



**STUDENT SERVICES PLANNING
COUNCIL MEETING
AGENDA
March 22, 2017**

MEETING TYPE:

<input checked="" type="checkbox"/>	Staff	Date:	March 22, 2017
<input type="checkbox"/>	Product/Project	Starting Time:	9:30 a.m.
<input type="checkbox"/>	Special	Ending Time:	11:00 a.m.
		Place:	MD-155C

CHAIR: Adrian Gonzales

MEMBERS: Antonecchia, Cathcart, Cecere, Cory, 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. <u>MINUTES</u>		
1. Approve Minutes of March 8, 2017		
B. <u>ACTION ITEMS/FIRST READING</u> – None.		
C. <u>ACTION ITEMS/SECOND READING</u> – None.		
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. Need Member from SSPC to Serve on SSEC	Exhibit A	10 minutes
2. Review 2016-17 PRP's	Exhibit B	30 minutes
a. Counseling – Non-Instructional		
b. EOPS/CARE and CalWORKs		
c. Transfer Center		
3. Update on Student Services District BP/AP	Exhibit C	10 minutes
a. AP 5015 – Residence Determination		
b. AP 5070 - Attendance		
c. AP 5130 – Financial Aid, Veterans' & Scholarship Services		
d. AP 5300 – Student Equity		
4. IEPI Visit on 3/17/17		10 minutes
a. Enrollment Management		
b. Human Resources		
c. Communications		
5. North Center Update		10 minutes
6. South Center Update		10 minutes
7. Student Health Centers:		
a. New Behavioral Health Counselor – Mariana Guzman		
b. Outreach Activities		
c. Planned Parenthood Event – 4/3/17 from 10:00 a.m. – 3:00 p.m. in Student Quad		
E. <u>COMMITTEE REPORTS</u>		10 minutes
1. Academic Review Committee		
2. Behavioral Health & Campus Wellness Committee		
3. Campus Police Committee		
4. Registration Committee		
5. Scholarship Committee		
6. Student Program Eligibility Appeals Committee		
F. <u>OTHER BUSINESS</u>		

Next Meeting: Wednesday, April 12, 2017 in MD-155C



**STUDENT SERVICES PLANNING
COUNCIL MEETING
MINUTES
March 8, 2017**

CHAIR: Adrian Gonzales

MEMBERS PRESENT: Cathcart, Cecere, Cory, DiMaggio, Harris, Hopp, Large, Magnuson, Meyers, Moss, Nguyen, Nunez, O'Brien, Shoop, Springer, Stockert and Titus.

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: Antonecchia, Moore, Pell and Williams.

GUESTS:

Order of Agenda Items	Attachments	Time Allotted
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A. MINUTES

1. Approval of Minutes for February 8, 2017

MSC – (Cecere/Cathcart): The minutes for February 8, 2017 were approved and accepted into the record.

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

B. ACTION ITEMS/FIRST READING – None.

C. ACTION ITEMS/SECOND READING – None.

D. INFORMATION/DISCUSSION ITEMS

1. Review 2016-17 PRP's

Exhibit A 30 minutes

- a. Police Department – Chief DiMaggio reviewed this PRP.
- b. Pride Center – Abbie Cory reviewed this PRP.
- c. Student Affairs – Sherry Titus reviewed this PRP.
- d. Student Health Centers – Judy Harris reviewed this PRP.

2. Update on Student Services District BP/AP – Tabled.

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

We received a total of five SPPF requests. One was received after the deadline (Michelle Vogel Trautt – Peer Health Educator Program for \$20,000.00). This SPPF request did not move forward, as the deadline was not met.

The SPPF requests below that receive a consensus from the Council to move forward, will go to Executive Cabinet for further review and then to SPC for a broader discussion. SPPF requests will then be supported based upon ranking and the availability of funding.

It was suggested that we create a workshop on submitting SPPF requests as some had difficulty meeting the requirements for submission.

- a. Melinda Carrillo – Reading Services In-reach Program (\$2,800.00) – VP Gonzales reviewed this SPPF request. It generally met the criteria and will be moved forward for further discussion.
 - b. Patricia Rodriguez – FYRST Textbook Assistance (\$16,000.00) – VP Gonzales reviewed this SPPF. This SPPF request will not be sent forward, as it did not meet the Strategic Plan objectives. It needed to be more fully developed and should have included collaboration with others on campus.
 - c. Veronica Aguilera/Calvin Onedeer Gavin – FYRST San Pasqual Dual Enrollment/Counseling Section (\$9,600.00) – VP Gonzales reviewed this SPPF request. This SPPF request will not be sent forward. SPPF requests do support course development, but not course scheduling. This request should have included collaboration with others on campus. We will look into other funding sources to support this request.
 - d. Veronica Aguilera/Calvin Onedeer Gavin – Technology Updates – EOPS, CARE, CalWORKs, FYRST (\$7,598.00) – VP Gonzales reviewed this SPPF request. We will get more clarity around the equipment and software requests and move it forward for further discussion.
- 4. Review of New Websites** – VP Gonzales reviewed the following websites: 15 minutes
- a. Title IX/Campus SaVE Act - <https://www2.palomar.edu/pages/titleixcampussaveact/>
We are in the process of developing our own “Not Anymore” training site for students and staff.
 - b. AB 540/Immigrant Resources – <https://www2.palomar.edu/pages/ab540andimmigrantresources/>
 - c. Palomar Promise – <https://www2.palomar.edu/pages/palomarpromise/>
- 5. North Center Update** – Tabled. 5 minutes
- 6. South Center Update** – Tabled. 5 minutes
- E. COMMITTEE REPORTS** – Tabled. 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**

Meeting was adjourned at 11:06 a.m.

Next Meeting: March 22, 2017

STUDENT SUCCESS AND EQUITY COUNCIL
Role

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

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

Products

- Student Equity Plan
- Student Success and Support Plan

Reporting Relationship

Strategic Planning Council

Meeting Schedule

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

Co-Chairs

Faculty Senate President

Vice President for Instruction

Vice President for Student Services

Members

- Two faculty members appointed by Basic Skills Committee
- Two faculty members appointed by Instructional Planning Council
- Two faculty members appointed by Student Services Planning Council
- One faculty member from Reading department appointed by the Faculty Senate
- One faculty member from Math department appointed by the Faculty Senate
- One faculty member from English department appointed by the Faculty Senate
- One faculty member from ESL department appointed by the Faculty Senate
- One faculty member from Disability Resource Center, appointed by the Faculty Senate
- Two faculty counselors appointed by the Faculty Senate
- One faculty member at-large (Instruction) appointed by the Faculty Senate
- One faculty member at-large (Student Services) appointed by the Faculty Senate
- Two faculty senators appointed by the Faculty Senate
- One Administrative Association representative appointed by the AA
- One Confidential and Supervisory Team representative appointed by the CAST
- Two Classified Unit Employee representatives appointed by CCE
- One Dean – Student Services
- Two Deans – Instruction
- One Assessment Supervisor
- One Senior Director of Institutional Planning and Research
- One Manager of Orientation and Follow-up Services
- One 3SP Coordinator

Approved by SPC 11-04-2014

Revised by SPC 05-03-2016

05-13-16

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

Exhibit B

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: COUNSELING

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	2015-2016	Definitions
Student counseling appointments	25,301	26,260	28,785	29,243	Standard one-on-one confidential counseling appointments
PeopleSoft educational plans	27,174	23,563	24,960	29,604	Counselor entries of educational plans, updates, expansions and session comments.
Student/counselor phone contacts	1,622	105	2,119	2,433	Counseling related student/counselor phone contacts tracked by SARS (This count does not include PHONE APPOINTMENTS, that is included in the Student Counseling Appointments)
Student/counselor email contacts	1,158	668	1,134	1,710	Counseling related student/counselor email contacts tracked by SARS
Probation workshop attendees	699	649	360	460	Counselor led workshops and probation holds removed on PeopleSoft
Topics workshop attendees	136		17	28	Counselor led workshops on critical issues affecting students (This count only reflects the Math Success While Reducing Anxiety workshop)
Group counseling attendees	213	158	71	48	General and transfer group counseling sessions for new students
Online Appointments	N/A	82	215	605	Standard one-on-one confidential distance counseling appointments
EAP new student attendance	1336	935	1,074	1,017	Counselor led college orientations and individual educational plans for local high school seniors
Quick Questions	N/A	28	870	942	Standard one-on-one confidential "walk in" counseling appointments
STEM Center Counseling	N/A	N/A	149	217	Standard one-on-one confidential "STEM" counseling appointments (Headcount-duplicated)
FTEF	18	20	19	20	Full time equivalent contract Counseling faculty (includes Articulation Officer) Does not include – full-time District Counselors
Counseling support staff	11	10	7	7	Full time classified counseling staff persons

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

1. The data indicates a steady increase in the number of completed counseling appointments.
2. Reminders to counselors on documenting education plans may have attributed to an increase in the number educational plans the last three years in updates, expansions, session comments, phone and email contacts, but there is room for improvement and counselors will continue to receive reminders to document email and telephone contacts.
3. Although probation workshops attendees increased last year, more probation workshops will be offered in the following years to decrease the number of one-on-one appointments for students who need a probation hold removed. As part of our mission to provide more intrusive services we contacted by email and text 487 students who were on probation 2 status to attend one of the nine probation workshops offered in the Fall.
4. In response to the decrease group counseling attendees the counseling department offered 18 academic workshops in August and September and will collaborate with the Manager of Orientation and Follow-Up Services and Assessment office to offer weekly academic workshops in Spring 2017 starting 2/1/17.
5. The number of online appointments increased 181%. This could be attributed to several factors: more counselors were trained to provide online counseling, the SARs grid being blocked off for online counseling, training front staff to inform students of online counseling opportunities and adding online counseling information to the counseling website.
6. An 8.2% (n.72) increase in Quick Questions indicates that this service is being utilized. Counselors have been reminded to update/revise/input comments on student education plans even for Quick Question sessions.
7. The increase in FTES from 19 to 20 was a result of hiring an articulation officer with 100% release time (does not see students or create education plans). In Fall 2016 we hired (3) three full-time counselors. A veterans counselor, a student equity counselor and a generalist counselor.
8. The Counseling Supervisor position has been vacant since July 1, 2016 and has caused a strain on our existing staff and less backup coverage at the counseling front desk. The position will be filled in January 2017.
9. In Spring 2017 we plan to hire three (3) full-time classified staff (General Counseling, Career Center and Escondido Counseling Center).
10. The Counseling Supervisor position has been vacant since July 1, 2016 and ~~and~~ has been hired.

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

The counseling department has one active SAO for 2015-16 "EAP participation and educational planning 80% or more of the EAP (Early Admissions Program) students who subsequently registered for the 2015-2016 year will have an individual educational plans developed with a counselor in place their first academic year with Palomar." This SAO was achieved. 1,952 students assessed and registered for classes at Palomar. Of these students, 1,699 (87%) had educational plans completed

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

The counseling department needs to develop more SAOs. SAOs were not created in 2015-16 and only one (created in 2014-15) is still active. In preparation of the revised PRP form the counseling department started working on our SWOT analysis on 9/30/16 and it has been an ongoing agenda item at our counseling meetings. A google document was created and counselors were invited to add/edit information. Via our SWOT analysis the Counseling department will create and evaluate three (3) SAOs for 2016-17

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's [Strategic Plan 2019](#), describe/discuss the discipline planning related to the following:

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

1. In Spring 2017 the department will begin reviewing and revising the Counselor Department Procedures to align with Administrative and Board Policies.
2. In Fall 2016, counselors volunteered to work on the following initiatives:
 - a. Dual/Concurrent Enrollment with high schools (SP Objective 5.2)
 - b. Work with the Manager of Outreach Services and the Manager of Orientation and Follow-Up services to improve outreach, persistence and student success (SP Goal 2)
 - c. Revised Student Educational Plans/Abbreviated Education Plans (SP Objectives 2.2)
3. A steering committee of several counselors was created in December 2016 and will have regular meetings in Spring 2017 to plan and implement the Palomar Promise via the FYE program for at least 500 high school students in our district (SP Objective 2.2).
4. The Student Equity counselor will work with the counseling department and instructional faculty to implement the Puente Program for Fall 2017 including creating a Coun 110/Eng 50 Learning Community (SP Goal 2; 2.1; 2.3;2.6)
5. Starting Spring 2017 the counseling department will partner with the Assessment Office and the Manager of Orientation and Follow-Up Services to offer Academic Workshops to visiting high school students (SP Goal 2).
6. Based on feedback from the representatives from NaBITA (National Behavioral Intervention Team Association), the counseling department will discuss developing a Student Intake form in spring 2017 to be implemented in fall 2017.
7. Advocate hiring three (3) FTE counselors for Fall 2018 (SP Goals, 2.1, 2.2, 2.3, 2.4, 2.6 & 4.1) to meet the need for two (2) FTE counselors to work at the South Center campus and one (1) FTE counselor to work at the North Center campus as well as increased counseling department involvement in Palomar Promise and student outreach and follow-up initiatives. In addition, one of our full-time counselors retired this year

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.)

With increased involvement of full-time counseling faculty on multiple initiatives (i.e. Palomar Promise, Dual Enrollment, Distance Education, Puente & Umoja programs, high school outreach support and follow-up services as well as the request to have three experienced (3) FTE counselor assigned to new North and South Center) and the recent retirement of a full-time counselor, the department strongly recommends hiring three full-time counselors for Fall 2018.

The Counseling Department will also work with:

1. Campus Police, Health Services and Student Affairs to develop a Survivor Advocate Program.
2. The Behavioral Intervention Team (BIT) to create a Behavior Intervention Structure.
3. The Student Equity Counselor to bring the Umoja Program to Palomar College in Fall 2018

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

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

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
.							
a4.							
a5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
b3.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
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 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Counseling Support Staff	1	2.6 & 4.1	The Counseling Department/Main Campus has a vacant full-time Counseling Support Specialist position. Being understaffs results in phone calls not being answered.	60,000	On-going	no
e2.							
e3.		1					
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 2014 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.

1. A full-time articulation officer was hired starting December 2015 and three full-time counselor (veterans, Student Equity and a Generalist) were hired starting July 1, 2016.
2. Improved distance counseling by moving from Skype to ZOOM program.
3. Developed Behavioral Health Counseling protocol
4. To assist student in crisis the department Quick Questions slots to SARs throughout the day. Counselors on Quick Questions will be the first point of contact for students in crisis.
5. Approximately 90 high school counselors attended Palomar's high school conference in November 2015.
6. Counseling faculty, Katie Morris presented Math Anxiety workshop with Math instructor, Mona Ellis, on March 5, 2016 (attendance:28 students).

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.

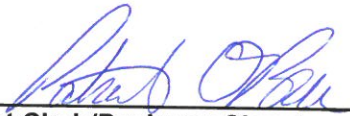
NA

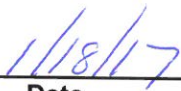
STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)


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


Department Chair Patrick O'Brien,	Counseling Faculty: Dr. Rebecca Barr, Dr. Glyn Bongolan, Tim Hernandez, Katie Morris, Dr. Lisa Romain Dr. Gabriel Sanchez, Tom Ventimiglia.	Classified Staff: Carrie Espinoza Vilanueva, Senior Counseling Services Specialist
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	Name	Name
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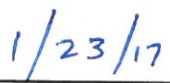

Department Chair/Designee Signature


Date


Division Dean Signature


Date


Division Vice President Signature


Date

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

Palomar College – Program Review and Planning Non-Instructional Programs

Academic Year 2017

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

Discipline: EOPS/CARE and CalWORKs

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

11/04/16

Please Add Date
(00/00/2012)

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

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
EOPS Student Counseling Contacts	3407	3717	3,062	3,637	
EOPS MIS Unduplicated Count	843	863	886	959	
Orientations - EOPS	37	69	50	51	
Orientations - CARE	4	4	6	8	
Follow-up Contacts	3	3	3	3	Student Contact with Counselor per semester
Full-time FTEF Counselors	2.25	2.25	2.25	2.25	Academic Counselors
Part-time FTEF Counselors	.25	.25	.50	1.50	Adjunct – Academic Counselors
Full-time/Part-time %	11%	11%	22%	67%	
FTEF/Headcount Ratio per 1 student	337	345	322	256	
Number of FT Staff	4.0	4.0	4	4	Classified Staff & Supervisor
Number of Part-time Staff	1.25	0	0	0	
Staff/Student Ratio per 1FTE	160	216	222	240	
CalWORKs MIS Unduplicated Count	185	167	164	183	Individual Orientation Appointments
Orientations – CalWORKs	12	11	9	111	
Counseling Contacts – CalWORKs	501	624	568	0	
Full-time FTEF CalWORKs Counselors	0	0	0	0	Academic Counselors
Part-time FTEF CalWORKs Counselors	.84	1	1	1	Adjunct - Academic Counselors
Number of FT Staff CalWORKs	1	1	1	1	Classified Staff
Number of Part-time Staff CalWORKs	0	0	0	0	

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

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

Observations:

The four-year trend reflects an increase of about 18.75% in student contacts. This was a result of extensive outreach efforts to increase the number of students served. In 2015-2016, the state provided sufficient funding to bring EOPS back to financial stability (prior to major cuts during the past six years). Palomar College EOPS also took a \$70,000 cut for 2016-2017 due to a new funding formula that includes the needs for additional college contributions.

The EOPS cap was exceeded by 244 students (cap: 719) in 2015-2016; cap was exceeded by 144 students (cap: 719) in 2014-2015; cap was exceeded by 124 students (cap: 719) in 2013-2014; cap was exceeded by 152 students (cap: 719) in 2012-2013. Staff provides EOPS presentations to local high schools in our district and participates in outreach events on and off-campus. EOPS flyers are posted on social media, campus marquees, and in the college's newspaper. Banners are located on campus and brochures are available at all off-campus sites. In 2015-2016, we doubled the number of students in the program. There was a need to provide all students with more benefits and services; therefore, we provided book vouchers, bus passes, parking permits, student identification cards, and meal vouchers. Although these services were expensive, we found them relatively useful for student retention, especially when doubling the number of students participating in the program.

The district's support and monetary contributions are vital to the success of EOPS students that are economically, socially, and educationally disadvantaged.

IA. Please summarize the findings of SAO assessments conducted.

Updated and newly revised student assessment outcomes will be created and conducted in 2017-2018.

IB. Please summarize the findings of SAO assessments conducted.

N/A

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

Regarding the most recent SAO that assessed counseling appointments in 2015-2016 and 2016-2017, EOPS counselors are conducting 45-minute appointments three times per semester for each student participant. State regulations do not indicate a specific required amount of time for each counseling appointment.

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.

- SSSP and Student Equity goals and objectives
- Increase enrollment retention and graduation numbers
- Continuing 45-minute counseling appointments, 3 per student each semester
- 100% comprehensive student educational plans
- EOPS student use of priority registration
- Increasing the number of EOPS students served per year to a maximum of 1,200

II.B.

- SSSP and Student Equity goals and objectives
- Increase enrollment retention and graduation numbers
- Continuing 45-minute counseling appointments, 3 per student each semester
- 100% comprehensive student educational plans
- EOPS student use of priority registration
- Increasing the number of EOPS students served per year to a maximum of 1,200

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 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 the request 123 etc.	Strategic Plan 2016 Goals/Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan analysis of data SAO assessments	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
a 1							

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

Resource	Describe Resource Requested	Prioritize the request 123 etc.	Strategic Plan 2016 Goals/Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan analysis of data SAO assessments	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
b 1	Printers	1	2.6	At the present time, equipment is not needed. As warranties expire, new equipment may be necessary to ensure staff can perform tasks that provide students with support services and allow students to print required EOPS and Financial Aid forms.	\$1,500	On-going	Categorical funds cannot be used to cover cost
b 2	Computers	2	2.6	At the present time, equipment is not needed. As warranties expire, new equipment may be necessary to ensure staff can perform tasks that provide students with support services.	\$2,000	On-going	Categorical funds cannot be used to cover cost
b 3	Copier	3	2.6	Although a copier was received in 2013, it should remain on the list to ensure that there is a noted request in the case of a situation where	\$10,000	On-going	Categorical funds cannot be used to cover cost

				the warranty has expired or if the machine's repairs exceed a cost effective solution.			
--	--	--	--	--	--	--	--

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

Resource	Describe Resource Requested	Prioritize the request 123 etc.	Strategic Plan 2016 Goals/Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan analysis of data SAO assessments	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
c 1	Four Filing Cabinets with locks	1		Student records will be locked in a cabinet for confidentiality purposes.	\$2,600	One-time	Categorical funds cannot be used to cover cost
c 2	Two Commercial LED Backlit LCD TVs	2		Promote special programs, campus deadlines, and events.	\$6,400	One-time	Categorical funds cannot be used to cover cost

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

Resource	Describe Resource Requested	Prioritize the request 123 etc.	Strategic Plan 2016 Goals/Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan analysis of data SAO assessments.	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
d 1	Training	1	2.6	The 2016-2017 budget cut may prevent supervisor from attending trainings, meetings, and conferences that are beneficial to the department.	\$1,500	On-going	Insufficient funds due to budget cuts.
d 2	Cart Maintenance	2	2.6	Needed for staff to perform tasks that provide support services to students.	\$1,500	On-going	Categorical funds cannot be used to cover cost

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

Resource	Describe Resource Requested	Prioritize the request 123 etc.	Strategic Plan 2016 Goals/Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan analysis of data SAO assessments.	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
e 1	EOPS/CARE/CalWORKs FYRST Retention Specialist	1		Given the new GPA regulation regarding BOG, Priority Registration and Palomar College's FTES goals, there is a need for more direct intervention from a Specialist for student retention.	\$65,000	On-going	Categorical funds cannot be used to cover cost

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

Resource	Describe Resource Requested	Prioritize the request 123 etc.	Strategic Plan 2016 Goals/Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan analysis of data SAO assessments.	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
f 1							

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

N/A

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

The department continues to host a Thanksgiving Holiday event for EOPS students and their families by providing an Albertsons gift card to help supplement their Thanksgiving meal. EOPS continued our partnership with Campus Police and Toys for Tots. We were able to provide EOPS students and their children with a beautiful holiday celebration that included a hot meal, pictures with Santa, face painting, crafts, and a toy for every child. This past school year, we continued our media outreach method to potential and current students to include a monthly newsletter for EOPS/CARE/CalWORKs students. The EOPS/CARE program continues to provide workshops for students and grants to assist students with educational expenses. The CalWORKs program continues to provide intersession workshops for students who must participate in additional training as required by the county when official classes are not in session. Our CalWORKs adjunct counselor develops and maintains the department Facebook and monthly EOPS/CARE/CalWORKs newsletter.

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

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

The funding for 2016-2017 was cut approximately \$70,000. As we continue to see an increase in EOPS numbers, additional funding will be necessary to provide book vouchers and/or grants to eligible students. We have a need for an additional EOPS counselor due to the loss of 1FTE counselor during the 2010-2011 school year. We are planning to fill this position in 2017-2018. It is our hope that the college will support the replacement of the two remaining vacant classified positions in the future when categorical funds are increased. We will continue to maintain a status quo operational budget with categorical funds to ensure that we can provide various services, such as book vouchers for our students using EOPS categorical funds.

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

Lorraine Lopez
Name

Calvin One Deer Gavin
Name

Name

Alison One Deer

Department Chair/Designee Signature

B. Smith

Division Dean Signature

A. Re

Division Vice President Signature

(updated) 1/23/17

Date

1/25/17

Date

1/26/17

Date

- Provide a hard copy to the Vice President

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

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

Discipline: Transfer Center

12/3/2016

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)

[illegible]

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

Student contacts have remained mostly stable with fluctuations due to counselor or staff availability. In Fall 2013 we installed a SARS tracking system, that had been removed in Fall 2011, when the Career Center moved to another location. The student contact number almost doubled because we were able to capture student data of those using Transfer Center services. In 2015 the tracking system was down and it was a hit and miss counting the students who sought Transfer Center assistance. Also during the spring of 2015 one of the two staff members went on a 2 month medical leave that affected student contact numbers.

Many more students are not assisted at times when we have to close the center to provide workshops, tours, or other activities that require the 2 staff members and director. There is a direct correlation between available staff and student contact numbers.

- The number of students assisted in Transfer workshops has steadily increased. The need for assistance is greater than the capacity that we have to provide workshops, due to lab availability, staffing and preparation for the workshops.

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

Students are satisfied with workshop topics and are acquiring information to help their transition to universities. A major component of our workshops is assistance with the CSU and UC application process. The Transfer Center uses SAO's for feedback on every workshop and transfer activity delivered; 100% of participants would recommend the activity, whether it was a workshop, college tour or college fair to other students. SAOs have been instrumental in changes made to workshops and services offered by the Transfer Center. From SAO feedback we have added more time to our workshops, and continue to try to provide more staff to help with the "hands on CSU workshops". We have also included yearly university tours and have changed how services are offered in the Transfer Center. We now offer "walk in application assistance" during the last week of the application period in November.

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

Continued funding for university fieldtrips would help the Transfer Center provide Palomar students options to visit universities both in and out of our service area. Campus fieldtrips taken with GRAD funding resulted in university visits to CSULB and UCI and UCR. SAOs completed indicated it made a significant difference to students to visit campuses. Some commented that their attitude and motivation had changed in a positive way. In the past year we were only been able to visit local campuses due to cost. UCSD provided funds for a bus in Spring of 2016, but GRAD money was exhausted for trips outside of our service area.

In 12/13 with GRAD funds the Transfer Center was able to provide University visits to CSUDH, CSUF and UCLA. Students were able to talk directly to admissions personnel and some actually applied while they were at the campus of Dominguez Hills that year.

In 2013 the Transfer Center collaborated with ASG to provide a tour to UCLA's STOMP Conference, in which 50 students participated. Again students responded in SAOs how it influenced their motivation to achieve the desired gpa for admissions to UCLA.

In the Fall of 2014 students rode the Sprinter to CSUSM, our feeder campus for their "Majors" fair. Many students had not visited the campus in spite of the proximity and their goal of transferring there in the future.

In Spring of 2015 students visited CSU Long Beach. The question students were asked on the SAO was, "What helped you form a decision about applying or not applying to this school in the future?" Students' responses ranged from

"I wanted to see what a university looked like before I applied."

"The feeling"

"seeing the campus"

"Time to explore on my own"

"This has been the only tour I have ever been on and it has opened my eyes to new visions and paths."

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

"I really enjoyed the environment/atmosphere of the school and I also enjoyed the diversity"

College Tours give students a broader window to make informed college choices, and an opportunity for many of them to visit a university.

In the SAO's completed in Fall 14 students addressed the need for more staff during CSU application workshops, this is an area where under the Transfer director special student ambassadors can be trained to help. In response to that feedback in Fall of 15, an additional counselor and all TC staff participated in application workshops for the CSU system. Ambassadors were not available for this type of work.

-Adequate staffing is of utmost importance to accomplish our transfer work. Title 5 Regulations requires that each community college district recognize transfer as one of its primary missions; included in the regulations are program components that include transfer staffing. I full-time counselor assigned to the Transfer Center in addition to the counselors that work 1 day a week in the Transfer Center would help alleviate transfer counseling responsibilities and the many transfer functions associated with Transfer Centers. A college nearby has 3 full-time counselors in addition to 2 full time staff members and part time counselors.

There is a need to have a computer lab dedicated to the Transfer Center with room for a minimum of 20 students, for the many workshops that are offered in the Fall during the application period that runs from September- November. Currently the Transfer Center shares the Career Center space, which makes scheduling difficult. The Transfer Center also uses the labs in the library, but they are not always available. Our small computer space in the Transfer Center needs upgrading. The space needs to be redesigned to allow better and more access. We currently have only 5 computers, and need to provide more privacy for students when filling out sensitive college information.

STEP II. PLANNING

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

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

The Transfer Center has been active in providing services that are critical for transfer students. The Center has gone from offering 7 total CSU and UC application workshops in Fall 2011 to 29 in Fall 2015, with opportunities for walk in assistance created. Workshops at the Escondido Center were added and were well attended. Transfer topic workshops are also offered to assist students with the intricacies of the transfer process, as well as to provide the different transfer options for private and out-of-state (WUE) options. Workshops serve a diverse student population, we are assisting students identified in our Equity plan, which include latino, African American and veteran students.

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

Counselors are not exclusively assigned to the Transfer Center; therefore it is important that they receive the most updated transfer information in a timely manner. There are important conferences for counselors like; ETU (Ensuring Transfer Success by the UC system) held in spring, the CSU annual conference, the UC Conference (both in Fall) and the WACAC (Western Assoc. for College Admission Counseling) conference that addresses the Private Schools and legislation that affects CC's. It is important that counselors have the opportunity to attend conferences and to return to help train the department faculty. The responsibility for dissemination of crucial transfer information is one of the Transfer Center Director's responsibilities, but general counselors who attend have opportunities to get first- hand information, to network and troubleshoot with colleagues and feeder institutions and to assist in some of the training.

As the college calendar changes, it is critical to remember that the final week in November is a time that the Center needs to be able to provide services to students. The students who are least prepared and need the most help often are the last to apply and are affected by a shortened calendar year.

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.	workstation for computers		1 & 4	A smarter use of space is needed to accommodate students using our computers. A new work station with slimmer design would allow an additional computer.	2000	One time	no
a2.							
a3.							
a4.							
a5.							

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

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

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Budget for Tours	1	1.3	This activity provides a direct impact to prospective transfer students.	5000	On-going	no
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.	Conference Fees	3	3.3	Strengthen programs and services for our students in order to support their educational goals." There are 3 critical conferences every year; the CSU, UC and Ensuring Transfer Success conference. We send counselors when there is money, but would like to have funds to provide this opportunity to counselors on a yearly basis.	\$2500	On-going	The Transfer Center budget that would cover this expense was reduced by \$1,000, leaving us with 4000 for all expenses that we have to incur for the year.
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?

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

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

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

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

* Fall 2015 – 2,155 students were assisted directly in 37 transfer workshops and drop-in application assistance.

CSUSM numbers: Fall 2016 transfers from Palomar College – 813

Fall 2015 transfers from Palomar College - 728

ADTs to CSUSM- Fall 2016 (63) Fall 2015 (45)

SDSU numbers: Fall 2016 141 admits out of 648 applicants

Fall 2015 137 admits out of 656 applicants

ADTs to SDSU- Fall 2016 (11) Fall 2015 (0)

Other Stats: PC transfers to CSU:

Year 2015/16 - not available
2014/15 - 1,250 students
2013/14 - 1,131 students
2012/13 - 1,077 students

UC System Admitted students from Palomar (information derived from UC infocenter;

Fall 2015- 342 admitted with 179 enrollees
Fall 2014- 261 admitted with 202 enrollees
Fall 2013- 254 admitted with 196 enrollees
Fall 2012- 325 admitted with 260 enrollees

From Data Mart: ((most recent data available)

Year 2013-2014 In-State Private Institutions - 243
Out-of -state universities 398
Total: 641
Year 2011-2012
In State private: 301
Out-of-state: 455
Total: 756

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.

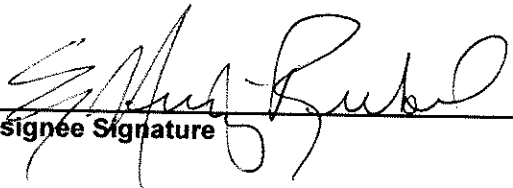


NA

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

The colleges transfer function will become more critical as new ADTs (Associate Degree for Transfer) are developed and the requirements of the Student Success Act are implemented. I strongly recommend adding a counselor dedicated to Transfer Center counseling. The Transfer Center Director has to participate in meetings and uses 60% release time to attend to activities outside of counseling. With the ADTs becoming institutionalized statewide, it would be beneficial to the Transfer Center.

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

Elvia Nuñez-Riebel Name	Lisa Douglas Name	Brittany Wong Name
Name	Name	Name

	<u>2-2-2017</u>
Department Chair/Designee Signature	Date
	<u>2-2-17</u>
Division Dean Signature	
	<u>2/3/17</u>
Division Vice President Signature	Date

STUDENT SERVICES

REV 02/23/17

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.

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

- ~~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

are deceased and a legal guardian has not been appointed.

- **Note:** The conditions for a minor apply unless the Immigration and Nationality Act precludes the minor from 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

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

- 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

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.

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

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

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 United 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

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

~~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, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California and enrolls in the community college within three years of the Service Member's death in the line of duty following a period of active duty service of 90 days or more.~~
- 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

- 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).

- 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

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.

- 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.

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

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

STUDENT SERVICES

REV 1/11/17 no proposed changes

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

STUDENT SERVICES

Revision 2/23/17

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

Education Code Section 66021.6, 66025.9 and 76300;
Title 5 Sections 55031 and 58600 et seq.
20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668;
U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended.
ACCJC Accreditation Standard III.D.15

Financial Aid programs available include:

- BOGW – Board of Governors Enrollment Fee Waiver Program for California residents
- Cal Grants (Cal Grant B, C)
- FTSSG Grants (Full-Time Student Supplemental Grant)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- William D. Ford Federal Direct Student Loan Program
- Institutional Emergency Student Loans
- Institutional Scholarships
- Veterans Educational Benefits

Financial Aid Application Process

The FAFSA (Free Application for Federal Student Aid) is required for federal and state financial aid programs. AB540 students applying BOGW Fee Waivers, Cal Grants and FTSSG Grants who are unable to submit a FAFSA may apply using the California Dream Application. Applications are available on eServices and information is available at www.palomar.edu/fa

Scholarship information

Applications for Palomar College scholarships may be accessed using the Financial Aid Office website. Applications for external scholarships require a separate application available in the Financial Aid Office.

Veterans Educational Benefits Program

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

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

Compliance

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

Misrepresentation

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

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

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

Loss of Eligibility for BOG Fee Waiver

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

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

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

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

manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances that might include documented changes in the student's economic situation or evidence that the student was unable to obtain essential student support services. Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.

Foster Youth shall not be subject to loss of BOG Fee Waiver due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9(c).

See BP 5130 titled Financial Aid, Veterans' & Scholarships Services

Office of Primary Responsibility: Financial Aid, Veterans' & Scholarships Services

STUDENT SERVICES

REV 3/7/17

AP 5300 STUDENT EQUITY

References:

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

The District shall have a Student Equity Plan which will be developed, maintained and updated by the Student Success & Equity Council (SSEC) using campus-based research practices. The SSEC is chaired by the Vice President of Student Services and includes representation from students, faculty, staff and administration.

Consistent with Title V Section 54220(6)(d), the SSEC will examine equity-related outcomes by race/ethnicity, gender, disability, age and other underrepresented populations.

The SSEC shall evaluate progress toward equity goals that aligns with the institutional strategic plan of the college.

Following approval of the District's Student Equity Plan by the Palomar College Governing Board, the plan is filed, as required, with the State Chancellor's office. The plan will be updated and sent to the State Chancellor's office every three (3) years.

The District's Student Equity Plan will include:

- provisions for the active involvement of all the groups on campus
- involvement by appropriate people from the community who can articulate the perspective and concerns of historically underrepresented groups
- campus-based research to identify as to student groups whose success rates are not at equitable levels the extent of student inequity
- an assessment of institutional barriers to equity

The District's Student Equity Plan will address:

- institutional barriers to equity
- goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion and improvement rates, and

transfer for each disproportionately impacted historically underrepresented
group of students

- activities most likely to be effective to attain the goals, including coordination of existing student equity related programs
- sources of funds for the activities in the plan
- a schedule and process for evaluation of progress towards equity plan goals ~~the goals~~
- an executive summary that describes the disproportionate impact groups for whom goals have been set, ~~the goals,~~ the initiatives that the District will undertake to achieve the goals, the resources budgeted for that purpose, and the District officer or employee who can be contacted for further information

Office of Primary Responsibility: Vice President of Student Services