



Student Success and Support Program Plan (Credit Students)

2014-15

District: Marin Community College District
College: Marin

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:

cccssp@cccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

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

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

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

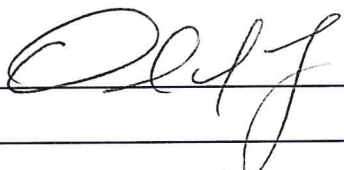
- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

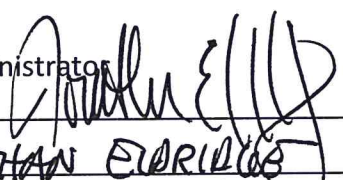
Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

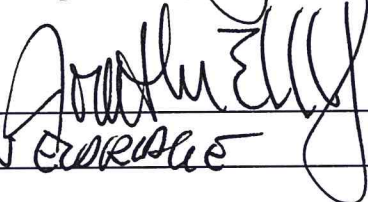
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

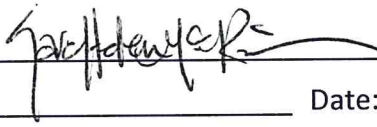
College Name: College of Marin
District Name: Marin Community College District

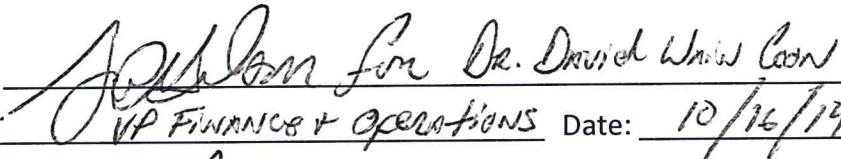
We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

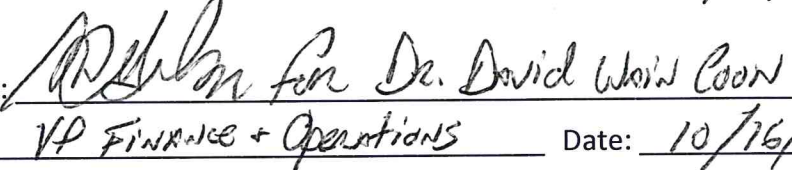
Signature of College SSSP Coordinator: 
Name: Derek Levy Date: 10-16-14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: 
Name: Jonathan Eldridge Date: 10/16/14

Signature of the Chief Instructional Officer: 
Name: Jonathan Eldridge Date: 10/16/14

Signature of College Academic Senate President: 
Name: Sara McKinnon Date: 10-16-14

Signature of College President: 
Name: David Wain Coon Date: 10/16/14
VP Finance + Operations

Signature of District Chancellor: 
Name: David Wain Coon Date: 10/16/14
VP Finance + Operations

Contact information for person preparing the plan:
Name: Derek Levy Title: Dean of Student Success
Email: Derek.Levy@marin.edu Phone: 415.485.9431

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

All new and continuing students, particularly those who are eligible to improve their enrollment priority, are the target audience to participate in orientation. An estimated 1200 first-time students are to be served for 2014-15.

Orientation is provided through in person group presentations, embedded in specific counseling courses, and via online modules. The online module is available to all students at any point after admission. It is promoted in the letter of admission. In person orientation events are also scheduled in preparation for the start of the fall and spring semesters and posted on the Counseling department’s website and on campus bulletin boards.

Additionally, COM hosts a College Success Saturday where admitted high school students are encouraged to attend a variety of matriculation events, including orientation and registration. This and other outreach and matriculation activities are done in concert with the Marin County Office of Education and Marin high school districts. The Outreach office also provides pre-orientations at area high schools.

The college also offers a Student Success Speaker Series, which includes supplemental topics such as stress reduction, health insurance, using technology on campus, budgeting, and other topics.

ESL students are offered Student Success orientation workshops, which include placement testing done in advance of their orientation workshops and appointments for counseling. EOPS and Athletics each offer enhanced orientations to their students / student athletes that supplement the college’s orientation and address topics specific to these student populations.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Gina Cullen, chair, counseling department: coordinates and delivers in person orientations; co leads development and coordination of online orientation modules.

Anna Pilloton, Outreach Coordinator: provides outreach and coordination of services with area schools; co coordinates development and delivery of online orientation modules.

Karen Robinson, counseling faculty: delivers in person orientations.

Luz Moreno, counseling faculty: delivers in person orientations.

Alexandra Magallanes-Rivera, counseling faculty: delivers in person orientations.

Ginny Hanna, counseling faculty: delivers in person orientations.

Letta Hlavachek, counseling faculty: delivers in person orientations.

Joetta Scott, part-time counseling faculty: delivers in person orientations.

Pamela Mize-Kurzman, counseling faculty: delivers in person orientations.

Byron Ramey, counseling faculty: delivers in person orientations and collaborates on online orientation modules development.

Bruce Furuya, counseling faculty: delivers in person orientations and collaborates on online orientation modules development.

Kristin Perrone, counseling faculty: delivers in person orientations and collaborates on online orientation modules development. Teaches counseling course which provides orientation.

Caitlin Escobar, counseling faculty: delivers in person orientation. Teaches counseling course which provides orientation. Participates in Summer Bridge program (see item iii.1).

Alejandro Suarez, administrative assistant: provides Spanish translation of in person orientation to noncredit ESL students.

Sara McKinnon, ESL Noncredit faculty: delivers in person orientation. Also administers ESL tests and helps students complete registration forms.

Cheo Massion, ESL Noncredit faculty: assists with administering ESL tests and helping students complete registration forms.

Patricia Seery, ESL Noncredit faculty: assists with administering ESL tests and helping students complete registration forms.

Rose Jacques, counseling administrative assistant: inputs in person orientation into SARS, updates for student attendance, and provides administrative support for faculty presenters.

Student Ambassadors, stipend student employees: provide tours and assist with matriculation steps.

The above faculty and staff provide primary provision of orientation. This does not include technical or other support. This also does not include counseling faculty in EOPS (2 FTE) – **Rinetta Early** and **Rose Thompson**, and SAS (2 FTE) – **Toni Yoshioka** and **Luna Finlayson**, who receive separate categorical funding.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

COM contracts with COMEVO for software platform to deliver online orientation modules. This was launched for student access beginning in February 2014. There is an annual “recurring hosting and maintenance fee” which includes provision for technical support by the vendor. Additionally, COM IT staff provide technical support for delivery via the student portal, submission of data to

the SIS (Banner) and student enrollment priority dashboard. IT and SAS staff also provide technical support for expanded content development and delivery of the modules, e.g. closed captioning and video support.

In-person orientations include use of power point software for presenting content.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

COM has developed a plan for consistent offering of orientation (and tracking of participation) through three means: online, in person via group presentations, and embedded in specific counseling courses. An online version, which includes embedded quizzes to check learning outcomes, was initially launched in February 2014 and is revised and updated on an ongoing basis. In person orientations are scheduled each semester. Counseling curriculum content is being enhanced, as is the frequency of offerings, including late start courses to accommodate students who may be identified by the college’s early alert program. The above content is **now** included in all versions.

Additional opportunities have been identified to enhance the online version through additional information related to distance learning, payment plans, veteran and foster youth benefits and services, and international student related topics. Also, COM plans to develop more in depth and comprehensive EOPS and SAS modules to orient participants to these programs. Additional new modules have been identified to provide greater information on financial aid, FERPA and policy and recourse for concerns regarding harassment and/or discrimination (Title IX).

Additional orientation services are provided by the offering of “The Road to Success”, a fair with tabling by student service units and academic departments, as well as student government and organizations, to promote resources, services and programs at the college. This is offered at both campuses. Additionally, there is a Student Success speaker series over the course of the year which includes topics such as: employment, budgeting, use of campus technology, stress management, health insurance, etc.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

- Student conduct, harassment, drug and alcohol free campus, and smoking policies

- Information on transportation and parking
- Glossary of college terms
- Student government and opportunities for involvement, including clubs, participatory governance committees and athletics

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

See attachment.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

English and math placements or their equivalents are required as proof of eligibility for any course that has English or math prerequisites. English as a Second Language (ESL) placements are advisory to provide prospective students with information with which to make informed decisions when enrolling in ESL courses. The tests may be taken year-round. The target audience is any new student or continuing student who has not completed the required college level English or math at college or taken a transferable placement exam.

Students are encouraged to complete assessment as part of the new student matriculation steps to earn priority enrollment. However, new and continuing students may also complete assessment at any time the Assessment and Testing Center is open. Outreach is done to area high schools to provide assessment for prospective students, and events are planned at the college to also host high school students for placement activities.

College of Marin administers the College Board Accuplacer placement tests in English, math and English as a Second Language (ESL) for intermediate to advanced ESL learners. The placement tests are computer-based. Approximately 2300 students are estimated to be assessed via Accuplacer in 2014-15. ESL testing (for beginning to intermediate ESL learners) is given with a timed pencil-paper test. The test is from the Association of Classroom Teacher Testers (ACTT), and its description is CELSA Form 1 or 2. Approximately 850 students are anticipated to be assessed annually for noncredit to credit ESL placement. The total estimated students to participate in assessment for 2014-15 is 3150.

COM will continue to offer—and expand offerings of—assessment preparation workshops at local high schools, with local organizations (10,000 Degrees, Canal Alliance, and others), and on the College of Marin campus. High school students may earn college credit for approved equivalent courses taught at their high school in Automotive Technology, Machine and Metals Technology, or Early Childhood Education.

COM formed COMPASS (College of Marin Promoting and Supporting Success) and launched an Advisory Council consisting of 11 High School Administrators from Marin districts and the Marin County Office of Education. This Council will be the working group that will design and build a fortified and more cohesive dual enrollment framework to improve graduation and enrollment outcomes for high school students as they transition to higher education. Embedded topics will include curriculum alignment (especially with respect to the implementation of the Common Core Curriculum), placement test preparation and possible use of multiple measures for placement purposes, parental engagement, and greater access for all high school students to enroll in college courses (concurrent enrollment). Additionally, COM is an active partner in the Marin Promise initiative, which is a county-wide effort to align resources in support of helping all children find academic success from pre-K through college.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

Dee Fraites, testing coordinator: coordinates delivery of assessment services, administers assessments, and provides services for two campuses and at area schools and locations as designated.

Patrick Garretson, testing technician: administers assessments, provides services for two campuses and at area schools and locations as designated.

Sara McKinnon, ESL Noncredit faculty: administers noncredit ESL placement tests.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
 - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

College of Marin administers the College Board Accuplacer placement tests in English, math and English as a Second Language (ESL) for intermediate to advanced English learners. The placement tests are computer-based.

ESL testing (for beginning to intermediate English learners) is given with a timed pencil-paper test. The test is from the Association of Classroom Teacher Testers (ACTT), and its description is CELSA Form 1 or 2.

Weighted background questions within the test modules that were chosen by math, English, and ESL faculty respectively, are used to meet multiple measures requirements.

Other measures used to place students into courses are Prerequisite Equivalency Petitions and Prerequisite Challenge Petitions filed with Enrollment Services. COM also accepts SAT scores

(680+) and AP English scores (3 or above). The Math Dept. will accept BC or AB Calculus scores for math. These approvals will be issued by the Counseling Dept.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

There is no District policy, but unofficially we generally accept English placement test scores from other community colleges. Math placements (per Math Dept.) are only accepted if the test taken was specifically Accuplacer, and if the score report shows raw scores, not just course placement.

5. Describe college or district policies and practices on:
- Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
 - Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
 - Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

a. Pre-test practice

- Free Online Accuplacer practice tests in English and math that a student can access wherever there is internet, 24 hours a day, seven days a week. College Board Accuplacer official website describes each test given and typical subject matter contained in them, as well as practice questions with answer key.
- Link to the Khan Academy math site.
- Downloadable math practice tests (old finals provided by Math Dept.) with answer keys.
- "Accuplacer Exam Practice Questions" book and "Accuplacer Exam Secrets" book available at both campus Libraries (reserve desk) for in-Library use only.
- Accuplacer practice tests study app available for iPhones, iPads and iPods
- Diagnostics testing
- Summer Bridge program

b. Re-take

- COM has a practice of requiring a two-week waiting period before permitting a re-take. This is consistent with recommendations made by College Board Accuplacer during initial training and test setup, as well as with other community colleges in the region. The two-week wait period may be waived by the Dean of Student Success or an academic counselor. At this time there are no requirements to complete any review training prior to re-testing.

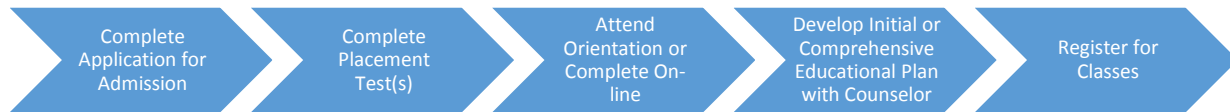
c. Recency

- Previously the practice was to require reassessment if the scores were older than three years, except for the purpose of evaluating eligibility for graduation. We are currently exploring a revised practice/establishment of a policy. ESL credit and noncredit will be valid for one year before reassessment is required. Math and English are to be determined.

<p>6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?</p> <p>The EAP designation “college ready” exempts students from taking the English and math placement tests. Those students are eligible to enroll in English 150 or Math 104, 105, 110 or 115 (depending on results).</p>
<p>7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.</p> <p>See attachment. Increase assessment related staffing by 0.16 (approx. \$9K with benefits); develop / offer preparation workshops and/or online tutorial.</p>

iii. Counseling, Advising, and Other Education Planning Services

<p>1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)</p> <p>Services include academic counseling for new and continuing, credit and noncredit students who wish to pursue a certificate, associate or transfer associate degree or transfer to a four-year institution. Counselors in Counseling, Student Accessibility Services and Extended Opportunity Programs and Services provide academic counseling to assist students in their educational pursuits. An estimate of the annual number of students to be provided services, which may include overlap between areas, follows: General Counseling appointments: 6000 students EOPS: 400 Student Accessibility Services: 650 Workshops- transfer, etc.: 350 Counseling courses enrollment: 400 Transfer Center drop ins/appointments: 1000</p> <p>To help students focus and efficiently use their time and resources, as well as qualify for higher priority enrollment where eligible, initial and comprehensive educational plans are developed by the counselor with the student, utilizing DegreeWorks, a software program that allows district personnel and the student to see their educational plan online. Students are encouraged to see a counselor after completing their application, orientation and assessment steps but before initial and semester registration, though they may make an appointment at any time.</p>



Counselors also offer in person transfer workshops and meet with students to prepare UC Transfer Admission Guarantee (TAG) online submission materials as well as assist with other transfer application and preparation. The Counseling department employs a UC admission counselor part-time and hosts another for limited advising each semester to help students with transfer and application advising.

Counseling faculty also teach in-person courses on career exploration, effective academic preparation, transfer preparation and other related topics. Depending on the course, orientation, assessment and educational planning are embedded in the curriculum. The Puente program provides academic and personal mentoring using a learning community model for approximately 30 underserved students, primarily Latino/a, per year. The program creates a yearlong cohort model where students take a counseling course and English course each semester, and are also assigned a mentor from the community or college staff/faculty, who meets with them regularly. In a partnership with 10,000 Degrees, the College of Marin also served 24 students in a Summer Bridge program. Here the students took a counseling course for 3 weeks and also received intensive preparation in math and English. Counseling faculty are also partnering with developmental English faculty to offer a cohort first year experience for students where they take a counseling class linked with an English course/semester. Counseling, Outreach, EOPS and other staff and faculty also do outreach to community organizations and K-12 schools in Marin county to provide college orientation, advising, financial aid, application and assessment services and information- particularly within the area high schools; this reaches hundreds of students annually. The Student Ambassador Program provides direct support for “pre-orientation” using student leaders to engage and inform high school (and younger) students of the benefits of higher education and the steps required for priority registration that will improve their readiness and college experience. COM hosts a high school counselor lunch and a K-12 administrator breakfast each year to provide updates on academic programs, counseling and other support services, events and initiatives, share data, and continue to explore closer partnerships, including those between high school and COM faculty.

Counseling services are provided to students at both campuses, and one or two of the counseling courses per year are offered at the Indian Valley campus (IVC).

The Transfer and Career Center also provides workshops on transfer, scholarships, and career services, including online resources and assessment tools. The Center coordinates an annual transfer fair. Center staff also advise the student transfer club and collaborate on visits to four-year colleges and promote transfer to COM students. The Job Placement office also sponsors a career fair annually.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Students may make appointments for academic or personal counseling as well as workshops or transfer and career services online, but appointments are conducted in person. Workshops, e.g., transfer, are designed for in-person groups. The college offers primarily “by appointment” sessions, but also some limited drop-in counseling services. General counseling services are generally adequate at the IVC campus and more impacted at the Kentfield (KTD) campus, though this varies with the enrollment cycle (e.g., most challenging at beginning and registration periods of semester and lighter at other times). However, the new priority enrollment policy and emphasis on educational planning has increased demand among both new and continuing students for timely services. There are times when the volume of students and high time of the enrollment cycle exacerbate availability of counselors to see students without scheduling out multiple weeks. [This is even more frequent with Student Accessibility Services counseling appointments and at times with EOPS.] Also, students who may need specialized counseling related to status as an international student, a veteran receiving benefits, or a student athlete, may need longer appointments with fewer staff trained and knowledgeable on the policies, procedures and issues unique to those students. Wait time for drop-in counseling has not been objectively measured, but an estimate ranges from a half hour to more than 2 depending on the time of year, day, and number of faculty available. Students may schedule appointments at either campus, and appointments are generally able to be offered within a few days, with variance for specific counselors, particularly those serving aforementioned specialized populations. Evening services are scheduled on both campuses weekly throughout the year, with periods of extended evening and occasional weekend services. Counseling also offers an “Ask A Counselor” service where students may email questions to the counseling department.

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

Counselors explore the interest(s) and purpose(s) for which students are choosing to enroll, as well as past preparation, assessment and course work. They also explore students’ balance with work, family and other responsibilities and comfort/preference for full vs. part-time, day vs. evening courses, etc. For an abbreviated student education plan (SEP), the scope is 1 to 2 semesters of course planning as well as any suggested research on their interests or use of other services. The SEP will outline the specific courses/course numbers to be taken, assuming satisfactory progress from the first to second semester if a 2 semester plan.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Counselors explore the interest(s) and purpose(s) for which students are choosing to enroll, as well as past preparation, assessment and course work. They also explore students’ balance with

work, family and other responsibilities and comfort/preference for full vs. part-time, day vs. evening courses, etc. For a comprehensive student education plan (SEP), the scope is from wherever the student is starting to an efficient semester by semester course plan to their end goal, as well as any suggested research on their interests or use of other services. For a comprehensive plan, the student will have course flexibility based upon pre/requisites, prior coursework and the amount of electives the student may choose (and when) during the course of their enrollment, and the type of educational goal (e.g., IGETC, AA/AS, AA/S-T). The SEP will outline specific required courses/course numbers to be taken, assuming satisfactory progress, as well as potential electives.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Gina Cullen, chair, counseling department: leads and coordinates counseling services, curriculum development and partnerships with other units, coordinates and delivers in person workshops, teaches career counseling courses, and counsels students.

Anna Pilloton, Outreach Coordinator: provides outreach and coordination of services with area schools, co coordinates development and delivery of outreach, including academic advising at K-12, supported by a team of Student Ambassadors.

Karen Robinson, counseling faculty: presents workshops and counsels primarily international, veteran and ESL students.

Luz Moreno, counseling faculty: Teaches counseling course(s), presents workshops and counsels students, including ESL. Co-coordinates Puente program.

Alexandra Magallanes-Rivera, counseling faculty: Presents workshops and counsels students, including international and ESL. Coordinates outreach with high schools.

Ginny Hanna, part-time counseling faculty: Counsels students. Provides mental health counseling as significant portion of counseling load.

Letta Hlavachek, part-time counseling faculty: Presents workshops and counsels students. Career specialization.

Joetta Scott, part-time counseling faculty: Presents workshops and counsels students. Career specialization.

Pamela Mize-Kurzman, counseling faculty: Presents workshops and counsels students.

Byron Ramey, counseling faculty: Presents workshops and counsels students, including CTE and veterans.

Bruce Furuya, counseling faculty: Teaches counseling course(s), presents workshops and counsels students, including athletes.

Kristin Perrone, counseling faculty: Teaches counseling course(s), presents workshops and counsels students, including athletes. Other specializations include FYE and Career.

Caitlin Escobar, counseling faculty: Teaches counseling course(s), presents workshops and counsels students. Teaches in Summer Bridge and FYE program.

Dawn Danz, counseling faculty: Provides mental health counseling, including wellness, crisis and brief term therapy and referral. Provides outreach and orientation to mental health and wellness services.

Keith Schoon, part-time counseling faculty: Presents workshops and counsels students, emphasis on transfer and UC.

Brett Sklove, part-time counseling faculty: Presents workshops and counsels students, including veterans.

Rose Jacques, counseling administrative assistant. Schedules student appointments and workshops into SARS, updates for student attendance, and provides administrative support for faculty in scheduling, presenting, teaching, as well as outreach. Assists and refers students to resources and offices as appropriate.

Andrea Mann, transfer and career technician: Advises students on career and transfer, coordinates and presents workshops and outreach, and manages transfer and career center.

Carol Perez, Job Placement and Housing coordinator: Advises students and facilitates employment opportunities, coordinates and presents workshops and outreach and manages Job Placement and Housing office.

Additional counselors are proposed to be hired (2 FTE) as well as overload for current faculty are anticipated for 2014-15 in order to support increased educational planning services and outreach for at-risk students.

Excluding the categorically funded counselors in EOPS (2 FTE) – **Rinetta Early** and **Rose Thompson**, and SAS (2 FTE) – **Toni Yoshioka** and **Luna Finlayson**, who are NOT included in the list above, there are 9 full-time general counselors (including the chair) and 5 part-time counselors who provide primarily academic counseling. Additionally Dr. Danz (1 FTE) focuses exclusively on mental health rather than academic counseling and Ms. Hanna also does a significant amount of personal counseling.

Negotiated student contact hours are $10 * 929.6 = 9296$

Full-time equivalent counselors are $(9296 + 885.6)/929.6 = 10.95$

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

DegreeWorks software is used for online student educational plan development and retention. Counselors utilize this with students in developing SEPS, both initial and comprehensive, as well as revisions, and students may view it subsequently online.

SARS is used for scheduling and usage data collection associated with counseling and workshop appointments as well as appointments in the Career and Transfer Center. Students may make online half-hour counseling appointments in SARS via the college's student portal. SARS also notifies the counselor when the student has checked in at the reception desk and sends reminders to students of upcoming appointments.

Kuder provides career and interest assessments and resources online to students or via computer kiosks in the career and transfer center.

The college has also developed an enrollment priority dashboard through staff programming within the student portal that collects information from Banner and other software to provide the student and college updated progress of the student's satisfaction of orientation, assessment and educational planning requirements for enrollment priority, in addition to noting the student's eligibility status (e.g., foster youth, veteran, CalWORKs).

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

See attachment.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Follow-up services shall be targeted to at risk students, specifically students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students who are on academic or progress probation or facing dismissal. These services include, but are not limited to, academic or progress probation interventions, academic early alert systems, and referral to other support services. Estimated number of students to be served in 2014-15 is 800.

Students receive information each semester from Enrollment Services about enrollment priority as well as on the website. An enrollment priority dashboard has been created for each student's web portal that provides real-time or hourly updates to their progress in completing orientation, assessment and educational planning, as well as other eligibility status and academic progress. There is also information provided here on how to complete the matriculation steps still outstanding.

Students who are on academic or progress probation will be encouraged to meet with a counselor who will work with them to develop an action plan to address potential issues impacting their success. These may include developing an educational goal and plan, further referrals, workshops and/or counseling courses. The district will develop policy and procedures for requiring one or more of these interventions for students who are entering or progressing through academic or progress flags, as a condition of continued enrollment and/or financial aid authorization (as allowed by applicable regulations). These activities will be triggered at the time of semester grade/progress posting and done via an electronic message to the student(s) and follow up to non-respondents.

Counseling faculty will explore development and offering of group and/or online workshops for specific majors/disciplines, with opportunity for individual appointment scheduling to establish/revise SEPs. Comevo or other software and/or video production may be used to support this.

The district has launched “COM Cares”, an early alert and intervention program which provides resources for staff and faculty to address and/or refer students who may be exhibiting behaviors that aren’t conducive to student success. The online reporting tool provides a structure for coordinated identification and response for struggling students, and empowers more staff to intervene, thus reducing time between alert and intervention.

1. Faculty and staff are encouraged to address concerns directly, as appropriate to positively impact the student’s success. They may document their activity and enlist consultation if desired. If additional intervention is needed, they may request this through the online reporting tool and the student will be referred to faculty or staff who have the best connection with the student and their issue(s).
2. The faculty or staff receiving the COM Cares report will then do outreach to the student in order to explore issues that may be impacting their success and to work together to develop a written action plan the student can implement. They will then follow up to ensure student is completing necessary steps to address issue(s).
3. The process utilizes technology (Advocate by Symplicity) so staff can see (securely) where an issue is in process and builds effective, timely communication with faculty into the process.
4. The Care Team consists of three teams:
 1. The Student Conduct Team (SCT) assesses and evaluates the disturbing behavior of referred students, and determines the necessary response within the student Standards of Conduct.
 2. The Academic Care Team (ACT) assists instructors as they identify negative behavior related to academic performance, e.g., absences, failing academic performance, failure to turn in assignments and provides assistance and referral for these students to turn negative academic performance into positive academic behavior.
 3. The Behavioral Intervention Team (BIT) assesses and evaluates the disturbing behavior of referred students, and connects disparate (and therefore seemingly innocuous or less troubling) pieces of information that may indicate a more serious or acute problem, and designs interventions in the hope of preventing a dangerous or critical outcome or event.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Gina Cullen, chair, counseling department: leads and coordinates counseling services, curriculum development and partnerships with other units, coordinates and delivers in person workshops, teaches counseling courses, and counsels students.

Anna Pilloton, Outreach Coordinator: provides outreach and coordination of services with area schools, co coordinates development and delivery of outreach, including academic advising at K-12, supported by a team of Student Ambassadors.

Karen Robinson, counseling faculty: presents workshops and counsels students.

Luz Moreno, counseling faculty: teaches counseling course(s), presents workshops and counsels students. Co-coordinates Puente program.

Alexandra Magallanes-Rivera, counseling faculty: presents workshops and counsels students. Coordinates outreach with high schools.

Dawn Danz, counseling faculty: provides mental health counseling, including wellness, crisis and brief term therapy and referral; provides outreach and orientation to mental health and wellness services.

Ginny Hanna, part-time counseling faculty: counsels students. Provides mental health counseling as significant portion of counseling load.

Letta Hlavachek, part-time counseling faculty: presents workshops and counsels students.

Joetta Scott, part-time counseling faculty: presents workshops and counsels students.

Pamela Mize-Kurzman, counseling faculty: presents workshops and counsels students.

Byron Ramey, counseling faculty: presents workshops and counsels students.

Bruce Furuya, counseling faculty: teaches counseling course(s), presents workshops and counsels students.

Kristin Perrone, counseling faculty: teaches counseling course(s), presents workshops and counsels students.

Caitlin Escobar, counseling faculty: teaches counseling course(s), presents workshops and counsels students; teaches in Summer Bridge program.

Keith Schoon, part-time counseling faculty: presents workshops and counsels students.

Brett Sklove, part-time counseling faculty: presents workshops and counsels students.

Rose Jacques, counseling administrative assistant: schedules student appointments and workshops into SARS, updates for student attendance, and provides administrative support for faculty in scheduling, presenting, teaching, as well as outreach; assists and refers to students to resources and offices as appropriate.

Andrea Mann, transfer and career technician: advises students on career and transfer, coordinates and presents workshops and outreach, and manages transfer and career center.

Carol Perez, Job Placement and Housing coordinator: advises students and facilitates employment opportunities, coordinates and presents workshops and outreach and manages Job Placement and Housing office.

Derek Levy, dean of student success: co-coordinates early alert program, including implementation, training and outreach, triage and/or response to referrals.

Matt Markovich, athletic director and director of student conduct: co-coordinates COM Cares early alert program, including co-coordinates early alert program, including implementation, training and outreach, triage and/or response to referrals.

Dawn Danz, psychologist: provides acute and short-term therapy for students, outreach and psycho-educational workshops and participates in the COM Cares team, including triage and/or response to referrals.

Diane Traversi, dean of enrollment services: co-coordinates policy and procedures development to support early alert for students not making satisfactory progress, and responds to referrals from the early alert program.

Dong Nguyen, administrative systems analyst: provides programming and technical support for implementation of COM Cares’s Advocate software, including interface with Banner SIS and use of SARS for appointments. Also programs Comevo, DegreeWorks priority enrollment interface with student portal and Banner SIS and designs reports to provide data on students at risk.

Additional counseling services are provided by counseling faculty in EOPS (2 FTE) – **Rinetta Early** and **Rose Thompson**, and SAS (2 FTE) – **Toni Yoshioka** and **Luna Finlayson**, who receive separate categorical funding.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.
 - **Advocate**, by Symplicity, is used for reporting, correspondence, tracking and coordinating response to academic, behavioral and/or conduct concerns that may be impacting student success, as surfaced by faculty or staff in the COM Cares program.
 - **SARS** is used for reserving and scheduling COM Cares outreach and follow up appointments.
 - **Banner** is used as a database and **Argos** as a reporting tool for students in basic skills courses, on academic or progress alert, or subpopulations like EOPS, CalWORKs, SAS, veterans or foster youth. This technology interfaces to identify priority enrollment groups and what matriculation steps have/have not been completed.
 - Personal counseling software, tentatively **Medicat**, cloud-based program for managing student client notes, records and coordination of counselor services and supervision (where applicable).
4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See attachment.

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.
 - Evaluation of services provided/not provided and impact/progress/outcomes by demographics.
 - Development of dashboard measures associated with population and key metrics.
 - Interface with MIS data reporting and Chancellor’s data.
 - Ad hoc projections, reports and analysis.
 - Support for student success related institutional surveying. Major elements include analysis of program review data, disproportionate impact studies, and further analysis from results of institutional participation in the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement. This

additional data will greatly enhance the College's ability to hone in on those drivers of student success—and those barriers to student success.

- Collect information on time to completion.
- Development of reports.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.
 - **Student Dashboard** outlining enrollment priorities (and matriculation steps needed to improve priority standing) developed for students to access via their portal, including information and links to enhance their standing by participating in matriculation steps.
 - **Banner** programming to support automation of enrollment priorities and updates as student completes steps.
 - Implemented **DegreeWorks**, continuing to refine software functionality and scribing of COM and other colleges' catalogs. Embedded in student portal.
 - Implemented **Comevo** software platform for delivering and tracking online orientation for students, embedded in student portal. Programming to link with SIS (Banner) for submission of completed orientations and to update student's enrollment priority dashboard. Programming similarly provided via **SARS** to SIS for participants in in person orientation.
 - Implemented **Advocate** software by Symplicity to provide online submission and work flow related to early alert and intervention program whereby faculty and staff can submit concerns about student performance/behavior for follow up outreach, services and referrals. Software formatting, embedding in college portal, communication with SIS, and staff training on its usage.
 - Implemented **Kuder** career exploration software to support students' exploration of career, major and transfer goals and advising.
 - Development/revision of **web pages** to communicate information and support student success matriculation steps. Programming to allow for online appointment scheduling for counseling / educational planning services, as well as assessment / placement test appointments.
 - Programming to extract data from various platforms into SIS (Banner) and provide for appropriate MIS and internal reporting.
 - Development of online tool (tentatively **Medicat**) to maintain notes and records related to student personal counseling (in progress).
 - Additional IT staff time will be utilized in 2014-15 to continue to scribe previous catalog years (to 2008) into DegreeWorks.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and

Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

- **Transfer and Career Center** technician provides transfer advising, outreach, career services, advises student Transfer Club, maintains the Transfer and Career Center, and organizes the college transfer fair and transfer recognition events; responds to referrals generated by COM Cares program.
- **Institutional research** provides broad array of reporting and analysis of student activity and trends as well as institutional planning.
- **Enrollment Services** provides procedures and services for admission, transfer credit and articulation services, petitions, veterans' certification, priority enrollment management and coordination and planning for software and technology to support student success.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

The District will provide priority registration for students who enroll for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.

As of Fall 2014, new students who have completed college orientation, assessment and developed education plans as well as continuing students in good academic standing will now have priority over students who do not meet these criteria. To be in good academic standing, a student cannot be on Academic Probation or Progress Probation for two consecutive terms. In addition, students who have accumulated 100 or more units – excluding most basic skills English and math and English as a Second Language classes - by fall 2014 will lose priority enrollment. Students who feel they may be at risk of losing priority status are strongly encouraged to see a counselor to discuss their educational plans. College of Marin's revised enrollment priorities can be found in [Administrative Procedure 5055](#).

Students who have earned an Associate or higher degree are exempted from assessment and placement requirements only, but must complete orientation and a SEP to receive priority enrollment.

Students who have completed college level math or English are exempted from assessment and placement requirements only.

2. Appeal Policies
Describe the college's student appeal policies and procedures.

Appeal of Loss of Enrollment Priority
Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other

circumstances beyond the control of the student, or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. The Chief Student Services Officer or his/her designee will determine the appeal in his/her sole discretion.

These enrollment priorities became effective as of Fall 2014. The District will ensure that these procedures are reflected in course catalogs and that all students have appropriate and timely notice of the requirements of this procedure.

Assessment

Students are exempt from taking assessment if they have earned an AA/AS or higher degree at College of Marin or reported completion on their admission application, OR have taken an English or math course.

The District is currently developing policy and procedures associated with the challenge process for assessment test results.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

College of Marin's Administrative Procedure AP 4260 outlines in detail the prerequisite procedures.

Information is provided in the Catalog and Schedule of Classes on definitions, limitations, specific requirements, and procedures to challenge. AP 4260 describes the challenge process, including grounds. It also outlines the curriculum review process and frequency, related requirements associated with program review, implementation of prerequisites, co-requisites and limitations on enrollment, instructor formal agreements to teach the course as described and review of individual courses.

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Attendance at or offering of the following:

1. SSSP and early alert program at COM discussion at New Faculty Orientation, August 14.
2. Faculty/staff in-services on: Classroom Management, COM Cares, Promoting Student Success through On-Course, and Convocation (keynote- Darrick Smith) during flex training week August 11-15
3. SSSP Director Training offered by the CCCCCO in Sacramento on September 15-16.
4. Webinars and other training on serving foster youth and veterans.
5. COM in services on Degree Works.
6. SAS and EOPS and CalWORKs Director training offered by the CCCCCO in Sacramento on September 8-12.
7. CCCCCO Strengthening Student Success Conference, Costa Mesa on October 7-10.

8. CSU Counselor conference in September.
9. CCC Veterans Summit, December 4-5.
10. CCC Mental Health Wellness Association regional meeting, Santa Rosa, October 10.
11. On Course National Conference, Anaheim, April 16-18.
12. Regional CCC transfer centers meeting.
13. Semi-annual Marin/Sonoma/Mendocino Counselor/Dean Student Success drive-in.
14. Ensuring Transfer Success (ETS) 2015 Conference in May.
15. Western Association for College Admission Counseling (WACAC) annual conference on June 9-11 in San Jose.
16. California Community College Athletic Association (CCCAA) annual convention, April.

• Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The Student Equity plan includes a review of the SSSP and its impact to identify and address gaps in service and impact to targeted populations. Both are under the purview of the Student Access and Success committee, which is part of the participatory governance of Marin Community College District. Other participatory governance groups take part in the review of both the SSSP and Student Equity plans.

Jon Eldridge, Vice President for Student Services and Student Learning, is coordinating district level efforts to coordinate academic and strategic planning to align with SSSP and Student Equity planning, including:

- Strategic Enrollment Planning – utilize DegreeWorks and other data to inform academic calendar and course planning.
- Basic Skills Master Planning – better align the significant resources COM puts toward developmental math, English, and other skill-development efforts to significantly improve outcomes.
- Incorporating appropriate representation, including SSSP Coordinator on student learning outcomes assessment committee, in Accreditation committees.

Program Review questions that support SSSP and Student Equity plans include:

- How is student progress tracked within the program?
- Briefly describe the program and the services it provides in order to achieve its goals and SLOs.
- What are the demographics of the students in the program and how do these demographics compare to the overall college population?
- Describe retention/intervention strategies used to increase student success.
- Describe barriers that students might have in accessing your services.

17. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Marin Community College District has two campuses, but is one governance structure with units, staff and faculty providing services and teaching on both campuses.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

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

Name: Michael Trump Title: Student Trustee

Stakeholder Group: Associated Students College of Marin

Name: Gina Cullen Title: Counseling Department Chair

Stakeholder Group: Department Chairs

Name: Becky Reetz Title: EOPS/CARE Coordinator

Stakeholder Group: Classified Senate

Name: Alicia Pasquel Title: Vice President

Stakeholder Group: Academic Senate

Name: Peggy Isozaki Title: Co-Chair

Stakeholder Group: Planning and Resource Allocation Committee

Name: Sara McKinnon Title: Faculty

Stakeholder Group: College Council

Name: Jonathan Eldridge Title: Vice President for Student Learning and Student Services

Stakeholder Group: Board of Trustees

RESOURCES

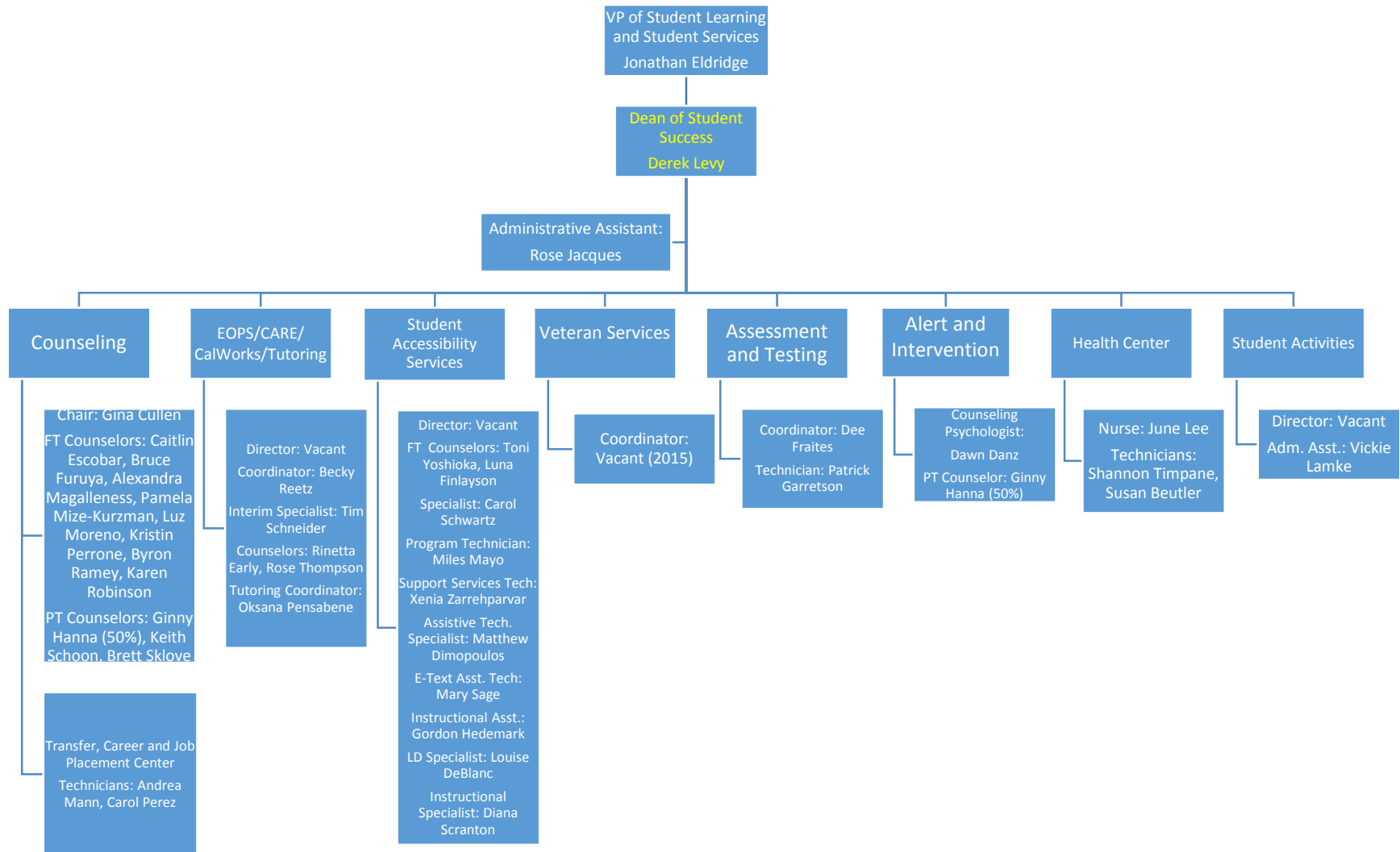
- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)

Attachment A

Student Success and Support Program Plan Participants

1. Gina Cullen, Chair, Counseling
2. Jon Eldridge, Vice President for Student Learning and Student Success
3. Dee Fraites, Testing Center Coordinator
4. Peggy Isozaki, Director of Fiscal Services
5. Derek Levy, Dean of Student Success, SSSP Coordinator
6. Andrea Mann, Transfer and Career Center Technician
7. Sara McKinnon, ESL Noncredit faculty, Chair, Academic Senate
8. Luz Moreno, Counselor
9. Anna Pilloton, Outreach School Relations Coordinator
10. Meg Pasquel, ESL Credit faculty, Vice President, Academic Senate
11. Becky Reetz, EOPS/CARE Coordinator, Interim CalWORKs Director
12. Diane Traversi, Dean of Enrollment Services

Attachment B – Organizational Chart – College of Marin - Dean of Student Success



Attachment C

Student Access and Success Committee, 2014-15

2014-2015

Representative	Constituency
Derek Levy - Chair	Administration
Vacant	Administration
Anna Pilloton	Classified Professional
Becky Reetz	Classified Professional
Luz Moreno	Academic Senate
Meg Pasquel	Academic Senate
Inna Shapiro	ASCOM (student)
Sonia Acosta-Puertas	ASCOM (student)
Rhonda Jones	Staff Resource
Sara McKinnon	Staff Resource



CREDIT
Student Success and Support Program

2014-15

Budget Plan

Marin CCD

Marin College

Report Due Postmarked By

Friday

October 17, 2014

Email report to:

cccssp@cccoco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

**Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015**

District:	Marin CCD
College:	Marin College
	Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form**. The form can be found on the Chancellor's Office website at: <http://extranet.cccco.edu/Divisions/StudentServices.aspx>.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and mail*, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatrix@cccoco.edu
and

Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccoco.edu - (916) 322-2818




This workbook contains 6 protected spreadsheets in the following order:

- | | | |
|--------------|-----------------------------------|-----------|
| 1 Cover Page | 3 Part I Funding | 6 Summary |
| 2 Do First | 4 Part II Planned Expenditures | |
| | 5 Part III Planned District Match | |

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

-  Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
-  Blue colored cells indicate a pre-populated cell and cannot be modified.
-  Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Marin CCD
Marin College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$	764,182
----	---------

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

\$	-
----	---

Total SSSP Funds Available for Planned Expenditures

\$	764,182
----	---------

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 764,182
District Match (Part III: Planned District Match)	\$ 1,555,173
2:1 Calculated required match for credit : \$ 1,528,364	

Total Planned Expenditures in the SSSP

\$	2,319,355
----	-----------

Balance 2014-15 Student Success and Support Program Allocation:

\$	-
----	---

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

- cell:**
- F10 Enter your college's 2014-15 Student Success and Support Program Allocation
 - F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
 - F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
 - F18 This cell will populate once the Part II Planned Expenditures section has been completed.
 - F19 This cell will populate once the Part III Planned District Match section has been completed.
 - E20 This cell will display your calculated required district match for your *credit* program.
 - F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
 - F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".
 - 0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
 - If the balance is positive, then the planned expenditures do not fully expend the allocation.
 - + The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.
 -

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Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification	# of FTE Positions	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
1000	Academic Salaries: Position Title(s)							
	Counselor overload	0.60		\$ -	\$ 45,941	\$ -	\$ -	45,941
	New counseling faculty hires	2.00	\$ 10,000	\$ -	\$ 90,000	\$ 40,000	\$ -	140,000
	Counselor	0.90	\$ -	\$ -	\$ 83,375	\$ -	\$ -	83,375
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
2000	Classified and Other Nonacademic Salaries: Position Title(s)	Subtotal	\$ 10,000	\$ -	\$ 219,316	\$ 40,000	\$ -	\$ 269,316
	Testing Technician FTE Increase	0.66	\$ -	\$ 27,803	\$ -	\$ -	\$ -	27,803
	Testing Technician	0.84	\$ -	\$ 35,386	\$ -	\$ -	\$ -	35,386
	Dean of Student Success	0.55	\$ -	\$ -	\$ -	\$ -	64,000	64,000
	Vice President for SL & SS	0.05	\$ -	\$ -	\$ -	\$ -	8,000	8,000
	Dean of Enrollment Services	0.20	\$ -	\$ -	\$ -	\$ -	23,272	23,272
	Testing Coordinator	1.00	\$ -	\$ 73,748	\$ -	\$ -	\$ -	73,748
	Administrative Asst. to the Dean/Counseling	0.20	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	10,000
	Classified Hourly	0.90	\$ -	\$ -	\$ 13,500	\$ -	\$ -	13,500
	Student Ambassadors	0.60	\$ 9,000	\$ -	\$ -	\$ -	\$ -	9,000
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 9,000	\$ 136,937	\$ 18,500	\$ -	\$ 100,272	\$ 264,709

	Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
3000	Employee Benefits						
	Counselor overload	\$ -	\$ -	\$ 13,782	\$ -	\$ -	13,782
	New Counselors	\$ 3,000	\$ -	\$ 27,000	\$ 12,000	\$ -	42,000
	Testing Technician FTE Increase	\$ -	\$ 8,340	\$ -	\$ -	\$ -	8,340
	Testing Technician	\$ -	\$ 10,616	\$ -	\$ -	\$ -	10,616
	Dean of Student Success	\$ -	\$ -	\$ -	\$ -	\$ 19,200	19,200
	Vice President for SL & SS	\$ -	\$ -	\$ -	\$ -	\$ 2,400	2,400
	Dean of Enrollment Services	\$ -	\$ -	\$ -	\$ -	\$ 6,982	6,982
	Testing Coordinator	\$ -	\$ 22,124	\$ -	\$ -	\$ -	22,124
	Administrative Asst. to the Dean/Counseling	\$ -	\$ -	\$ 1,500	\$ -	\$ 1,500	3,000
	Classified Hourly	\$ -	\$ -	\$ 158	\$ -	\$ -	158
	Counselor	\$ -	\$ -	\$ 25,012	\$ -	\$ -	25,012
	Student Ambassadors	\$ 105	\$ -	\$ -	\$ -	\$ -	105
	Subtotal	\$ 3,105	\$ 41,080	\$ 67,452	\$ 12,000	\$ 30,082	\$ 153,719
4000	Supplies & Materials						
	Interest assessments; orientation materials/planners	\$ 500	\$ 2,000	\$ -	\$ 500	\$ -	3,000
	Accplacer testing units	\$ -	\$ 19,000	\$ -	\$ -	\$ -	19,000
	Supplies & Materials	\$ 1,000	\$ 500	\$ 3,000	\$ 1,500	\$ 1,000	7,000
	Road to Success Orientation Supplies	\$ 2,500	\$ -	\$ -	\$ -	\$ -	2,500
	Subtotal	\$ 4,000	\$ 21,500	\$ 3,000	\$ 2,000	\$ 1,000	\$ 31,500
5000	Other Operating Expenses and Services						
	Medicat software	\$ -	\$ -	\$ 5,100	\$ 1,338	\$ -	6,438
	Kuder Journey + computers	\$ -	\$ -	\$ -	\$ 2,200	\$ -	2,200
	SARS scheduling software	\$ 1,000	\$ 1,000	\$ 6,000	\$ 1,000	\$ -	9,000
	Accplacrer testing units/software licensing- testing	\$ -	\$ 20,300	\$ -	\$ -	\$ -	20,300
	Training/professional development	\$ 500	\$ 500	\$ 3,000	\$ 1,000	\$ 2,000	7,000
	Subtotal	\$ 1,500	\$ 21,800	\$ 14,100	\$ 5,538	\$ 2,000	\$ 44,938
6000	Capital Outlay						
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo						
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Grand Total	\$	27,605	\$	221,317	\$	322,368	\$	59,538	\$	133,354
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation										
									\$	764,182

Student Success and Support Program 2014-15 Budget Plan

"Part II: Planned Expenditures"

Other Instructions

* **Coordination** - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core services.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation
Beverages and Food

2014-15

Marin CCD

Marin College

CREDIT**Part III: Planned District Match**

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification	# of FTE Positions	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
1000	Academic Salaries: Position Title(s)	7.30									
	Counselor	0.90	\$ 79,500	\$ -	\$ 467,742	\$ 119,230	\$ -	\$ -	\$ -	\$ 63,590	730,062
	Counselor - Psychologist		\$ -	\$ -	\$ 39,105	\$ 39,105	\$ -	\$ -	\$ -	\$ -	78,210
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	0.90	\$ 79,500	\$ -	\$ 506,847	\$ 158,335	\$ -	\$ -	\$ -	\$ 63,590	\$ 808,272
2000	Classified and Other Nonacademic Salaries: Position Title(s)	0.70									
	Administrative Systems Analyst	0.10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 71,400	\$ -	71,400
	CIO/Director of IT	0.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,380	\$ -	12,380
	Senior Creative Designer	0.05	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,290	\$ -	18,290
	Outreach Coordinator	0.80	\$ 2,900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,900
	Administrative Asst. to the Dean/Counseling	0.15	\$ -	\$ -	\$ 30,000	\$ -	\$ 10,000	\$ -	\$ -	\$ -	40,000
	Information Analyst	0.35	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,300	\$ -	\$ -	15,300
	Dean of Student Success	0.30	\$ -	\$ -	\$ -	\$ 8,145	\$ 32,582	\$ -	\$ -	\$ -	40,727
	Dean of Enrollment Services	1.00	\$ -	\$ -	\$ -	\$ -	\$ 11,636	\$ -	\$ -	\$ 23,272	34,908
	Office Technician Enrollment Services	0.80	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,253	52,253
	Career Services Technician	0.70	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,800	34,800
	Admissions & Records Evaluations Analyst		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 47,825	47,825
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	0.70	\$ -	\$ -	\$ -	\$ -	\$ 11,636	\$ -	\$ -	\$ 158,150	\$ 370,783

3000	Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
	Employee Benefits									
	Counselor	\$ 23,850	\$ -	\$ 140,318	\$ 35,770	\$ -	\$ -	\$ -	\$ 19,080	219,018
	Counselor- Psychologist	\$ -	\$ -	\$ 11,731	\$ 11,732	\$ -	\$ -	\$ -	\$ -	23,463
	CIO/Director of IT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,714	\$ -	3,714
	Senior Creative Designer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,487	\$ -	5,487
	Administrative Systems Analyst	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,420	\$ -	21,420
	Outreach Coordinator	\$ 870	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	870
	Administrative Asst. to the Dean/Counseling	\$ -	\$ -	\$ 9,000	\$ -	\$ 3,000	\$ -	\$ -	\$ -	12,000
	Information Analyst	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,590	\$ -	\$ -	4,590
	Dean of Student Success	\$ -	\$ -	\$ -	\$ 2,444	\$ 9,775	\$ -	\$ -	\$ -	12,219
	Dean of Enrollment Services	\$ -	\$ -	\$ -	\$ -	\$ 3,491	\$ -	\$ -	\$ 6,982	10,473
	Office Technician Enrollment Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,676	15,676
	Career Services Technician	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,440	10,440
	Admissions & Records Evaluations Analyst	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,348	14,348
	Subtotal	\$ 24,720	\$ -	\$ 161,049	\$ 49,946	\$ 16,266	\$ 4,590	\$ 30,621	\$ 66,526	\$ 353,718
4000	Supplies & Materials									
	College Success Saturday	\$ 1,500	\$ 500	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	2,500
	Testing materials	\$ -	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	7,500
	Counseling materials	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	2,000
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 2,500	\$ 8,000	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000
5000	Other Operating Expenses and Services									
	CCSSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,900	\$ -	\$ -	6,900
	Conference related travel (in state)	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ -	\$ 500	3,500
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 7,400	\$ -	\$ 500	\$ 10,400
6000	Capital Outlay									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Grand Total	\$ 107,220	\$ 8,500	\$ 669,896	\$ 208,781	\$ 28,402	\$ 11,990	\$ 30,621	\$ 288,766	\$ 1,555,173

Total Planned Expenditures must be at least equal to or exceed the Required District Match

Student Success and Support Program 2014-15 Budget
et
"Unaligned District Match"
Instructions *

Coordinator of FTE
Position
S- Report

Expend

2014-15
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Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation \$ 764,182

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? \$ -
 Total SSSP funds Available for Planned Expenditures \$ 764,182

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures) \$ 764,182
 District Match (Part III: Planned District Match) \$ 1,555,173

2:1 Calculated required district match for credit: \$ 1,528,364

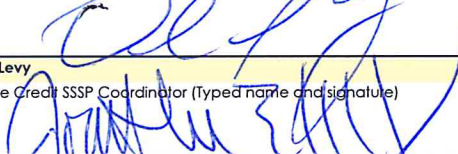
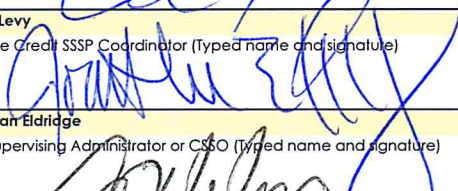
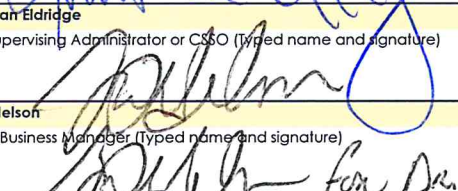
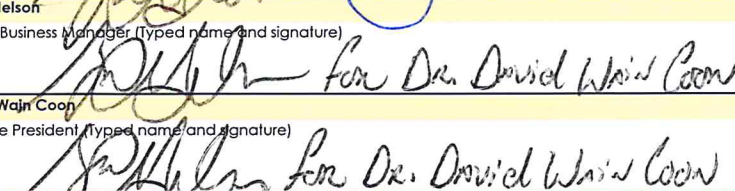
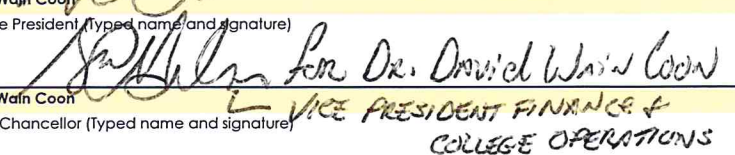
Total Planned Expenditures in the SSSP \$ 2,319,355

Balance 2014-15 Student Success and Support Program Allocation: \$ -

The required District Match was met: Yes

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the College's Student Success and Support Program Plan per title 5, section 55510.

 Derek Levy College Credit SSSP Coordinator (Typed name and signature)	derek.levy@marin.edu	(415) 485-9431	10/16/14
 Jonathan Eldridge SSSP Supervising Administrator or CSO (Typed name and signature)	jonathan.eldridge@marin.edu	415-485-7618	10/16/17
 Greg Nelson District Business Manager (Typed name and signature)	greg.nelson@marin.edu	415-485-8100	10/16/17
 David Wain Coon College President (Typed name and signature)	davidwain.coon@marin.edu	415-485-7400	10/16/17
 David Wain Coon District Chancellor (Typed name and signature) <i>VICE PRESIDENT FINANCE & COLLEGE OPERATIONS</i>	davidwain.coon@marin.edu	415-485-7400	10/16/17