



**Credit**

**Student Success and Support Program Plan**

**2015-16**

District: Marin Community College District  
College: Marin

**Report Due by**  
**Friday, October 30, 2015**

**Email PDF of completed plan to:**

[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

**and**

**Mail signature page 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 credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students<sup>1</sup>. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (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 for placement, and counseling, advising, and other education planning services to all first-time students<sup>2</sup>.
- 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

### INSTRUCTIONS AND GUIDELINES

***Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.***

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to [cccssp@ccc.co.edu](mailto:cccssp@ccc.co.edu) with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30<sup>th</sup>).

The program plan is to be submitted on an annual basis<sup>3</sup>. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

<sup>2</sup> 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.

<sup>3</sup> 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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

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. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
  - A. Planning
  - B. Orientation
  - C. Assessment for Placement
  - D. Counseling, Advising, and Other Education Planning Services
  - E. Follow-up for At-Risk Students
  - F. Other SSSP/Match Expenditures
- III. Policies
  - A. Exemption Policy
  - B. Appeal Policies
  - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

## **RESOURCES**

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**College Name: College of MarinDistrict 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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator:

Name: Derek LevyDate: November 19, 2015Signature of the SSSP Supervising Administrator  
or Chief Student Services Officer:Name: Jonathan EldridgeDate: 11/20/15

Signature of the Chief Instructional Officer:

Name: Jonathan EldridgeDate: 11/20/15

Signature of College Academic Senate President:

Name: Sara McKinnonDate: 11/20/15

Signature of College President:

Name: David Wain CoonDate: 11-20-15

Contact information for person preparing the plan:

Name: Derek LevyTitle: Dean of Student SuccessEmail: dlevy@marin.eduPhone: 415-485-9431

**SECTION II. PLANNING & CORE SERVICES**

**Directions:** Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

**A. Planning**

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

Continuing coordination by the Student Access and Success committee (within participatory governance structure), which also coordinates the Student Equity planning, maintains status updates on implementation. A significant evolution in the planning process over the last year has been the embedding of SSSP planning with other key central college activities, specifically strategic planning and accreditation (SLO revisions in student services). Additionally, closer collaborative planning with BSI, Adult Education and other initiatives has contributed to development of each plan/recommendations.

The planning process for updating the 2015-16 Credit SSSP Plan included incorporating feedback / direction from the Chancellor's office on the 2014-15 SSSP credit plan, as well as the process of creating the 2015-16 Noncredit SSSP Plan. There are direct linkages between the two, particularly in the support of counseling resources to enhance orientation and educational planning for noncredit ESL students, as well as capture noncredit SSSP activities that were not being recorded previously. This will be important in beginning to prepare for the updated MIS reporting for noncredit in the future. Additional initiatives evolved subsequent to the previous year's planning, such as partnering with EAB on the Student Success Collaborative. Other factors included changes in qualifying expenditures, increased funding and match calculation.

The director of Planning, Research and Institutional Effectiveness (PRIE) coordinates strategic planning, institutional effectiveness, and our current self-study for accreditation. She or designee regularly attends the Student Access and Success committee meetings to plan and share research, exchange ideas and to collaborate on and support SSSP and Student Equity planning.

The process itself included engagement with campus constituents, learning about practices from other schools through activities such as semi-annual Region 3 SSSP coordinator meetings (which COM hosted this semester), and meetings of the Student Access and Success participatory governance committee. At one of the Region 3 SSSP coordinator gatherings, a representative from the Chancellor's office presented on noncredit SSSP planning, which contributed to planning for both the Credit and Noncredit SSSP plans. Due to campus outreach regarding the SSSP program, other college members have contacted the coordinator or SAS

committee members with questions and ideas. A next step activity for SAS is to formalize a proposal tool and publish to the college to make the engagement process for new ideas more accessible.

A significant overlapping initiative this year at COM has been the college sponsored Faculty Led Inquiry Team (FLIT), which has done significant research, including interviews and focus groups with students, staff, faculty, and departments, as well as surveys and presentations/workshops, towards making informed recommendations to enhance student success. Topics for the FLIT interdisciplinary flex discussions have included *Assessment / Placement / Advisories / Prerequisites*, and *College 101: Orientation*. A planning retreat occurred this semester wherein SSSP / SEP, FLIT, BSI and CTE coordinating representatives shared ideas, initiatives, and opportunities for collaborative planning. Based on that meeting, as well as a current efforts underway to conduct a review of College of Marin's participatory governance, there has been very recent discussion regarding making recommendations to modify the current participatory governance structure to broaden the constituency directly represented by SAS- further enhancing and institutionalizing close coordination between BSI, SSSP, Student Equity and Adult Education.

b. What factors were considered in making adjustments and/or changes for 2015-16?

The planning process for updating the 2015-16 SSSP Plan included incorporating feedback/direction from the Chancellor's office- including peer readers, as well as initiatives that evolved subsequent to the previous year's planning, such as partnering with EAB on the Student Success Collaborative. Other factors included changes in qualifying expenditures, match calculation, and perspective gained from implementation during the first year, i.e., pace of implementing initiatives, including hiring process, software upgrades/implementation, and enhanced data gathering and dissemination. An important mitigating factor was the CCCC commitment to allowing carry over again for 2015-16, as it has been difficult to implement activities quickly.

c. In multi-college districts, describe how services are coordinated among the colleges.

Marin Community College District has two campuses, but is one college with a single governance structure. Programs, staff and faculty provide services and teaching on both campuses.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), 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 (SAS) committee, which is part of the participatory governance of Marin Community College District.

The Student Access and Success committee annually analyzes unit program reviews for student access, success and equity related themes and makes recommendations to the Planning, Resources and Allocations Committee (PRAC) as well as incorporates information from program reviews into SSSP related planning where appropriate.

- Questions incorporated into Program Review templates that support SSSP and Student Equity planning 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.

The Vice President for Student Services and Student Learning coordinates district level efforts to align academic and strategic planning with SSSP and Student Equity planning. Examples include:

- 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;
- Accreditation - incorporate appropriate representation, including SSSP Coordinator, on student learning outcomes assessment committee, in Accreditation committees.

The College has created a new strategic plan that has strong emphasis on student success and student equity, with direct linkages to the SSSP and Student Equity plans. Additionally, student services' Student Learning Outcomes (SLOs) as a division are being revised to tie directly to student success and student equity goals. Assessment of progress on goals will incorporate system scorecard data as well as local assessment metrics. The director of Planning, Research and Institutional Effectiveness (PRIE) coordinates strategic planning, institutional effectiveness, and our current self-study for accreditation. She or designee regularly attends the Student Access and Success committee meetings to plan and share research, exchange ideas and to collaborate on and support SSSP and Student Equity planning.

A significant overlapping initiative this year at COM has been the college sponsored Faculty Led Inquiry Team (FLIT), which has done significant research, including interviews and focus groups with students, staff, faculty, and departments, as well as surveys and presentations/workshops, towards making informed recommendations to enhance student success. Topics for the FLIT interdisciplinary flex discussions have included *Assessment / Placement / Advisories / Prerequisites*, and *College 101: Orientation*. A planning retreat

occurred this semester wherein SSSP / SEP, FLIT, BSI and CTE coordinating representatives shared ideas, initiatives, and opportunities for collaborative planning. Based on that meeting, as well as a current efforts underway to conduct a review of College of Marin's participatory governance, there has been very recent discussion regarding making recommendations to modify the current participatory governance structure to broaden the constituency directly represented by SAS- further enhancing and institutionalizing close coordination between BSI, SSSP, Student Equity and Adult Education.

2. Describe the college's student profile.

Approximately 65% of COM's students enroll in credit courses. ESL is the largest program (credit and noncredit). Median age is 26. Female enrollment is 58%; male is 42%. CCC Apply does not currently ask for other gender identities; it only offers the choices of male, female or "decline to state".

Based on Fall 2014 enrollment, the student body is more diverse ethnically than the service area (Marin County):

- White 54%
- Hispanic/Latino/a 26%
- Asian 8%
- Black/African American 7%
- Multi-Racial 5%
- Native American <1%
- International <1%

59% of credit students received a BOG Fee Waiver in 2014-15. 28% received Federal financial aid, including Pell, SEOG, Federal Work Study and/or Loans.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

COM hosts a College Success Saturday each May 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, as well as coordinating placement activities with the Assessment and Testing Center. Information and tours also promote educational opportunities for parents in attendance.

COMPASS (College of Marin Promoting and Supporting Success) is the focal point of the College's agenda to eliminate educational inequity in Marin County. It is the outcome of two years of planning in collaboration with the Marin County Office of Education, every high school in the county, and several community-based partners. It is based on a contract between



students, families, high schools, and College of Marin, in which participants, beginning in the 9th grade, agree to fulfill certain responsibilities:

- Enrollment in College of Marin's Counseling 115/125 classes in 9th Grade
- Participation in supplemental activities
- Enrollment in specific high school courses based on assessments and the creation of tailored high school and college educational plans
- Financial planning and college application process
- Enrollment in additional COM courses throughout the high school career

As a result, students will graduate closer to college-ready, have a deep understanding of and practice with the expectations of a successful college student, easily have more than 20 units of transferrable college credit, and be awarded free attendance for the first year should they matriculate to COM.

Additionally, families are engaged in the college selection process, receive a deeper understanding of the financial aid process, and an in-depth understanding of and exposure to college expectations and opportunities, and a strong connection to college.

The 2015-16 academic year marks the pilot of the COMPASS project in both Terra Linda and San Marin high schools. We are excited to work with their engaging and dedicated faculty and staff, and most of all the bright and promising first cohort of COMPASS students.

Its objectives are:

- Increase high school students' preparation for college
- Provide value-added academic and non-academic supports
- Provide incentives for completing matriculation steps prior to graduation for those who plan to continue/finish their general education requirements at College of Marin
- Provide incentive for COMPASS completion with the promise of completed college credit before high school graduation, internships, scholarships, and some form of work study upon graduation tied to career goals
- Increase enrollment, retention and success rates of high school students in College of Marin course offerings
- Provide families with a real-time solution for managing college costs

In addition to providing this information to the families, COMPASS provides an opportunity to promote educational opportunities to the parents of the high school students.

COM participates in the Adult Education Block Grant, in partnership with Tamalpais, San Rafael, and Novato adult education programs and Marin County Office of Education. Currently services are cross-promoted and the block grant is being explored as a funding source for staffing of advisors and counselors.

The College has recently begun participating in District English Language Advisory Council (DELAC) meetings for the San Rafael and Novato school districts, creating opportunities for enhanced communication, cross referral and enhancement of the student pipeline to higher education.

## **B. Orientation**

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Yes. Content updates were included based on revisions to policies, procedures and service offerings, as well as further self-assessment / feedback. The online version also received updated questions for students to respond to as part of the learning assessment.

The rollout of the online orientation resulted in smaller attendance at in person offerings, affecting frequency of offerings scheduled. However, in person is still an emphasis for targeted events such as *College Success Saturday*, a May event for incoming students who are graduating high school. Beginning Spring 2016, COM will also be adding orientation (and other activities) to *Super Saturday Festival*, an event scheduled just before fall and spring semesters begin to help students finish completing matriculation/transition activities before classes begin. Student Services also is implementing this two Saturdays before the semester begins, rather than the Saturday before, to encourage students to complete remaining activities with more time before classes begin.

A supplemental orientation specifically targeting student athletes has also been developed. Further development of this is planned in preparation for next fall. Orientation is also offered for international students, and EOPS requires attendance for students in the program, who receive an “over and above” orientation, which includes information about EOPS services and opportunities.

The college is working with the Educational Advisory Board (EAB) to introduce the Student Success Collaborative (SSC), a student-facing platform that interactively explores each student’s interests / goals, encourages and tracks their progress on completing priority enrollment steps and provides ongoing pieces of just in time orientation / information over the course of their onboarding and enrollment lifetime. The SSC Navigate platform specifically supports the onboarding areas of assessment and assessment preparation, orientation, driving students to counseling appointments, and education about the importance of creating an SEP. The SSC can send out tailored messages and nudges based on demographics, educational life cycle triggers (i.e., just in time prompts) or custom initiatives developed by the college.

The college brought back a previous tradition of supplemental orientation via “the Road to Success”, which includes tabling by offices and departments about available opportunities and resources for students at the college. This is scheduled during the first couple weeks of school.

COM also sponsors an annual series of lunchtime speakers, called the Student Success Speaker Series, which includes supplemental topics such as test taking and math anxiety reduction, information on resources for those who are food insecure, leadership and involvement opportunities, using technology on campus, and other topics.

Orientation is also being embedded in updating counseling course curriculum, notably in all four learning communities. A College 101 core class is being evaluated by FLIT as a recommendation to develop for piloting in 2017. The course would target new students with zero or under a certain number of accumulated transfer credits, embed the priority enrollment activities, exposure to different faculty/disciplines, and emphasize writing to enhance future English placement.

2. a. How many students were provided orientation services in 2014-15?

1985 student participated in orientation from July 1, 2014, to June 30, 2015. Another 2690 out of the total 8766 credit students registered for fall and/or spring had previously completed this step.

b. What percentage of the target population does this represent?

53% of credit students enrolled during fall 2014 and/or spring 2015 had this step in priority enrollment complete. 23% of them completed it during that academic year.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Supplemental orientation activities
  - For student athletes
  - Road to Success
  - Student Success Speaker Series with refreshments
- Developing just in time prompts in Student Success Collaborative
- Priority enrollment and other reminders through Constant Contact
- Increasing staffing to increase counselor outreach to ESL noncredit classes
- Developed a dashboard to identify students who haven’t completed orientation by subpopulation, e.g., veterans or EOPS, in order to conduct outreach

3. a. Are orientation services offered online?

Yes. Orientation is provided through in-person group presentations, embedded in specific counseling courses, and via online modules. The online module (via software platform from

COMEVO) is available to all students at any point after admission. It is promoted in the letter of admission after completing CCC Apply application.

- b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and 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 Student Accessibility Services (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, and registration and attendance are tracked via SARS. EAB will provide supplemental orientation resources, links and prompts for students. Reminders will come through Constant Contact or other emails, texts and/or promotion via web.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The outline for orientation is organized with the following categories:

- Steps to Success
- Some Things to Know about College
- Planning Your Classes
- How to Register
- How to be a Successful Student
- Student Services
- Student Life: Get Involved
- Campus Policy and Procedures
- DegreeWorks
- Terms To Know

Topics included, per title 5, section 55521 include:

- Academic expectations and progress and probation standards pursuant to section 55031;
- Maintaining registration priority pursuant to section 58108;
- Prerequisite or co-requisite challenge process pursuant to section 55003;
- Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612;

- Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- Academic calendar and important timelines;
- Registration and college fees;
- Available education planning services.

Other topics range from a step by step demonstration of registration and the math and English sequences to a list of clubs, transportation and parking, units such as EOPS, CalWORKs, Student Accessibility Services, and the Health Center, to information on the college's policies on Harassment and student Standards of Conduct, safe relationships, and drug and alcohol abuse prevention.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Department Chair, Counseling	Coordinates and delivers in person orientations; co leads development and coordination of online orientation modules.	Match (10% Orientation)
9.9	Counselors	Deliver in person orientations (English and/or Spanish). May collaborate on online orientation modules development/revisions, teaching counseling courses, and/or summer bridge.	6.9 FTE Match (10%) 3.0 FTE SSSP (10%)
1.0	Outreach Coordinator	Provides outreach and coordination of services with area schools; co coordinates development and delivery of online orientation modules.	Match (5%)
1.0	Administrative Assistant to the Counseling department and Dean of Student Success	Assist with coordination and provision of orientation activities, including programming, scheduling and data entry in SARS, event planning (e.g., Student Success Saturday), student reception and administrative support to faculty presenters	Match (4%)
0.50	Student Ambassadors - hourly	Assist with orientation events, provide tours and assistance with student matriculation	SSSP (90%)
0.50	Student hourly-counseling	Provide reception, tours, assisting faculty presenters, and assist with events, enter and report data from SARS	SSSP (5%)

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Constant Contact	Match	\$110
	Comevo	SSSP	\$5220 (10%)
	SARS	SSSP	\$5979 (10%)
	EAB SSC Navigate platform	SSSP	\$27,500

### C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Yes.

- Expanded days/evenings of service hours at both campuses
- Continuous hours (no lunch closure) at the Kentfield campus
- The Assessment and Testing Center (ATC) began offering diagnostic testing for students who wanted to pre assess their weak areas to practice before formally assessing their English or math
- Students can now schedule appointments four ways, through the student portal, in person, by telephone and by email
- With overlapping staff for periods of the day at Kentfield, staff are now able to walk students to counseling, rather than just pointing, where helpful.

2. a. How many students were provided assessment services in 2014-15?

From July 1, 2014, to June 30, 2015, there were 2608 unique student ID numbers representing credit students who completed assessment.

For the testing sessions given:

- Students who took math and English/ESL separately are counted as separate sessions;
- Students who retake a test are counted as separate sessions;
- Students who take math and English/ESL at the same time are counted as one session.

The 2608 unique ID numbers means 2608 different individuals took tests within that time frame, regardless of how many tests they took.

Another 183 students qualified as exempt, based on prior college level math/English course completion or previous degree attained.

- b. What percentage of the target population does this represent?

2608 out of 8766 total credit students registered that fall and spring represents 30%. In addition to the 183 receiving exemptions, another 4354 students had previously completed assessment in a prior term. Overall, 82% of credit students enrolled that year has completed this step in priority enrollment/matriculation.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Increasing outreach/participation in assessment at area high schools;
- Developing just in time prompts via EAB's Student Success Collaborative;
- Priority enrollment and other reminders through Constant Contact;
- Working to resolve scheduling conflicts with IVC testing lab location;
- Developed a dashboard to identify students who haven't completed assessment by subpopulation, e.g., veterans or EOPS, in order to conduct outreach;
- Offering Student Success Speaker Series workshop on Test Taking Anxiety.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

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 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 or continuing student who has not completed the required college level English or math at college or taken a placement exam elsewhere that is accepted at COM.

Students are encouraged to complete assessment as part of the new student matriculation steps and for new and continuing students 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.

a. Pre-test practice includes:

- Free Online Accuplacer practice tests in English and math that a student may 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 (via test centers or for participants in Summer Bridge);

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).

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

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

- b. When were tests approved by the CCCCCO and what type of approval was granted?

- CELSA was granted full approval on the Spring 2015 California Community Colleges List of Approved Test Instruments. Expiration: 3/1/2019
- Accuplacer was approved probationary in 2013. All Accuplacer tests’ validation studies were recently submitted to the Chancellor’s Office, awaiting updated approval status.

- c. When were disproportionate impact and consequential validity studies last completed?

- CELSA - COM participated in the validation study in November 2014.
- Accuplacer computer assessments - COM also participated in the validation study for Accuplacer in spring 2013.
- Accuplacer paper/pencil Companion tests – COM recently completed participation in this validation study.

5. a. What multiple measures are used?

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

- b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?



The multiple measures are integrated into the assessment system via an algorithm included in the test scoring process.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes. However, the college is evaluating the expansion of alternative multiple measures. Currently, there is a pilot study with summer bridge students where students are pre tested diagnostically on math and English and then faculty evaluation of student performance during the session is incorporated with post testing to determine final English and/or math placement.

The College is also developing a pilot study utilizing high school grades in addition to assessment to place into English and/or math. Another study proposal under development would involve COM English faculty working with a local high school to create a high school course that, if passed with a "B," would qualify a student to enter ENGL 150. In a similar vein, the members of the math faculty are working with the area high school math faculty to closer align the math curriculum/teaching to enhance student placement into college level.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Credit (and Noncredit) ESL placement assessment is advisory. The college currently accepts 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.

Other measures used to place students into courses utilize 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. The college also accepts EAP transcripts. These approvals are issued by the Counseling Dept.

A recommendation for ACT score acceptance is to be developed. Additionally, a procedure needs to be developed to streamline the process of accepting SAT and EAP College Ready placements, so students can immediately register for qualifying level(s) of placement.

7. How are the policies and practices on re-takes and recency made available to students?

A formal district policy for frequency (re-takes) and recency has been drafted and is being circulated. Currently the website and monthly posted placement schedule note that one retake is allowed within a year, and students can also learn this from staff. COM has a current 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. At this time there are no requirements to complete any review training prior to re-testing.

For 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. While a formal policy proposal is in process, ESL credit and noncredit will be valid for one year before reassessment is required. Math and English are to be determined. COM has solicited input from the Common Assessment Initiative staff about anticipated recommendations for recency and frequency that may be forthcoming from that initiative.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.00	Assessment and Testing Center Coordinator	Coordinate testing services for sites at both campuses, as well as outreach. Provide assessment services for students and college.	SSSP
1.50	Testing Technicians	Provide assessment services for students and college.	SSSP

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Printers, cartridges, pencils, paper	SSSP	\$300
5000	Accuplacer Test Units	SSSP	\$2000 (\$1.55/test (\$15K purchased in 2014-15))
	ACTT CELSA (non-credit) ESL Site License	SSSP	\$810
	Capp CELSA scoring and reporting software	SSSP	\$1800
	Constant Contact licensure	Match	\$110
	BNG Group online practice test site license	SSSP	\$750
	EAB SSC, Navigate platform	SSSP	\$13750

**D. Counseling, Advising, and Other Education Planning Services**

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Yes. COM increased counseling faculty, developed new counseling course offerings and expanded number and size of learning communities.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

10,173 credit and noncredit students enrolled in 2014-15. Among these, 5161 had counseling appointments (51%).

Approximately 1712 students were served in the Transfer and Career Center for related advising, via appointments, workshop activities and or drop in. Approximately 110 utilized career exploration resources, notably use of the Kuder software. Approximately 60 students sought advising/resources around finding related scholarships.

- b. What percentage of the target population does this represent?

Of the 8766 credit students, 3510 had current educational plans for each term (40%).

- c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Increasing staffing to increase counselor outreach to ESL noncredit classes;
- Developed a data dashboard to identify students who haven't completed educational plans by subpopulation, e.g., veterans or EOPS, in order to conduct outreach;
- Increased Summer Bridge attendance by 150%;
- Increased counselor participation in outreach activities to graduating high school seniors;
- Used constant contact to encourage continuing students to update their educational plans;
- Developing just in time prompts via EAB's Student Success Collaborative;
- Renovated space and relocated Transfer and Career Center to large footprint adjacent to general counseling to enhance cross-promotion. Will eventually collocate reception, to enhance visibility and awareness of services.

The COMPASS program, mentioned earlier in the plan, emphasizes high school exposure to college planning, including enrollment in a college counseling class. This encourages an early relationship with the counseling faculty, exposure to the educational planning resources, and continued engagement as the student continues their concurrent or future college enrollment.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Students may make appointments for academic or personal counseling as well as workshops or transfer and career services online, but appointments are primarily conducted in person. Workshops, e.g., transfer, are designed for in-person groups. FTE generating counseling courses are also offered on both campuses annually.

The Transfer and Career Center also provides workshops on transfer, scholarships, and career services, including online resources and assessment tools, and offers drop-in counseling. The Center coordinates annual career and transfer fairs. Center staff also advise the student transfer club and collaborate on visits to four- year colleges and promote transfer to COM students.

- b. Is drop-in counseling available or are appointments required?

The college offers primarily “by appointment” sessions, but also some limited drop-in or same day (visit that morning for an appointment that day) counseling services.

- c. What is the average wait time for an appointment and drop-in counseling?

General counseling services are generally adequate at the Indian Valley (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 fifteen minutes to more than an hour 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.

4. a. Describe the type of assistance provided to students to 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.

- b. Describe the type of assistance provided to students to develop a comprehensive 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 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.

Career-Technical Education (CTE) course planning templates have been developed and the college is working on the same for academic degrees as part of educational planning information to be embedded in both DegreeWorks and EAB's Student Success Collaborative Navigate platform.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

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.

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

SARS is used for scheduling and usage data collection associated with counseling and workshop appointments as well as appointments in the Transfer and Career 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.

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). This dashboard will be migrated to the new portal onto EAB's Student Success Collaborative Navigate platform, which will provide the student with timely nudges and educational planning information and updates.

Banner is used as the student information system and the Argos program as a reporting tool for student data, including enrollment, satisfactory progress, program affiliations (e.g., EOPS) and demographics. This technology interfaces to identify priority enrollment groups and what matriculation steps have/have not been completed.

Medicat is used for recording notes related to personal counseling.

Constant Contact is utilized to message the student, e.g., reminder registration is coming up and ensuring they've updated their educational plan.

Students get information and may make appointments directly via their portal on the web.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Department Chair, Counseling	Coordinates and delivers counseling services, including course and student educational planning and learning community development; instructs	Match (60% Counseling)
9.9	Counselors	Collaborate on planning, development of and deliver counseling services, including course and student educational planning; instruction and learning communities	6.9 FTE Match (60%) 3.0 FTE SSSP (60%)
1.0	Administrative	Assist with coordination and	Match (60%)

	Assistant to the Counseling department and Dean of Student Success	provision of counseling activities, including programming, scheduling and data entry in SARS, student reception and administrative support to faculty instructors/learning communities	
0.80	Transfer and Career Center Coordinator	Coordinates transfer counseling appointments, career exploration and access to career and transfer related resources; provides workshops, outreach to classes; promotes educational planning	Match (100%)
0.70	Counseling Intern	Provide counseling services	SSSP (70%)
0.50	Student Ambassadors - hourly	Provide reception, office/staff support, and records assistance for counseling	SSSP (10%)
0.50	Student hourly-counseling	Provide reception, office/staff support, and records assistance for counseling	SSSP (95%)

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Counseling/Office Supplies	Match	\$2100
5000	Medicat	SSSP	\$3000 (80%)
	DegreeWorks	SSSP	\$8051 (90%)
	Constant Contact	Match	\$110
	SARS	SSSP	\$5979 (60%)
	EAB SSC Navigate platform	SSSP	\$27,500
	Kuder Journey	SSSP	\$900 (90%)

#### E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Yes. Counseling faculty wrote curriculum and got it approved for Counseling 105, Achieving Success in College, a one unit success class for students on probation, struggling or in need of enhanced skills development. We are currently working on a plan to target and engage the appropriate populations.

2. a. How many students were provided follow-up services in 2014-15?

Counselors had 289 appointments with students due to academic concerns related to probation, dismissal, related financial aid disqualification and/or early alert concerns from faculty.

b. What percentage of the target population does this represent?

982 students were on academic probation or dismissal during the 2014-15 academic year. Counselors met with approximately 29% of these students.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Having counselor(s) call students who are undecided on major to encourage making an appointment;
- Adding additional counselor to assist with coordination of early alert and outreach to at risk populations;
- Developing a plan to embed counseling activities such as educational planning into noncredit ESL classes;
- Working on a plan to target and engage the appropriate populations in the newly created Counseling 105, Achieving Success in College, a one unit success class for students on probation, struggling or in need of enhanced skills development. Additionally, group workshops may also be offered.

3. a. What types of follow-up services are available to at-risk students?

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.

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 are 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. EAB's Student Success Collaborative will be utilized to further message students about counseling and other resources, such as tutoring and labs. The district is reviewing 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). Satisfactory appeals of financial aid disqualification now requires a meeting with a counselor and an updated educational plan, for instance. 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. 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. 104 cases regarding students were referred by faculty and staff in 2014-15.

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 a COM Cares report will then do outreach to the student in order to explore issues that may be impacting their success and work together to develop an 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 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.

b. How and when are students notified of these services?

Students are notified by email and/or letter of probation and dismissal status and resources. COM CARE outreach by counseling faculty is by email and telephone. EAB will also incorporate texts as well

as emails for messaging. Undecided students are being telephoned, with follow up email. As noted, there is also direct outreach to classrooms.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Service delivery methods include: counseling course offering, individual appointments, and classroom visits. Group workshops may also be offered.

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.

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

SARS is used for scheduling and usage data collection associated with counseling and workshop appointments as well as appointments in the Transfer and Career 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.

Advocate software by Symplicity provides online submission and work flow related to the early alert and intervention program whereby faculty and staff may submit concerns about student performance/behavior for follow up outreach, services and referrals.

Medicat is used for recording notes related to personal counseling.

The college has also developed an enrollment priority dashboard through staff programming within the student portal. The dashboard uses information from Banner and other software to provide the student with updated progress on the student's satisfaction of orientation, assessment and educational planning requirements for enrollment priority, in addition to noting the student's eligibility category (e.g., foster youth, veteran, EOPS). This dashboard will be migrated to the new portal and onto EAB's Student Success Collaborative Navigate platform, which will provide the student with timely nudges and educational planning information and updates. This includes information tailored specifically to support students at risk.

Banner is used as the student information system and the Argos program as a reporting tool for student data, including enrollment, satisfactory progress, program affiliations (e.g., EOPS) and demographics. This technology interfaces to identify priority enrollment groups and what matriculation steps have/have not been completed. It also identifies students not making satisfactory academic progress. Banner uploads into Advocate to provide student information assisting the counselors in managing early alert interventions.

Constant Contact is also utilized to message the student, e.g., reminder registration is coming up and ensuring they've updated their educational plan.

Students get information and may make appointments directly via their portal on the web.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Yes. Instructional faculty are strongly encouraged to submit midterm grades to assist with student progress assessment. The majority of COM CARE reports are submitted by concerned instructional faculty. Many perform their own outreach and referrals. In a recent survey of faculty and staff, over 80% indicated they had referred students to Student Accessibility Services, for example. Significant numbers of students were referred to counseling and other college resources as well.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Department Chair, Counseling	Coordinates and delivers counseling services, including course and student educational planning and learning community development; instructs	Match (30% Follow-Up)
9.9	Counselors	Collaborate on planning, development of and deliver counseling services, including course and student educational planning; instruction and learning communities	6.9 FTE Match (30%) 3.0 FTE SSSP (30%)
0.70	Counseling Intern	Provide counseling services	SSSP (30%)

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5000	Medicat	SSSP	\$3000 (20%)
	DegreeWorks	SSSP	\$8051 (10%)
	Constant Contact	Match	\$110
	SARS	SSSP	\$5979 (20%)
	EAB SSC Navigate platform	SSSP	\$27,500 (20%)
	Kuder Journey	SSSP	\$900 (10%)
	Advocate by Symplicity	SSSP	\$7763 (30%)

## F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

COM's office of Planning, Research and Institutional Effectiveness (PRIE) provides leadership and support in the areas of research, strategic planning, student learning outcomes, administrative systems and procedures, accreditation, and governance to support the College's mission, effectiveness, and student success.

PRIE provides a number of key activities in support of SSSP. These include: data, research and analysis as part of regular participation in the Student Access and Success committee's efforts and SSSP plan development and evaluation; coordination of training opportunities to enhance access to related student information/data, and engagement on initiatives to support SSSP, e.g., data mining of EAB's Student Success Collaborative student-facing platform. Other examples include:

- 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;
- Development of ad hoc and ongoing projections, reports and analysis;
- Support for student success related institutional surveying;
- Collection of information on student time to completion.

PRIE develops reports to enhance staff and faculty understanding of our students, including access and success. For example, a recent analysis of student responses on the CCSSE (Community College Survey of Student Engagement) found that *"Students who participated in orientation at COM, regardless of the format in which it was offered, were more academically and socially engaged with the college, were putting forth more effort and gaining more skills, knowledge and personal development, and they rated their experience at COM more highly than students who did not attend orientation."* Links to this and additional reports/information may be found at: <http://www.marin.edu/com/PRIE/research/current-reports.html>

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Executive Director, PRIE	Match	\$7521
2000	Senior Research and Evaluation Analyst, PRIE	Match	\$7918
	Research Analyst, PRIE	Match	\$3842
3000	Institutional Research, Executive Director	Match	\$993
	Senior Research and Evaluation Analyst	Match	\$3959
	Research Analyst	Match	\$1813

- List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
1000	Dean of Enrollment Services	Match	\$104,534
2000	Evaluation Analyst	Match	\$56,848
	Transfer and Career Center Coordinator	Match	\$22,351
	Administrative Systems Analyst	Match	\$18,600
3000	Dean of Enrollment Services	Match	\$42,442
	Evaluation Analyst	Match	\$22,524
	Transfer and Career Center Coordinator	Match	\$8789
	Administrative Systems Analyst	Match	\$9933

### SECTION III. POLICIES

#### A. Exemption Policy

- Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 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 education plans as well as continuing students in good academic standing 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 – will not receive 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. What percentage of your student population is exempt (list by category)?

Approximately 21% of students enrolled in 2014-15 had a Bachelor's degree. Another 4% had previously earned an Associate's degree, so approximately one quarter (25%) of enrolled students were exempt from assessment activity (only) due to higher degree.

## **B. Appeal Policies**

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

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.

## **C. Prerequisite and Corequisites Procedures**

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

College of Marin's Board Policy BP 4260 may be found at:

<http://www.marin.edu/WORD-PPT/BP4260PrerequisitesandCo-RequisitesandAdvisories.pdf>

College of Marin's Administrative Procedure AP 4260 outlines in detail the prerequisite procedures and may be found at:

[http://www.marin.edu/WORD-PPT/AP4260PrerequisitesCo-requisitesandAdvisories\\_Revised3\\_11\\_2014.pdf](http://www.marin.edu/WORD-PPT/AP4260PrerequisitesCo-requisitesandAdvisories_Revised3_11_2014.pdf)

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. An excerpt on review is below:

**Program Review** -- As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational course or programs shall be reviewed every two years, the District shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law. These processes shall also provide for the periodic review of advisories on recommended preparation.

Discipline/program specific reviews occur on at least a 3-year cycle and ask the following question: *Have you reviewed your pre-requisites and co-requisites in the last 5 years?*

Prerequisite challenge, equivalency and exception information and forms may be found at the following Enrollment Services' sites:

<http://www.marin.edu/admissions/Prerequisites.htm>  
[HTTP://WWW.MARIN.EDU/ADMISSIONS/INDEX.HTM#FORMSAVAILABLE](http://www.marin.edu/admissions/index.htm#formsavailable)

#### SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

Professional development related to SSSP includes attendance at or offering of the following:

- A. SSSP Director/Coordinator Training offered by the CCCCCO in Sacramento
- B. Region 3 SSSP Director/Coordinator semi-annual gatherings (hosted by COM in September)

- C. Webinars and other training on serving student subpopulations
- D. SAS, EOPS/CARE and CalWORKs Director training offered by the CCCCCO
- E. CCCCCO Strengthening Student Success Conference
- F. CSU Counselor conference
- G. CCC Veterans Summit
- H. CCC Mental Health Wellness Association regional meetings
- I. Regional CCC transfer center director/coordinators meeting
- J. Regional CCC assessment and testing center coordinators meeting
- K. Semi-annual Marin/Sonoma/Mendocino Counselor/Dean Student Success drive-in
- L. Ensuring Transfer Success (ETS) 2015 Conference in May
- M. California Community College Athletic Association (CCCAA) annual convention.
- N. SSSP and early alert program at COM discussion at New Faculty Orientation (information/outreach for new faculty about programs)
- O. Faculty/staff in-services on: Classroom Management, COM Cares, Promoting Student Success through On-Course, and Convocation during flex training weeks (resources, training and outreach to faculty and staff)
- P. Conferences, webinars and other training on related best practices, such as 3CSN Equity summit, RP Group's Strengthening Student Success, statewide Faculty Senate trainings/meetings and BSI
- Q. COM in services on Degree Works for counselors (training on use/upgrades for degree audit software)
- R. CATESOL (California Teachers of English to Speakers of Other Languages) annual and regional meetings (best practices)
- S. On Course training for faculty (tool for inclusive and engaging teaching pedagogy)
- T. Faculty led inquiry teams at College of Marin (research and recommendations to enhance basic skills achievement, onboarding of students, and student success and equity)
- U. Staff training on Banner, Argos, Data Dashboard, and other systems/software to improve employee access to information that would improve student service.

## SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, 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, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, 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).

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.

**ADDITIONAL INFORMATION**

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

Mia Keeley  
California Community College Chancellor's Office  
[mkeeley@cccco.edu](mailto:mkeeley@cccco.edu)  
(916) 323-5953

**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: Patrick McBurnie Title: President

Stakeholder Group: Associated Students College of Marin

Name: Gina Cullen Title: Counseling Department Chair

Stakeholder Group: Department Chairs

Name: Andrea Mann Title: Transfer and Career Center Coordinator

Stakeholder Group: Classified Senate

Name: Alicia Pasquel Title: Vice President of Academic Senate

Stakeholder Group: Academic Senate

Name: Christina Leimer Title: Chair; Director of Planning, Research, and Institutional Effectiveness

Stakeholder Group: Educational Planning Committee

Name: Sara McKinnon Title: Faculty, President of Academic Senate, Co-Chair, PRAC

Stakeholder Group: College Council; Planning and Resource Allocation Committee (PRAC)

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

Stakeholder Group: Board of Trustees



# **Credit Student Success and Support Program**

**2015-16**

**Budget Plan**

**Marin CCD**

**Marin College**

Report Due By  
**Friday  
October 30, 2015**

**Email completed budget plan to:**

[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

**and**

**Mail signature page 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

## 2015-16 Credit Student Success and Support Program (SSSP) Budget Plan for fiscal reporting period July 1, 2015 - June 30, 2016

District: **Marin CCD**  
College: **Marin College**

Submit the Budget Plan with signature page by email no later than **Friday, October 30, 2015**.

**Email to:** [cccssp@cccco.edu](mailto:cccssp@cccco.edu)

**and**

**Mail signature page with original signatures (postmarked by October 30, 2015) 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:  
Mia Keeley - [mkeeley@cccco.edu](mailto:mkeeley@cccco.edu) - (916) 323-5953.

**This workbook contains 6 protected spreadsheets in the following order:**




- |                           |   |                                    |
|---------------------------|---|------------------------------------|
| 1 Cover Page              | 3 Part I: Funding                         | 5 Part III: Planned District Match |
| 2 Select District/College | 4 Part II: Planned Credit SSSP Expenditur | 6 Summary                          |

### Basic instructions:

Show expenditures from your Credit SSSP allocation as well as district contribution in accordance with the [SSSP Program Guidelines](#). In addition, these expenditures must be clearly identified in your program plan.

At the bottom of some of the spreadsheets (or the back of the page if printed) are instructions for certain cells. 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, use the password to unlock sheet (budget1516). Be sure to lock the sheet when finished.

-  Yellow colored 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.

<b>2015-16</b>
Marin CCD
Marin College
<b>Credit</b>

Part I: Funding

Enter whole numbers only

2015-16 Credit SSSP Allocation
\$
952,777

Total 2015-16 Planned Expenditures in Credit SSSP

	Amount
Part II: Planned Credit SSSP Expenditures	\$ 952,777
Part III: Planned District Match	\$ 1,489,379
1:1.3 Calculated required match for Credit	\$ 1,238,610

Total Planned Expenditures in Credit SSSP
\$
2,442,156

Balance of 2015-16 Credit SSSP Allocation
\$
-

# 2015-16 Credit Student Success and Support Program Budget Plan

## Part I: Funding

### Specific Entry Instructions

**Planned expenditures in the Credit Student Success and Support Program:** This Budget Plan must be completed at the college level. In addition, these planned expenditures must be clearly identified in the Credit SSSP Plan.

#### Cell:

E10 Enter your college's 2015-16 Credit SSSP Allocation.

E14 This cell will populate once the Part II: Planned Credit SSSP Expenditures section has been completed.

E15 This cell will populate once the Part III: Planned District Match section has been completed.

D16 This cell will display your calculated required District Match for your Credit program.

E18 This cell is the sum of: Part II: Planned Credit SSSP Expenditures and Part III: Planned District Match.

E22 This cell is the sum of: 2015-16 Credit SSSP Allocation minus Part II: Planned Credit SSSP Expenditures.

0 If all of the 2015-16 Credit SSSP Allocation has 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 the planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Budget Plan **cannot be submitted** if balance is negative.

<b>2015-16</b>
Marin CCD
Marin College
<b>Credit</b>

## Part II: Planned Credit SSSP Expenditures

Report planned expenditures of the Credit SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the Manual, not all expenditures listed are appropriate for Credit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	SSSP Research/ Coordination * (see below)	Total
1000	<b>Academic Salaries: List by Position Title(s)</b>	<b># of FTE Positions</b>						
	<i>ex: VP Student Services</i>	<b>0.25</b>	\$ -	\$ -	\$ -	\$ -	\$ 26,585	\$ 26,585
	Counselor Overload	<b>0.50</b>	\$ -	\$ -	\$ 40,565	\$ -	\$ -	\$ 40,565
	New Counselor	<b>1.00</b>	\$ 6,740	\$ -	\$ 40,440	\$ 20,220	\$ -	\$ 67,400
	Continuing Counselors	<b>3.00</b>	\$ 20,819	\$ -	\$ 124,912	\$ 62,456	\$ -	\$ 208,187
	Dean of Student Success	<b>0.35</b>	\$ -	\$ -	\$ -	\$ -	\$ 44,844	\$ 44,844
	Vice President for Student Learning and Student Services	<b>0.20</b>	\$ -	\$ -	\$ -	\$ -	\$ 37,790	\$ 37,790
	Dean of Enrollment Services	<b>0.15</b>	\$ -	\$ -	\$ -	\$ -	\$ 19,600	\$ 19,600
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ 27,559</b>	<b>\$ -</b>	<b>\$ 205,917</b>	<b>\$ 82,676</b>	<b>\$ 102,234</b>	<b>\$ 418,386</b>
2000	<b>Classified and Other Nonacademic Salaries: List by Position Title(s)</b>	<b># of FTE Positions</b>						
	<i>ex: clerical staff</i>	<b>2.00</b>	\$ 25,000	\$ 30,000	\$ 45,000	\$ -	\$ -	\$ 100,000
	Assessment and Testing Center Coordinator	<b>1.00</b>	\$ -	\$ 62,370	\$ -	\$ -	\$ -	\$ 62,370
	Testing Technicians	<b>1.50</b>	\$ -	\$ 59,021	\$ -	\$ -	\$ -	\$ 59,021
	Administrative Assistant to the Dean/Counseling	<b>0.20</b>	\$ -	\$ -	\$ 11,781	\$ -	\$ -	\$ 11,781
	Student Hourly- Counseling/Ambassadors/Intern	<b>1.60</b>	\$ 850	\$ -	\$ 16,150	\$ -	\$ -	\$ 17,000
	Counseling Technician	<b>0.50</b>	\$ -	\$ -	\$ 23,340	\$ -	\$ -	\$ 23,340
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ 850</b>	<b>\$ 121,391</b>	<b>\$ 51,271</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 173,512</b>

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	SSSP Research/ Coordination * (see below)	Total
3000	<b>Employee Benefits: List by Position Title(s)</b>							
	ex: VP Student Services	0.25	\$ -	\$ -	\$ -	\$ -	\$ 2,658	\$ 2,658
	ex: clerical staff	2.00	\$ 2,500	\$ 3,000	\$ 4,500	\$ -	\$ -	\$ 10,000
	Counselor Overload	0.50	\$ -	\$ -	\$ 4,095	\$ -	\$ -	\$ 4,095
	New Counselor	1.00	\$ 2,331	\$ -	\$ 13,985	\$ 6,992	\$ -	\$ 23,308
	Continuing Counselors	3.00	\$ 7,201	\$ -	\$ 43,210	\$ 21,605	\$ -	\$ 72,016
	Dean of Student Success	0.35	\$ -	\$ -	\$ -	\$ -	\$ 14,062	\$ 14,062
	Vice President for Student Learning and Student Services	0.20	\$ -	\$ -	\$ -	\$ -	\$ 9,010	\$ 9,010
	Dean of Enrollment Services	0.15	\$ -	\$ -	\$ -	\$ -	\$ 7,958	\$ 7,958
	Assessment and Testing Center Coordinator	1.00	\$ -	\$ 19,604	\$ -	\$ -	\$ -	\$ 19,604
	Testing Technicians	1.50	\$ -	\$ 18,647	\$ -	\$ -	\$ -	\$ 18,647
	Admin. Assist to Dean/Counseling + Couns. Technician	0.70	\$ -	\$ -	\$ 17,363	\$ -	\$ -	\$ 17,363
	Student Hourly- Counseling/Ambassadors/Intern	1.60	\$ 85	\$ -	\$ 1,615	\$ -	\$ -	\$ 1,700
	<b>Subtotal</b>		<b>\$ 9,617</b>	<b>\$ 38,251</b>	<b>\$ 80,268</b>	<b>\$ 28,597</b>	<b>\$ 31,030</b>	<b>\$ 187,763</b>
4000	<b>Supplies &amp; Materials</b>							
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supplies/Interest assessments		\$ -	\$ -	\$ 100	\$ -	\$ -	\$ 100
	Orientation materials		\$ 100	\$ -	\$ -	\$ -	\$ -	\$ 100
	<b>Subtotal</b>		<b>\$ 100</b>	<b>\$ -</b>	<b>\$ 100</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 200</b>
5000	<b>Other Operating Expenses and Services</b>							
	EAB Student Success Collaborative- Navigate platform		\$ 27,500	\$ 13,750	\$ 55,000	\$ 27,500	\$ 13,750	\$ 137,500
	Testing software, Kuder Journey, Medica, SARS		\$ 5,818	\$ 5,001	\$ 18,667	\$ 5,830	\$ -	\$ 35,316
	Professional Development		\$ -	\$ -	\$ -	\$ -	\$ 100	\$ 100
	<b>Subtotal</b>		<b>\$ 33,318</b>	<b>\$ 18,751</b>	<b>\$ 73,667</b>	<b>\$ 33,330</b>	<b>\$ 13,850</b>	<b>\$ 172,916</b>
6000	<b>Capital Outlay</b>							
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
7000	<b>Other Outgo</b>							
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Grand Total</b>			<b>\$ 71,444</b>	<b>\$ 178,393</b>	<b>\$ 411,223</b>	<b>\$ 144,603</b>	<b>\$ 147,114</b>	
<b>Total Planned Expenditures cannot exceed the 2015-16 Credit SSSP Allocation</b>								<b>\$ 952,777</b>



## 2015-16 Credit Student Success and Support Program Budget Plan

### Part II: Planned Expenditures

#### Other Instructions

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

**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.**

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved credit SSSP plan per title 5, section 55510.

(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on core services to students.

(c) Requests for permission to spend noncredit SSSP funds for equipment, materials or services not listed in the college's approved credit SSSP plan should be approved by the CSSO/Supervising Administrator and appropriate Credit SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

**Expenditures not allowed: (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information.)**

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Credit SSSP Plan.)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that generate FTES
14. Admissions and Records, unless directly related to the delivery of SSSP services
15. Institutional Research, that is not directly related to the provision or evaluation of SSSP services

<b>2015-16</b>
Marin CCD
Marin College
<b>Credit</b>

### Part III: Planned District Match

Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the manual, not all expenditures listed are appropriate for Credit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information. Additional instructions are below.

Classification			Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Credit SSSP Research	Credit SSSP Technology	Other Match Services ** (see below)	Total
1000	<b>Academic Salaries: List by Position Title(s)</b>	<b># of FTE Positions</b>									
	Counselors	7.00	\$ 57,250	\$ -	\$ 343,504	\$ 171,750	\$ -	\$ -	\$ -	\$ -	\$ 572,504
	Counseling Psychologist	0.90	\$ -	\$ -	\$ 38,024	\$ 38,026	\$ -	\$ -	\$ -	\$ -	\$ 76,050
	Vice President for Student Learning and Student Services	0.15	\$ -	\$ -	\$ -	\$ -	\$ 28,342	\$ -	\$ -	\$ -	\$ 28,342
	Dean of Student Success	0.55	\$ -	\$ -	\$ -	\$ 10,570	\$ 59,900	\$ -	\$ -	\$ -	\$ 70,470
	Dean of Enrollment Services	0.80	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 104,534	\$ 104,534
	Director of School and Community Partnerships	0.05	\$ 5,468	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,468
	Executive Director of PRIE	0.05	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,521	\$ -	\$ -	\$ 7,521
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		\$ 62,718	\$ -	\$ 381,528	\$ 220,346	\$ 88,242	\$ 7,521	\$ -	\$ 104,534	\$ 864,889
2000	<b>Classified and Other Nonacademic Salaries: List by Position Title(s)</b>	<b># of FTE Positions</b>									
	Evaluation Analyst	1.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 56,868	\$ 56,868
	Admin Asst. to the Dean/Counseling	0.80	\$ 2,356	\$ -	\$ 17,671	\$ -	\$ 27,096	\$ -	\$ -	\$ -	\$ 47,123
	Senior Research & Evaluation Analyst	0.10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,918	\$ -	\$ -	\$ 7,918
	Research Analyst	0.05	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,842	\$ -	\$ -	\$ 3,842
	Transfer & Career Services Coord.	0.80	\$ -	\$ -	\$ -	\$ 22,350	\$ -	\$ -	\$ -	\$ 22,351	\$ 44,701
	Administrative Systems Analyst	0.20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,600	\$ -	\$ 18,600
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		\$ 2,356	\$ -	\$ 17,671	\$ 22,350	\$ 27,096	\$ 11,760	\$ 18,600	\$ 79,219	\$ 179,052

Classification		Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Credit SSSP Research	Credit SSSP Technology	Other Match** (see below)	Total
3000	<b>Employee Benefits: List by Position Title(s)</b>									
	Counselors	\$ 22,488	\$ -	\$ 134,925	\$ 67,463	\$ -	\$ -	\$ -	\$ -	\$ 224,876
	Counseling Psychologist	\$ -	\$ -	\$ 17,304	\$ 17,304	\$ -	\$ -	\$ -	\$ -	\$ 34,608
	Vice President for Student Learning and Student Services	\$ -	\$ -	\$ -	\$ -	\$ 6,757	\$ -	\$ -	\$ -	\$ 6,757
	Dean of Student Success	\$ -	\$ -	\$ -	\$ 6,026	\$ 34,150	\$ -	\$ -	\$ -	\$ 40,176
	Dean of Enrollment Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 42,442	\$ 42,442
	Evaluation Analyst	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,524	\$ 22,524
	Admin Asst. to the Dean/Counseling	\$ 1,605	\$ -	\$ 12,041	\$ -	\$ 18,463	\$ -	\$ -	\$ -	\$ 32,109
	Director of School & Community Partnerships	\$ 2,351	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,351
	Exec. Director of PRIE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 993	\$ -	\$ -	\$ 993
	Senior Research & Evaluation Analyst	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,959	\$ -	\$ -	\$ 3,959
	Research Analyst/Admin. Systems Analyst	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,813	\$ 9,933	\$ -	\$ 11,746
	Transfer & Career Services Coord.	\$ -	\$ -	\$ -	\$ 8,788	\$ -	\$ -	\$ -	\$ 8,789	\$ 17,577
<b>Subtotal</b>		<b>\$ 26,444</b>	<b>\$ -</b>	<b>\$ 164,270</b>	<b>\$ 99,581</b>	<b>\$ 59,370</b>	<b>\$ 6,765</b>	<b>\$ 9,933</b>	<b>\$ 73,755</b>	<b>\$ 440,118</b>
4000	<b>Supplies &amp; Materials</b>									
	Counseling Supplies	\$ -	\$ -	\$ 2,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,100
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,100</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,100</b>
5000	<b>Other Operating Expenses and Services</b>									
	Conference Related Travel	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ 200	\$ -	\$ 1,200	\$ 1,900
	Constant Contact license	\$ 110	\$ 110	\$ 110	\$ 110	\$ 220	\$ -	\$ -	\$ 660	\$ 1,320
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	<b>\$ 110</b>	<b>\$ 110</b>	<b>\$ 610</b>	<b>\$ 110</b>	<b>\$ 220</b>	<b>\$ 200</b>	<b>\$ -</b>	<b>\$ 1,860</b>	<b>\$ 3,220</b>
6000	<b>Capital Outlay</b>									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
7000	<b>Other Outgo</b>									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Grand Total</b>		<b>\$ 91,628</b>	<b>\$ 110</b>	<b>\$ 566,179</b>	<b>\$ 342,387</b>	<b>\$ 174,928</b>	<b>\$ 26,246</b>	<b>\$ 28,533</b>	<b>\$ 259,368</b>	
<b>Total Planned Expenditures must be at least equal to or exceed the Required District Match</b>										<b>\$ 1,489,379</b>

## 2015-16 Credit Student Success and Support Program Budget Plan

### Part III: Planned District Match

#### Other Instructions

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

**\*\* Other Match** - Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students. (Note: Be sure these expenditures are not double-counted for the Noncredit SSSP match).

**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 for Credit and Noncredit College/District Match** (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). College/District Match must directly benefit SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for Placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services for At-Risk Students
6. SSSP Research (directly related to the evaluation of noncredit SSSP services)
7. SSSP Technology (directly related to providing noncredit SSSP services)
8. Other Match Services: Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students
9. Beverages and Food for Credit SSSP Functions

**Expenditures Disallowed for Credit and Noncredit College/District Match** (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Credit SSSP Plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that Generate FTES

<b>2015-16</b>
Marin CCD
Marin College
<b>Credit</b>

## Summary

### Part I: Funding

2015-16 Credit SSSP Allocation \$ 952,777

#### Total 2015-16 Planned Expenditures in Credit SSSP

Part II: Planned Credit SSSP Expenditures \$ 952,777

Part III: Planned District Match \$ 1,489,379

1:1.3 Calculated required district match for Credit \$ 1,238,610

Total Planned Expenditures in Credit SSSP \$ 2,442,156

Balance of 2015-16 Credit SSSP Allocation \$ -

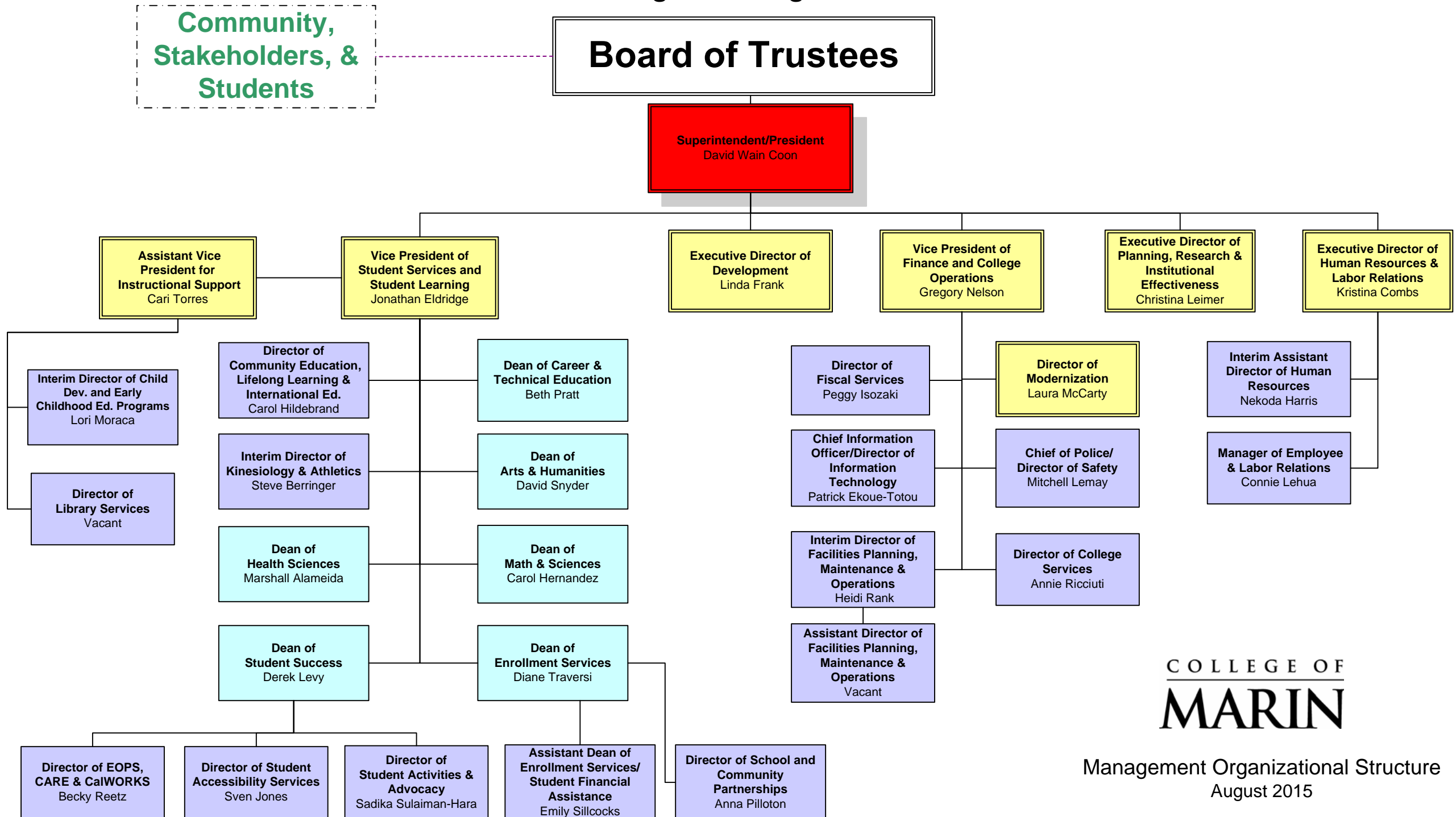
The required District Match was met: Yes

## Certification

The undersigned certify that the 2015-16 Credit SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25, in accordance with the objectives and activities identified in the college's 2015-16 Credit Student Success and Support Program Plan per title 5, section 55510 and the SSSP Funding Guidelines.

 <b>Derek Levy</b> College Credit SSSP Director/Coordinator (Typed name and signature)	dlevy@marin.edu	(415) 485-9431	11/20/15
 <b>Jonathan Eldridge</b> Credit SSSP Supervising Administrator or CSSO (Typed name and signature)	jeldridge@marin.edu	(415) 485-9618	11/20/15
 <b>Greg Nelson</b> College/District Business Manager (Typed name and signature)	gnelson@marin.edu	(415) 485-8100	11/20/15
 <b>David Wain Coon</b> Superintendent/President (Typed name and signature)	dcoon@marin.edu	(415) 485-7400	11/20/15

# 2015 District Management Organizational Structure



COLLEGE OF  
**MARIN**

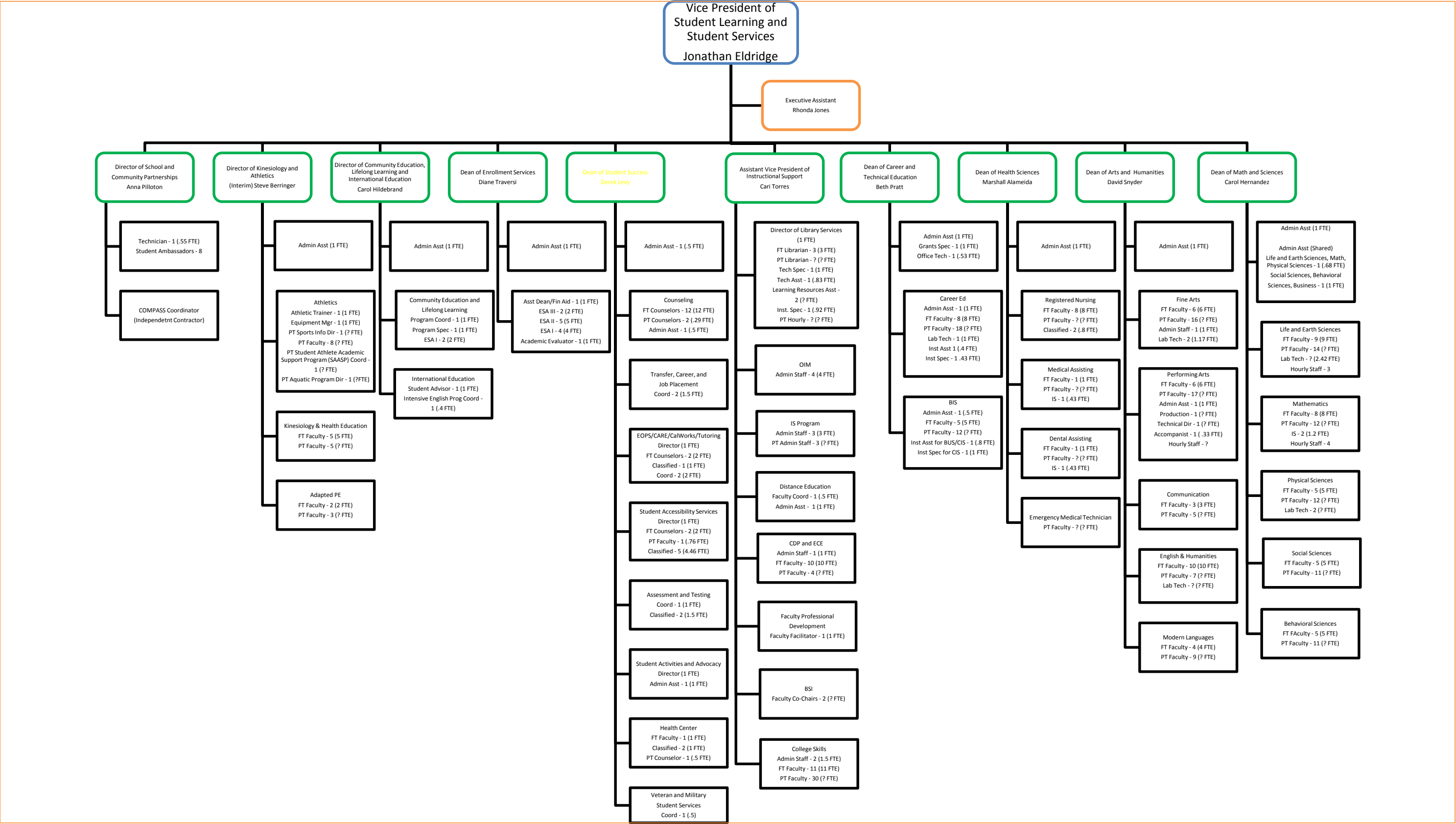
Management Organizational Structure  
August 2015

Office of Human Resources

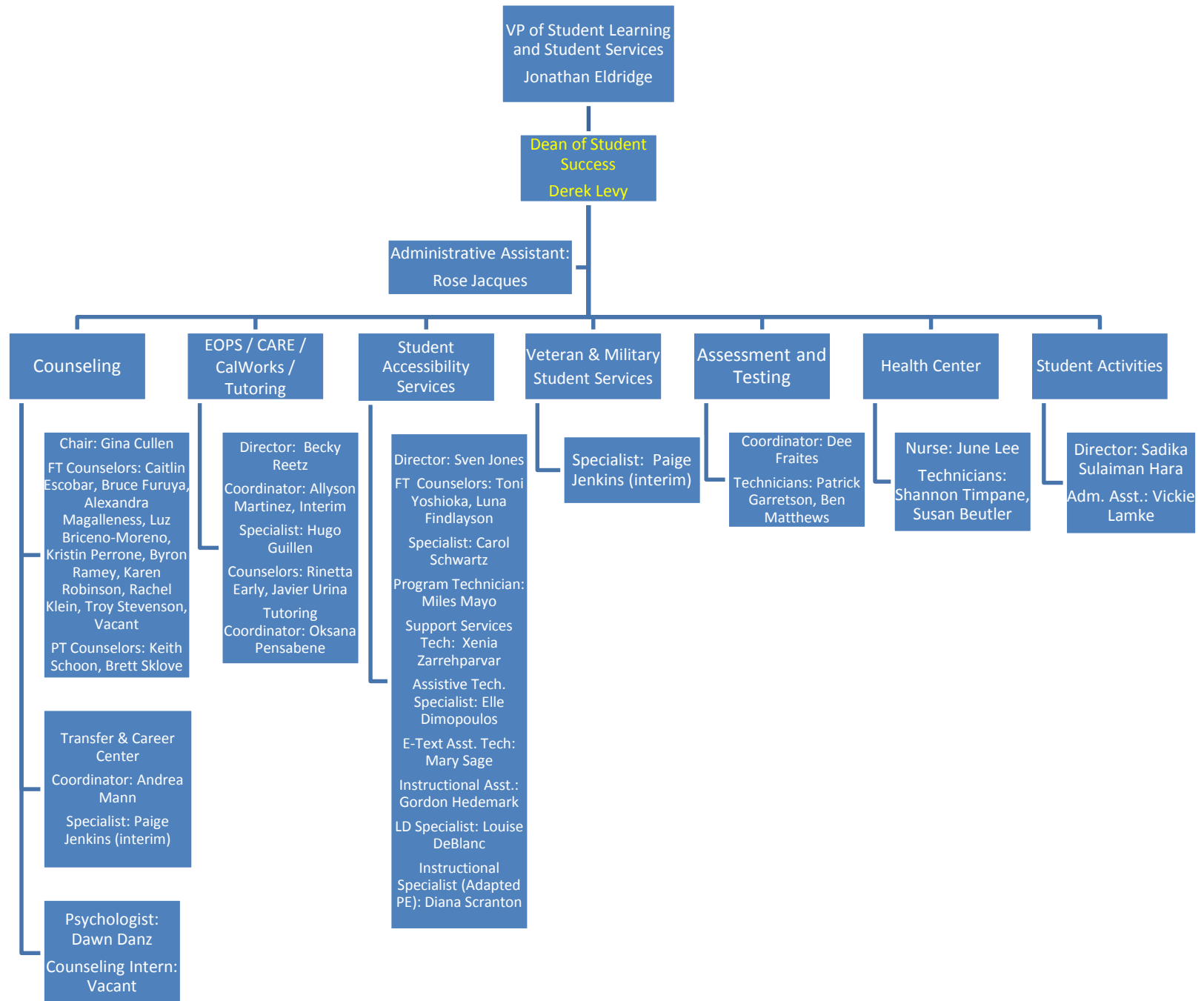
Appendix B.2: Office of the Vice President of Student Learning and Student Services

Organizational Chart

Fall 2015



## Appendix B3: SSSP Coordinator Organizational Chart





## Attachment C

### SSSP Committee: Student Access and Success Committee, 2015-16

Derek Levy, Chair	Administration, Dean of Student Success
Sadika Sulaiman Hara	Administration, Director of Student Activities and Advocacy
Luz Briceno-Moreno	Academic Senate, Counselor
Alicia “Meg” Pasquel President	Academic Senate, English Skills Instructor/Academic Senate Vice
Andrea Mann	Classified Professional, Transfer & Career Center Coordinator
Hugo Guillen	Classified Professional, EOPS, CARE, and CalWORKs Specialist
Vacant*	ASCOM (student)
Vacant	ASCOM (student)
Sara McKinnon	Staff Resource, Academic Senate President
Christina Leimer	Staff Resource, Director of Planning, Research and Institutional Effectiveness
Rose Jacques	Staff Resource, Administrative Assistant to the Dean of Student Success

\* Turnover in student representation led to these positions being unfilled to date for fall semester. The President of ASCOM was individually consulted on plan development.