



2014-15 Service Area Program Review

DEPARTMENT/PROGRAM	Counseling/ Student Success & Support Program
DESCRIPTION/PURPOSE	The Student Success & Support Program is a categorical program whose goals are to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. Student Success and Support Program (SSSP) ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.
SUBMITTED BY:	Norma A. Núñez
AREA DEAN/DIRECTOR	Ted Ceasar
AREA VICE PRESIDENT	Todd Finnell

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p>INSTITUTIONAL MISSION AND EFFECTIVENESS – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p> <p>1.1 Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p>1.2 Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p>1.3 Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p>1.4 Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p>STUDENT LEARNING PROGRAMS AND SERVICES – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p>2.1 Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>2.2 Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p>2.3 Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>2.4 Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p>2.5 Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p>2.6 Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p>RESOURCES – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p>3.1 Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p>3.2 Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p>3.3 Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p>3.4 Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p>LEADERSHIP AND GOVERNANCE – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p> <p>4.1 Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.</p> <p>4.2 Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p>4.3 Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p>4.4 Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p>4.5 Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.</p>

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
	<p>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</p> <p>Work with the Comevo Group (an online orientation software company) to develop an online orientation that meets the Student Success & Support Program guidelines which consists of 9 components:</p> <ol style="list-style-type: none"> 1) Academic expectations and progress standards 2) Maintaining registration priority 3) Prerequisites or co-requisites challenge process 4) Maintaining Governors' Fee Waiver eligibility 5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed 6) Academic calendar and important timelines 7) Registration and college fees 8) Available education planning services 9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students 	<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:

The Chancellor's Office directed all the Student Success & Support Programs in the community college system to implement an on-line orientation for all new first time college students. The goal was to provide all first time college students with information in a timely basis regarding policies, procedures and information about the college which would assist them in making choices about their educational goals, seek student support services as needed and basically complete the semester in good standing and persist to the next semester.

All new first time college students registering for Fall 2014 were required to either do the online orientation or attend a face to face orientation on campus in order to receive priority orientation. The following are the number of students who participated in the Orientations and received priority registration:

April 12, 2014	228
May 3, 2014	273
May 19-23, 2014	87
May 31, 2014	<u>417</u>
Total	1005

The online orientation was ready for students to access Summer 2014 on the IVC website and all new first time college students are directed to complete it. By the end of Fall 2014 we will be able to gage the success of having more informed students.

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S) (Select one primary goal.)
<p>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</p> <p>Develop and implement new criteria and processes for accepting EAP test scores to place student in college level English and Math classes</p>		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		
<p>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</p> <p>Applied and received access to the Chancellor’s Office Early Assessment Program database to retrieve EAP student test scores. Students who receive a “ready for CSU/CC” score of 1 did not need to take our ACCUPLACER placement test, thus avoiding unnecessary testing. Not many students took advantage of this opportunity, since the test is administered during their Junior year of high school and many students did not know that they could use EAP in lieu of the ACCUPLACER placement test. More education at the high school level needs to occur.</p> <p>Developed form to petition to use the EAP scores in lieu of ACCUPLACER testing. Currently the form is available on the IVC Assessment webpage. Continue to work with Programmer to display EAP scores in Banner screen correctly (inputting by hand until then). Working with Counselors at the high schools to make sure all students are aware of the option of using EAP scores thus resulting in more students placing in transfer level English and Math classes.</p>		

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
<p>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</p> <p>Use the Starfish Solutions Early Alert student follow-up software to track students early in the semester and assist them in accessing student services in order to complete their classes successfully and continue to the next term.</p>		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		
<p>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</p> <p>Began meeting with Starfish Implementation Team on January 21, 2014 for training every Tuesday. Summer 2014 piloted Early Alert program with a cohort of about 9 instructors. In Fall 2014 the Starfish Early Alert system was rolled out to the whole campus community. As of September we have had 33 students referred to the Student Success & Support Program staff for follow-up. These students have had at least three flags raised by instructors ranging from attendance issues, low test scores, to disruptive behavior in class. Students who need tutors are asked to come in and the SSSP staff has assisted them in completing the tutor request forms and submitting them to Learning Services. Students who need to speak with a counselor are referred to the Counseling Center to make an appointment. The SSSP staff will continue to follow-up on these students to make sure they receive the services.</p> <p>By following up on students and providing them with student services in a timely manner we hope to have more students complete the semester successfully and continue to the next term. We also hope to decrease the number of students who fall into probation their first year at the college.</p>		

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. **Attach electronic excel file with graphs or trend data, do not include them in the narrative below.**

- a. **Strengths**

Discuss what you do well in your program/department.

The Chancellor's Office has mandated that all Student Success & Support Programs in the community college system must provide core services to all new first time college students. The core services are assessment, orientation, counseling and follow-up. The SSSP staff at IVC has taken this challenge enthusiastically and worked very well as a team. The creativity, enthusiasm, and cooperation of the staff has been invaluable in achieving our goals. The initial online orientation is ready for students to access at <http://orientation.imperial.edu>, enhancements are being planned including an electronic Student Educational Plan, more information on the academic side of the house, and community members sharing their educational careers just to name a few.

- b. **Weaknesses**

Discuss areas in your program/department that need improvement.

One of the weaknesses that we have in the Student Success & Support Program is that the staff, apart from the program director, work on a part time schedule. With so many activities that need to happen in the various cores services full time staff is needed to do the best job possible.

- c. **Opportunities**

Discuss opportunities for program improvement.

The Student Success & Support Program is new and the opportunities are abundant to make changes in the way the college Student Services departments deliver programs and services to students. It is an exciting time to be in the position to assist students succeed in college, we are being provided with the resources and being asked to be creative and innovative in order to reach out and connect with students. We are only limited by our own imagination.

d. Challenges

Discuss obstacles/barriers that may influence program improvement.

One of the challenges the Student Success & Support Program faces is that of implementing all the cores services to all new first time college students. We are working with new software that takes times to learn and get the kinks out so that it runs smoothly. Also coordinating services with the local high schools takes a lot of time and communication between the SSSP staff, the high school counselors, and their administrators.

Motivating students to do well in college is a big challenge. We need to explore new ways of reaching students and making a connection so that they feel they are in charge of their education goal and ultimately their own success. Need to develop an internal locus of control in our students. They themselves are responsible for their own success.

e. Program changes

What program changes, if any, do you expect to have a positive effect on students?

One of the major program changes that will be implemented Fall 2014 is that of going to the high schools and conducting IVC admission application workshops. By completing their admission application students will be in our database, use their IVC ID# when they take the ACCUPLACER placement test and do the online orientation and the electronic abbreviated SEP, thus streamlining the core services for new first time college students. In conjunction with the admission application we will be asking students to complete a short survey regarding the highest level of math completed or in progress at the high school. We will then be able to compare their placement with the actual course taken at the high school and use multiple measures to place students.

Another change we will be implementing is that of offering ACCUPLACER workshops at the high schools before the students are scheduled to test. By providing instruction before the test we expect that test scores will rise and more students will place in higher level English & Math classes.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

The Student Success & Support Program services and activities are all new. The orientation is now required of all new first time

college students and it is delivered online. The abbreviated Student Educational will be available online for Spring 2015. We have implemented multiple measures for English and Math placements. We are also using new software (Starfish) for Early Alert in order to do student follow-up.

C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.		INSTITUTIONAL GOAL(S) (Select one primary institutional goal)
1	2015-2016 PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Future Global Goal: Will carryover goal of using EAP test scores to place students in transfer level English and Math classes.		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership
Objective: Publicizing the acceptance of EAP scores at the high schools more students will take advantage of using their EAP scores and be placed at transfer level English and Math classes.		
RESOURCE PLAN (Check all that apply.)		
Task(s) 1. Will inform high school counselors working with the Junior class of acceptance of EAP scores 2. Student Success & Support Program Director will access EAP state database and print reports of the local high school students test scores.		

A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)			& Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
1. Student Success & Support Program staff will meet with the various high school counselors working with the Junior class at the high schools to inform them of the acceptance of EAP scores in lieu of the students taking the ACCUPLACER placement test. Thus minimizing obstacles for students.			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: October/November 2014			
Expense Type N/A <input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	Funding Type <input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify)	Budget Request \$ <u> -0- </u>	
B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)			
1. Student Success & Support Program Director will access EAP state database and print reports of the local high school students test scores. SSSP staff will be assigned to review and identify students who are enrolled at Imperial Valley College so that students who received passing scores can receive credit.			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: June 2015			
Expense Type N/A <input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	Funding Type <input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify)	Budget Request \$ <u> -0- </u>	

<p>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p>		
<p>Timeline:</p>		
<p>Expense Type</p> <p> <input type="checkbox"/> One-Time <input type="checkbox"/> Recurring </p>	<p>Funding Type</p> <p> <input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify) </p>	<p>Budget Request</p> <p>\$ _____</p>
<p>How will this objective be measured? This objective will be measured by the increase in number of students who receive EAP credit at IVC.</p>		
<p>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? Student Success will improve because students will not need to take unnecessary tests and by doing well in the EAP exam they will be able to begin taking transfer level English & Math classes as freshman at IVC. By eliminating basic skills courses from students' loads, they are more likely to persevere to the next semester and complete their educational goals in a timely manner.</p>		
<p>Who are the responsible party(ies) and assigned user(s)? The Student Success & Support Program staff will be responsible for disseminating information to the high school counselors and gathering the necessary data to make this objective a success.</p>		
<p>FUTURE PROGRAM GOALS <small>(Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.</small></p>		<p>INSTITUTIONAL GOAL(S) <small>(Select one primary institutional goal)</small></p>
<p>2</p>	<p>2015-2016 PROGRAM GOAL #2 Budget Priority #1</p>	<p>INSTITUTIONAL GOAL(S)</p>
<p>Identify Future Global Goal: Will carry over goal of using Starfish for Early Alert and follow-up for at risk students.</p>		<p> <input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 </p>

Objective: Utilize Starfish to its full potential in student follow-up and increase the number of students who will take advantage of student services early in the semester.			<input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
RESOURCE PLAN (Check all that apply.)			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Task(s) <ol style="list-style-type: none"> 1. Identify new first time college students who have not declared an educational goal 2. Identify new first time college students who placed in Basic Skills classes 3. Follow-up on students who have been referred by the Early Alert System 			
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)			
<ol style="list-style-type: none"> 1. New first time college students who have not declared an education goal during their first two semesters are considered at risk by the Chancellor's Office. In order to assist students in making an informed choice about a career path SSSP Director will request a list of students that have not declared a major from the Institutional Researcher. These students will be contacted and an appointment will be made with a counselor to assist the students in making a decision by providing them with information regarding careers, majors, etc. 			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: End of Spring 2016			
Expense Type N/A	Funding Type	Budget Request	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify)	\$ <u> -0- </u>	

B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

1. First time college students who placed in Basic Skills classes will be identified by printing rosters of the basic skills classes and cross referencing with the incoming cohort of students. Tracking students with Starfish will give us an early alert that the student has run into academic trouble. These students will be contacted and offered student support services to assist them in completing their semester successfully.

Facilities Marketing Technology Professional Development Staffing

Timeline: Fall 2015 and Spring 2016

Expense Type N/A	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify)	\$ <u> -0- </u>

C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

1. Will follow-up on students who have flags raised by the instructors in order to have an early intervention and working with the student and instructor assist the student in passing the semester, thus avoiding probation.

Facilities Marketing Technology Professional Development Staffing

Timeline: Fall 2015 and Spring 2016

Expense Type N/A	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify)	\$ <u> -0- </u>

How will this objective be measured? This objective will be measured by the data gathered of students who declared a major after meeting with a counselor, by an increase in the passing rate of Basic Skills students, and by the successful intervention of the SSSP staff in contacting students who have been identified by instructors as having difficulties in their classes and providing assistance to them in a timely manner.

How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? Student success will improve because with early intervention more students will receive assistance in a timely manner and thus pass their classes. This will reduce the number of students who fall into probation and feel discourage and drop out of college.

Who are the responsible party(ies) and assigned user(s)? The SSSP staff and counselors will be responsible for various aspects of this objective.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.		INSTITUTIONAL GOAL(S) (Select one primary institutional goal)
3	2015-2016 PROGRAM GOAL #3 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Future Global Goal:		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
Objective:		
RESOURCE PLAN (Check all that apply.)		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
Task(s)		
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
Timeline:		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____

B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
Timeline:		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
Timeline:		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
How will this objective be measured?		
How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?		
Who are the responsible party(ies) and assigned user(s)?		