring 2018, $700 for Summer 2018: Average cost of workshop = $350 (3 workshops Fall and Spring, 2 workshops Summer). Faculty stipend $210 - $240, plus costs for	**Consider the following when completing this section:** *How many students/staff will be served?* Up to 90 students/staff for each semester Fall & Spring Up to 60 students/staff for Summer *How will you measure the outcomes of the project?* Per and post evaluations will be developed to assess knowledge and strategies developed

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will <u>measure</u> the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a <u>quarterly</u> report of progress*)
	c. *Achievable (how will you realistically achieve/the objective of the project – list project steps):* Reading Services will "market" the workshops to student success programs and to interested faculty. In addition, workshops can be provided in the Reading Lab to coordinate with specific curriculum in different disciplines.	G. Other resources to fund the activity are limited	printing and materials.	*How will you evaluate your project's integration with the theme "Better Together"?* Pre and post evaluations will be developed, as well as brainstorming of other integrated activities
	d. *Relevant (how does the project achieve or support the Strategic Plan Objective you listed)* Development of reading skills is proven to help students achieve college success. By partnering with student success programs, interested faculty, and by providing resources in the Reading Lab, this program will reach a high number of students in disproportionate impact groups.			
	e. *Time-based (Provide a reasonable project start and completion date)* The project will be launched Fall 2017 and continue Spring and Summer 2018			
	2. Describe how your project aligns with the college's theme "Better Together." The project is designed to be cooperative by aligning student support groups, faculty, and the Reading Services Department. Cooperation and coordination of services demonstrates that we are "Better Together".			

PRIORITY # (<u>A</u>ssigned by the reviewer group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____.

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext. 2360 for assistance in completing this form.

Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

**Palomar College Strategic and Master Planning Request Form for Strategic Planning Priority Funding (SPPF):
Strategic Plan 2019 Action Plan – Year 1 (2016-2017)**

1. **Strategic Plan 2019 Action Plan - Year 1:** Prior to completing this form, read *Strategic Plan 2019 Action Plan - Year 1* to review the goals, objectives, and person(s) responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request which supports the College Theme "Better Together" **and** addresses a specific objective, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please send your request to just **one** of them. For example, if there are a few VPs listed, submit your request to the VP of your division and copy the others listed as leaders on your email submission. You can find the Action Plan at:
http://www2.palomar.edu/pages/strategicplanning/files/2017/01/Approved-01012016-Strategic-Plan-2019-Action-Plan-Year-1-.pdf
All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by **February 28th,** 2017 at 4:00 p.m.

3. **General Information:** Fill in the information below.

Person submitting request:	**Patricia Rodriguez/ Calvin Onedeer Gavin**
Title of project/request:	**FYRST Textbook Assistance**
Requested total amount:	**$16,000**
Project start date:	**Fall 2017**
Project end date:	**Spring 2018**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2019 Action Plan - Year 1*.
   B. Clearly links project to the campus theme "Better Together."
   C. The anticipated outcome will directly impact students.
   D. The anticipated outcome will make a District-wide impact.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Requests are included as part of a department/discipline Program Review and Planning request related to SP2019.
   G. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. The Council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been identified to fund this or similar requests? (Check One)

| | YES | **X** | NO | | DON'T KNOW | |

If yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing each section below.

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using **SMART Goal Language (see below)**	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will <u>measure</u> the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a <u>quarterly</u> report of progress*)
Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen existing programs focused on persistence and student success such as FYE, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars	**1. Describe your project using the SMART Goal setting language** a. *Specific (what is the specific project):* Textbook assistance for student who did not qualify for Student Equity textbook voucher program. b. *Measurable (what are the measurable outcomes of the project):* Student with a GPA that is below 2.5 will be given textbook assistance for fall and spring semester. Progress reports will be required towards the mid-term and end of semester to monitor and ensure academic progress. Data from progress reports will then be collected and analyzed in summer 2018 to determine the success of the textbook assistance service.	C. The anticipated outcome will directly impact students. – 40 FRYST students will benefit from receiving textbook assistance for one or two semesters. E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described. – GPA data will be collected and will be measured to show the impact that textbook	40 students receiving $200 in textbook assistance for 2 semesters	**Consider the following when completing this section:** *How many students/staff will be served?* Approximately 40 students per semester *How will you measure the outcomes of the project?* GPA data will be collected before and after the semester in which students receive textbook assistance. Additionally, students will be required to submit mid-semester progress reports. *How will you evaluate your project's integration with the theme "Better Together"?*

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will <u>measure</u> the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a <u>quarterly</u> report of progress*)
	c. <u>Achievable</u> *(how will you realistically achieve/the objective of the project – list project steps):* 1. Determine which FRYST students are below a 2.5 GPA. 2. Set up FYRST student book accounts at Palomar College/ Efollet Bookstore, work with designated bookstore staff member. 3. Contact students through email once is available for use 4. Disseminate mid-term progress reports to students via email and in person 5. Evaluate mid-term progress for student, student will meet with FYRST academic counselor to evaluate progress report 6. Disseminate end of semester progress reports to students via email and in person. 7. Evaluate student progress reports individually through FRYST counselor and coordinator. d. <u>Relevant</u> *(how does the project achieve or support the Strategic Plan Objective you listed)* Through the service of textbook assistance, FYRST students will be better prepared for academic classes. Having this academic support service will strengthen FRYST programs objectives which is help Former Foster Youth students succeed and achieve student success. e. <u>Time-based</u> *(Provide a reasonable project start and completion date)* Fall 2017 – Spring 2018	assistance has on grades and overall student retention. G. Other resources to fund the activity are limited. –Student Equity does provide textbook assistance to FYRST however the GPA requirement is a 2.5 which is high for many FYRST students.		The evaluation, which will be based on tracking student GPAs before and after receiving textbook assistance, leads directly into the BETTER TOGETHER theme. With increased GPAs students will be able to persist academically and become eligible for additional programs and services. Students will be encouraged to apply to additional programs and scholarships. Upon completion of the textbook assistance, additional evaluation will be to keep track of how many students who received the textbook assistance were able to receive future assistance with textbooks via Student Equity, EOPS or TRIO programs.

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a quarterly report of progress*)
	2. Describe how your project aligns with the college's theme "Better Together." Many foster youth students are not eligible for textbook assistance provide by Student Equity or other programs due to having a low GPA. This textbook assistance will be a bridge for additional support offered by programs such as EOPS or TRIO and even scholarships. By providing student's textbook assistance despite their low GPA, students will have increased persistence and retention. These programs can continue to provide textbook assistance to FRYST students by creating a bridge to help them increase their GPA. The textbook assistance would serve as a bridge to helping students become eligible for additional support and funding in the future and this is how we can work BETTER TOGETHER.			

PRIORITY # (Assigned by the reviewer group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____.

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext. 2360 for assistance in completing this form.

Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Palomar College Strategic and Master Planning Request Form for Strategic Planning Priority Funding (SPPF):
Strategic Plan 2019 Action Plan – Year 1 (2016-2017)

1. **Strategic Plan 2019 Action Plan - Year 1:** Prior to completing this form, read *Strategic Plan 2019 Action Plan - Year 1* to review the goals, objectives, and person(s) responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request which supports the College Theme "Better Together" **and** addresses a specific objective, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please send your request to just **one** of them. For example, if there are a few VPs listed, submit your request to the VP of your division <u>and</u> copy the others listed as leaders on your email submission. You can find the Action Plan at:
http://www2.palomar.edu/pages/strategicplanning/files/2017/01/Approved-01012016-Strategic-Plan-2019-Action-Plan-Year-1-.pdf
All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by **February 28th,** 2017 at 4:00 p.m.

3. **General Information:** Fill in the information below.

Person submitting request:	**Veronica Aguilera/ Calvin Onedeer Gavin**
Title of project/request:	**FYRST San Pasqual Dual enrollment / Counseling Section**
Requested total amount:	**$9,600**
Project start date:	**Fall 2017**
Project end date:	**Spring 2018**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2019 Action Plan - Year 1.*
   B. Clearly links project to the campus theme "Better Together."
   C. The anticipated outcome will directly impact students.
   D. The anticipated outcome will make a District-wide impact.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Requests are included as part of a department/discipline Program Review and Planning request related to SP2019.
   G. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. The Council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been identified to fund this or similar requests? (Check One)

| | YES | **X** | NO | | DON'T KNOW | |

If yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing each section below.

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will <u>measure</u> the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a <u>quarterly</u> report of progress*)
Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen existing programs focused on persistence and student success such as FYE, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars.	**1. Describe your project using the SMART Goal setting language** *a. Specific (what is the specific project):* Offer a Palomar College counseling course section to Foster Youth students at San Pasqual Academy in spring 2018. Using dual enrollment or a cohort based model, Foster Youth will be able to enroll and attend a counseling class, like counseling 110 or counseling 197, taught at the San Pasqual Academy and receive college credit. *b. Measurable (what are the measurable outcomes of the project):* The project will be measured in multiple ways, using curriculum based Student Learning Outcomes for the counseling section taught and pre and post student survey's relating to student college readiness. The project will also be evaluated, through student surveys, at the end of the semester.	Funding Criteria A and C: Foster Youth students who enroll in this class will directly be impacted through the counseling coursework and curriculum. The counseling curriculum will include the mission of Palomar College's strategic plan and will provide students an engaging learning opportunity that will contribute to student's academic success and cultural enrichment	1.Textbook costs =$1,500 2. Fieldtrips to local universities and cultural activities relating to curriculum coursework =$5,00 3. Estimation of salary and benefits for adjunct instruction= $3,100	**Consider the following when completing this section:** *How many students/staff will be served?* 35 High School Seniors at San Pasqual Academy served. *How will you measure the outcomes of the project?* The project will be measured in multiple ways, using curriculum based Student Learning Outcomes for the counseling section taught and pre and post student survey's relating to student college readiness.

Identify the objective from *Strategic Plan 2019 Action Plan – Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will **measure** the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a __quarterly__ report of progress*)
	c. *Achievable (how will you realistically achieve/the objective of the project – list project steps):* 1. Meeting with Counseling Dept. Chair and Dean and FYRST Counselor to determine which counseling course section will be used for project. 2. Meeting with San Pasqual Academy Director and Principal and FYRST Coordinator to determine classroom and facility use. 3. Have students complete K-12 form and submit to Admissions and Records with the assistance of the Palomar College FYRST coordinator or counselor. 4. Have high school students complete Palomar College application and enroll in designated counseling course section with the assistance of the FYRST coordinator or counselor. 5. Order 40 textbooks for students: On Course: Strategies for Creating Success in College and in Life by Skip Downing. 6. Create course curriculum, calendar, syllabus, student learning outcomes, pre and post student surveys. d. *Relevant (how does the project achieve or support the Strategic Plan Objective you listed)* Through the use of a cohort model, or dual enrollment program, Foster Youth students will be introduced to college coursework via a designated counseling class that is specifically tailored to meet the challenges they face as they transition from High School to the community college	which will contribute to the student's growth and learning. development. Based on the benefits of a cohort learning, this partnership will bridge the gap found in student's enrollment, retention and persistence at Palomar College and will serve as an enrichment program. Students will participate in college campus tours and fieldtrips, receive academic counseling, build career pathways and have the opportunity strengthen their participation of other linked learning programs on campus.		*How will you evaluate your project's integration with the theme "Better Together"?* A collaborative meeting will be held with the San Pasqual Administration, FRYST staff and Dean of Student Services to evaluate the overall project effectiveness leading to the building of an advisory board between Palomar College campus community, FYRST program and San Pasqual Academy.

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will <u>measure</u> the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a <u>quarterly</u> report of progress*)
	system. This project will also alleviate the gap that students face when enrolling at Palomar College and make the enrollment process seamless. This partnership will strengthening will Foster Youth students enrollment access, will assist in outreach efforts to Foster Youth students and will contribute to Foster Youth student's persistence and academic success. e. *Time-based (Provide a reasonable project start and completion date)* Fall 2017 – Spring 2018 **2. Describe how your project aligns with the college's theme "Better Together."** Research has shown that there a significant gap between Foster Youth and general student population on attendance, discipline, test scores, course passage, dropout rates, high school and college graduation rates. This project would serve as a bridge to help Foster Youth student's in their transition to Palomar College and will help close the achievement gaps that Foster Youth are currently facing and ensuring a seamless transition from high school to the community college. Partnering with San Pasqual Academy is an example of how we can serve this student population, BETTER TOGETHER.			

PRIORITY # (<u>A</u>ssigned by the reviewer group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____.

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext. 2360 for assistance in completing this form.

Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Palomar College Strategic and Master Planning Request Form for Strategic Planning Priority Funding (SPPF):
Strategic Plan 2019 Action Plan – Year 1 (2016-2017)

1. **Strategic Plan 2019 Action Plan - Year 1:** Prior to completing this form, read *Strategic Plan 2019 Action Plan - Year 1* to review the goals, objectives, and person(s) responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request which supports the College Theme "Better Together" **and** addresses a specific objective, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please send your request to just **one** of them. For example, if there are a few VPs listed, submit your request to the VP of your division <u>and</u> copy the others listed as leaders on your email submission. You can find the Action Plan at:
http://www2.palomar.edu/pages/strategicplanning/files/2017/01/Approved-01012016-Strategic-Plan-2019-Action-Plan-Year-1-.pdf
All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by **February 28th,** 2017 at 4:00 p.m.

3. **General Information:** Fill in the information below.

Person submitting request:	**Veronica Aguilera / Calvin Onedeer Gavin**
Title of project/request:	
Requested total amount:	**$7,598**
Project start date:	**May 2017**
Project end date:	**May 2017**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2019 Action Plan - Year 1.*
   B. Clearly links project to the campus theme "Better Together."
   C. The anticipated outcome will directly impact students.
   D. The anticipated outcome will make a District-wide impact.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Requests are included as part of a department/discipline Program Review and Planning request related to SP2019.
   G. Other resources to fund the activity are limited.

5. Other Funding Sources and Work on an Objective: SPC encourages groups to work together and seek funds to address the college objectives from many sources. The Council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been identified to fund this or similar requests? (Check One)

| | YES | | NO | X | DON'T KNOW | |

If yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

> The request for two commercial LED Backlit LCD TV's for student lobbies located in ST-37 and AA 141, to promote EOPS, CARE, CalWORKs, FYRST information to students such as special events, campus and program deadlines ($6,400) was also included in the EOPS, CARE and CalWORKs PRP request for 2017.

6. Description of Request: Provide a description of your request by completing each section below.

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using **SMART Goal Language (see below)**	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will **measure** the success of this activity in meeting the identified **Strategic Plan 2019 Goal/Objective.** (*Funded projects will require a quarterly report of progress*)
Objective 2.4: *Implement user-friendly technology tools that allow students to easily enroll, persist, and complete their studies.*	**1. Describe your project using the SMART Goal setting language** a. *Specific (what is the specific project):* 1. Student Kiosk facilitating check in process for students counseling appointments for EOPS, CARE, CalWORKs, FYRST programs. 2. Two commercial LED Backlit LCD TV's for student lobbies located in ST-37 and AA 141, to promote EOPS, CARE, CalWORKs, FYRST information to students such as special events, campus and program deadlines.	The EOPS, CARE, CalWORKs and FYRST counselors are currently housed separately from the EOPS building making check in process for student's counseling appointments physically difficult and confusing. Having a student kiosk located in the ST building, where students are asked to wait for their	1 Floor Standing Kiosk, $150 Subscription for 24 wireless software of check in system for Kiosk, $798 Touch screen Computer for standing kiosk, $400	**Consider the following when completing this section:** The EOPS, CARE, CalWORKs and FYRST program are currently growing, this objective would serve approximately 1,500 students and 20 staff members. *How will you measure the outcomes of the project?* Student appointment data will be collected through the SARS system regarding student counseling appointments. This data will be analyzed and compared to the previous year's

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will **measure** the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a* **quarterly** *report of progress*)
	b. *Measurable (what are the measurable outcomes of the project):* The Kiosk check in project can be measured through reports collected through the existing SARS program. Report finding can include date on student counseling appointments, no shows, student cancellations and overall increase of student contact ratio. This information could then be compared to previous years where the Kiosk check in process was not used. c. *Achievable (how will you realistically achieve/the objective of the project – list project steps):* Both projects are easily achievable and would include IS and campus facilities assistance for set up of LCD TV and Kiosk stand. Student data for counseling appointments will continue to be recorded through the existing SARS system, other follow up services will continue to be recorded through PeopleSoft system. d. *Relevant (how does the project achieve or support the Strategic Plan Objective you listed)* Through the use of both technological tools, described above EOPS, CARE, CalWORKs and FYRST student will have easier accessibility when checking in for their counseling appointments thus affecting their overall enrollment experience and retention for the programs listed above. LCD TV's would assist in disseminating information to student pertaining to	counseling appointment, would facilitate the student check in process and would promote student accessibility and persistence for counseling appointments and potentially increase student contact ratio for EOPS, CARE, CalWORKs and FYRST programs. LCD TV's in the lobby wait area would also assist in disseminating important information to student relating to their enrollment, and other important educational information as well as assist in promoting campus and program events and deadlines.	2 LED Backlit LCD TV's with mounting brackets for wall $6,500	student appointment data to see if there was a decrease of student cancellation, no shows, late appointments, etc. *How will you evaluate your project's integration with the theme "Better Together"?* A student survey will be used asking for student feedback and will be collected after one semester of new check procedure with Kiosk. Data collected can be used for program SAO's.

Identify the objective from *Strategic Plan 2019 Action Plan - Year 1* that this request addresses.	*Briefly* describe the project using SMART Goal Language (see below)	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will <u>measure</u> the success of this activity in meeting the identified Strategic Plan 2019 Goal/Objective. (*Funded projects will require a <u>quarterly</u> report of progress*)
	their educational goal (major), completion (important campus deadlines) and persistence (program events, deadlines). e. <u>Time-based</u> (*Provide a reasonable project start and completion date*) Both projects would be easily completed once the technology was approved and ordered and can be completed by May 2017. **2. Describe how your project aligns with the college's theme "Better Together."** Having both types of technological tools would bridge the gap between the two current locations for the EOPS, CARE, CalWORKs, FYRST programs and would help promote a "one stop shop" experience for the student and assist in program cohesion			

PRIORITY # (<u>A</u>ssigned by the reviewer group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____.

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext. 2360 for assistance in completing this form.

Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.