Student Equity Plan

2004-2005

Approved by the Governing Board
March 8, 2005
## Student Equity Plan

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Student Equity Plan
Signature Page

College Name and Address:
Palomar College
Human Resource Services
1140 W. Mission Road
San Marcos, CA 92069

District Name and Address:
Palomar Community College District
Human Resource Services
1140 W. Mission Road
San Marcos, CA 92069

Nancy C. Chadwick, M.S.W., M.P.A.
President, Governing Board

3/26/05

Robert P. Deegan
Superintendent/President

3/28/05

Katie Townsend-Merino
Faculty Senate President

3/28/05

Dr. Jack Miyamoto
Interim Assistant Superintendent/Vice President, Human Resource Services
Student Equity Committee Co-Chair

3/17/05

Colleen Weldele
Student Equity Committee Co-Chair

3/18/05
Executive Summary
Executive Summary

Target Groups

The creation of the Palomar College Student Equity Plan began with a review of our 1995 Plan along with new, extensive, campus-based research provided by our Research Analyst, who is a member of the Student Equity Committee. After reviewing and analyzing the data, we found no inequity among ethnic groups or gender in Access, but we will work toward greater access for persons with disabilities. In Course Completion, the data again showed no inequity among ethnic groups or gender. For the remaining indicators, the Committee identified the following groups for whom goals have been set:

**ESL and Basic Skills Completion**

African Americans are slightly less successful in Math than other ethnic groups.

Hispanics are less successful in ESL 101, 102, and 103, and therefore, less successful in any transfer course beyond ESL.

**Degree and Certificate Completion**

American Indians received fewer awards than other ethnic groups. However, enrollment for this group is also low.

**Transfer**

African Americans, American Indians and Hispanics transfer with less frequency than other ethnic groups.

Goals and Activities

**Access**

Improve access for person with disabilities.

1. Assure Palomar web pages meet Web Accessibility Guidelines for ease of access by the visually or print impaired, and provide closed captions for the deaf and hard of hearing.

2. Assure that class schedule information on the Palomar website meets Web Accessibility Guidelines for ease of access for disability populations.
Executive Summary

Goals and Activities (continued)

Access (continued)

3. Arrange for TDD’s at major student/public contact points.
4. Evaluate, modify and replace campus signage at all centers for Americans with Disabilities Act compliance.

ESL and Basic Skills

Increase the percentage of Hispanics who successfully complete ESL 101, 102, and 103 and who attempt any transfer course after successful completion of 101, 102, or 103 by five (5) percentage points. In addition, increase the percentage of Asian/Pacific Islanders and Hispanics who attempt English 100 after completing ESL 101, 102, or 103 by five (5) percentage points.

Increase the percentage of African American and American Indian students who successfully complete a transfer-level math course by five (5) percentage points.

1. Identify barriers to success through analysis of course-taking patterns by Hispanic students through ESL101, 102, and 103 to any transfer course.
2. Identify barriers to success through analysis of course-taking patterns by all students through basic skills math and English.
3. Research, design and implement new or different delivery systems that address the needs of African American, American Indian, Asian/Pacific Islander and Hispanic students and increase the number of educational plans for these students.

Degree and Certificate Completion

Increase total number of degrees and certificates awarded.

1. Promote use of student e-mail to notify American Indian students of degree and certificate timelines.
Executive Summary

Goals and Activities (continued)

Transfer

Increase the percentage of students who transfer to CSU, UC, or other colleges and universities by five (5) percentage points.

1. Provide funding to the Multicultural Studies Department to host leaders and experts from diverse backgrounds to inspire and motivate students.
2. Establish clubs and scholarships to assist first generation students.
3. Support and promote leadership among faculty and their departments to promote cultural diversity.
4. Restore office space for campus ethnic student associations.
5. Provide support and resources to assist new ethnic clubs emerging on campus which will improve retention and transfer.

Resources Budgeted

Sources of funding include General Fund, EOPS, DSPS, TRIO, CARE, DRC, Matriculation, Non-Credit Matriculation, Grant Funded Student Programs, Financial Aid, Scholarships and Transfer Center Budget.

For Further Information

Contact any member of the Student Equity Committee:

Jack Miyamoto, Vice President, Human Resource Services (Co-Chair)
Colleen Weldele, Associate Professor, ESL (Co-Chair)
Pamela Brown, Research Analyst, Research and Planning
Katheryn Garlow, Dean, Languages and Literature
Ron Haines, Director, Disability Resource Center
Byung Kang, Librarian, Library Media Center
Susan Snow, Associate Professor, Mathematics
John Valdez, Associate Professor, Multicultural Studies
Bruce Bishop, Director, Student Affairs
Anne Stadler, Director, EOPS
Javier Williams, Assessment Technician, Counseling/Transfer Center
April Woods, Assistant Professor/Counselor, Counseling
Campus-Based Research
Campus-Based Research

ACCESS

Compare the percentage of each population group that is enrolled at Palomar College to the percentage of each group in the adult population within the community served.

<table>
<thead>
<tr>
<th>Ethnicity/Gender</th>
<th>Number</th>
<th>Percent</th>
<th>Ethnicity/Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>14,663</td>
<td>2.9</td>
<td>African American</td>
<td>913</td>
<td>3.5</td>
</tr>
<tr>
<td>American Indian</td>
<td>3,733</td>
<td>0.7</td>
<td>American Indian</td>
<td>359</td>
<td>1.4</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>37,091</td>
<td>7.3</td>
<td>Asian/Pacific Islander</td>
<td>2,364</td>
<td>9.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>112,503</td>
<td>22.2</td>
<td>Hispanic</td>
<td>7,080</td>
<td>26.9</td>
</tr>
<tr>
<td>White</td>
<td>338,919</td>
<td>66.9</td>
<td>White</td>
<td>15,588</td>
<td>59.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>506,909</td>
<td>100.0</td>
<td><strong>Total</strong></td>
<td>26,304</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>260,008</td>
<td>50.3</td>
<td>Females</td>
<td>15,236</td>
<td>52.5</td>
</tr>
<tr>
<td>Males</td>
<td>256,914</td>
<td>49.7</td>
<td>Males</td>
<td>13,801</td>
<td>47.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>516,922</td>
<td>100.0</td>
<td><strong>Total</strong></td>
<td>29,037</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1 Only "known" ethnicities are represented — that is, all unidentifiable ethnicities were removed from the table and figure. Therefore the totals for Ethnicity and Gender will not match.

2 Unknowns are distributed equally for gender.
Access (continued)

### 2000 District Population by Disability Status

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a Disability</td>
<td>112,295</td>
<td>17.3</td>
</tr>
<tr>
<td>No Disability</td>
<td>537,631</td>
<td>82.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>649,926</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Fall 2003 Student Enrollment by Disability Status

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a Disability</td>
<td>803</td>
<td>2.8</td>
</tr>
<tr>
<td>No Disability</td>
<td>28,234</td>
<td>97.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29,037</td>
<td>100.0</td>
</tr>
</tbody>
</table>

3 Disability Status from the 2000 Census data includes ages five and above for Palomar's service area. Caution is recommended for any comparisons used for Palomar College's adult disabled population. Totals will not match Ethnicity and/or Gender due to the age of the population.

Source: 2000 Census Adult Population data were generated by the Office of Institutional Research and Planning using the SANDAG (San Diego's Regional Planning Agency) website. The data was queried by Palomar District zip codes from the SANDAG Data Profile from the 2000 Census at [www.sandag.org](http://www.sandag.org).

Source: Fall 2003 Census Student Enrollment data was generated by the Office of Institutional Research & Planning. The files used to generate the data were based on Palomar's Census run after all drops were completed by Enrollment Services on 9/25/03. The data included AP and ROP courses.

Data prepared for Student Equity Committee 2_26_04. Data revised on 3_5_04.
COURSE COMPLETION

Compare the percentage of successful course completion by population group.

---

### Fall 2003 Successful Course Completion by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total</th>
<th>Successful¹</th>
<th>Percent Successful</th>
<th>Withdraw¹</th>
<th>Percent Withdraw</th>
<th>Unsuccessful¹</th>
<th>Percent Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2,374</td>
<td>1,476</td>
<td>62.2</td>
<td>175</td>
<td>7.4</td>
<td>723</td>
<td>30.5</td>
</tr>
<tr>
<td>American Indian</td>
<td>791</td>
<td>511</td>
<td>64.6</td>
<td>59</td>
<td>7.5</td>
<td>221</td>
<td>27.9</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6,240</td>
<td>4,576</td>
<td>73.3</td>
<td>362</td>
<td>5.8</td>
<td>1,302</td>
<td>20.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11,951</td>
<td>7,895</td>
<td>66.1</td>
<td>826</td>
<td>6.9</td>
<td>3,230</td>
<td>27.0</td>
</tr>
<tr>
<td>White</td>
<td>34,708</td>
<td>25,352</td>
<td>73.0</td>
<td>2,207</td>
<td>6.4</td>
<td>7,149</td>
<td>20.6</td>
</tr>
<tr>
<td>Unknown</td>
<td>5,284</td>
<td>3,798</td>
<td>71.9</td>
<td>369</td>
<td>7.0</td>
<td>1,117</td>
<td>21.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61,348</td>
<td>43,608</td>
<td>71.1</td>
<td>3,998</td>
<td>6.5</td>
<td>13,742</td>
<td>22.4</td>
</tr>
</tbody>
</table>

¹ Successful Course completion is defined as earning a final grade of an A, B, C or CR. Withdraw is defined as a student who attended a course long enough to earn a final grade notation on their transcript of a "W". Unsuccessful is defined as earning a final grade of a D, F, FW, I, and NC.
### Campus-Based Research

**COURSE COMPLETION (continued)**

**Fall 2003 Successful Course Completion by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Successful</th>
<th><strong>Percent Successful</strong></th>
<th>Withdraw</th>
<th><strong>Percent Withdraw</strong></th>
<th>Unsuccessful</th>
<th><strong>Percent Unsuccessful</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>30,616</td>
<td>21,927</td>
<td>71.6</td>
<td>2,136</td>
<td>7.0</td>
<td>6,553</td>
<td>21.4</td>
</tr>
<tr>
<td>Males</td>
<td>30,733</td>
<td>21,682</td>
<td>70.5</td>
<td>1,862</td>
<td>6.1</td>
<td>7,189</td>
<td>23.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61,348</strong></td>
<td><strong>43,608</strong></td>
<td><strong>71.1</strong></td>
<td><strong>3,998</strong></td>
<td><strong>6.5</strong></td>
<td><strong>13,742</strong></td>
<td><strong>22.4</strong></td>
</tr>
</tbody>
</table>

1 Successful Course completion is defined as earning a final grade of an A, B, C or CR. Withdraw is defined as a student who attended a course long enough to earn a final grade notation on their transcript of a "W". Unsuccessful is defined as earning a final grade of a D, F, FW, I, and NC.

2 Unknowns are distributed equally for gender.

Source: Data provided by the Office of Institutional Research and Planning Department at Palomar College. Data derived from the History Enrollment file for Fall 2003 and includes all courses.

Data prepared for the Student Equity Committee on 3_1_04.
ESL and BASIC SKILLS COMPLETION

Percentage of ESL students by population group who successfully complete any transfer course after completing ESL 101, 102 or 103.

Percentage of ESL students by population group who successfully complete freshman English after having completed ESL 101, 102 or 103.

Percentage of basic skills students by population group who successfully complete freshman composition or a transfer level math course after having completed the final basic skills English or math course.

ESL and Basic Skills

![Diagram showing ESL and Basic Skills Completion by Gender and Ethnicity]
## Campus-Based Research

### Basic Skills Only

#### Fall 2000 Cohort Tracked Over Three-Years

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>English 50 to English 100</th>
<th>Math 60 to Math 100 &amp; Above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Attempted Transfer Level</td>
<td>Number</td>
</tr>
<tr>
<td>African American</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>American Indian</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>127</td>
<td>65</td>
</tr>
<tr>
<td>Hispanic</td>
<td>214</td>
<td>102</td>
</tr>
<tr>
<td>White</td>
<td>570</td>
<td>306</td>
</tr>
<tr>
<td>Unknown</td>
<td>52</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,010</strong></td>
<td><strong>523</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>English 50 to English 100</th>
<th>Math 60 to Math 100 &amp; Above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Attempted Transfer Level</td>
<td>Number</td>
</tr>
<tr>
<td>Females</td>
<td>487</td>
<td>267</td>
</tr>
<tr>
<td>Males</td>
<td>524</td>
<td>256</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,010</strong></td>
<td><strong>523</strong></td>
</tr>
</tbody>
</table>

1. Total Attempted Transfer Level = Those students from the total cohort who attempted English 100 after completing English 50 or from the Math 60 group who attempted Math 100 and above. These students were tracked over the next three year span of time.

2. Unknowns are distributed equally for gender.

**Note:** Cohorts were taken from the Fall 2000 History Enrollment file and were tracked over the next consecutive three-year period, regardless of their grade in the cohort course. The files were created by the Office of Institutional Research and Planning. The total cohort for each group represents students who were enrolled and received a final grade in the course. Successful completion is defined as receiving a final grade of A, B, C, or CR. Psychology and Sociology 205 were added to the Math 100 and above group.

Source: Data were derived from the Fall 2000 History Enrollment file generated by the Office of Institutional Research and Planning. Data prepared for the Student Equity Committee on 3_1_04. Data revised on 3_5_04.

---

1 Total Attempted Transfer Level = Those students from the total cohort who attempted English 100 after completing English 50 or from the Math 60 group who attempted Math 100 and above. These students were tracked over the next three year span of time.

2 Unknowns are distributed equally for gender.
## Campus-Based Research

### ESL Only (to any Transfer Course)

**Fall 2000 Cohort Tracked Over Three-Years To Any Transfer Course by Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Cohort</th>
<th>Number Success</th>
<th>Percent Success</th>
<th>Total(^1) Attempted Transfer Level</th>
<th>Number Success</th>
<th>Percent Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>124</td>
<td>111</td>
<td>89.5</td>
<td>113</td>
<td>111</td>
<td>98.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>89</td>
<td>66</td>
<td>74.2</td>
<td>74</td>
<td>66</td>
<td>89.2</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>13</td>
<td>86.7</td>
<td>14</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Unknown</td>
<td>22</td>
<td>18</td>
<td>81.8</td>
<td>20</td>
<td>18</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>251</td>
<td>209</td>
<td>83.3</td>
<td>222</td>
<td>209</td>
<td>94.1</td>
</tr>
</tbody>
</table>

1. Total Attempted Transfer Level = Those students from the total cohort who attempted any transfer level course after completing ESL 101, 102, or 103. These students were tracked over the next three year span of time.

**Fall 2000 Cohort Tracked Over Three-Years To Any Transfer Course by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Cohort</th>
<th>Number Success</th>
<th>Percent Success</th>
<th>Total(^1) Attempted Transfer Level</th>
<th>Number Success</th>
<th>Percent Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>146</td>
<td>122</td>
<td>83.6</td>
<td>127</td>
<td>122</td>
<td>96.1</td>
</tr>
<tr>
<td>Males</td>
<td>105</td>
<td>87</td>
<td>82.9</td>
<td>95</td>
<td>87</td>
<td>91.6</td>
</tr>
<tr>
<td>Total</td>
<td>251</td>
<td>209</td>
<td>83.3</td>
<td>222</td>
<td>209</td>
<td>94.1</td>
</tr>
</tbody>
</table>

1. Total Attempted Transfer Level = Those students from the total cohort who attempted any transfer level course after completing ESL 101, 102, or 103. These students were tracked over the next three year span of time.

2. Unknowns are distributed equally for gender.

**Note:** Cohorts were taken from the Fall 2000 History Enrollment file and were tracked over the next consecutive three-year period, regardless of their grade in the original cohort course. The files were created by the Office of Institutional Research and Planning. The total cohort for each group represents students who were enrolled and received a final grade in the course. Successful completion is defined as receiving a final grade of A, B, C, or CR in any transfer level course (100 and above).

Source: Data were derived from the Fall 2000 History Enrollment file generated by the Office of Institutional Research and Planning.

Data prepared for the Student Equity Committee on 4_8_04. Data revised on 4_14_04.
**Campus-Based Research**

**ESL Only (to English 100 Transfer Course)**

**Fall 2000 Cohort Tracked Over Three-Years To English 100 by Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Cohort</th>
<th>Number Success</th>
<th>Percent Success</th>
<th>Total Attempted Transfer Level</th>
<th>Number Success</th>
<th>Percent Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>124</td>
<td>60</td>
<td>48.4</td>
<td>65</td>
<td>60</td>
<td>92.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>89</td>
<td>31</td>
<td>34.8</td>
<td>32</td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>8</td>
<td>53.3</td>
<td>8</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>22</td>
<td>14</td>
<td>63.6</td>
<td>14</td>
<td>14</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>251</strong></td>
<td><strong>113</strong></td>
<td><strong>45.0</strong></td>
<td><strong>119</strong></td>
<td><strong>113</strong></td>
<td><strong>95.0</strong></td>
</tr>
</tbody>
</table>

**Fall 2000 Cohort Tracked Over Three-Years To English 100 by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Cohort</th>
<th>Number Success</th>
<th>Percent Success</th>
<th>Total Attempted Transfer Level</th>
<th>Number Success</th>
<th>Percent Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>146</td>
<td>66</td>
<td>45.2</td>
<td>70</td>
<td>66</td>
<td>94.3</td>
</tr>
<tr>
<td>Males</td>
<td>105</td>
<td>47</td>
<td>44.8</td>
<td>49</td>
<td>47</td>
<td>95.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>251</strong></td>
<td><strong>113</strong></td>
<td><strong>45.0</strong></td>
<td><strong>119</strong></td>
<td><strong>113</strong></td>
<td><strong>95.0</strong></td>
</tr>
</tbody>
</table>

1 Total Attempted Transfer Level = Those students from the total cohort who attempted English 100 after completing ESL 101, 102, or 103. These students were tracked over the next three year span of time.

2 Unknowns are distributed equally for gender.

**Note:** Cohorts were taken from the Fall 2000 History Enrollment file and were tracked over the next consecutive three-year period, regardless of their grade in the original cohort course. The files were created by the Office of Institutional Research and Planning. The total cohort for each group represents students who were enrolled and received a final grade in the course. Successful completion is defined as receiving a final grade of A, B, C, or CR in any transfer level course (100 and above).

Source: Data were derived from the Fall 2000 History Enrollment file generated by the Office of Institutional Research and Planning.

Data prepared for the Student Equity Committee on 4_8_04. Data revised on 4_14_04.
### Fall 2000 Cohort Course Success – ESL 101
#### by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Cohort</th>
<th>Number Success</th>
<th>Percent Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>41</td>
<td>37</td>
<td>90.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35</td>
<td>28</td>
<td>80.0</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
<td><strong>71</strong></td>
<td><strong>84.5</strong></td>
</tr>
</tbody>
</table>

### Fall 2000 Cohort Course Success – ESL 102
#### by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Cohort</th>
<th>Number Success</th>
<th>Percent Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>40</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>4</td>
<td>100.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>64</strong></td>
<td><strong>77.1</strong></td>
</tr>
</tbody>
</table>

### Fall 2000 Cohort Course Success – ESL 103
#### by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Cohort</th>
<th>Number Success</th>
<th>Percent Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>43</td>
<td>38</td>
<td>88.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26</td>
<td>19</td>
<td>73.1</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
<td><strong>67</strong></td>
<td><strong>79.8</strong></td>
</tr>
</tbody>
</table>

**Note:** Cohorts were taken from the Fall 2000 History Enrollment file and were tracked over the next consecutive three-year period, regardless of their grade in the original cohort course. The files were created by the Office of Institutional Research and Planning. The total cohort for each group represents students who were enrolled and received a final grade in the course. Successful completion is defined as receiving a final grade of A, B, C, or CR in any transfer level course (100 and above).

Source: Data were derived from the Fall 2000 History Enrollment file generated by the Office of Institutional Research and Planning. Data prepared for the Student Equity Committee on 10_15_04.
DEGREE and CERTIFICATE COMPLETION

Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Students Enrolled in College Level Courses¹</th>
<th>Students who Received an Award (AA, CA, CP)²</th>
<th>Ratio of Award by Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,346</td>
<td>69</td>
<td>5.1</td>
</tr>
<tr>
<td>American Indian</td>
<td>544</td>
<td>25</td>
<td>4.6</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3,374</td>
<td>229</td>
<td>6.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6,644</td>
<td>318</td>
<td>4.8</td>
</tr>
<tr>
<td>White</td>
<td>20,259</td>
<td>948</td>
<td>4.7</td>
</tr>
<tr>
<td>Unknown</td>
<td>2,456</td>
<td>131</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34,623</strong></td>
<td><strong>1,720</strong></td>
<td><strong>5.0</strong></td>
</tr>
</tbody>
</table>

¹ College Level Courses are defined by Palomar's 02-03 Catalog as any course with a number of 100-299 which count toward an A.A. degree and/or are intended for transfer. Data represents those students who were enrolled at Palomar on Census in a College Level Course for the 02-03 Academic year (Summer 02, Fall 02, Spring 03). Data does not include late start classes.

² Associates in Arts (AA) = Completion of all required courses including AA Competency Requirements, Multicultural Requirements, General Education Requirements, and Completion of 60 degree applicable units. Certificate of Achievement (CA) = 18 units or more and Certificate of Proficiency (CP) is under 18 units.
### DEGREE and CERTIFICATE COMPLETION (continued)

#### Comparison of Credit Students and Students who Earned an Award by Gender

**2002-2003 Academic Year**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students Enrolled in College Level Courses&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Students who Received an Award&lt;sup&gt;2&lt;/sup&gt; (AA, CA, CP)</th>
<th>Ratio of Award by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Females</td>
<td>17,814</td>
<td>51.5</td>
<td>876</td>
</tr>
<tr>
<td>Males</td>
<td>16,809</td>
<td>48.5</td>
<td>844</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34,623</strong></td>
<td><strong>100.0</strong></td>
<td><strong>1,720</strong></td>
</tr>
</tbody>
</table>

<sup>3</sup> Unknowns are distributed equally for gender.

Source: Data provided by the Office of Institutional Research and Planning Department at Palomar College. Data derived from the MIS degree file for the 2002_2003 Academic Year.

Data prepared for the Student Equity Committee on 3_1_04. Revised 3_25_04.
TRANSFER

Ratio of the number of students by population group who complete a minimum of twelve (12) units and have attempted a transfer level course to the number of students in that group who actually transfer after one or more (up to six) years.

1997 Cohort Transfer Intent Students by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Transfer Intent Students¹</th>
<th>Transfer Students²</th>
<th>Ratio of Transfer by Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>African American</td>
<td>23</td>
<td>2.0</td>
<td>9</td>
</tr>
<tr>
<td>American Indian</td>
<td>11</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>153</td>
<td>13.5</td>
<td>83</td>
</tr>
<tr>
<td>Hispanic</td>
<td>164</td>
<td>14.4</td>
<td>56</td>
</tr>
<tr>
<td>White</td>
<td>691</td>
<td>60.9</td>
<td>355</td>
</tr>
<tr>
<td>Unknown</td>
<td>93</td>
<td>8.2</td>
<td>46</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,135</td>
<td>100.0</td>
<td>550</td>
</tr>
</tbody>
</table>

1997 Cohort Transfer Intent Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Transfer Intent Students¹</th>
<th>Transfer Students²</th>
<th>Ratio of Transfer by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Females</td>
<td>568</td>
<td>50.0</td>
<td>292</td>
</tr>
<tr>
<td>Males</td>
<td>567</td>
<td>50.0</td>
<td>258</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,135</td>
<td>100.0</td>
<td>550</td>
</tr>
</tbody>
</table>

¹ Transfer Intent Students are defined as students who completed a minimum of 12 units and attempted a transfer level course in mathematics or English over a six-year span of time (Fall 1997-Spring 2003).

² Transfer Students are defined as students who transferred to a four-year institution within the allotted six-year span of time (Fall 1997-Spring 2003). However, some of the transfer students did not directly go to a four-year institution. Some of the students made a lateral transfer before entering the four-year institution — in this case we assume that Palomar contributed to the students transfer.

**Note:** Students in the 1997 Cohort were self-declared first-time entering freshman. The total number of students for the 1997 entering cohort were 3,879 of which, 1,135 (29%) met the criteria listed above in the "Transfer Intent Students" note.

Source: Data were derived from the 1997 First-Time entering cohort files and matched to Palomar's History Enrollment files, based on specific criteria. Data were sent to the National Student Clearinghouse for an Enrollment Search to determine transfers.

Data prepared for the Student Equity Committee on 3_24_04.
Goals and Activities
Goals and Activities

GOAL 1 - ACCESS

GOAL 1 - OBJECTIVE

By Spring 2008, approximate the percentage of each population group that is enrolled to the percentage of each population group within the Palomar College community. Maintain the current equity of ethnicity and gender populations and improve access for persons with disabilities.

GOAL 1 - ACTIVITIES

College Information

1.1 Assure that web pages linked to the www.palomar.edu website meet Web Accessibility Guidelines for ease of access by the visually impaired or print impaired, and provide closed captions for the deaf and hard-of-hearing for all auditory content.
   Responsible person/group: Academic Technology Group (ATG)
   Target Date: Ongoing

1.2 Assure that class schedule information linked from the website home page meets Web Accessibility Guidelines for ease of access for disability populations.
   Responsible person/group: ATG
   Target Date: Ongoing

1.3 Reinstate the Palomar College Peer Ambassadors (student workers who are assigned as liaisons with local high schools for information dissemination, etc.).
   Responsible person/group: Counseling Services
   Target Date: Ongoing

1.4 Continue to invite area high school representatives to the High School Counselors Luncheon.
   Responsible person/group: Counseling Services
   Target Date: Ongoing

1.5 Continue to sponsor, on campus, Palomar College Nights for prospective students and their families.
   Responsible person/group: Counseling Services
   Target Date: Ongoing

1.6 Continue to co-sponsor (with CSU-San Marcos) “College: Making It Happen”, a program geared to junior high schools to better inform students and their families about preparation for college and the college experience.
   Responsible person/group: Counseling Services
   Target Date: Ongoing
GOAL 1 – ACTIVITIES (continued)

College Information (continued)

1.7 Continue to send representatives, upon request, to local high school College Nights.
   Responsible person/group: Counseling Services
   Target Date: Ongoing

1.8 Continue to offer campus tours to high schools, upon request, for both regular populations and special populations.
   Responsible person/group: Counseling Services
   Target Date: Ongoing

1.9 Continue to support federally-funded grant programs (GEAR UP, Upward Bound, EOC) which have outreach and recruitment components that focus on underrepresented populations.
   Responsible person/group: Grant Funded Programs
   Target Date: Ongoing

1.10 Include a statement in Spanish on the greeting message of the main campus phone number that refers individuals to a bilingual contact person.
   Responsible person/group: Information Services (IS)
   Target Date: Spring 2005

1.11 Arrange for TDD’s (Telecommunication Devices for the Deaf) at major student/public contact points (Financial Aid, Enrollment Services, Counseling, EOPS, switchboard).
   Responsible person/groups: Disability Resource Center (DRC); IS
   Target Date: Spring 2005

1.12 Include a universal symbol link on the home page of the Palomar College website that will lead individuals who speak other languages to an ESL contact.
   Responsible person/group: ATG
   Target Date: Spring 2005

Admissions and Registration

1.13 Promote the increased availability of campus computers for student use for registration, program changes and grades.
   Responsible person/groups: Matriculation; Enrollment Services
   Target Date: Ongoing
GOAL 1 – ACTIVITIES (continued)

Admissions and Registration (continued)

1.14 Further develop ACCESS/Assessment Center as a first-point-of-contact service center for new students.
   Responsible person/group: Counseling Services
   Target Date: Spring 2006

1.15 Evaluate, modify and replace campus signage at all centers for Americans with Disabilities Act (ADA) compliance and user-friendliness for all populations.
   Responsible person/group: Facilities
   Target Date: Fall 2006

Financial Aid Access

1.16 Continue Financial Aid phone inquiry system and web-based forms and information system.
   Responsible person/group: Financial Aid
   Target Date: Ongoing

1.17 Continue to provide assistance in completing financial aid forms through funded support staff in the Career Center.
   Responsible person/groups: Financial Aid; Counseling Services
   Target Date: Ongoing

1.18 Continue extended office hours for Financial Aid Office.
   Responsible person/group: Financial Aid
   Target Date: Ongoing

1.19 Continue offering Counseling 49 Introduction to Financial and Academic Resources course to better inform new students of college and financial aid resources and requirements.
   Responsible person/groups: Financial Aid; Counseling Services
   Target Date: Ongoing

1.20 Continue the Financial Aid Counselor position.
   Responsible person/groups: Financial Aid
   Target Date: Ongoing

1.21 Continue mandatory EOPS orientation and available online orientation.
   Responsible person/group: EOPS
   Target Date: Ongoing
GOAL 1 – ACTIVITIES (continued)

Financial Aid Access (continued)

1.22 Continue extended office hours for EOPS program.
   Responsible person/group: EOPS
   Target Date: Ongoing

1.23 Add a “Need Help Paying for College” link on the home page of the Palomar College website that leads to financial forms and resources: FAFSA, BOGW, EOPS, etc.
   Responsible person/groups: Financial Aid; EOPS; ATG
   Target Date: Spring 2005

GOAL 1 – EXPECTED OUTCOME

Current equity regarding access for gender and ethnic populations will be maintained. For persons with disabilities, access possibilities will be improved.
GOAL 2 – COURSE COMPLETION

GOAL 2 - OBJECTIVE

By Spring 2008, maintain the ratio of the number of credit courses targeted groups will actually complete by the end of the term compared to the number of courses in which the targeted students are enrolled on census day of the term.

GOAL 2 - ACTIVITIES

2.1 Utilize new student email system to keep students informed about pertinent college issues and withdrawal deadlines to minimize negative consequences (failed courses).
   Responsible person/groups: Office of Instruction; Enrollment Services; Counseling Services
   Target Date: Ongoing

2.2 Maintain internal outreach efforts of support services (EOPS, DRC, Health Services, Tutoring, Writing Center, Math Lab, Reading Services) to inform ethnic and gender populations and person with disabilities of available support systems.
   Responsible person/groups: EOPS; DRC; Health Services; Tutoring; English and Math Departments
   Target Date: Ongoing

2.3 Encourage students to develop or update an educational plan and to meet with a counselor mid-semester (outside of registration period crunch); utilize existing communication organs (student email, Two Minute News).
   Responsible person/groups: Counseling Services; Communications Office
   Target Date: Ongoing

2.4 Increase the number of closed captioned videos used in classrooms and housed in the Library to allow better access to instructional materials by the deaf and hard-of-hearing students in anticipation of increased use of multiple media in course requirements.
   Responsible person/groups: Library; DRC
   Target Date: Ongoing

2.5 Enforce Section 508 regulations pertaining to purchase of closed captioned audio-visual media to allow better access for deaf and hard-of-hearing populations to aforementioned media.
   Responsible person/groups: Purchasing; Office of Instruction
   Target Date: Ongoing
Goals and Activities

GOAL 2 – ACTIVITIES (continued)

2.6 Continue to increase the number of accessibility features and assistive technology in all campus computer labs to better facilitate participation of visually-impaired and print-impaired students (communication and learning disabilities).

Responsible person/group: All campus departments with computer labs  
Target Date: Ongoing

2.7 Reinstate, clarify and institutionalize a Probation and Dismissal Policy, complete with a contract to include mandatory counselor contacts and/or workshop, updated educational plans, clear support service referral and a follow-up system.

Responsible person/groups: Enrollment Services; Student Services; Counseling Services  
Target Date: Ongoing

2.8 Encourage faculty to withdraw students (W grade) who have stopped attending before the last withdrawal deadline.

Responsible person/groups: Office of Instruction; All Instructional Departments  
Target Date: Ongoing

2.9 Encourage faculty to assign FW grade to students who have stopped attending after the last withdrawal deadline.

Responsible person/groups: Office of Instruction; All Instructional Departments  
Target Date: Ongoing

2.10 Include a mentor component in existing support services to better reach near at-risk populations (African-American, Hispanic and American Indian).

Responsible person/group: Student Services  
Target Date: Spring 2006

2.11 Establish Web Accessibility guidelines for all pages linked to the www.palomar.edu website, including closed captioning requirements for all audio-visual content included.

Responsible person/group: ATG  
Target Date: Fall 2006

GOAL 2 – EXPECTED OUTCOME

Maintain current equity in course completion and anticipate factors which impact future course completion.
GOAL 3 – ESL AND BASIC SKILLS COMPLETION

GOAL 3 - OBJECTIVE

**ESL**

By Spring 2008, increase the percentage of Hispanics who successfully complete ESL 101, 102, and 103 by five (5) percentage points. By Spring 2008, increase the percentage of Hispanics who attempt any transfer course after successfully completing ESL 101, 102, and 103 by five (5) percentage points. By Spring 2008, increase the percentage of Asian/Pacific Islanders and Hispanics who attempt English 100 after successfully completing ESL 101, 102, or 103 by five (5) percentage points.

**Basic Skills**

By Spring 2008, increase the percentage of basic skills students who attempt English 100 and transfer level math courses, after successfully completing the final basic skills English and math course, by five (5) percentage points. By Spring 2008, increase the percentage of African American and American Indian students who successfully complete a transfer level math course by five (5) percentage points.

GOAL 3 - ACTIVITIES

3.1 Conduct analysis of Hispanic students' course-taking patterns through ESL 101, 102, and 103 to any transfer course to identify barriers to success.  
*Responsible person/groups: Office of Research and Planning; Office of Languages and Literature Division*  
*Target Date: Spring 2005*

3.2 Conduct analysis of students' course-taking patterns through basic skills math and English courses to identify barriers to success.  
*Responsible person/group: Office of Research and Planning*  
*Target Date: Spring 2005*

3.3 Conduct analysis of course availability of English 100 and transfer level math courses.  
*Responsible person/group: Office of Research and Planning*  
*Target Date: Spring 2005*
3.4 Develop and implement a program that places students, who are enrolled in basic skills English Classes, into appropriate reading classes.  
*Responsible person/groups:* Office of Research and Planning; Reading Services and English Departments  
*Target Date:* Spring 2005

3.5 Research, design and implement new or different delivery systems to provide support services that address the needs of Asian/Pacific Islander and Hispanic Students.  
*Responsible person/groups:* ESL Department; Student Services  
*Target Date:* Fall 2005 — Spring 2006

3.6 Increase number of education plans developed for Asian/Pacific Islander and Hispanic students.  
*Responsible person/groups:* ESL Department; Student Services  
*Target Date:* Spring 2006

3.7 Integrate Career Awareness and Planning modules in ESL 101, 102 and 103.  
*Responsible person/groups:* ESL Department; Student Services  
*Target Date:* Spring 2006

3.8 Research, design and implement new or different delivery systems to provide support services that address the needs of African American and American Indian students.  
*Responsible person/groups:* Math and English Departments; Student Services  
*Target Date:* Spring 2006

3.9 Increase number of education plans developed for African American and American Indian students.  
*Responsible person/groups:* Math and English Departments; Student Services  
*Target Date:* Spring 2006

**GOAL 3 – EXPECTED OUTCOME**

**ESL**

By Spring 2008, the percentage of Hispanics who successfully complete ESL 101, 102 and 103 will increase by five (5) percentage points. By Spring 2008, the percentage of Hispanics who attempt any transfer course after successfully completing ESL 101, 102 and 103 will increase by five (5) percentage points. By Spring 2008, the percentage of Asian/Pacific Islanders and Hispanics who attempt English 100 after successfully completing ESL 101, 102 or 103 will increase by five (5) percentage points.
GOAL 3 – EXPECTED OUTCOME (continued)

Basic Skills

By Spring 2008, the percentage of basic skills students who attempt English 100 and transfer level math courses, after successfully completing the final basic skills English and math courses, will increase by five (5) percentage points. By Spring 2008, the percentage of African American and American Indian students who successfully complete a transfer level math course will increase by five (5) percentage points.
GOAL 4 – DEGREE AND CERTIFICATE COMPLETION

GOAL 4 - OBJECTIVE

By Spring 2008, the total number of degrees and certificates awarded will increase by five (5) percent.

GOAL 4 – ACTIVITIES

4.1 Continue to review the frequency of course offerings.
   Responsible person/group: Office of Instruction; All Instructional Departments
   Target Date: Ongoing

4.2 Continue to review course requirements for degrees and certificates.
   Responsible person/group: Office of Instruction; All Instructional Departments
   Target Date: Ongoing

4.3 Continue to monitor strategies that are already being implemented within the EOPS, TRIO and CARE programs.
   Responsible person/group: EOPS; TRIO; CARE
   Target Date: Ongoing

4.4 Continue to implement new strategies to provide current career and job information through bulletin board, classroom presentations, computer systems, course syllabi and mass media.
   Responsible person/group: Career Center
   Target Date: Ongoing

4.5 Continue to promote and support events sponsored by student government and campus clubs.
   Responsible person/group: Student Affairs
   Target Date: Ongoing

4.6 Continue to promote “group outreach” for different cultures in different disciplines.
   Responsible person/group: Student Affairs; Multicultural Studies Department
   Target Date: Ongoing

4.7 Continue to use local and school newspapers, radio and other media to publicize individual student achievements as well as team honors.
   Responsible person/group: Communications Office
   Target Date: Ongoing
GOAL 4 – ACTIVITIES (continued)

4.8 Implement software systems that track academic progress toward degree and certificate completion.
   Responsible person/group:  Evaluations; Information Services
   Target Date:  Summer 2005

4.9 Use the Palomar College website to notify students of degree and certificate timelines.
   Responsible person/group:  Enrollment Services
   Target Date:  Summer 2005

4.10 Activate student email accounts on campus servers to allow instructors to initiate the “early alert system” for any course at any time.
   Responsible person/group:  Student Services; Information Services
   Target Date:  Fall 2005

4.11 Promote use of student email to notify students of progress toward degree and certificate completion
   Responsible person/group:  Student Services
   Target Date:  Summer 2006

4.12 Promote use of student email to notify students of Counseling, Tutoring, EOPS, TRIO, CARE and DRC, Financial Aid and Scholarship services.
   Responsible person/group:  Student Services
   Target Date:  Summer 2006

4.13 Promote use of student email to notify students of Financial Aid and Scholarship timelines.
   Responsible person/group:  Student Services
   Target Date:  Summer 2006

4.14 Implement review process that will alert Counseling when educational plans require updating.
   Responsible person/group:  Counseling Services
   Target Date:  Summer 2007

4.15 Upgrade existing program-specific outreach cards and increase the number of display sites.
   Responsible person/group:  Communications Office
   Target Date:  Summer 2007

4.16 Promote campaigns featuring the success of Palomar College graduates
   Responsible person/group:  Communications Office
   Target Date:  Summer 2007
Goals and Activities

GOAL 4 – EXPECTED OUTCOME

By Spring 2008, the total number of degrees and certificates awarded will increase by five (5) percent as a result of each outcome listed below.

4.1.1 Increased offerings of courses that are required for completion of degrees and certificates. Alternate courses or substitutes established, publicized and offered for required courses that are offered infrequently.

4.2.1 Comply with current requirements specified by the state, professional organizations and/or industry.

4.3.1 Maintain student contact at least three times per semester.

4.4.1 Increased student awareness of career and job opportunities.

4.5.1 Increased student participation in campus activities.

4.6.1 Increased student participation across cultures in campus activities.

4.7.1 Increased community awareness of and pride in Palomar College student achievements.

4.8.1 Academic progress reports for each population group as well as for individual students.

4.9.1 Increased student awareness of timelines.

4.10.1 Increased student awareness of below passing performance in a timely fashion.

4.11.1 Increased student awareness of individual progress.

4.12.1 Increased student awareness of student support services.

4.13.1 Increased student awareness of timelines.

4.14.1 Increased student awareness of academic progress.

4.15.1 Increased distribution of information.

4.16.1 Increased community awareness of the success of Palomar College graduates.
Goals and Activities

GOAL 5 – TRANSFER

GOAL 5 - OBJECTIVE

By Spring 2008, increase the percentage of students who transfer to CSU, UC or other colleges and universities by five (5) percent and reduce the population groups' variability for transfer by five (5) percent.

GOAL 5 – ACTIVITIES

5.1 Develop and implement a program that utilizes the collected transfer data on Application (SB14) and Supplemental Matriculation Forms (SM-01). Assure that students and counselors continually update transfer designation and education planning each semester in the PeopleSoft system. Develop transfer exit survey of students who apply for transfer certification to determine the number students prepared and seeking transfer.
Responsibility person/group: Enrollment Services; Counseling Services; Transfer Center; Information Services; Research & Planning
Target Date: Ongoing

5.2 Continue to participate and expand participation on local "college fair activities" and school relations programs.
Responsibility person/group: Counseling Services; Communications Office
Target Date: Ongoing

5.3 Decrease transfer counselor/support staff to student ratio.
Responsibility person/group: Student Services Planning Council
Target Date: Ongoing

5.4 Continue to provide transfer information through the Counseling Office and Transfer Center.
Responsibility person/group: Counseling Services; Transfer Center
Target Date: Ongoing

5.5 Assure that all websites featuring transfer information are well laid out and easily accessible.
Responsibility person/group: Information Services; Counseling Services; Student Services; Academic Technology Group (ATG)
Target Date: Ongoing

5.6 Continue electronic transfer newsletter for email distribution.
Responsibility person/group: Transfer Center
Target Date: Ongoing
GOAL 5 – ACTIVITIES (continued)

5.7 Develop transfer component to graduation or reinstatement transfer recognition ceremony.
   Responsible person/group: Student Services, Transfer Center
   Target Date: Ongoing
   
5.8 Continue transfer information in-service for faculty and staff.
   Responsible person/group: Counseling Services; Transfer Center
   Target Date: Ongoing
   
5.9 Continue to expand number of articulation agreements with public and private institutions.
   Responsible person/group: Counseling Services; Articulation Office
   Target Date: Ongoing
   
5.10 Develop or expand guaranteed admissions programs with public and private schools.
    Responsible person/group: Counseling Services; Transfer Center; Articulation Office
    Target Date: Ongoing
    
5.11 Develop and maintain active partnership with middle and high schools’ student and counseling associations to maintain and promote academic culture for future college retention and transfer goals.
   Responsible person/group: Counseling Services; EOPS; Multicultural Studies Department; Communications Office
   Target Date: Ongoing
   
5.12 Establish regular feature educational articles of student equity goals within the campus student publication (The Telescope).
   Responsible person/group: Student Affairs; Communications Office
   Target Date: Ongoing
   
5.13 Feature articles on successful role models and leaders who are accomplished in their fields and professions to show how they mastered challenges in their lives.
   Responsible person/group: Student Affairs; Communications Office; Multicultural Studies Department.
   Target Date: Ongoing
GOAL 5 – ACTIVITIES (continued)

5.14 Develop an educational column that highlights study, reading, writing and study suggestions to assist students in developing effective strategies towards academic success.  
*Responsible person/group: Reading Services; Counseling Services; English, Math, ESL and Multicultural Studies Departments.* 
*Target Date: Ongoing*

5.15 Establish a hotline that provides direction for students needing information on dates, deadlines and application/registration procedures related to semester inquiries, drop dates, and retention and transfer concerns.  
*Responsible person/group: Student Affairs; Student Services* 
*Target Date: Ongoing*

5.16 Develop and maintain workshops for students who are undecided on a major or career. Provide opportunities by holding workshops on a regular semester basis.  
*Responsible person/group: Student Affairs; Student Services; Counseling Services; Campus Departments* 
*Target Date: Ongoing*

5.17 Offer Palomar College classes at CSU San Marcos that allow Palomar students to become familiar with the university and introduce students to the university experience.  
*Responsible person/group: Student Affairs; Student Services; Multicultural Studies Department; Campus Departments* 
*Target Date: Ongoing*

5.18 Provide funding to the Multicultural Studies Department to host leaders and experts from diverse backgrounds to inspire and motivate students towards excellence.  
*Responsible person/group: Student Affairs; Student Services; Multicultural Studies Department* 
*Target Date: Ongoing*

5.19 Establish clubs and scholarships to assist first generation students. Identify and recruit first generation student leaders and involve them in the process of retention and transfer goals and activities.  
*Responsible person/group: Student Affairs; Student Services; EOPS; Counseling Services; Multicultural Studies Department* 
*Target Date: Ongoing*
GOAL 5 – ACTIVITIES (continued)

5.20 Conduct interviews that highlight first generation students and their formulas for retention and transfer success.
Responsible person/group: Communications Office; Campus Media; Student Affairs; Publications; The Telescope.
Target Date: Ongoing

5.21 Support and promote leadership among faculty and their departments to promote cultural diversity.
Responsible person/group: Instructional Services; All Instructional Departments.
Target Date: Ongoing

5.22 Develop Associate of Arts Transfer Degree.
Responsible person/group: Curriculum Office; Transfer Center; Articulation Office.
Target Date: Ongoing

5.23 Develop and implement campus-wide marketing strategies that provide transfer information. Expand Supplemental Matriculation Data Form to include additional transfer inventory. Add additional transfer information to Orientation packet.
Responsible person/group: Communications Office; Transfer Center
Target Date: Spring 2005

5.24 Reinstate the Palomar College PEERS program (PEERS provide college information to local high school students in their schools and conduct on-campus activities that assist with community building). Develop PEERS program to assist with student retention and transfer.
Responsible person/group: Counseling Services; Assessment & School Relations
Target Date: Spring 2005

5.25 Reinstate Faculty Mentoring Program, or perhaps, develop a Faculty Transfer Mentoring Program.
Responsible person/group: Mentor Program Coordinator, Counseling Services
Target Date: Spring 2005

5.26 Encourage use of campus email system for receiving transfer information.
Responsible person/group: Communications Office; Counseling Services
Target Date: Spring 2005
GOAL 5 – ACTIVITIES (continued)

5.27 Develop “transfer communities” — activities and programs in which transfer students may participate (i.e., Transfer Clubs, Palomar Transfer Society, University Tours, Periodic Transfer Preparedness Panels). Create a support system for transfer (Financial Aid Awareness, Housing, Campus Life).
Responsibility person/group: Counseling Services; Transfer Center
Target Date: Spring 2005

5.28 Implement priority registration for students with complete education plans.
Responsibility person/group: Enrollment Services; Counseling Services
Target Date: Spring 2005

5.29 Restore office space for campus ethnic student associations who assist in recruitment and outreach to ethnic communities.
Responsibility person/group: Student Affairs; Student Services
Target Date: Spring 2005

5.30 Provide proper equipment — such as telephone, computer and fax — to assist students in developing effective communication and leadership skills that will help retention and transfer.
Responsibility person/group: Student Affairs; Student Services
Target Date: Spring 2005

5.31 Provide support and resources to assist new ethnic clubs emerging on campus, which will improve retention and transfer.
Responsibility person/group: Student Affairs; Student Services
Target Date: Spring 2005

5.32 Support the Performing Arts Department in developing culturally diverse events and programs that reflect our communities.
Responsibility person/group: Instructional Services, Multicultural Studies Department; Foreign Language Department; Communications Office
Target Date: Spring 2005

GOAL 5 – EXPECTED OUTCOME

By Spring 2008, five (5) percent increase in number of students who transfer to CSU, UC or other colleges and universities and five (5) percent reduction of population group variability.
Budget
## Budget

### SOURCES OF FUNDING

<table>
<thead>
<tr>
<th>Goals</th>
<th>Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>General Fund&lt;br&gt;EOPS&lt;br&gt;DSPS (funding source for DRC)&lt;br&gt;Matriculation&lt;br&gt;Grant Funded Student Programs</td>
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<tr>
<td>Course Completion (Retention)</td>
<td>General Fund&lt;br&gt;EOPS&lt;br&gt;DSPS (funding source for DRC)</td>
</tr>
<tr>
<td>ESL and Basic Skills Completion</td>
<td>General Fund&lt;br&gt;Non-credit Matriculation</td>
</tr>
<tr>
<td>Degree and Certificate Completion</td>
<td>General Fund&lt;br&gt;EOPS&lt;br&gt;TRIO&lt;br&gt;CARE&lt;br&gt;DRC&lt;br&gt;Financial Aid&lt;br&gt;Scholarships</td>
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<td>General Fund&lt;br&gt;Matriculation&lt;br&gt;Non-credit Matriculation&lt;br&gt;Transfer Center Budget (PFE)</td>
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</tbody>
</table>
Evaluation Schedule and Process
Evaluation Schedule and Process

The Palomar College Student Equity Committee will monitor the completion of the activities listed for each of the student success indicators addressed in the Student Equity Plan. In the spring of each year, the Office of Research and Planning will conduct campus-based research to assess progress towards meeting the goals set forth in the plan. A summative evaluation will take place in Spring 2008 to determine whether the goals of the plan have been met.

Access

<table>
<thead>
<tr>
<th>Goal 1 Activities</th>
<th>Target Date</th>
<th>Completed</th>
<th>Responsible Person/Group</th>
</tr>
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<tr>
<td>1.5</td>
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<tr>
<td>1.8</td>
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</tr>
<tr>
<td>1.9</td>
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<td>Grant Funded Student programs</td>
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<td>Information Services (IS)</td>
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<td>Disability Resource Center (DRC); IS</td>
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<td>1.12</td>
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<tr>
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<td>Facilities</td>
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</table>
## Evaluation Schedule and Process

### Course Completion

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<th>Goal 2 Activities</th>
<th>Target Date</th>
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<th>Responsible Person/Group</th>
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</thead>
<tbody>
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<td>2.1 Ongoing</td>
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<tr>
<td>2.2 Ongoing</td>
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<td>EOPS; DRC; Health Services; Tutoring; English and Math departments</td>
</tr>
<tr>
<td>2.3 Ongoing</td>
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<td></td>
<td>Counseling Services; Communications Office</td>
</tr>
<tr>
<td>2.4 Ongoing</td>
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<td>Library; Disability Resource Center (DRC)</td>
</tr>
<tr>
<td>2.5 Ongoing</td>
<td></td>
<td></td>
<td>Purchasing; Instruction Office</td>
</tr>
<tr>
<td>2.6 Ongoing</td>
<td></td>
<td></td>
<td>All Campus Departments with Computer Labs</td>
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<tr>
<td>2.7 Ongoing</td>
<td></td>
<td></td>
<td>Enrollment Services; Student Services; Counseling Services</td>
</tr>
<tr>
<td>2.8 Ongoing</td>
<td></td>
<td></td>
<td>Instruction Office; All Instructional Departments</td>
</tr>
<tr>
<td>2.9 Ongoing</td>
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<td></td>
<td>Instruction Office; All Instructional Departments</td>
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<td>Student Services</td>
</tr>
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<td>2.11 Fall 2006</td>
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<td>ATG</td>
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### ESL and Basic Skills Completion

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<td>3.2 Spring 2005</td>
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<td>3.4 Spring 2005</td>
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<td>3.5 Fall 2005 - Spring 2006</td>
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<td>Math and English Departments; Student Services</td>
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### Evaluation Schedule and Process

#### Degree and Certificate Completion

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### Evaluation Schedule and Process

#### Transfer

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<td>Counseling Services; Transfer Center</td>
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<td>5.13</td>
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<tr>
<td>5.20</td>
<td>Ongoing</td>
<td>Communications Office; Campus Media; Student Affairs; Publications; <em>The Telescope</em></td>
<td></td>
</tr>
<tr>
<td>5.21</td>
<td>Ongoing</td>
<td>Instructional Services; All Instructional Departments</td>
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</tr>
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<td>5.22</td>
<td>Ongoing</td>
<td>Curriculum Office; Transfer Center; Articulation Office</td>
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<tr>
<td>5.23</td>
<td>Spring 2005</td>
<td>Communications Office; Transfer Center</td>
<td></td>
</tr>
<tr>
<td>5.24</td>
<td>Spring 2005</td>
<td>Counseling Services; Assessment &amp; School Relations</td>
<td></td>
</tr>
<tr>
<td>5.25</td>
<td>Spring 2005</td>
<td>Mentor Program Coordinator, Counseling Services</td>
<td></td>
</tr>
<tr>
<td>5.26</td>
<td>Spring 2005</td>
<td>Communications Office; Counseling Services</td>
<td></td>
</tr>
<tr>
<td>5.27</td>
<td>Spring 2005</td>
<td>Counseling Services; Transfer Center</td>
<td></td>
</tr>
<tr>
<td>5.28</td>
<td>Spring 2005</td>
<td>Enrollment Services; Counseling Services</td>
<td></td>
</tr>
</tbody>
</table>
### Evaluation Schedule and Process

**Transfer**

<table>
<thead>
<tr>
<th>Goal 5 Activities</th>
<th>Target Date</th>
<th>Completed</th>
<th>Responsible Person/Group</th>
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<tbody>
<tr>
<td>5.29</td>
<td>Spring 2005</td>
<td></td>
<td>Student Affairs; Student Services</td>
</tr>
<tr>
<td>5.30</td>
<td>Spring 2005</td>
<td></td>
<td>Student Affairs; Student Services</td>
</tr>
<tr>
<td>5.31</td>
<td>Spring 2005</td>
<td></td>
<td>Student Affairs; Student Services</td>
</tr>
<tr>
<td>5.32</td>
<td>Spring 2005</td>
<td></td>
<td>Instructional Services; Multicultural Studies Department; Foreign Language Department; Communications Office</td>
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</table>
# Evaluation Schedule and Process

## Campus Based Research

<table>
<thead>
<tr>
<th>Goal</th>
<th>Process</th>
<th>Expected Outcomes</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Compare the percentage of each population group that is enrolled at Palomar College to the percentage of each group in the adult population within the community served.</td>
<td>Current equity regarding access for gender, ethnic populations, and persons with disabilities will be maintained.</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>2</td>
<td>Compare the percentage of successful course completion by population group.</td>
<td>Maintain current equity in course completion and anticipate factors which impact future course completion.</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of ESL students by population group who successfully complete any transfer course after completing ESL 101, 102, or 103.</td>
<td>ESL: The percentage of Hispanics who successfully complete ESL 101, 102, and 103 will increase by five (5) percentage points. The percentage of Hispanics who attempt any transfer course after successfully completing ESL 101, 102, and 103 will increase by give (5) percentage points. The percentage of Asian/Pacific Islanders and Hispanics who attempt English 100 after successfully completing ESL 101, 102, or 103 will increase by five (5) percentage points.</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of basic skills students by population group who successfully complete freshman composition or a transfer level math course after having completed the final basic skills English or math course.</td>
<td>Basic Skills: The percentage of basic skills student’s who attempt English 100 and transfer level math courses, after successfully completing the final basic skills English and math courses, will increase by five (5) percentage points. The percentage of African American and American Indian students who successfully complete a transfer level math course will increase by five (5) percentage points.</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>4</td>
<td>Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.</td>
<td>The total number of degrees and certificates awarded by population group will increase by five (5) percent.</td>
<td>Spring 2008</td>
</tr>
</tbody>
</table>
### Evaluation Schedule and Process

**Campus Based Research**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Process</th>
<th>Expected Outcomes</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course to the number of students in that group who actually transfer after one or more (up to six) years.</td>
<td>Five (5) percent increase in number of students who transfer to CSU, UC or other colleges and universities.</td>
<td>Spring 2008</td>
</tr>
</tbody>
</table>
Appendices
APPENDIX A

Palomar College Catalog
2004 – 2005

Section 1 – General Information Excerpt (from page 12)

Vision

Learning for Success

Mission

Palomar College is an educational leader committed to quality learning. We provide our community the knowledge, information, skills, and aesthetic appreciation necessary to live responsibly, effectively, and creatively in an interdependent and changing world.

Values

Palomar College is a learning community dedicated to achieving student success and cultivating a love of learning. We strive to improve performance and outcomes based on evidence. To provide the highest quality learning and cultural experiences, we are guided by our core values of:

- Achieving excellence in teaching, learning, and service
- Fostering integrity as the foundation for all we do
- Providing access to our programs and services
- Celebrating diversity in people, philosophies, cultures, beliefs, programs, and learning environments
- Supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes
- Promoting mutual respect and trust through open communication and actions
- Supporting innovation to enhance and enrich learning environments and services

Educational Philosophy

The educational philosophy of Palomar College is based upon belief in the value of the individual and belief in the individual's potential for intellectual, ethical, personal, and social growth. Only through growth in these areas can a citizen come to understand personal rights. The fundamental assumption of the democratic way of life is the intrinsic worth of the individual. This assumption thus becomes the main principle of public education. In order to become an effective member of a democratic society, an individual should participate in a free exchange
Appendix A

of ideas. Only within a democracy is the individual assured the freedom for such an exchange and for self-realization consistent with the freedoms and opportunities of others. By providing equal opportunities for all, the community college helps its students to realize their potential. Thus their talents become more readily available to the community, and their participation in society becomes more effective.

Section 1 – General Information Excerpt (from page 13)

Policy On Diversity

Palomar College recognizes and appreciates the benefits of a diverse campus community and values the individual distinctions of its staff and students. In support of its goal to encourage students to examine their own and other heritages through multicultural and interdisciplinary programs, Palomar College seeks to provide positive role models for all students and recognizes that diversity in the academic and vocational environment fosters cultural awareness, mutual understanding and respect, harmony and creativity.

Palomar College offers equal educational and employment opportunities regardless of group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability. It is the policy of the College that, unless exempted by statute, every course offered and maintained by the District shall be fully open to enrollment and participation by any person who has been admitted to the College and who meets the stated prerequisites for the course. The District's policy of non-discrimination covers admission, outreach, educational programs and activities, facilities, access to course offerings, counseling, financial assistance, employment assistance to students, health and insurance benefits and services, athletics, textbooks and curricular material, and employment. Limited English speaking students who are otherwise eligible will not be excluded from any vocational education program.

Spanish Translation

Los estudiantes elegibles para entrar en el programa de educacion vocacional no pueden ser excluidos debido a su ingles limitado.

Vietnamese Translation

Section 3 – Student Services Excerpts (from pages 24-29)

Counseling Services
SSC-24, Ext. 2179

Academic advisement, career guidance, and personal counseling related to academic success are provided in the Counseling Center, located in the Student Services Center. Counseling services are provided according to the needs of each student as described below.

Academic advisement is available to students seeking assistance with scheduling or clarification of requirements for certificates, graduation or transfer. Inasmuch as careful course selection is a key to a successful college experience and is subject to change, it is wise for students to consult with a counselor each semester.

Career guidance is available in the Career Center, through career classes, and with individual appointments. Personal counseling is available to the students who may seek the assistance of a professional counselor in finding solutions to problems that may be affecting their academic progress. A counselor may also provide further assistance in helping students understand their attitudes, feelings, and academic potential, thereby enabling them to make realistic decisions. Appropriate referrals may also be given.

Assessment and orientation provide students with eligibilities in math, English, and reading. A general overview of the college, its programs and services, and preparation for registration are included.

Disability Resource Center (DRC)
DSP&S Building, Ext. 2375

DRC provides special counseling, services and instruction for those with physical, learning, vision, hearing, communication and psychological disabilities.

The following is available to qualified students: orientation, on campus transportation, special parking, priority registration, counseling, testing, supportive instruction in English, math, speech/language, reading, and adapted physical education. An adapted computer instruction program provides varied instruction for those with specific disabilities. Interpreters for the deaf, readers, notetaking assistance, testing accommodations, mobility assistance and access to alternative media are also offered. Special equipment including power wheelchairs, computers, tape recorders, and other equipment are part of the support services offered to students with disabilities.
Appendix A

The DRC program acts as an advocate for students with disabilities representing their interests on campus as well as with various state and local agencies including the State Department of Rehabilitation.

Call DRC for further information at (760) 744-1150, ext. 2375. TDD number for hearing and speech impaired is (760) 471-8506. Visit our website www.palomar.edu/dsp.

Extended Opportunity Programs and Services (EOP&S) / CARE
TCA Building, Ext. 2449

EOP&S is a state-funded program which provides free benefits and services for students who are financially and educationally disadvantaged. Services may include:

- Book Vouchers/Book Grants
- Counseling (Academic, Financial Aid, Transfer, Career and Personal)
- Priority Registration
- Parking Permits/Bus Passes
- Childcare Stipends
- Meal Tickets (valid on the San Marcos campus and Palomar College Escondido Center)
- Tutoring
- Palomar Identification Card (PIC)/Activity Sticker
- Emergency Loans (when available)
- Other valuable services and benefits

The EOP&S office is located in Building TCA-1. Phone (760) 744-1150, Ext. 2449. Visit our website at www.palomar.edu/eops.

CARE is a state-funded program with the combined efforts of Palomar Community College, the Department of Health and Human Services and the Employment Development Department. Its purpose is to provide educational opportunities and job experience for single parents currently receiving TANF/CALWORKS (Temporary Assistance for Needy Families). CARE services may include:

- Counseling (Academic, Financial Aid, Transfer, Career and Personal)
- Educational Grants
- Tutoring
- Child Care Assistance
- Student Success Workshops
- CARE College Survival Kits
- Emergency Car Repairs

The CARE office is located in Building TCA-1. Phone: (760) 744-1150, ext. 2449. Visit our website at: www.palomar.edu/eops.
Appendix A

Financial Aid and Scholarships
SSC-50, Ext. 2366

Information on options for financial assistance to help minimize the student's financial burden of a college education is available at the Financial Aid & Scholarships Office, or log on to our web site at http://www.palomar.edu/fa.

Financial assistance comes in the form of waivers, grants, part-time employment, student loans, and scholarships. The following is a brief summary of the aid programs available at Palomar College.

Board of Governor's Waiver (BOGW)

This program waives the enrollment fee for all eligible California resident students. It also waives a student's health fees. Application forms are available inside the class schedule or at the Financial Aid Office.

Cal Grant (Cal B, C)

This is a state funded program and is awarded to students based on a formula determined by the California Student Aid Commission. The formula includes factors such as income/assets and grade point average. Must have a minimum enrollment of six (6) units.

Institutional Emergency Loans

Short-term emergency student loans are available for students enrolled during the current semester who are Pell Grant eligible or student employees and who demonstrate an unexpected emergency need for funds to continue their education at Palomar College. Must have a minimum enrollment of six (6) units.

Federal Pell Grant

This grant is an entitlement award and usually awarded to low income students. Students with a Bachelor's Degree are not eligible.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is usually awarded to students who have already been awarded the Pell Grant and have demonstrated high unmet financial need. Must have a minimum enrollment of six (6) units.
Appendix A

Federal Work Study (FWS)

This program provides part-time employment on campus. The award does not have to be repaid BUT must be earned through employment on campus. Must have a minimum enrollment of six (6) units.

Subsidized William D. Ford Federal Direct Loan

This is a federal student loan program in which the government makes loans available to students to be used for direct educational expenses. The interest rate is variable. Repayment begins six (6) months after the student is no longer enrolled in college or drops below six (6) units of enrollment. The government does not charge interest on the loan while the student is in school.

Unsubsidized William D. Ford Federal Direct Loan

This loan is similar to the Subsidized William D. Ford Federal Loan in that it is to be used for direct educational expenses BUT is certified for students who cannot demonstrate financial need. The student pays the interest at all times on this loan. Variable rate.

Social Security Number and Name Match

A student's financial aid record is maintained according to the student's social security number and legal name. All financial aid applicants are required to make sure that their social security number and legal name not only matches with legal documentation but also matches with their student academic records. Mismatches will void your financial aid application.

Scholarships

Private scholarships sponsored by individuals and organizations are available. Selection criteria and amounts are determined by the donors and vary. Students are encouraged to call for more information at (760) 744-1150, ext. 2846, log on to our web site at [http://www.palomar.edu/fa](http://www.palomar.edu/fa), or stop by the Financial Aid and Scholarships Office and pick up an application form. The Financial Aid and Scholarships Office is located in the Student Services building, SSC-50.
GEAR UP Program  
(760) 290-2521

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a Palomar College educational partnership grant program with the San Marcos Unified School District (SMUSD) and includes:

- The Boys and Girls Club of San Marcos
- San Marcos Chamber of Commerce
- North County Times
- Cox Communications
- Imagine San Marcos
- Padres Unidos
- San Marcos Middle School
- San Marcos High School.

GEAR UP staff work with SMUSD 5,000+ 5th grade through 12th grade students, parents, teachers, and administration to offer a variety of early academic intervention programs and services, while creating a college-going school culture and helping ALL students to succeed and make plans to pursue higher education.

GEAR UP provides a wide network of support with the involvement of community based organizations, businesses, local colleges and universities, Palomar College students, faculty, and staff. GEAR UP creates innovative programs that help all students within an entire grade level while creating positive changes for student success. Funded through the United States Department of Education, GEAR UP is mandated to create a dollar-for-dollar match through community contributions, college involvement, and in-kind support. The primary objective is to create a seamless education from K – College for students and their parents, and to promote college knowledge early so more students are better prepared for postsecondary education.

GEAR UP has opportunities for student employees (tutors/mentors), volunteers, federal work study students, faculty/staff, and community services learning students to get involved in K-12 education as part of the school day, after school, or with our evening and weekend programs, events, or field trips.

Anyone interested should contact Grant Funded Student Programs/GEAR UP at (760) 290-2521, or visit our web site at www.palomar.edu/gearup.
Appendix A

Library Services
LL Building, Ext. 2612

The Palomar College Library collection houses over 130,000 volumes including books, periodicals, videos, CDs, DVDs and audiocassettes. Patrons have access to a variety of reference material in different formats including microfilm, Internet databases, and printed material. In the Academic Research Lab, located on the second floor in the reference area, state-of-the-art media provide access to a number of online full-text journal articles which augment the library's extensive in-print magazine, newspaper, and journal holdings. This information is available over the internet, in-house as well as off-campus once the user has obtained the necessary password from the circulation desk. Research assistance is available at the Reference Desk for individuals as well as entire classes.

Librarians offer bibliographic instruction classes tailored to a variety of topics. WebCat, the library's online catalog, can be searched in-house or off-campus over the internet. The Library web site can be found at http://www.palomar.edu/library.

At the Circulation Desk, services include checkout of library material, missing book searches, and renewals. Information about instructor reserves, nursing reserves, legal reserves, and Interlibrary Loan items are available at this desk. Material from the media collection is circulated at the Learning Resource Center (LRC), located on the first floor. Patrons can also check out videos or DVDs for class assignments to watch in-house at the LRC viewing stations.

Equipment is also available to listen to audiocassettes, CDs, and view DVDs. Audio Visual Services provides portable media and computer equipment for the entire campus as well as sound equipment for special events. A/V staff also offer training and assistance with equipment needs.

Also housed in the library building on the first floor are Academic Technology ext. 2657, DRC Adaptive Computer Training Center ext. 3081, and Tutoring Center ext. 2448.

The Ernest J. Allen Library in the Escondido Center makes available full-service academic library service. This branch of the Palomar College Library provides an area for students to read, browse, use computers for research, check out library material and ETV video class tapes, and to photocopy material. Class orientations and instructor reserve services are available. Intra-library loan provides access to material from the vast resources of the San Marcos campus library.

The library also supports a shared-use facility on the Pauma Reservation, the AA’Alvikat Library, (760) 742-2718.
Appendix A

TRIO Programs

Since 1965, America's federally funded TRIO programs have been helping students from low-income families and first generation backgrounds to finish high school, succeed in college, and successfully graduate and/or transfer. These programs help assure that students from disadvantaged backgrounds have the support necessary to enter college and graduate and/or transfer to a four-year postsecondary institution.

There are eight federally-funded TRIO programs nationally, and three are hosted at Palomar College under Grant Funded Student Programs. These are Upward Bound, Student Support Services, and NCEOC (North County Educational Opportunity Center). Visit our web site at www.palomar.edu/grants.

TRIO/Student Support Services
TCB-4, Ext. 2761

TRIO/Student Support Services at Palomar College is designed to provide support services to potential transfer college students and enhance their chances for successful completion as they pursue their baccalaureate degree.

In order to receive assistance through TRIO/Student Support Services, students must be enrolled at Palomar College, need the services of the program, and meet eligibility requirements. Program services include academic advising, tutoring, priority registration, personal, career and transfer counseling, direct grant assistance (per eligibility), college/university visits, student success workshops, financial aid information, and cultural events. All participants must be either low-income, first generation college, and/or disabled.

For further information call TRIO/SSS at (760) 744-1150, ext. 2761, or visit our web site at www.palomar.edu/TRIOSSS.

TRIO/North County Educational Opportunity Center
ST-26, Ext. 2364 or Escondido Center, Ext. 8110

The Palomar College North County Educational Opportunity Center (NCEOC) is a program funded by the U.S. Department of Education. NCEOC staff provides information and advising to qualified adults (low-income and or first generation college) who want to enter or continue attending an adult school (GED program), community college (including ESL, vocational, certificate and degree programs), or other educational institutions (after high school). The program staff provides academic advisement, career advisement, financial aid information, access to postsecondary tutoring, test preparation and workshops designed to support student success.

For more information about NCEOC eligibility or to volunteer or do an internship with the program, call (760) 744-1150, ext. 8110, or visit us at www.palomar.edu/nceoc.
Appendix A

TRIO/Upward Bound
Escondido Center, Ext. 8158

TRIO/Upward Bound at Palomar College helps 55 local area high school students be more academically successful in school, while preparing for higher education choices. Participants receive supplemental instruction and tutoring/mentoring in literature, composition, foreign language, mathematics, and science at Palomar College and after school, on Saturdays, and during the summer.

In order to participate in TRIO/Upward Bound, students must be enrolled in the following high schools: San Marcos, Oceanside, El Camino, Escondido, Orange Glen, or San Pasqual.

Program services include academic/career advising, tutorial program, college admission assistance, financial aid information, study skills workshops, PSAT/SAT/ACT preparation, college campus visitations, educational/cultural trips, parent workshops, and a summer residential program.

The Upward Bound program hires Palomar College students and staff/faculty to serve as tutors, mentors, and Saturday instructors. Anyone interested should contact the UB office, (760) 744-1150, ext. 8258, or visit us at www.palomar.edu/upwardbound.