Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018

District Name: Palomar Community College District

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).
☑ **Yes**
No

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)
☑ **Yes**

☑ Method 2 (Board policies and adopted resolutions)
☑ Method 3 (Incentives for hard-to-hire areas/disciplines)
☑ Method 4 (Focused outreach and publications)
☑ Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
☑ Method 6 (Consistent and ongoing training for hiring committees)
☑ Method 7 (Professional development focused on diversity)
☑ Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
☑ Method 9 (Grow-Your-Own programs)

No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. **Please attach meeting agenda** *showing district EEO Advisory Committee's certification of this report form.*

Chair, Equal Employment Opportunity Advisory Committee

Name: Lisa Norman, Ed.D., J.D.   Title: Assistant Superintendent/Vice President, Human Resource Services

Signature: _____   Date: _____

Chief Human Resources Officer

Name: Lisa Norman, Ed.D., J.D.   Title: Assistant Superintendent/Vice President, Human Resource Services

Signature: _____   Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Joi Lin Blake, Ed.D.   Title: Assistant Superintendent/Vice President, Human Resource Services

Signature: _____   Date: _____

President/Chair, District Board of Trustees
Date of governing board's approval/certification: *May 22, 2018*

Name: Paul McNamara   Title: President, Governing Board

Signature: _____   Date: _____

Date Due at the Chancellor's Office: June 1, 2018
Return to: Leslie LeBlanc lleblanc@cccco.edu; Office of the General Counsel
California Community Colleges; 1102 Q Street, Ste. 4400, Sacramento, CA 95811

Equal Employment Opportunity Fund Multiple Method Allocation Model
Certification Form, Fiscal Year 2017-2018

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding
1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

Pre-Hiring
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring
5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring
7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?
☑ Yes
  No

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Please provide an explanation and evidence of meeting this Multiple Method, #1.

EEO Plan

The District submitted its most recent Equal Employment Opportunity Plan (EEO Plan) for the years 2016-19 to the Chancellor's Office on June 21, 2016. The EEO Plan was approved by the District's Governing Board on June 14, 2016. The current EEO Plan may be viewed at http://www2.palomar.edu/pages/hr/files/2016/06/EEO-Plan-2016-FINAL-6.14.2016.pdf.

EEO Advisory Committee

The District established its EEO Advisory Committee (EEOAC) in Fall 2002 and has consistently utilized the committee to develop and implement the District's EEO objectives. The EEOAC has participated in the development of each of the District's EEO Plans. A description of the EEOAC is included in chapter 5 of the District's EEO Plan at the link provided in the EEO Plan section above. The EEOAC's role, members, and meeting agendas and minutes are posted on the District's website at https://www2.palomar.edu/pages/eeoc.

Expenditure/Performance Report

The District submitted its District Expenditure Report for fiscal year 2016-18 to the Chancellor's Office in September 2017. A copy of this report is attached to this form.

To receive funding for this year's allocation amount, districts are <u>also</u> required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?
☑ **Yes**
   No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

The District has adopted several Governing Board policies and procedures addressing equal employment opportunity and related issues. A list of these policies and procedures, including links to where they are posted on the District's website, are listed below. (Note: "B.P." stands for "Board policy" and "A.P." stands for "administrative procedure.")

- B.P. 3420 Equal Employment Opportunity
- B.P. 3410 Nondiscrimination
- B.P. 3430 Prohibition of Harassment
- A.P. 3430 Prohibition of Harassment
- Unlawful Discrimination Complaint Procedure
- Sexual Harassment Complaint Procedure
- B.P. 3540 Sexual Assaults on Campus
- A.P. 3540 Sexual Assaults on Campus
- B.P. 7100 Commitment to Diversity
- B.P. 7120 Recruitment and Selection
- A.P. 7120 Recruitment and Hiring

The District ensures that these policies and procedures, and related information, are disseminated widely to employees, students, and the public. The above policies and procedures are readily available to the public via the following resources:

- The Governing Board policies and procedures website includes links to all of the above policies and procedures in Chapter 3: General Institution, and Chapter 7: Human Resources, via the following webpage: http://www.palomar.edu/gb/Web%20Pages/PoliciesAndProcedures.htm

- Human Resource Services Equity and Diversity website: http://ww.palomar.edu/hr/equitydiversity

- Each year's catalog references the District's nondiscrimination policies and procedures in Section 2, Admission and Registration, and sexual harassment and sexual assault policies and procedures in Section 4, Student Rights

> and Responsibilities. The catalog is published online at https://www2.palomar.edu/pages/catalog.
>
> - The class schedules for each semester and summer session also provide information about the District's nondiscrimination and sexual harassment policies and procedures. Class schedules are published online at https://www2.palomar.edu/pages/schedule.
>
> - In 2018, the Human Resource Services department began issuing the above District policies and procedures, along with other District regulations that require annual dissemination, directly to its employees by purchasing lanyards with USB drives attached that were pre-loaded with the regulations and disseminating them via intercampus mail and at pre-semester plenary events. Human Resource Services requires each recipient to provide a signature upon receipt to track dissemination.
>
> In addition to the B.P. 7120 Recruitment and Selection and A.P. 7120 Recruitment and Hiring, the District's Faculty Senate developed the Faculty Hiring Procedure to codify specific requirements for the recruitment and selection of full-time faculty. The Faculty Hiring Procedure is published online at the following link:
> http://www2.palomar.edu/pages/facultysenate/files/2016/03/FacultyHiringProceduresFINAL10-26-15.pdf.
>
> EEO information is distributed to employment applicants via the District's employment portal at palomar.peopleadmin.com. The portal is linked to the Human Resource Services Equity and Diversity website mentioned above, and a page of information specific to job applicants, Notice to Employment Applicants at http://www2.palomar.edu/pages/hr/noticetoapplicants, emphasizes the District's commitment to diversity and provides EEO resources.

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?
☑ **Yes**
   No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

> The District provides the following incentives to candidates and new hires for positions/disciplines that are difficult to fill:
>
> - The District reimburses up to $1,000 per candidate for travel expenses associated with second-level interviews. Finalists for faculty and administrative positions who live 150 miles or greater from the District are eligible. The District provides reimbursement for all eligible candidates, including those who have applied for positions/disciplines that are historically difficult to fill. This incentive ensures candidates remain in the applicant pool and persist through the entire hiring process, which in turn assists with retention of diverse candidates.
>
> - The District's faculty salary placement procedure allows the Superintendent/President to authorize advertising the maximum step placement for faculty positions, which is normally step 8, to be as high as step 12. The District has utilized this practice to successfully fill a faculty position in the discipline of nursing, a field in which new hires often leave a financially lucrative professional career to serve the public as educators.
>
> - The District has developed a process that allows for salary negotiation at time of hire for candidates selected for classified, confidential, supervisory, and administrative positions. (Note: Faculty salary placement is non-negotiable.) The process ensures that job-related criteria determine salary placement. One of the criteria for higher placement is whether the position is in a field in which filling positions is difficult; another is if the position requires specialized knowledge and/or skills.
>
> - Administrators in some positions requiring 24/7 availability receive monthly cell phone stipends. Executive administrators receive a monthly cell phone stipend and a monthly transportation allowance.
>
> - Faculty and administrators with earned doctorates from accredited institutions receive a doctoral stipend in addition to regular compensation.

Does the District meet Method #4 (Focused outreach and publications)?
☑ **Yes**
   No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

The District demonstrates its commitment to diversity in its recruitment materials and communication to employment applicants. A summary of these methods is detailed below.

Before the Recruitment: Class Specifications and Position Announcements
The District utilizes language from its Governing Board-approved class specifications for non-faculty positions to describe each position's responsibilities and minimum qualifications consistently. Faculty positions are developed through a collaborative process between faculty and Human Resource Services (HRS) staff, and relevant duties are identified and state-approved minimum qualifications for the service area inserted. The language is reviewed prior to recruitment for currency, compliance, and accuracy. Hiring departments are encouraged to develop preferred qualifications that describe additional job-related criteria desired in the suitable candidate. HRS staff review all preferred qualifications carefully prior to use to ensure that the items are consistent with business necessity and will not lead to bias favoring any potential candidate or against members of any protected class.

Announcements for all positions include the following statement as a minimum qualification: "Position requires sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff." The District has ensured that similar language appears in the Qualifications section of class specifications for all classified classifications. As the District revises class specifications for other employment groups, this language will also be included in those.

Targeted Advertising and Outreach
The District advertises positions in a number of venues of general interest to job seekers and targeted to specific underrepresented groups. Standard advertising for every position includes, at a minimum, the following resources (unless otherwise noted):

- California Community Colleges Registry: www.cccregistry.org
- California's Job Bank: www.caljobs.ca.gov
- EdJoin: www.edjoin.org
- San Diego Craig's List: SanDiego.CraigsList.org
- Chronicle of Higher Education: www.chroniclevitae.com
- HigherEdJobs.com
- Diverse Issues in Higher Education: www.diverseeducation.com
- Southern California Higher Education Recruitment Consortium (HERC):
  http://www.hercjobs.org/southern_california
- HBCU Connect: www.hbcuconnect.com
- Indeed.com
- AsiansInHigherEd.com
- BlacksInHigherEd.com
- HispanicsInHigherEd.com
- NativeAmericansInHigherEd.com
- DisabledInHigherEd.com
- LGBTInHigherEd.com
- San Diego LGBT Job Board: http://www.gsdba.org/pages/Jobs
- VeteransInHigherEd.com
- Association of California Community Colleges Administrators (ACCCA): www.accca.org

The District also conducts special outreach for difficult-to-fill positions, utilizing an employment advertising agency, JobElephant, to identify additional resources to attract diverse, well-qualified applicant pool. The District's recruiting staff also design tailored advertising campaigns with direct notifications to other educational institutions and

professional organizations for difficult-to-fill positions.

In 2017-18, the District began participating in a number of job fairs, including some targeted towards specific demographic groups, to attract more broadly diverse applicant pools. These job fairs include:

- California Community Colleges Registry, attended January 27, 2018
- Recruit Military (targeted toward veterans), attended February 1, 2018
- African American Male Education Network and Development (A2MEND), attended February 28, 2018 – March 2, 2018
- Asian Pacific Americans in Higher Education (APAHE), attended April 12, 2018 – April 13, 2018
- League of United Latin American Citizens (LULAC), registered to attend July 18, 2018 – July 20, 2018

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?
☑ **Yes**
   No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

The District addresses the importance of diversity during each stage of every hiring process. A discussion of the District's commitment to diversity and equitable treatment of candidates in various facets of its selection procedures follows.

Selection Committee Membership

All selection committees are encouraged to form their membership with respect to diversity to encourage a broad variety of perspectives in the selection process in accordance with Title 5 § 53024. Additionally, all selection committees are required to include at least one member from an outside department to further ensure an array of viewpoints are considered. Selection committee members must complete a comprehensive training in EEO regulations and the District's hiring procedures prior to service, as detailed in the response to Method #6 below.

Selection committees for all positions include a non-voting District Compliance Officer (DCO) as a required committee member. The DCO is a Palomar College permanent employee whose role is to ensure that the hiring process is conducted fairly and consistently for each candidate. DCOs receive extensive training from HRS staff in EEO history, laws, and regulations, as well as the District's hiring procedures, as discussed in the response to Method #6 below. DCOs may halt or intervene in a hiring process to prevent or reverse a potential breach of employment regulations.

Screening and Interview Materials

The District instructs selection committee members during training to formulate application screening criteria and interview materials based strictly on job-related qualifications and responsibilities included in the position announcement and, for non-faculty positions, Governing Board-approved class specifications. Human Resource Services (HRS) staff review and approve the materials prior to use for compliance, including avoidance of bias against any protected class.

Application evaluation forms and interview materials must contain criteria and questions related directly to sensitivity to and understanding of the diverse backgrounds of those in a community college environment. HRS staff send sample diversity-related screening criteria and interview questions to committees to guide them in the appropriate development of these items.

The Selection Process

During the selection committee training described in Method #6 below, selection committee members are trained to

consider job-related qualifications only in determining which candidate is most suitable to fill a position. This information is based strictly on information obtained during application review, interviews, and reference checks. The training advises the committee of the importance of hiring diverse individuals and that different individuals of different backgrounds may respond differently to the interview process. Awareness of the importance of cultural competency and the impact of personal bias on the hiring process is also discussed during the training.

Selection committee members must provide specific, job-related reasons on an interview report form indicating why a selected candidate was chosen and why those not selected for the position were not. HRS staff send a sample form with appropriate reasons for selecting and not selecting candidates to the selection committee to guide them in ensuring their post-interview deliberations focus solely on employment-related attributes of candidates. The form must be signed by the selection committee chair, as well as the higher-level and executive management of the position; the form must then be approved by HRS staff before an employment offer will be made.

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

☑ **Yes**

No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

The District requires all participants in District hiring processes to undergo selection committee training, which is fully compliant with Title 5, § 53003(c)(4). Each participant must take the training before the hiring process commences, and the training is required annually for those who serve on selection committees.

Beginning in Spring 2018, the District began offering an intensive, in-person selection committee training provided by Dr. Cris Cullinan, who serves as the Co-Chair, National Advisory Council for the Annual National Conference on Race and Ethnicity in Higher Education. The five-hour training provides an in-depth review of the legal requirements of EEO hiring processes; the benefits of cultural competence in making equitable hiring decisions based on job-related qualifications while emphasizing the role of diversity in candidates' approaches to the hiring process; and an awareness of how implicit bias impacts the decision-making process in hiring. As of this writing, 53 employees have participated in the training and more are expected to participate as the District offers additional training sessions.

The District also currently offers an abbreviated selection committee training in an online video format, which features audio and closed captioning for accessibility. Trainees are required to take a test after completion to prove that they understand concepts related to fair and equitable treatment of candidates. Participants must score 80% or higher on the test to participate in the recruitment. The District is currently phasing out this training and replacing it with the intensive, in-person training described above to better prepare its employees to participate in selection processes.

Every District selection committee includes a non-voting participant, known as a District Compliance Officer (DCO), who observes the hiring process to ensure the fairness and consistency of the process for each applicant, and intervenes to prevent or correct violations. Prior to their service, DCOs receive an extensive training that features the same topics in the training required of selection committee members, with an emphasis on the special role they serve and guidelines for how to perform their responsibilities. The training is presented in person due to its interactive nature and to allow trainees to ask questions and present examples. DCOs are required to take the training when two or more years have passed since their last date of service.

Other Efforts
In September 2017, a group of Palomar College faculty, classified staff, and administrators/supervisors attended the Equity in Faculty Hiring Institute hosted by the Center for Urban Education at the University of Southern California. The two-day institute focused on building greater equity into faculty hiring at California Community Colleges through critical analysis of how employment advertising tools appear to diverse candidates, the impact of implicit bias on hiring, and inspired cross-institutional dialogue about ways to improve hiring procedures. The District's team returned with a focus on improving the District's Faculty Hiring Procedure and A.P. 7120 Recruitment and Hiring, and

building equity-minded practices into recruiting.

Does the District meet Method #7 (Professional development focused on diversity)?
☑ **Yes**

No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

The District provides a wide array of professional development opportunities focused on diversity through its Professional Growth program for faculty, its Professional Growth program for classified employees, and other opportunities that are available to all employees. The District's Professional Development Committee (PDC), which began meeting in 2016-17, is currently reviewing the District's professional development programming, including diversity-related professional development, and developing a Professional Development Plan that will address these needs and offer focused opportunities. A key accomplishment of the PDC is the implementation of Cornerstone software at the District, which offers employees the opportunity to quickly and easily enroll in professional development opportunities offered by the District and track their progress. Those offering professional development activities can now quickly schedule and deploy opportunities to the District's workforce, including those related to EEO and diversity.

Diversity-related professional development activities currently available are described below.

Professional Development Program for Faculty
The Professional Development (PD) program offers a number of trainings, workshops, events, and other activities in a variety of formats to full- and part-time faculty. While the program specifically serves full- and part-time faculty, all District permanent employees are welcome to participate in the available activities. Complete details about the PD program are available on the District's website at http://www.palomar.edu/pd. PD's opportunities, including those on diversity topics for faculty, change each semester. PD also offers credit for online trainings and self-paced activities involving diversity, including those that are self-designed by faculty.

Professional Growth Program for Classified Employees
The Professional Growth (PG) program serves the professional development needs of classified employees, including classified bargaining unit staff, confidential and supervisory employees, and classified administrators. Classified employees may receive program credits for taking online trainings on diversity, unlawful discrimination, and sexual harassment prevention offered through Keenan SafeColleges, the District's online training management system, which is described in detail below. Complete details about the PG program are available on the District's website at http://www.palomar.edu/hr/employees/personnel/classified/professionalgrowth.

Keenan SafeColleges
The District utilizes Keenan SafeColleges (SafeColleges), an online personnel training system, to provide training on a variety of topics to its employees. Keenan's trainings are integrated into the Cornerstone software described above so employees can easily browse for and take trainings directly through the same portal they use for other professional development opportunities.

The District uses SafeColleges for its A.B. 1825 sexual harassment prevention training, and currently has a 100% completion rate for all administrative, supervisory, confidential, and Human Resource Services employees, who are the District's required participants.

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?
☑ **Yes**

No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

The District's personnel in all employee groups, except classified staff, are evaluated with regard to their respect for diversity within the College. The classified bargaining unit's evaluation form has not been subject to discussion during the current period of contract negotiations.

The specific diversity-related evaluation criteria for each group are as follows:

Faculty

All criteria below are utilized for probationary and tenured faculty.

- Peer evaluation conducted by other faculty: *The professor treats students with respect, demonstrating a willingness to work with a diverse student body.*

- Self-evaluation written by evaluee: *In what ways do you contribute to the success of our diverse student body, and how do these contributions help our students achieve the learning outcomes noted in the College mission? Consider your teaching, student contact, curriculum development, student support activities, development and assessment of student learning outcomes or other formative assessment, etc.*

- Student evaluations: *Supports diversity and provides a non-biased environment for all students.*

Administrative, Supervisory, and Confidential Employees

- *Functions well in a multicultural environment.*

Visit the District's Tenure and Evaluations Review Board website at http://www2.palomar.edu/pages/tenureandevaluations for additional information about faculty evaluations, including forms.

Visit the District's Human Resource Services website at http://www2.palomar.edu/pages/hr/employees/personnel to access evaluation forms for all non-faculty employee groups.

Does the District meet Method #9 (Grow-Your-Own programs)?
☑ **Yes**
   No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

The District provides various growth opportunities to its employees. A description of the opportunities available to members of each employment group, and other objectives at the District level, are provided below.

Faculty

The District offers a robust mentoring program for new faculty through its Professional Development (PD) program (see response to Method #7 above). Each new faculty member is assigned a mentor, who is another experienced faculty member, to assist her/him in becoming acclimated to Palomar College and developing professional relationships with others. Faculty mentors are non-supervisory peers who provide guidance on effective instructional methods and foster development of their mentees' professional development goals. A complete description of the Faculty Mentor Program is available on the District's website at http://www2.palomar.edu/pages/pd/additional-resources.

In addition, the PD program supports a variety of career growth opportunities through the self-designed activities faculty may engage in as part of the program. Faculty may receive PD credit for service in leadership roles, including department chair, the Faculty Senate, Professional Development Coordinator, or Tenure and Evaluations Coordinator. Faculty also receive PD credit for service on District shared governance committees, which assists in their understanding of the institution as a whole, and participation in professional organizations affiliated with their disciplines or service areas. These opportunities are described on the District's PD website at http://www2.palomar.edu/pages/pd/self-designed-and-online-pd-workshops.

The salary placement provisions for faculty negotiated between the District and the faculty union, the Palomar Faculty Federation, serve as an incentive for faculty to gain additional education. Well-educated faculty benefit both students and the District. Faculty can advance horizontally on the salary schedule by completing additional coursework and degrees. A description of the District's salary placement guidelines for faculty is available on the District's website at http://www2.palomar.edu/pages/hr/employees/classifications/salary.

Classified and Confidential Staff, Supervisors, and Administrators

Classified bargaining unit employees, confidential staff, supervisors, and classified administrators may participate in the Professional Growth (PG) program described partially in the response to Method #7 above. The PG program offers financial incentives and release time for classified staff to enhance or update their performance through continuing education, participation in professional organizations related to their occupational areas, and service on the District's shared governance committees. PG enrollees may opt to receive an annual stipend of $500 until program completion or a one-time lump sum of $2,000 with a three-year waiting period. Employees who are not enrolled in a PG program may receive release time to take classes related to their current positions upon supervisory approval. The PG program is described in detail on the District's website at http://www.palomar.edu /hr/employees/personnel/classified/professionalgrowth.

The District offers a financial incentive to administrators to pursue further education and develop their expertise by offering an annual stipend to those with verified doctoral degrees.

Strategic Plan 2019

Goals, objectives, and projected outcomes of the District's Strategic Plan 2019 address employee growth opportunities. A list of the current relevant items is provided below.

- Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.
  1) Outcome 1: Staffing Master Plan developed, approved, and implemented. (Note: Preliminary goals of the Staffing Master Plan include a focus on new hire onboarding, employee support and retention, staff development, and leadership training.)

- Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.
  1) Outcome 2: Human Development Resource Plan developed. (Note: Once completed, the Human Development Resource Plan will contain professional development goals for all employment groups.)

Strategic Plan 2019 is available via the District's website at

http://www2.palomar.edu/pages/strategicplanning/files/2017/02/FINAL-Strategic-Plan-2019v3-to-SPC-11_15_16-ammended.pdf, and its Year 1 Action Plan for 2016-17 is available at http://www2.palomar.edu/pages/strategicplanning/files/2017/01/01012016-Draft-Strategic-Plan-2019-Action-Plan-Year-1-Approved.pdf.

Leadership Academy
In January 2017, the District conducted its first Palomar Leadership Exploration and Development (LEaD) Academy, a leadership program open to all permanent employees. The successful, well-attended program was offered again in January 2018. Employees of all employment groups were selected to participate. Per the program description, the academy "...focus[ed] on leadership theories, models and/or competencies with an emphasis on leading within the California Community College (CCC) system." The District intends to offer the LEaD Academy again in the future.

Regional Faculty Internship Program
The Regional Faculty Internship Program is a major cooperative initiative between the San Diego/Imperial County Community College Association (SDICCCA) and San Diego State University (SDSU). As a member of SDICCCA and participant in this program, the District employs interns to prepare them for full-time permanent faculty roles. The purpose of the program is to identify, recruit, train, and support prospective community college classroom, library, and counseling faculty in their pursuit of part-time and full-time faculty positions within community colleges in the region. The partnership includes ten community colleges in San Diego County, Imperial County, and Mt. San Jacinto College in Riverside County. at the end of this program interns will be able to:

- Articulate their strengths and areas needing development in order to be successful as a part-time or full-time counseling, library, or classroom faculty member.
- Network professionally among the local community colleges.
- Garner working, professional relationships with faculty and staff in the SDICCCA region.
- Create a realistic, five-year professional plan for counseling, librarianship, or classroom teaching.

Equal Employment Opportunity Advisory Committee
AGENDA

PALOMAR COLLEGE
Learning for Success

Date:	May 3, 2018
Starting Time:	3:00 p.m.
Ending Time:	4:00 p.m.
Place:	A-1 Conference Rm.

CHAIR: Vice President, Human Resource Services – Dr. Lisa Norman

MEMBERS: Manager, EEO & Compliance – Shawna Cohen
Supervisor, Human Resources (Recruiting) – Monique Dumbrique
Faculty Senate (4) – Michael Deal, Kalyna Lesyna, Fari Towfiq, Benhui Zou
Faculty Senate (1 PT Faculty Member) – Terhea Williams
PFF (1) – Susan Snow
AA (1) – Robert Threatt
CAST (1) – Jose Luis Ramirez
CCE (4) – Anel Gonzalez, Melissa Molek, Adriana Sanchez, Teresa Quainoo
ASG (1) - OPEN
Community Representative (1) – OPEN

RECORDER:

Agenda Items

I. **Approval of Minutes**

- March 22, 2018

II. **New Business**

- Nine (9) Multiple Methods analysis & Certification (Group Discussion)

- EEO Plan: Chapter 13 – Progress & Actionable Items (Activities/Events)

    a.i Develop targeted recruitment strategies...

    1._____

    2._____

    a.ii Form relationships with graduate schools....

    1._____

    2._____

    3._____

    a.iii Examine position announcements, selection committee memberships, interview processes to identify and strengthen possible barriers to hiring diverse individuals.

    1._____

    2._____

c. The District will determine methods to understand how position postings are perceived by potential job seekers...

    1._____

    2._____

3. Provide District-wide training on recruitment-related issues that includes...

    a._____

    b._____

III.   Old Business

- Diversity Data Analysis – Next Steps

    1._____

    2._____

IV.   Other

V.   Adjournment

NEXT EEO ADVISORY COMMITTEE MEETING:
September 2018 (Fall)
3:00 pm
Location: HRS A-1 Conference Room

Palomar Community College District

TOPIC: ELECTION REGULATIONS

OVERVIEW:

The Office of the Registrar of Voters is preparing for the governing board member election to be held and consolidated with the statewide general election on November 6, 2018. The PCC District is required to establish certain election regulations.

DISCUSSION:

Each election year the District must determine, 1) who will pay for the cost of the candidate statements, 2) what the maximum number of allowable words will be, 3) what will be the procedure if there is a tie vote, and 4) which publication(s) the notice of election will be printed in.

In years past the District has:

- ✓ had candidates pay all charges associated with a candidate statement
- ✓ authorized a 200 word maximum on candidate statements
- ✓ determined to break tie votes by lot
- ✓ requested the notice be published in the North County Times

FINANCIAL IMPLICATIONS:

Candidate Statement

If the District opts to pay for candidate's statements the cost per 200-word statement is estimated by the Office of the Registrar of Voters to be $1,900.00 each, a 400-word statement would double the cost. If the District opts not to pay for the statements the candidates must pay the fee.

Word Maximum

Two-hundred word statements are typical. Allowing a 400-word statement doubles the cost. A 400-word statement could have financial implications for the District. It has consequences for candidates—and potential candidates. If the District permits a 400-word statement, all candidates would be required to pay the higher amount—or choose to have no ballot statement at all; there is no other option. The District needs to consider the impact of such a choice; whether the higher cost would impose an unnecessary burden on candidate(s) and/or whether it would discourage potential candidates from running.

Tie Votes

Education Code Section 5016 calls for governing boards to either call a runoff election or determine the winner(s) by lot. Should the District choose to call a run-off election vs. determining a tie vote by lot, the cost for a special election would likely exceed $100,000.00.

Publication

In accordance with Elections Code 12112 a notice of election must be published in a "newspaper of general circulation published in the district." The Registrar of Voters requests notification of the newspaper in which the notice of election should be published. [Notices will also be published in a minority language newspaper in each of the translated languages (Spanish, Filipino, Vietnamese, and Chinese.)] The Registrar of Voters passes the direct and some indirect costs of publication to the District.

RECOMMENDATION:

It is recommended that for the purposes of the November 6, 2018 Governing Board member election, the Governing Board of the Palomar Community College District establish the following election regulations:

- ✓ Tie votes shall be determined by lot (Education Code Section 5016)
- ✓ Candidates to pay all charges for Candidate's Statement (Elections Code Section 13307)
- ✓ Candidate Statements are to be a maximum of 200 words (Elections Code Section 13307)
- ✓ Select the *UT San Diego* as the newspaper of general circulation in which the notice of election should be published.

Palomar Community College District
Governing Board Workshop
Institutional Effectiveness Report
April 24, 2018

Executive Summary

Governing boards have a primary leadership role and responsibility for guiding institutions to achieve the mission of student success and to assure academic quality, integrity, and effectiveness. Boards fulfill this responsibility through institutional policies and by delegating responsibility for implementation ofpolicies and pursuit of mission. The ACCJC promotes the use of common measures of institutional effectiveness. Governing boards should expect information and data that allow them to assess institutional effectiveness.

In its commitment to increase transfer and degree and certificate attainment, the California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 113 community colleges. The California Community College Scorecard represents an unprecedented level of transparency and accountability on student progress and success metrics in public higher education in the United States. The data available in the scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

Per the Education Code, Section 84754.5(d):

> "As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited."

The remainder of this report provides a summary (in bulleted form) of the institutional effectiveness metrics tracked and monitored by the college. These metrics address community demographics, student access, enrollment and student demographics, and student success and outcomes.

Our District: The Community We Serve
- Approximately *½ million* adults live within our expansive district boundaries!
- About 93% of adults in our district fall into the following ethnic/race categories
    - Asian (higher concentration in Southern portion of our district)
    - Hispanic
    - White, NonHispanic
- The number San Diego County High School graduates will increase slightly over time.
- Over the next twenty years, our community is expected to grow by 2.4%
    - Hispanic population
    - ages 30-39
    - ages 60 and above

- Largest projected number of job opening in SD County Labor Market over the next ten years:
  - Health Care and Social Assistance
  - Accommodations and Food Services
  - Professional, Scientific, and Technical Services
  - Government
  - Retail Trade

Student Access, Enrollment, and Demographics
Access
- Palomar serves 59% of the District's residents attending a community college.
- Over 8,000 residents from Southern portion of district attend a community college; Palomar serves 30% of these students while SDCCD serves 58%.
- MiraCosta now draws more students from Palomar.
- Palomar still attracts students from Mt. San Jacinto; however, Mt. San Jacinto is building new comprehensive site off the Interstate 15 and has expanded its concurrent/dual enrollment offerings.

Enrollment
- Decreasing enrollment trends over time.
- Lost ground in regard to recent graduate capture rates. Similar volume coming to Palomar, but percentage of students matriculating has dropped.
- Seem to be making inroads with new students; continuing students decreasing.
- Access metrics need to be considered within the context of multiple variables.

Demographics
- 18-19 age group includes 22% of student population; generate about 38% of FTES
- 30-39 age group includes only 10% of our students, but we know this group is growing in our community.
- Asian student group is underrepresented at the college.
- Majority of our students attend part-time.

Course Offerings
- Most of the courses offered are Transfer Level (e.g., course number 100 and above).
- Two thirds of our courses are offered during the day.
- About 14% of our courses are offered online.
- Efficiency is below 500 WSCH/FTEF, but improving.

Student Outcomes
- Median time to completion (for those that complete, AA/AS/ADT/ Certificate) = Four Years.
- Transfer volume trend has both increased and then decreased over time.
- College met its institutional set standards.
- Scorecard metrics increased or remained stable year over year with exception of completion (SPAR).

Simplified Metrics Initiative
- Chancellor initiative to reduce number of reporting metrics
- Focus on student from access to completion
- Access, process, outcomes
- Equity not separate but included as part of overall structure
- Implementation/transition plan to address legislative requirements

Some of the work we are doing to address our Opportunities!
- Rancho Bernardo Education Center and Fallbrook Education Center opening in Summer 2018.
- SEM Plan addresses student pathway.
- Guided Pathway plan intended to decrease time to completion by providing clear paths with intentional student support along the way.
- Promise Program integrates FYE requirements to help students get focused.
- Multiple Measures Assessment and Placement will lead to more students completing transfer level math and English within one year of entry. Faculty are addressing AB705.

Institutional Effectiveness Governing Board Workshop

April 24, 2018

Overview

- Self-Evaluation Review and Timeline
- Institutional Effectiveness Workshop
  - Board Role in Monitoring Institutional Effectiveness
  - Our District: The Community We Serve
  - Student Enrollment, Demographics, and Access
  - Course Offerings
  - Student Progress and Achievement
    - Time to Completion
    - Transfer Volume Metrics
    - ACCJC Institution Set Standards
    - Scorecard
  - Addressing our Opportunities

Self Evaluation Form and Timeline

- Form
  - Any questions or suggested modifications?
- Timeline
  - Link to self-evaluation – April 26, 2018
  - Board completes self-evaluation – May 10, 2018
  - Review results during May workshop

Our District:
The Community We Serve
Labor Market Information

Our District:
The Community We Serve

- Palomar Community College District covers 2,550 square miles!

- Larger than the state of Delaware.

- Q: How many adults (18-64) live in our district?

- A: About 547,023!

Palomar College District Adult Population (N~547,023)	
Demographic	**%**
Gender	
Female	51.2%
Male	48.8%
Total	100.0%
Race/Ethnicity	
African American	3.7%
American Indian	0.5%
Asian & Pac Islander	12.1%
Hispanic	30.9%
White, NonHispanic	50.1%
Other	2.7%
Total	100.0%
Age	
18-19	4.6%
20-29	26.4%
30-39	20.1%
40-49	19.4%
50-59	20.8%
60-64	8.8%
Total	100%
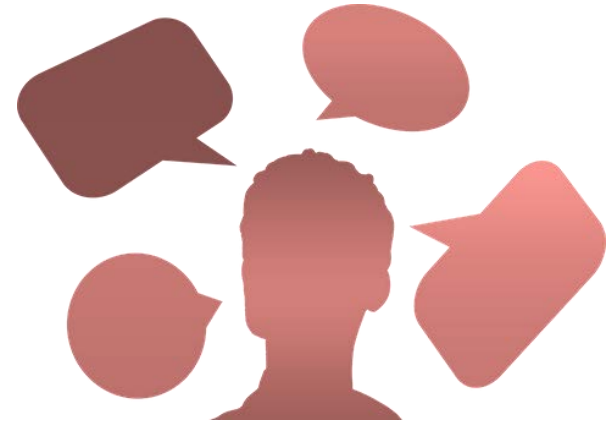
Higher concentration of Asian/Pac Islander reside Southern portion of the district.

81% Hispanic or White.

18-19 represent just 4.6% of our adult population, but generate about 35% of our FTES.

46% of the population 20-39;
30% over 50.

Our District:
The Community We Serve

Estimates of Educational Attainment
(N= 629,937)

- A little more than 1/3 have high school degree or less
- About 1/3 have some college or an AA degree
- A little less than 1/3 have a bachelor's degree or higher

Category	Percentage
Less than High School Graduate	14.4%
High school graduate	21.9%
Some college, no degree	24.3%
Associate's degree	9.6%
Bachelor's degree	19.5%
Graduate or professional degree	10.3%

Our District:
The Community We Serve

Adult Population Projections

	2016 Estimate	2020 Forecast	2035 Forecast
	547,023	546,608	559,940

Projecting about a 2.4% increase in adult population

<u>With</u>

***Significant increases in:
- Hispanic population
- ages 30-39
- ages 60 and above

Data Sources: SANDAG 2016 Estimate; SANDAG Series 13 Forecasts

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Our District:
The Community We Serve

Actual and Projected High School Graduates in San Diego County

	2013-14	2014-15	2015-16	2016-17	2017-18	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
HS Graduates	34,344	35,142	34,790	34,721	35,520	35,221	35,726	36,446	37,101	36,399	35,313
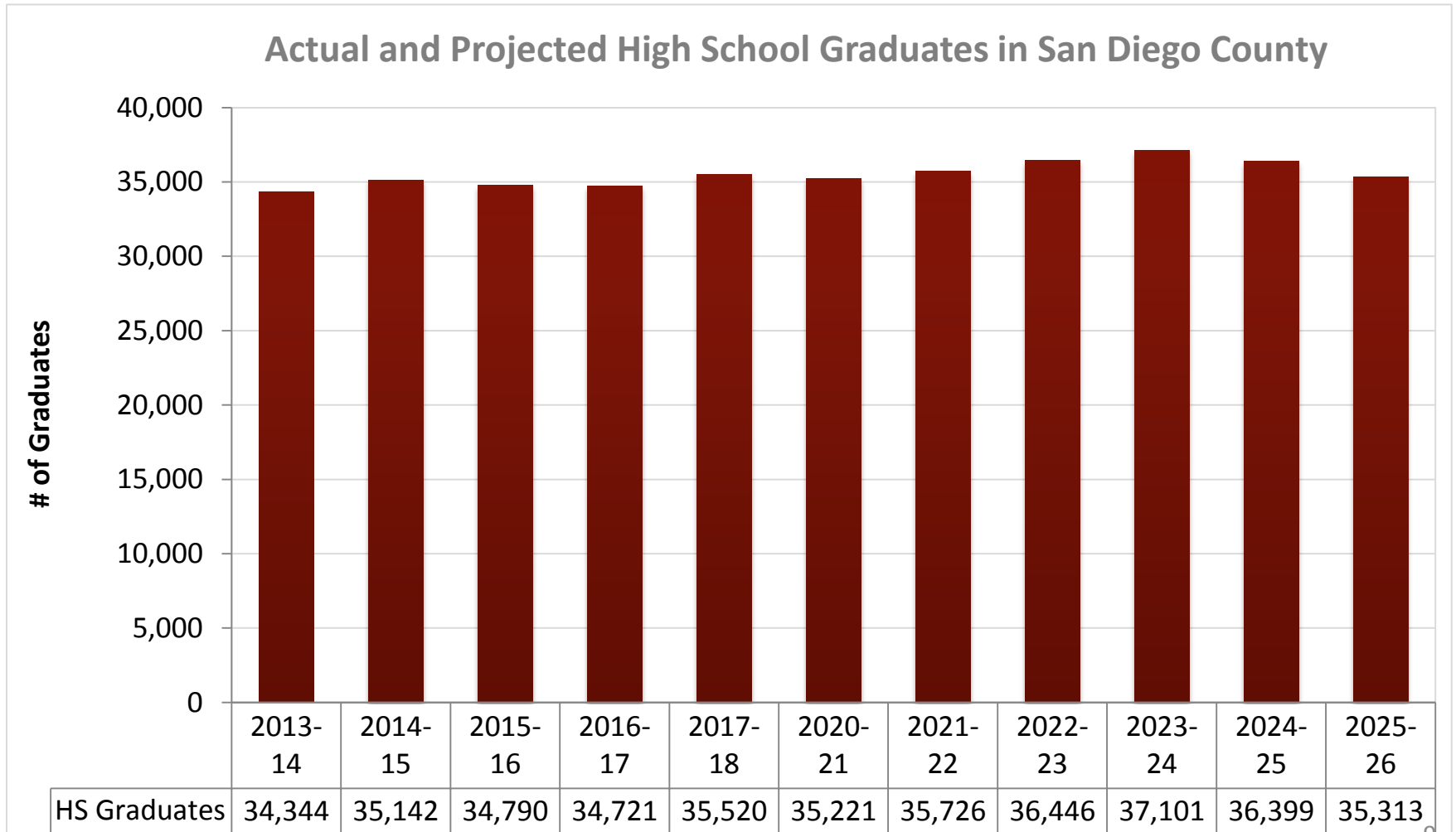
Data Source: Department of Finance (2016 Series)

The Labor Market

SD County Jobs

12% Growth

Job *Openings* over the 10-Year Period

Job *Turn Over* by 2026

New Jobs created by 2026

+

=

	2016	2026	10-Yr Growth (Net New Jobs)	Replacements (Turnover)	New Jobs + Replacements
SD County Jobs	2,023,698	2,265,941	242,243	2,292,441	2,534,684
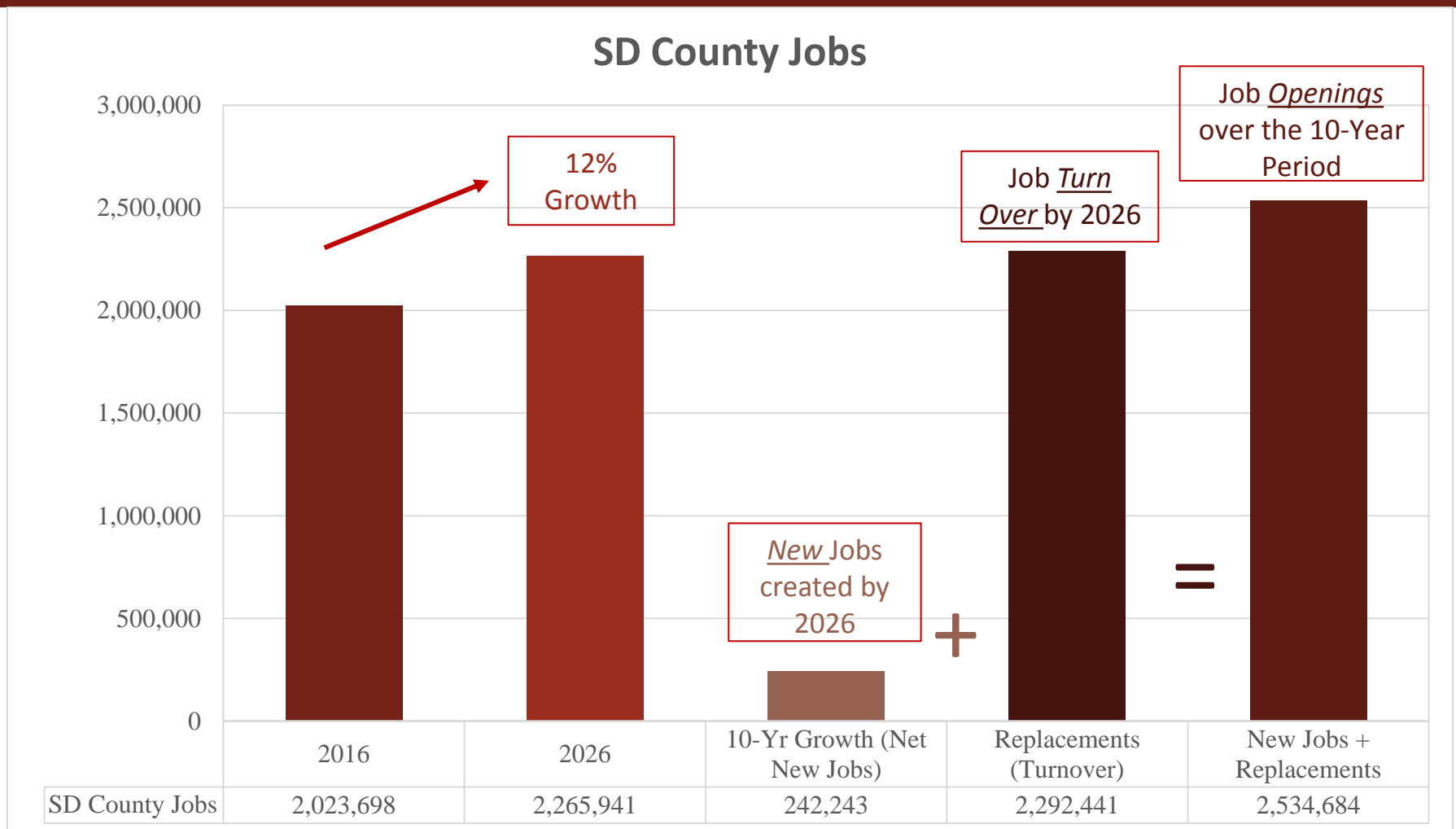
Data Source: Economic Modeling Specialists, INC (EMSI): 2017.3 Release

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The Labor Market

NAICS Code		Industry	2016 Jobs	2026 Jobs	Change	% Change
		Industry Groups in San Diego County				
62	1.	Health Care and Social Assistance	194,849	250,146	55,297	28%
72	2.	Accommodation and Food Services	172,379	200,849	28,470	17%
54	3.	Professional, Scientific, and Technical Services	201,334	228,179	26,845	13%
90	4.	Government	341,935	362,981	21,046	6%
44	5.	Retail Trade	182,326	196,659	14,333	8%
23	6.	Construction	103,939	117,444	13,505	13%
81	7.	Other Services (except Public Administration)	110,847	123,699	12,852	12%
61	8.	Educational Services	47,694	59,688	11,994	25%
48	9.	Transportation and Warehousing	44,681	54,757	10,076	23%
53	10.	Real Estate and Rental and Leasing	108,057	117,143	9,086	8%
56	11.	Admin & Support & Waste Manage & Remediation Services	122,379	131,385	9,006	7%
71	12.	Arts, Entertainment, and Recreation	53,496	60,887	7,391	14%
31	13.	Manufacturing	115,975	122,260	6,285	5%
99	14.	Unclassified Industry	7,452	12,555	5,103	68%
42	15.	Wholesale Trade	55,245	60,229	4,984	9%
52	16.	Finance and Insurance	85,835	90,588	4,753	6%
55	17.	Management of Companies and Enterprises	23,361	27,164	3,803	16%
21	18.	Mining, Quarrying, and Oil and Gas Extraction	798	987	189	24%
51	19.	Information	30,421	30,105	(316)	(1%)
22	20.	Utilities	5,538	4,964	(574)	(10%)
11	21.	Crop and Animal Production	15,158	13,277	(1,881)	(12%)
		Totals	2,023,698	2,265,941	242,243	12%

Reflection

- Approximately ½ million adults live within our expansive district boundaries!

- 93% of adults in our district fall into one of the following ethnic/race categories:
  - Asian (higher concentration in Southern portion of our district)
  - Hispanic
  - White, NonHispanic

- Number San Diego County High School graduates expect to increase slightly over time.

- Over time, expected to grow by 2.4% with increases in:
  - Hispanic population
  - ages 30-39
  - ages 60 and above

Student Access, Enrollment and Demographics

Palomar College Headcount and FTES -
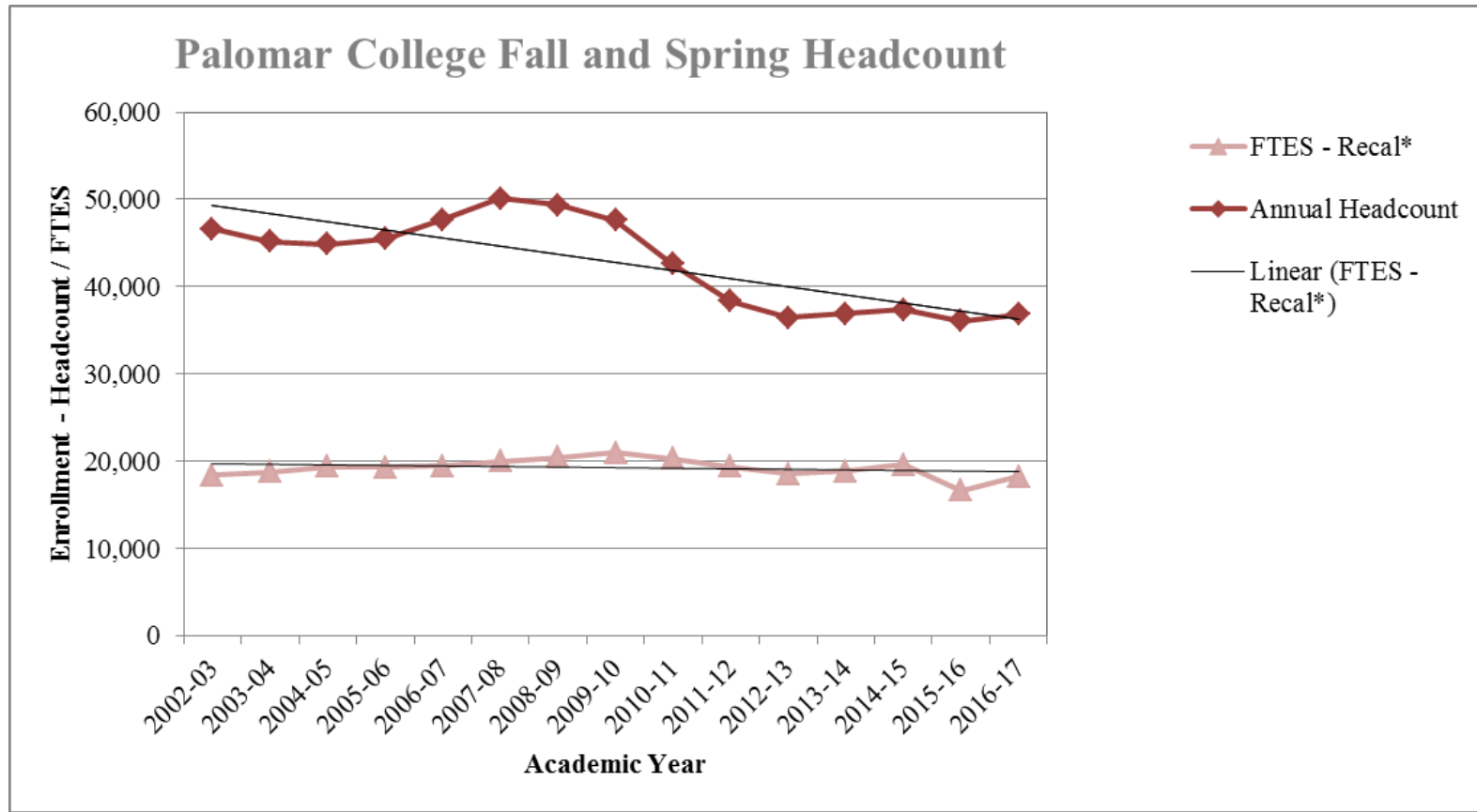
Our Students:
Places of Residence

Fall 2017 Students' County of Residence		
County of Residence	**#**	**%**
San Diego County	21,012	83.8%
Within District	17,074	68.1%
Outside District	3,938	15.7%
Riverside County	3,824	15.2%
Other Counties	241	1.0%
Out-of-State	167	0.7%
Grand Total	**25,077**	**100.0%**

Data Source: MIS Submissions to CCCCO

High School of Graduation
First Time Students

High School Graduates in Palomar District by Enrollment														
District	**HS Grads 11-12**	**Enroll Palomar 12-13**	**Enroll Rate 12-13**	**HS Grads 12-13**	**Enroll Palomar 13-14**	**Enroll Rate 13-14**	**HS Grads 13-14**	**Enroll Palomar 14-15**	**Enroll Rate 14-15**	**HS Grads 14-15**	**Enroll Palomar 15-16**	**Enroll Rate 15-16**	**HS Grads 15-16**	**Enroll Palomar 16-17**	**Enroll Rate 16-17**
Bonsall Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrego Springs Unified	65	1	1.5%	38	-	-	26	2	7.7%	24	-	-	32	3	9.4%
Escondido Union High	1,835	630	34.3%	1,780	681	38.3%	1,860	671	36.1%	1,874	688	36.7%	1,979	706	35.7%
Fallbrook Union High	514	162	31.5%	597	128	21.4%	462	105	22.7%	457	116	25.4%	464	106	22.8%
Julian Union Elementary	186	2	1.1%	186	2	1.1%	186	2	1.1%	186	2	1.1%	185	6	3.2%
Julian Union High	27	6	22.2%	27	6	22.2%	27	6	22.2%	27	6	22.2%	31	4	12.9%
Poway Unified	2,026	246	12.1%	2,108	206	9.8%	2,580	216	8.4%	2,461	179	7.3%	2,574	181	7.0%
Ramona City Unified	423	102	24.1%	475	94	19.8%	404	86	21.3%	406	66	16.3%	409	77	18.8%
San Marcos Unified	1,070	374	35.0%	1,200	381	31.8%	1,131	442	39.1%	1,136	348	30.6%	1,344	427	31.8%
Valley Center-Pauma	328	89	27.1%	342	114	33.3%	282	103	36.5%	260	69	26.5%	274	92	33.6%
Vista Unified	1,070	359	33.6%	1,399	329	23.5%	1,758	300	17.1%	1,510	317	21.0%	1,628	312	19.2%
Warner Unified	-	-	-	13	3	23.1%	13	1	7.7%	13	-	-	42	2	4.8%
Grand Total	**7,408**	**1,965**	**26.5%**	**7,989**	**1,945**	**24.3%**	**8,707**	**1,940**	**22.3%**	**8,354**	**1,791**	**21.4%**	**8,962**	**1,916**	**21.4%**

Data Sources: California Department of Education (CDE): HS Graduates (http://dq.cde.ca.gov/dataquest/)

MIS Submissions to the CCCCO: MIS_SB :: MIS_SX   SB11_Ed_Stat & SB12_Hs_Last

Our District's Community College Students: Where do they go?

FALL 2014						
Palomar College District Community College Students by College of						
	Palomar College Region of Residence					
	Central		North		South	
District Attended	Students	Percent	Students	Percent	Students	Percent
GCCCD	66	0.6%	29	0.5%	524	6.5%
Imperial Valley	0	0.0%	1	0.0%	5	0.1%
MiraCosta	2,074	18.6%	1,490	24.0%	336	4.2%
MSJC	8	0.1%	24	0.4%	5	0.1%
Palomar	8,285	74.3%	4,374	70.3%	2,451	30.4%
SDCCD	681	6.1%	295	4.7%	4,685	58.1%
SWCCD	33	0.3%	8	0.1%	52	0.6%
Total	11,147	100.0%	6,221	100.0%	8,058	100.0%

- 74% of students from the Central Region of the District attend Palomar
- 70% of students from the North Region of the District attend Palomar
- 30% of the students from the South Region of the District attend Palomar

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Reflection

- Palomar serves 59% of the District's residents attending a community college – 41% go to other community colleges!

- Over 8,000 residents from Southern portion of district attend a community college; Palomar serves 30% of these students while SDCCD serves 58%

- MiraCosta now draws more students from Palomar

- Palomar still attracts students from Mt. San Jacinto; however Mt. San Jacinto is building new comprehensive site off the Interstate 15 and has expanded its concurrent/dual enrollment offerings.

Palomar College Student Demographics Fall 2017

Palomar College District (N= 25,079)		
Demographic		*%*
Gender		
Female		47.5%
Male		51.9%
Unknown		0.6%
Total		100.0%
Race/Ethnicity		
Asian & Pac Islander		5.1%
African American		3.0%
Filipino		2.3%
Hispanic		45.2%
Native American		0.7%
White, NonHispanic		35.9%
Multiethnic		4.7%
Other		3.0%
Total		100.0%
Age		
17 & Under		3.9%
18-19		22.1%
20-29		51.0%
30-39		11.4%
40-49		5.9%
50-59		3.6%
60-64		1.0%
65 & Over		1.2%
Total		100%
Full- & Part-Time Status		
NonCredit		6.5%
Part-Time Credit		64.7%
Full-Time Credit		28.8%
Total		100%

⬅ Palomar has large CTE programs that have traditionally attracted males.

⬅ Our Hispanic student population continues to grow over time.

⬅ Our younger students critically important, as they generate significant FTES, however…

⬅ Remember…Ages 30-39 are expected to grow over time.

⬅ Less than 30% of our students are full-time

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Our Students:
Student Status

Students' Enrollment Status - Headcount[*]
Fall 2016/2017 Comparison

Student Status	Fall 2016	Fall 2017	Fall 2016/2017 Difference	Fall 2016/2017 % Change
First-Time Student	4,771	4,878	107	2.2 %
First-Time Transfer Student	1,525	1,543	18	1.2 %
Returning Student	2,972	2,868	-104	-3.5 %
Continuing Student	13,053	12,328	-725	-5.6 %
Special Admit K-12	930	1,040	110	11.8 %
Non-Credit	1,903	1,641	-262	-13.8 %
Total	**25,154**	**24,298**	**-856**	**-3.4 %**

* <u>Estimates</u> as of <u>Census</u>

Decreases
- Decreases in Continuing Students appears to be a trend.
- Decreases in NonCredit could be coming as a result of our current political environment.

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Our Students: Demographics

Do they represent our community?

A little more info on Veterans!

Younger Veterans (19-34) are over represented. Our Older Veterans (which there are many more of in San Diego) are under represented.

	Palomar	District*	Proportionality Index
Gender			
Female	46.3%	50.0%	0.93
Male	53.7%	50.0%	1.07
Age			
Under 20	24.4%	18.6%	1.31
20 to 29	51.5%	14.4%	3.57
30 to 49	18.3%	29.6%	0.62
50 or Over	5.8%	37.4%	0.16
Race & Ethnicity			
African American	3.0%	3.1%	0.98
Asian	7.0%	10.7%	0.66
Hispanic	44.0%	32.3%	1.36
Native American	0.7%	0.5%	1.30
Pacific Islander	0.5%	0.4%	1.32
White	36.5%	49.9%	0.73
Multi Ethnic	4.4%	2.9%	1.49
Unknown/Other	4.0%	0.2%	20.00
Foster Youth			
No	98.3%	99.7%	0.99
Yes	1.7%	0.3%	5.67
Veterans			
No	94.1%	90.6%	1.04
Yes	5.9%	9.4%	0.63

* Data for Veterans and Foster Youth is available only at the county level. The county percentage for Foster Youth reflects the percentage of San Diego County children in Foster Care.

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Data Source: MIS Submissions to CCCCO; SANDAG 2016 Estimates

Reflection

- Decreasing enrollment trends over time.

- Lost ground in regard to recent graduate capture rates. Similar volume coming to Palomar, but percentage of students matriculating has dropped.

- Seem to be making inroads with new students; continuing students decreasing.

- Access metrics need to be considered within the context of multiple variables.
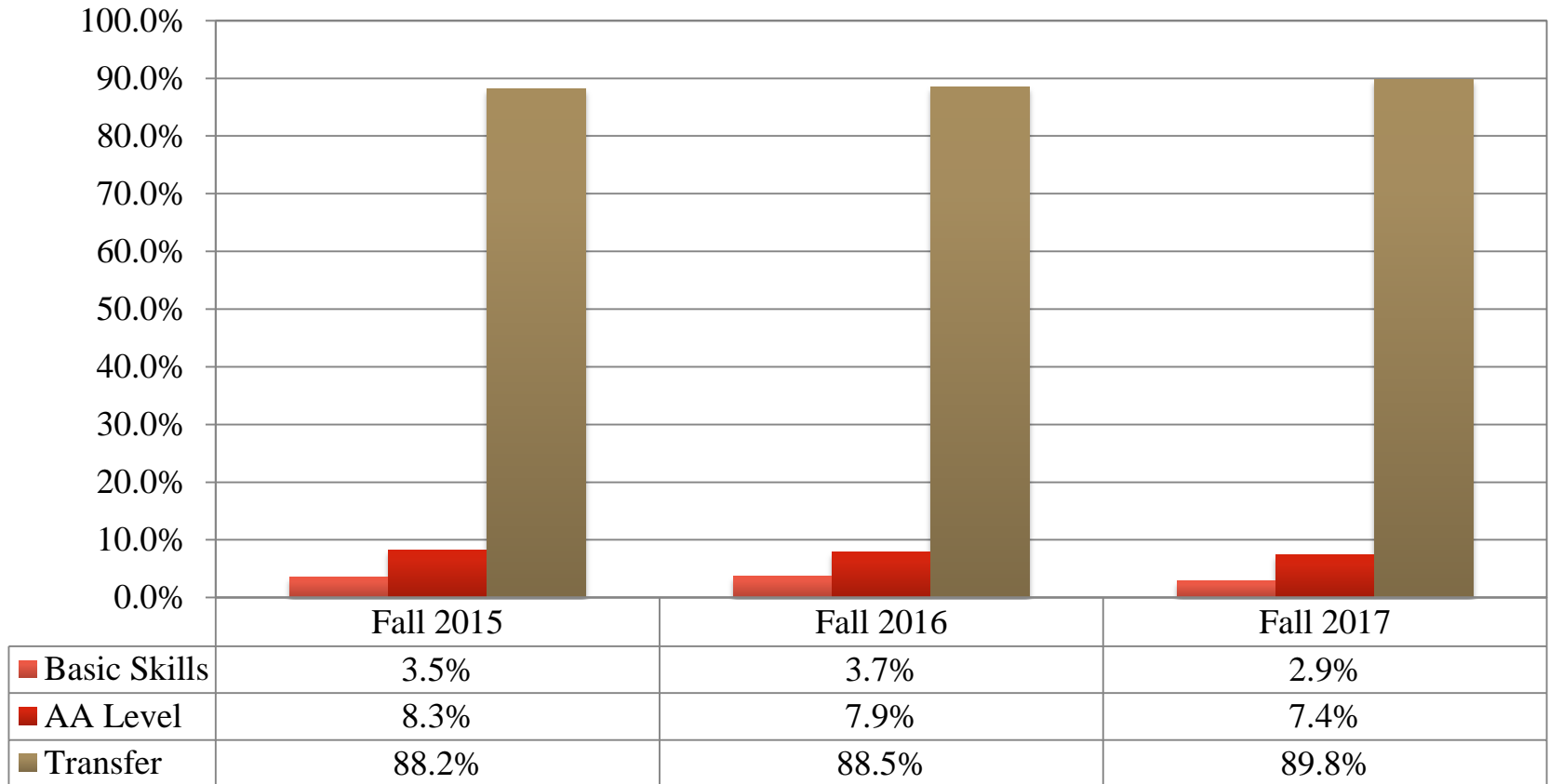
Reflection

- 18-19 age group includes 22% of student population; generate about 38% of FTES.

- 30-39 age group includes only 10% of our student, but we know this group is growing in our community.

- Asian student group is underrepresented at the college compared to our community.

- Majority of our students attend part-time.

Schedule, Courses, and Offerings

Course Offerings

Fall Credit Course Offerings by Course Level

	Fall 2015	Fall 2016	Fall 2017
Basic Skills	3.5%	3.7%	2.9%
AA Level	8.3%	7.9%	7.4%
Transfer	88.2%	88.5%	89.8%

Data Source: MIS Submissions to CCCCO

Course Offerings

Fall Credit Offerings by Vocational Status

	Fall 2015	Fall 2016	Fall 2017
■ Non-voc.	63.1%	62.6%	62.0%
■ Vocational	36.9%	37.4%	38.0%
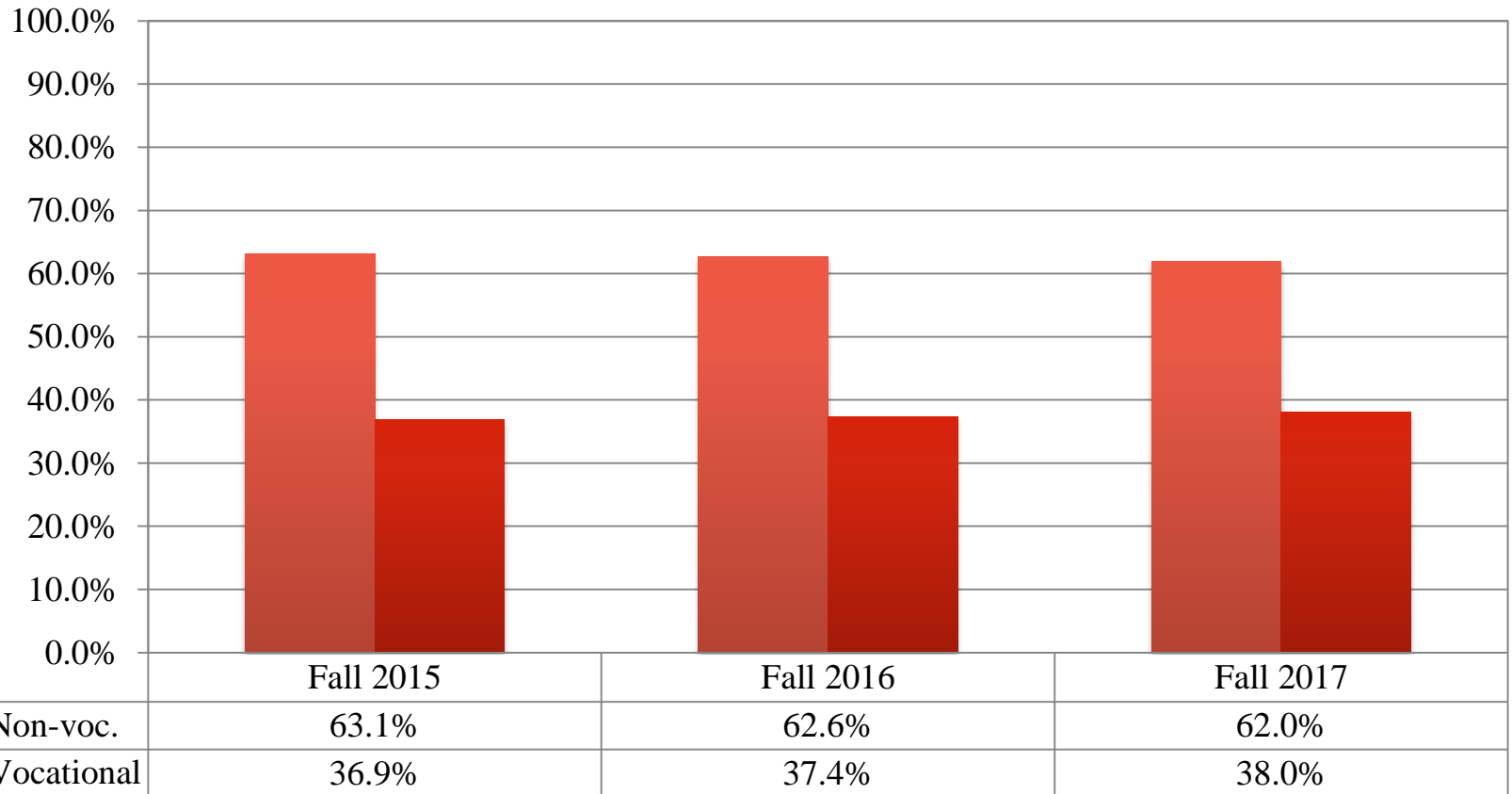
Course Offerings

Fall Credit Offerings by Class Time
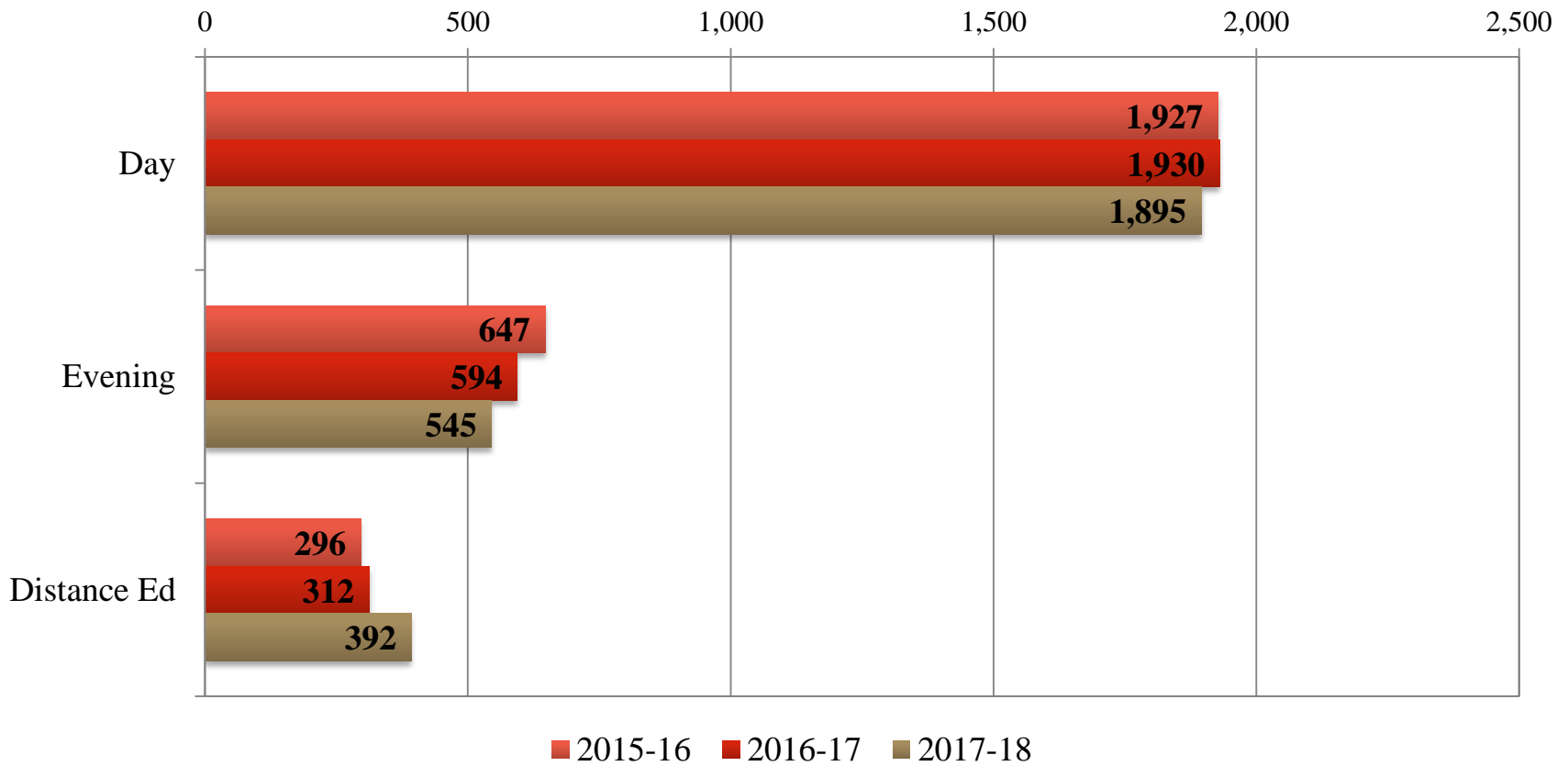
Data Source: MIS Submissions to CCCCO

How much FTES does our schedule generate? What resources do we use to generate it?

Course Offerings and Productivity			
Metric	**2015-16**	**2016-17**	**2017-18***
Course Offerings	2,105	2,073	2,035
Census Load %	87.5%	85.8%	85.2%
FTES	8,382	8,444	8,305
WSCH/FTEF	453	489	486
Fall Terms only			

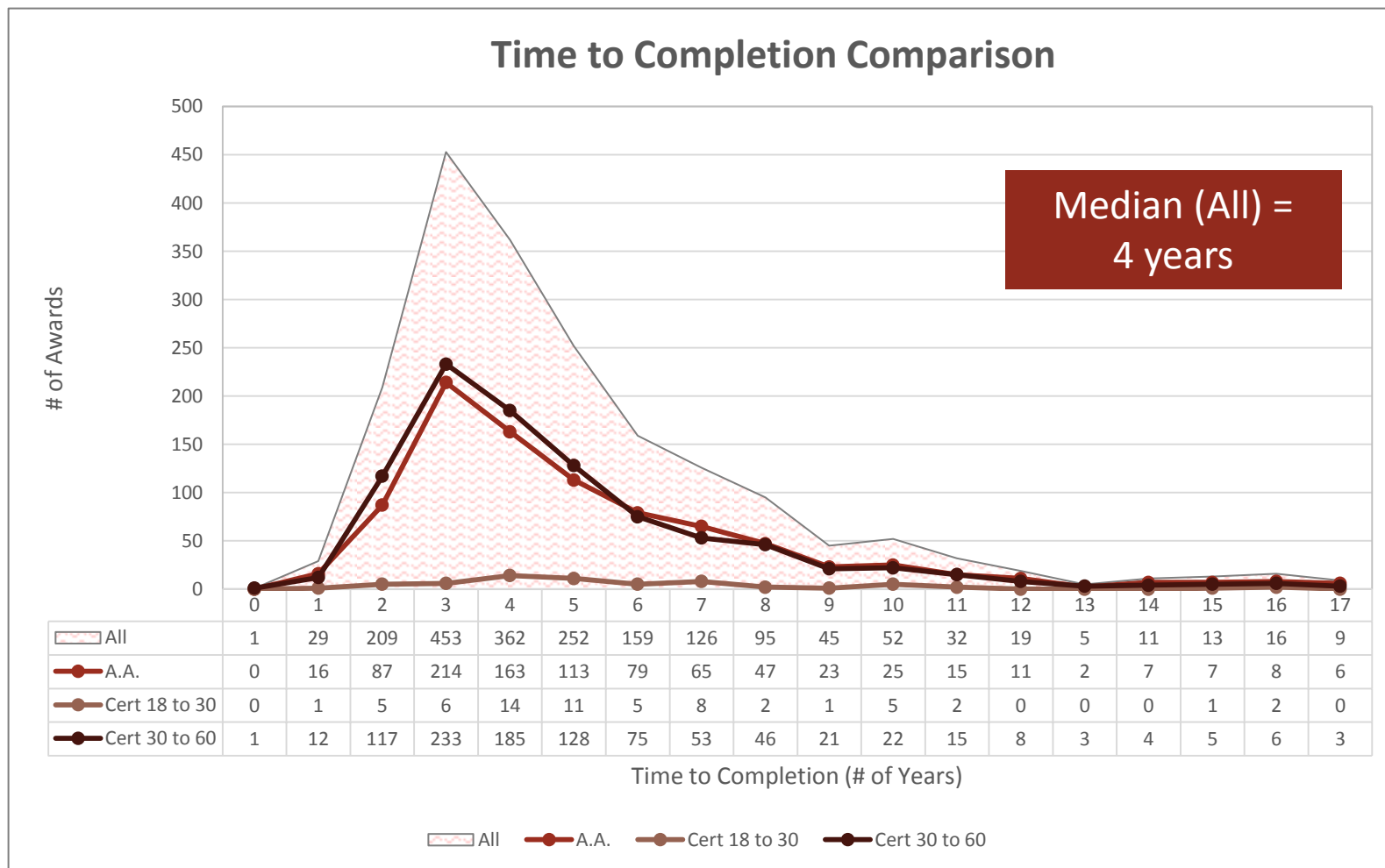Why is "efficiency important?"

Reflection

- Most of the courses offered are Transfer Level (e.g., course number 100 and above).

- Two thirds of our courses are offered during the day.

- About 14% of our courses are offered online.

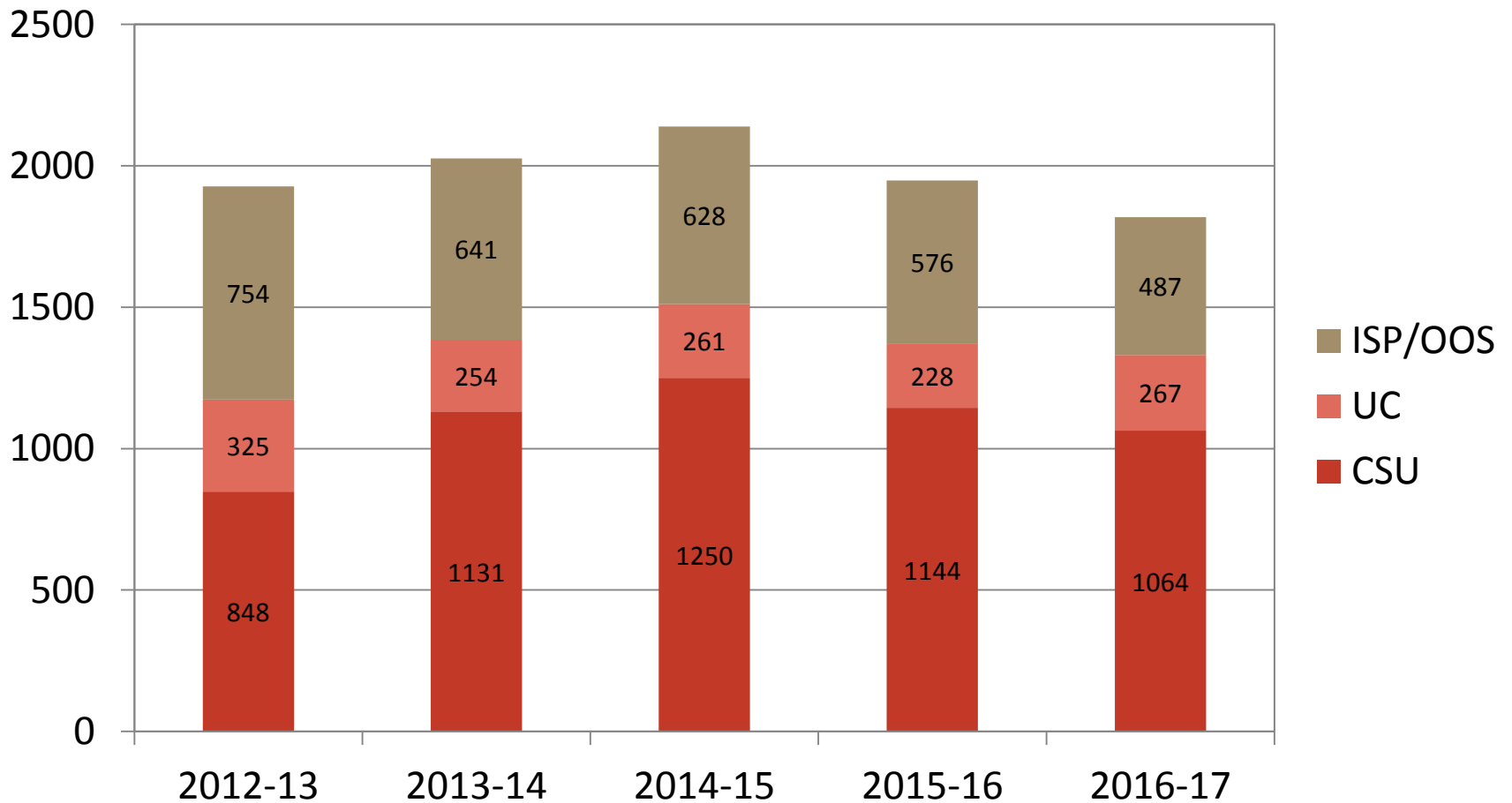- Efficiency is below 500 WSCH/FTEF, but improving.

Student Outcomes

Average Time to Completion (AA/AST/Cert only*)

Time to Completion Comparison

Median (All) = 4 years

Time to Completion (# of Years)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All	1	29	209	453	362	252	159	126	95	45	52	32	19	5	11	13	16	9
A.A.	0	16	87	214	163	113	79	65	47	23	25	15	11	2	7	7	8	6
Cert 18 to 30	0	1	5	6	14	11	5	8	2	1	5	2	0	0	0	1	2	0
Cert 30 to 60	1	12	117	233	185	128	75	53	46	21	22	15	8	3	4	5	6	3

Legend: All, A.A., Cert 18 to 30, Cert 30 to 60

Data Source: MIS Submissions to CCCCO

Transfer Volume

CSU/UC Transfers

- Top CSU Transfer Institutions
  - CSUSM
  - SDSU
- Top CSU majors
  - Psychology
  - Business Admin
  - Kinesiology
  - Accountancy
  - Sociology

- Top UC Transfer Institutions
  - UCSD*
  - UC Irvine / UCLA
- Top UC majors
  - Political Science
  - Psychology
  - Computer Science
  - Economics
  - Biology / Cellular Biology

*Annual UCSD Transfers have decreased from 145 (2011-12) to 95 (2015-16)

ACCJC
Institution-Set Standards
& Stretch Goals

- Standards
  - Identified level of performance determined by the institution to be <u>acceptable</u>
  - Used to assess both institutional and programmatic performance
  - Assessed for "reasonableness" and "effectiveness" by external peer evaluators
- Stretch Goals
  - Also required to have them (with new standards)
  - What we strive to achieve

ACCJC
Institution-Set Standards

- For this year, our Institution-set Standards fall into the following three categories
  - Course success rate
  - Degrees and Certificates
  - Transfers
- We also set our stretch goals
- As part of the PRP process, programs are setting program-set standards for course success rates. We will need them to also set stretch goals and expand to other metrics.

2018 ACCJC Annual Report Institution-Set Standards

Metric	Standard	Goal	Actual	Met (standard)
Fall Course Success Rate	70%	71%	70.3%	✔
Degrees	1,600	2,000	**2,039**	✔
Certificate	1,700	2,300	2,201	✔
Transfer Count	1,700	2,300	1,818	✔

Student Success Scorecard Metrics

- Completion or momentum points
- Broken down by demographic variables
- Prepared / Unprepared / Total
- Metrics
  - Persistence
  - 30+ Units
  - Completion (SPAR)
  - Remedial
  - CTE Completion
  - CDCP
  - Skills Builder
  - 1 and 2 Year Transfer Course Achievement Rates
- http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=061

Palomar College Scorecard Report

Student Progress and Completion

Data Source: CCCCO Scorecard Data
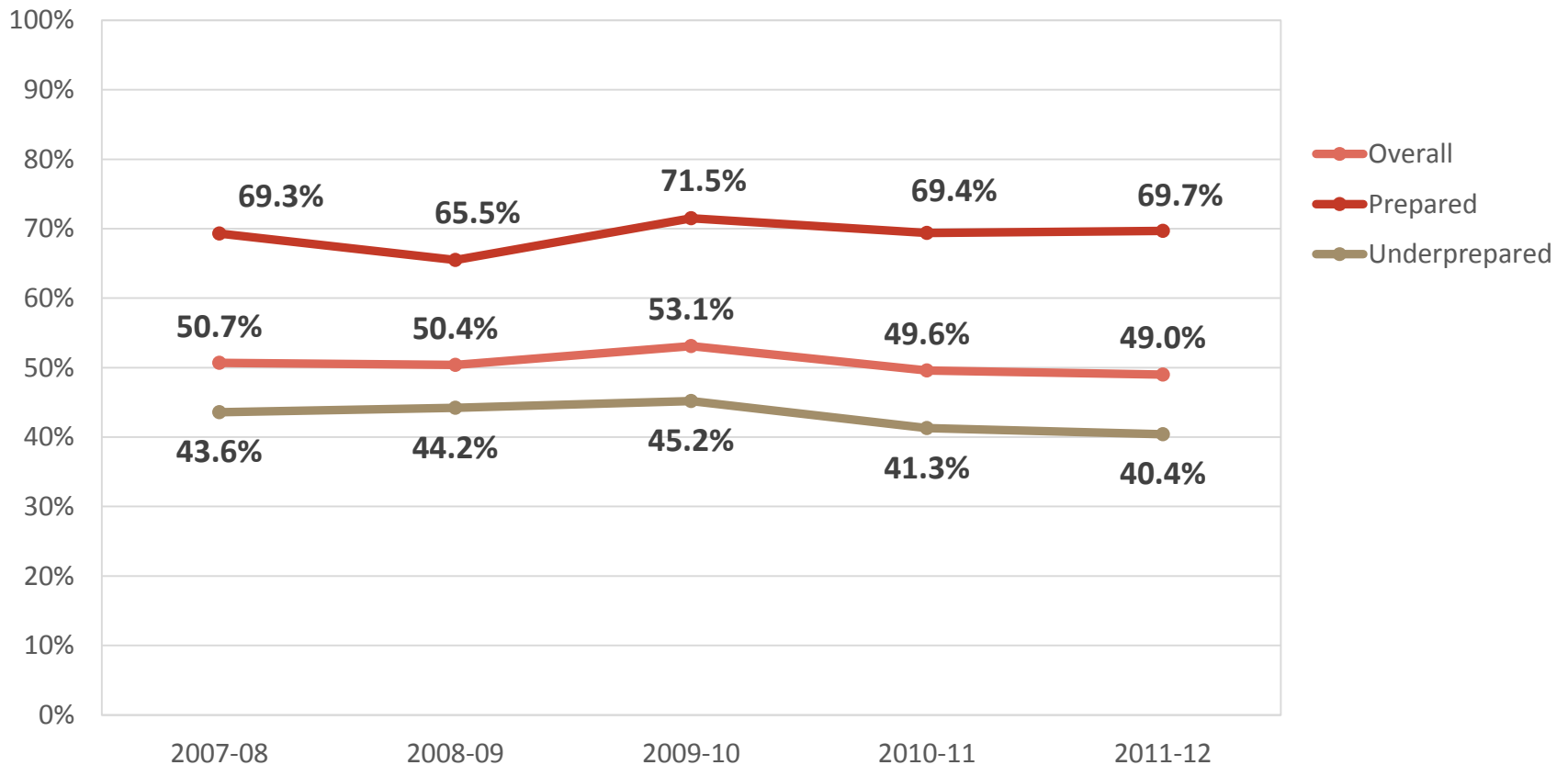
Palomar College Scorecard Report

Metric	Last Year's Rate	Current Rate	Increase / Decrease
Momentum Points			
3-Term Persistence	68.8%	73.1%	⬆
30+ Units	68.7%	67.9.%	⬌
Basic Skills Comp - English	45.1%	47.4.%	⬆
Basic Skills Comp – Math	36.3%	38.4%	⬆
Basic Skills Comp - ESL	22.9%	30.5%	⬆
Transfer Level Ach			
English 1 year /2 year	38.8% / 56.2%	39.2% / 57.6%	⬆
Math 1 year / 2 year	15.7% / 25.0%	15.3% / 24.7%	⬌
Completion			
Completion	49.7%	49.0%	⬌
CTE Completion	50.7	52.2	⬆
Skills Builder			
Increase in Salary	+20.2%	+27.0%	NA

Simplified Metrics Initiative

- Chancellor initiative to reduce number of reporting metrics

- Focus on student from access to completion

- Access, process, outcomes

- Equity not separate but included as part of overall structure

- Implementation/transition plan to address legislative requirements

Reflection

- Median time to completion (for those that complete, AA/AS/ATD - Certificate)

  = 4 years.

- Transfer volume trend has increased and then decreased over time .

- College met its institutional set standards.

- Scorecard metrics increased or remained stable year over year with exception of completion (SPAR).

Initiatives to Address Our Opportunities

- Rancho Bernardo Education Center and Fallbrook Education Center opening in Summer 2018.

- SEM Plan addresses student pathway.

- Guided Pathway plan intended to decrease time to completion by providing clear paths with intentional student support along the way.

- Promise Program integrates FYE requirements to help students get focused.

- Multiple Measures Assessment and Placement will lead to more students completing transfer level math and English within one year of entry. Faculty are addressing AB705.

THE END!