Palomar College - Student Equity Plan (2022-25): Certified

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
1-year outcome: From the 7.5% baseline equity gap, decrease the gap by 2 percentage points.
2-year outcome: From the 7.5% baseline equity gap, decrease the gap by 4.5 percentage points.
3-year outcome: From the 7.5% baseline equity gap, decrease the gap by 7.5 percentage points.

Completed Transfer-Level Math & English

Black or African American
1-year outcome: For all Black and African American students: From the 7.5% baseline equity gap, decrease the gap by 2 percentage points.
2-year outcome: For all Black and African American students: From the 7.5% baseline equity gap, decrease the gap by 4.5 percentage points.
3-year outcome: For All Black and African American students: From the 7.5% baseline equity gap, decrease the gap by 7.5 percentage points.

Hispanic or Latino
1-year outcome: For all Latinx students: From the 3.8% baseline equity gap, decrease the gap by 1 percentage point.
2-year outcome: For all Latinx students: From the 3.8% baseline equity gap, decrease the gap by 2.5 percentage points
3-year outcome: For all Latinx students: From the 3.8% baseline equity gap, decrease the gap by 3.8 percentage points.

Persistence: First Primary Term to Secondary Term

Black or African American
1-year outcome: For All Black and African American students: From the 13.5% baseline equity gap, decrease the gap by 3.5 percentage points
2-year outcome: For All Black and African American students: From the 13.5% baseline equity gap, decrease the gap by 8 percentage points.
3-year outcome: For All Black and African American students: From the 13.5% baseline equity gap, decrease the gap by 13.5 percentage points.

Hispanic or Latino
1-year outcome: For male Latinx students: From the 6.8% baseline equity gap, decrease the gap by 2 percentage points.
2-year outcome: For male Hispanic/Latinx students: From the 6.8% baseline equity gap, decrease the gap by 4.5 percentage points.
3-year outcome: For male Hispanic/Latinx students: From the 6.8% baseline equity gap, decrease the gap by 6.8 percentage points

Transfer

Hispanic or Latino
1-year outcome: From the 12.1% baseline equity gap, decrease the gap by 3 percentage points.
2-year outcome: From the 12.1% baseline equity gap, decrease the gap by 7 percentage points.
3-year outcome: From the 12.1% baseline equity gap, decrease the gap by 12.1 percentage points.

Completion

Black or African American
1-year outcome: For All Black and African American students: From the 5.4% baseline equity gap, decrease the gap by 1.5 percentage points.
2-year outcome: For All Black and African American students: From the 5.4% baseline equity gap, decrease the gap by 3 percentage points.
3-year outcome: For All Black and African American students: From the 5.4% baseline equity gap, decrease the gap by 5.4 percentage points.

Hispanic or Latino
1-year outcome: For All Hispanic/Latinx students: From the 4.1% baseline equity gap, decrease the gap by 1 percentage point.
2-year outcome: For All Hispanic/Latinx students: From the 4.1% baseline equity gap, decrease the gap by 2.5 percentage points.
3-year outcome: For All Hispanic/Latinx students: From the 4.1% baseline equity gap, decrease the gap by 4.1 percentage points.

Equity Plan Reflection
2019-22 Activities Summary

- Establish Enrolled Student Profile
- Focused Admissions & Recruitment Plan
- Improved Admissions & Onboarding Communication
- Strengthen Palomar Promise
- Create Student Intake Process
- UMOJA Program
- Puente Program
- Student Engagement Plan
- Basic Needs Support
- College Level Math & English Courses with Support
- ME First Program
- Early Career Exploration & Connection to Math/English
- Completion Communties
- HBCU Visits
- Maximize Participation in Student Support Programs
- Map Major Programs

Key Initiatives/Projects/Activities *

AB 705, Math and English

To remove barriers to completion of math and English for minoritized and other student groups, the college implemented multiple measures for placement and stopped offering below transfer-level math and English courses. Math and English adopted co-requisite models. Math support classes have the option of an embedded tutor. Math implemented an enhanced model to accelerate students through the precalculus sequence. A Reading course supports students enrolled in statistics and math. An English community of practice shares best practices aimed at increasing student success and eliminating equity gaps. English is re-designing its corequisite model collapsing the support into one course and decreasing the unit value. ESL adopted self-placement and implemented a two-year accelerated path through transfer-level composition, shortening the previous sequence of 3+ years. ESL courses have built in support with embedded tutors, book clubs, and supplemental instruction sessions for each course (6 per week). ESL courses include registration support, self-placement assistance and support, tutoring, advising and computer skills support.

Completion Academy

In 2019, Palomar introduced its "Completion Academy" to help discipline faculty increase program completions by removing barriers and developing plans to offer courses in a convenient and predictable way. Faculty reviewed: data including the number of units students take to complete their program, program maps to identify ways students could complete more easily, and scheduling solutions to support flexibility and completion. A marketing campaign highlighting packaged programs was established. Some wins include Degree in 3 (degrees that could be completed in 3 years, part-time) and accelerated, online, and evening programs. The pandemic impacted this work, but as a result, many departments now offer online and hybrid courses that will help completion.

Program Pathways

Through Guided Pathways, Palomar mapped its programs, adopted seven Palomar Pathways, and implemented the Program Mapper providing students with course sequences to facilitate completion and decrease excess units. Maps are used during counseling sessions. To help with degree and enrollment, students have access to maps and training videos through a landing page. Palomar College was selected to participate in the CSU-CCC Pathways Project and worked. with CSUSM to create 4-year maps for 11 of the most popular transfer degrees.

Evidence of Decreased Disproportionate Impact *

The college continues to evaluate its implementation of AB705. IR&P has conducted student and faculty surveys and evaluated placement recommendations, enrollment, and throughput (disaggregated by specific equity groups). Overall throughput for English and math completion has increased by 8 percentage points. English first-time student completion has increased by 20 percentage points and math by 12 percentage points. For Black or African American students, English throughput increased from 14.4% in 2016-17 to 36.0% in 2021-22. In math, their throughput rates increased from 6.0% to 16.3%. Throughput English rate for Hispanic or Latinx students went from 20.1% to 38.5%. And for math it went from 8.0% to 17.3%. These student groups are still disproportionately impacted and more work needs to be done. Notably, the college's DSPS students are no longer disproportionately impacted on these measures.

The college's Guided Pathways work including Completion Communities and Program Mapping is intended to provide clear pathways and support for students to facilitate goal attainment. Research suggests that if implemented well, Guided Pathways can affect equity gaps. Palomar has observed an increase in completion rates of 1.5 percentage points over time and transfer rates have remained unchanged. However, equity gaps have not changed, and disproportionate impact still exists for student groups. The college is still implementing its Guided Pathways work. It will take time for the impact of this work to be fully realized and observed in the cohort-based data.

2022-25 Planning Efforts *

The Student Equity Plan Ad Hoc group reviewed the 19-22 SEP and identified focus areas to incorporate in the development of the new plan. These focus areas include the following:

1. Incorporate broad participation in the development of the student equity plan.
2. Focus on institutional change (policies, procedures, practices, and culture).
3. Identify structural barriers to decreasing the equity gap.

4. Infuse measurements throughout the new three-year plan to evaluate efficacy.
5. Respond to research conducted that incorporates student voice.
6. Identify and focus efforts on specific DI student populations to move the needle.
7. Set specific outcomes for each year of the plan.
8. Utilize a student's first approach.
9. Identify governance planning councils that will be responsible for monitoring the implementation of the SEP.
10. Share the plan broadly with the institution and community.
11. Allocate resources to support the specific SEP actions and outcomes.

These focus areas were not fully present in the prior plan which made it difficult to track, capture data, and strategically pivot when activities/strategies were effective or ineffective. Further, integration of the previous plan with other planning initiatives was not intentional.

Pandemic Acknowledgement

✕ Interrupted Work Fully
✕ Catalyzed Work
✓ Delayed Work

Provide an explanation (optional)

The pandemic delayed much of the work identified in the original plan although the key initiatives were institutionalized.

Executive Summary URL *

https://www.palomar.edu/sse/wp-content/uploads/sites/158/2021/01/Palomar-College-Equity-Plan-2019-Executive-Summary-wAid-Language-2020.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✕	✓
Hispanic or Latino	✕	✓	✓	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Onerous Application & Registration Process

The matriculation process is confusing for students and CCCApply is a barrier itself. While the steps to enroll (apply to Palomar, apply for financial aid, complete the orientation, obtain an education plan, register for classes) seem straightforward, details within each step can be confusing and overwhelming. After applying, students want to immediately register for classes, but there are a number of next steps that are required beforehand. This presents students with an opportunity to stop out early in the process.

Challenges Registering for Classes

The MyPalomar registration process is confusing. The registration system is simple, but not intuitive. Added functionality is needed and forthcoming. Registration for lecture and labs or for linked courses is not clear and varies from course to course. Identifying which courses to register for in the absence of education planning is difficult. Course maps are available to students but knowing what degree and what major is required for a career is not clear. Finally, classes might not be available during the times or locations students need the classes to be offered.

Fragmented Services & Support

The onboarding process is fragmented at the college. Structures behind the services need to be examined. New students' next steps are unguided and unclear. The absence of communication of how to navigate higher education adds a friction point to enrollment. Seeking support from the college is difficult. Counseling is booked 3-weeks in advance for 1-on-1 appointments. While short walk-in appointments and general info sessions are available immediately, students want 1-on-1 appointments to ask individualized questions. Also, processes at the college depend on students having the correct major on file. Often, students have the incorrect major on file which starts them off track.

Summer Melt

Over the summer, students often get off course, miss administrative deadlines, don't have enough financial aid, or don't have enough support from their family to attend college. Hence, their intent to register for classes never comes to fruition. While summer melt is a common phenomenon amongst students, students of color are often more impacted by summer melt.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of student-centered scheduling
- Course setup in PeopleSoft complicates presentation of sections to students

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Fragmented services in outreach and onboarding specifically for Black/African American students.
- Non-equity minded culture of engagement due to limited practitioner training.
- Limited communication to students about the enrollment process including selection of courses.
- Underutilization of the Palomar Pathway Mapper tool.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of representation amongst employees.
- Limited number of team members to provide necessary services at scale in meaningful ways that assist Black/African American students.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- CCCApply creates barriers.
- Marketing and outreach is general, and does not typically target Black/African American applicants.
- Institutional technological barriers.
- Complicated enrollment and registration process.

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Scheduling process restructured to be student centered for full-time, part-time, evening/weekend scheduled students.
- System of record integrates well with META.
- Course details simplified in MyPalomar for understandable interface for student registration.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Services are cohesive, intentional, and proactive across the institution and focused on Black/African American students throughout their journey.
- Whole-student philosophy that seeks to support Black/African American students both academically and personally in order to alleviate needs that interfere with their academic pursuits is adopted.
- Palomar Mapper tool is systematically shared with students and available in the catalog.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- More Black/African American employees would be hired and retained.
- More Enrollment Services members hired to provide necessary services at scale in meaningful ways that assist Black/African American students.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Application process for CCCApply is simplified and Palomar next steps are immediately generated and automatic.
- Marketing to make Palomar the go to college for Black/African American applicants.
- Technology, such as a customer relationships management (CRM) system, is integrated for additional functionality.
- Enrollment process is re-envisioned to provide a smoother experience.

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

The necessary transformation needed to decrease the equity gap is rooted in multiple processes, practices, policy, and culture. Below is not a comprehensive review but is a starting point to develop a broader conversation with the institution in critically analyzing our current structural practices and how they contribute to inequities for our Black/AA students.

Onerous Application & Registration Process

- Expand the outreach department with Black/AA staff.
- Expand student services at times when students need it (evening, weekend, virtual, consider non-traditional hours of service).
- Streamline the steps to enroll so students complete the process.
- State review and revision of CCCApply. Need to have a Palomar rep. regularly attend CCCApply meeting to provide input.

Fragmented Services & Support

- Intrusive, personalized approach to Black/AA students once applied through the student journey.

- Develop intrusive and supportive processing for onboarding, recruitment, outreach with hands on support for Black/AA students through enrollment and the student journey.
- Address the student journey and student development in college holistically (CCEAL Report).
- Implement a student-centered scheduling process focused on completion and student education plans.

Summer Melt

- Increase the budget for support services over the summer especially in June.
- Treat the applicant list as a list of future students rather than a list that needs to be thinned out before serving students.

Action

Action Steps *

Facilitate Application & Registration Process

While the simplified steps to enroll seem straightforward, details within each step are confusing and can be overwhelming. After applying, students need additional help setting up their accounts which typically takes place a few days after application. Students may be completing these steps on their phones due to limited access to technology and Internet. Navigation of the websites on the phone is not ideal. Therefore, providing onsite high-touch services for students is meaningful. Re-envisioning the orientation process will assist with the navigation of services after the application. Once the orientation process, whether online or onsite, is completed, then the college can take the next step on behalf of the students to complete the matriculation process.

Action steps:

- Update the orientation to reflect "just in time" needed information.
- Utilize software to create a follow-up process for students who begin the application.

Provide Coordinated Student Support Services

Palomar can develop a follow-up process with students once they complete the application. Follow-up would include intrusive and intentional next steps such as setting up and logging into their accounts, applying for financial aid, career planning, understanding math and English placement, education planning, and registering for their classes. Education plan templates based on application information can be provided until students take additional steps to meet with a counselor. Rather than waiting for the students to take the next step, the college takes the next step on behalf of the students. Palomar will ensure that Black/AA students have an education plan automatically generated for them with a follow-up appointment both before the semester begins and also 4-6 weeks into the semester.

Action Steps:

- Pilot a process to follow-up with Black/AA students who complete the application.
- Provide education plan templates for Black/AA students who complete the application and orientation.

Create a Program to Combat Summer Melt

Summer melt affects students of color at higher rates than white students. By viewing the applicant list as a list of students that we potentially "waste" time and effort on, we underserve the students who need the most help and unintentionally perpetuate the equity gaps.

Action Step:

- Create a proactive follow-up program including counseling, financial aid support, transcript and placement support, and emotional support.

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

- On-time transformational policy changes to allow institutions to remove barriers created by legislation/policy at the state and federal level.
- Improve CCC Apply

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Confusion About Which Math Course to Take

Students must enroll into a transferable math course with support if they place below transferable level math. With the transfer-level placement, they need to know which math is needed for their pathway. While MATH 101 seems to be a good choice, it is not a prerequisite to a STEM, Business, or a Social Science pathway which require

different math courses. To add, education planning with counselors is limited as appointments are impacted, so students are not receiving career planning which adds to the confusion of which math to enroll in.

Confusing Registration Process for Math and English

When students place below transfer-level math and English, they must register for two separate sections, the transfer level course and the support course. Specific sections are linked together, but students are required to look up the course information separately. This makes scheduling a challenge for students as all the information is not presented in one place.

Palomar also offers non-credit math preparation for students who want additional support. The challenge is that a students must first select non-credit in the search feature before seeing the non-credit section. Next, the non-credit section is under Basic Education, not Non-credit Math. Searching for this course is not intuitive and is difficult to find without a section ID number.

Lack of integrated academic support

Palomar offers a non-credit basic education math course for students who want more support in math. The course is intended to be taken in the summer but can be taken in the Fall or Spring semester as well. Students also have tutoring options at the math, STAR, and STEM centers which are 3 different tutoring locations with different tutors. Hours for tutoring does not always fit the schedules of students who work or have other responsibilities outside of school.

Non-Equity Minded Culture of Engagement

As mentioned earlier, Black/AA students are constantly dealing with negative messaging such as not belonging to academia. The lack of Black/AA faculty in both math and English subconsciously reinforces that negative messaging. The lack of validation and sense of belonging continues in English and math courses. This is especially significant as these courses are often gateway courses in many programs. Again, these experiences reinforce the negative messaging at a crucial point in the student journey.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Insufficient access to tutors and embedded tutors in math and English courses.
- Learning communities have been limited in number, and under enrolled.
- Summer bridge program is not offered consistently and has limited student participation.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Fragmented student support.
- Students have to be proactive to receive support.
- Our current structure does not ensure that all students have comprehensive education plans. Thus, they may be unaware of what math and English they need.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Current hiring practices have not lead to diversity in hiring so that the demographic composition of faculty and staff does not reflect our student body.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Registration process is confusing. Identifying the course needed is difficult for students, especially English and math with the introduction of support courses.

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Tutoring is centrally located and collaborative. Is available when and where needed, and easily accessible to students.
- Students enroll in sets, clusters, and sequences of classes with dedicated support.
- Student-centered scheduling where specific Math and English courses that are needed are offered where and when students can take them.
- Leverage additional options for support such as cohorts, summer bridge programs, or embedded tutors.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Support services are coordinated and proactive, and embedded or aligned with Student Success Teams (SST).
- Study skills workshops, personal development workshops, and other workshops related to student success can also be in the same location.
- Support teams and structure provides intrusive and diverse academic support based on student needs.
- All non-exempt Black or African American students would have a comprehensive education plan by the end of their first year.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Effective hiring practices that lead to diverse applicants and hires.
- Professional development related to diversity, equity, and inclusion that reaches all employee groups.
- Professional development focused on student experience both inside and outside the classroom.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Registration process would be simplified, with clear Math and English course listings.

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Confusion About Which Math Course to Take and Registration into the Classes
Math and English course are currently going through curricular changes to make registration easier for students. The updates will be implemented in the near future, so in the meantime, the college needs to create a process that makes English and math selection easier.

Lack of Integrated Academic Support
Support for both students and instructors needs to be continually improved and offered. Tutoring services needs to be more closely integrated with instruction, including at the instructor level especially for math. Student support needs to be integrated in general including tutoring and counseling. For instructors, continual professional development is needed to support math development for both part- and full-time instructors. Assessment with evaluation of effectiveness disaggregated by ethnicity is needed to keep the focus on closing equity gaps.

Non-Equity Minded Culture of Engagement
Professional development for instructors is needed for development of the students both academically and personally to develop the student holistically. As previously mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is also crucial.

Action

Action Steps *

Facilitate English and Math Selection and Registration

Palomar needs to ensure that students know which English and math they need to take. The college has a math placement tool using multiple measures, and in some cases, recommends multiple options. Recommendations are accurate, but the choices leave students unsure about which option to take. Students need better guidance and information about which math course to take before registration. Math and English courses are currently going through curricular changes to make registration easier for students. Updates will be implemented soon, so in the interim, Palomar needs to create a process to make placement comprehendible.

Action Step

- Create a process where students are clearer about which math and English course to take and how to register for them prior to registration.

Provide Integrated Support for Students and Instructors

Continual professional development is needed to support both part- and full-time math instructors on community concepts, collaboration, and pedagogy. Assessment of the support is needed to determine the most effective strategies. Feedback from students' experiences in math may provide useful information on student needs and how to adjust services. Discussions about the effective strategies must be systematic and take place in the departments and/or within the AB 705 group. Support for students must be integrated across pedagogy, tutoring, and counseling. Exploring additional sources of support is an option as well.

Action Step

- Evaluate academic support and instructional practices to determine the most effective strategies for DI student groups and implement improvements.

Implement Strategies to Increase a Sense of Belonging and Validation

Professional development for instructors is needed for development of students both academically and personally to develop the student holistically. As mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is crucial in creating a sense of belong and validation through representation.

Action Step

- Hire bilingual and diverse faculty in the areas of English and math who will use culturally responsive teaching methods.
- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.

Chancellor's Office Supports

Supports Needed
✗ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✗ Policy & Regulatory Actions
✗ Technology Investments & Tools
✗ Proof of Concept Pilots
✗ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance/Professional Development – Increase funding to improve and increase training for faculty related to the following:

- Developing relationships with students within the classroom
- Microaggression, equity, and inclusion
- Best practices related to student-centered learning and development
- Training faculty on how to become a club advisor to increase student interactions outside of classroom

Data and Research

- Train faculty to read critical data related to Student Equity metrics on a consistent basis to analyze and discuss outcomes

- CO to provide accurate and consistent equity metric data regularly

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

Confusion About Which Math Course to Take

Students must enroll into a transferable math course with support if they place below transferable level math. With the transfer-level placement, they need to know which math is needed for their pathway. While MATH 101 seems to be a good choice, it is not a prerequisite to a STEM, Business, or a Social Science pathway which require different math courses. To add, education planning with counselors is limited as appointments are impacted, so students are not receiving career planning which adds to the confusion of which math to enroll in.

Confusing Registration Process for Math and English

When students place below transfer-level math and English, they must register for two separate sections, the transfer level course and the support course. Specific sections are linked together, but students are required to look up the course information separately. This makes scheduling a challenge for students as all the information is not presented in one place.

Palomar also offers non-credit math preparation for students who want additional support. The challenge is that a students must first select non-credit in the search feature before seeing the non-credit section. Next, the non-credit section is under Basic Education, not Non-credit Math. Searching for this course is not intuitive and is difficult to find without a section ID number.

Lack of integrated academic support

Palomar offers a non-credit basic education math course for students who want more support in math. The course is intended to be taken in the summer but can be taken in the Fall or Spring semester as well. Students also have tutoring options at the math, STAR, and STEM centers which are 3 different tutoring locations with different tutors. Hours for tutoring does not always fit the schedules of those who work or have other responsibilities outside of school.

Non-Equity Minded Culture of Engagement

Hispanic/Latinx students deal with negative messaging such as not belonging to academia. The lack of Hispanic/Latinx faculty in both math and English subconsciously reinforces that negative messaging. The lack of

validation continues in English and math courses. Students who learned English as a second language may be doubting their proficiency in English, which adds to the negative messaging. This is significant as these courses are gateway courses in many programs. Again, negative messaging is reinforced at a crucial point in the student journey.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Insufficient access to tutors and embedded tutors in math and English courses.
- Learning communities have been limited in number, and under enrolled.
- Summer bridge program is not offered consistently and has limited student participation.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Fragmented student support such as in tutoring. Students have to be proactive to receive support.
- Our current structure does not ensure that all students have comprehensive education plans. Thus, they may be unaware of what math and English they need.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Current hiring practices have not lead to diversity in hiring so that the demographic composition of faculty and staff does not reflect our student body.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Registration process is confusing. Identifying the course needed is difficult for students, especially English and math with the introduction of support courses.

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Lack of a sense of being valued, validated, or belonging at the institution.

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Tutoring is centrally located and collaborative. Is available when and where needed, and easily accessible to students.
- Students enroll in sets, clusters, and sequences of classes with dedicated support.
- Student-centered scheduling where specific Math and English courses that are needed are offered where and when students can take them.
- Leverage additional options for support such as cohorts, summer bridge programs, or embedded tutors.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Support services are coordinated and proactive, and embedded or aligned with Student Success Teams (SST).
- Study skills workshops, personal development workshops, and other workshops related to student success can also be in the same location.
- Support teams and structure provides intrusive and diverse academic support based on student needs.
- All non-exempt Hispanic/Latinx students would have a comprehensive education plan by the end of their first primary term.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Effective hiring practices that lead to diverse applicants and hires.
- Professional development related to diversity, equity, and inclusion that reaches all employee groups.
- Professional development focused on student experience both inside and outside the classroom.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Registration process would be simplified, with clear Math and English course listings.

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Confusion About Which Math Course to Take and Registration into the Classes
Math and English course are currently going through curricular changes to make registration easier for students. The updates will be implemented in the near future, so in the meantime, the college needs to create a process that makes English and math selection easier.

Lack of Integrated Academic Support

Support for both students and instructors needs to be continually improved and offered. Tutoring services needs to be more closely integrated with instruction, including at the instructor level especially for math. Student support needs to be integrated in general including tutoring and counseling. For instructors, continual professional development is needed to support math development for both part- and full-time instructors. Assessment with evaluation of effectiveness disaggregated by ethnicity is needed to keep the focus on closing equity gaps.

Non-Equity Minded Culture of Engagement

Professional development for instructors is needed for development of the students both academically and personally to develop the student holistically. As previously mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is also crucial.

Action

Action Steps *

Facilitate English and Math Selection and Registration

Palomar needs to ensure that students know which English and math they need to take. The college has a math placement tool using multiple measures, and in some cases, recommends multiple options. Recommendations are accurate, but the choices leave students unsure about which option to take. Students need better guidance and information about which math course to take before registration. Math and English courses are currently going through curricular changes to make registration easier for students. Updates will be implemented soon, so in the interim, Palomar needs to create a process to make placement comprehendible.

Action Step

- Create a process where students are clearer about which math and English course to take and how to register for them prior to registration.

Provide Integrated Support for Students and Instructors

Continual professional development is needed to support both part- and full-time math instructors on community concepts, collaboration, and pedagogy. Assessment of the support is needed to determine the most effective strategies. Feedback from students' experiences in math may provide useful information on student needs and how to adjust services. Discussions about the effective strategies must be systematic and take place in the departments and/or within the AB 705 group. Support for students must be integrated across pedagogy, tutoring, and counseling. Exploring additional sources of support is an option as well.

Action Step

- Evaluate academic support and instructional practices to determine the most effective strategies for DI student groups and implement improvements.

Implement Strategies to Increase a Sense of Belonging and Validation

Professional development for instructors is needed for development of students both academically and personally to develop the student holistically. As mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is crucial in creating a sense of belong and validation through representation.

Action Step

- Hire bilingual and diverse faculty in the areas of English and math who will use culturally responsive teaching methods.

Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance/Professional Development – Increase funding to improve and increase training for faculty related to the following:

- Developing relationships with students within the classroom
- Microaggression, equity, and inclusion
- Best practices related to student-centered learning and development
- Training faculty on how to become a club advisor to increase student interactions outside of classroom

Data and Research

- Train faculty to read critical data related to Student Equity metrics on a consistent basis to analyze and discuss outcomes
- CO to provide accurate and consistent equity metric data regularly

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Basic Needs and Support

Research shows that Black/AA students are disproportionally impacted in the area of basic needs such as food and housing. Black/AA students are also more likely to experience mental health issues. Most students with less social capital are less likely to use services than students with more social capital. That said, the college needs to make sure that Black/AA students are utilizing the resources for basic needs at an equitable rate.

Fragmented Services & Support

Fragmented support continues to be a friction point throughout students' entire journey. Palomar provides services in such a way that perpetuates inequity to completion as services are not necessarily proactive or offered with DI groups in mind. New students may not be aware of the support available to help them to complete their goals and typically need extra support in their first semester. Students transitioning from high school to college are often shocked by the pace and rigor of college. They quickly realize that college is not like high school, yet treat college the same way they treated high school. Not enough is done to assist students in the transition. Secondly, education plans are crucial and are a significant factor in the success of students. When students are directed, they are more likely to achieve their goal. Last, when a student is placed on probation for their first semester, they become invalidated, and the negative connotation of the word probation is punishing the student rather than supporting the student.

Non-Equity Minded Culture of Engagement

Throughout each of the metrics in this plan, there is a theme of the lack of validation (Dr. Laura Rendon) in our campus culture and limited formation of a sense of belonging for our DI populations. Black/AA students are constantly dealing with negative messaging, stereotypes, and microaggressions in both everyday life and in our colleges. As Black/AA students step onto campus, they do not see enough faculty, staff, or administration who look like and represent them. They are often isolated and often the only Black/AA student in the classroom. The absence of images in flyers and communication does not reflect an inclusive environment and perpetuates the negative messaging.

Structure Evaluation

Current Structure
✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Classes are not available to be viewed until 2 weeks before registration.
- Flexible scheduling for those who work full-time (evening, weekend, online).

- For courses that are lecture and lab the course doesn't say that they must enroll in the lab, can be confusing to navigate the course schedule.
- Courses are not offered in a predictable pattern
- Hispanic/Latinx males: Men are often seen as aggressive when they need help;
- Current tutoring practices are that they are all over the campus, students must go to multiple locations and know where to go to receive tutoring.
- Syllabi are colonialized
- Culture of meritocracy and don't acknowledge our students' circumstances.
- Lack of faculty and curriculum development related to racism.
- Textbook and material fees are high cost with limited ZTC section.
- No mandatory practice or policy related to progress for the student to know where they are at and lack of intervention.
- Evaluations do not encompass race consciousness or equitable practices in teaching as an evaluation component.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of feedback to the student while on their student journey. Keeping the student focused on the path.
- Lacking in feedback from student as to why they drop/leave/don't retain.
- Existing department practices and culture create silos thus not allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Selection of major, convoluted and not student friendly.
- Lack of education plans for students at scale.
- Probation process- lacking structure and resources and is criminalized.
- Connect for Success (Early Alert) - lacking clarity.
- Transcript evaluations are not done upon enrollment.
- Lack of timeliness of receiving financial aid, scholarships (incoming students).
- Lack of student engagement (Clubs are they academic, educational, community or cultural).
- Lack of sense of belonging, reflecting the campus with our students.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- More than 25% of respondents reported struggling with a place to live, with the highest percentages African American men (41.2%) (CCEAL).

Ideal Structure
✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Student-centered schedule to include predictable semester offerings, early release of schedules, and flexible scheduling for completion such as weekends and evenings.
- Tutoring is centralized.
- Syllabi are student friendly and equity minded in presentation and in grading.
- Curriculum uses Black/AA voices and culturally relevant material and pedagogy.
- Textbook and material fees are zero cost.
- Faculty evaluations reflect knowledge about equity minded practices.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Every student has a comprehensive education plan for the correct major throughout their entire journey.
- Existing department practices and culture break down silos and allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Major certainty is high.
- Probation process is friendly and supportive.
- Community is created for Black/AA students.
- Receiving financial aid and scholarships is timely for students.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- All external transcripts are evaluated immediately.

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Black/AA students feel seen, valued, and heard.
- Basic needs are taken care of and available.
- Education is not seen as feminine for Black/AA males.
- Lack of available daycare services for all students including those not registered at the Early Childhood Lab.
- Communication is easy, accessible, and provided at the right amount at the right time.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Basic Needs and Support
Basic Need has funding available from the state to include services and the creation of a basic needs center. Because DI groups tend to underutilize services, Palomar needs to make sure that Black/AA students are accessing the services at equitable rates.

Fragmented Services and Support

Intrusive, personalized approach to Black/AA students is needed throughout the student journey. Working with the student holistically is key as many supports needed are personal support and reassurance that students are heading in the right direction. The creation of student success teams will assist with the siloed efforts, but administrative support is needed.

Non-Equity Minded Culture of Engagement

All employees at the college need more professional development in creating a sense of belonging for students and validating students, especially Black/AA students. Often times, Black/AA students are seen as being aggressive. Employees need to be aware of their biases and how their biases manifests in their behavior.

Action

Action Steps *

Provide Coordinated Student Support Services with a Focus on Basic Needs

SSTs will provide coordinated services by facilitating students' experiences throughout their journey. Students transitioning into college need additional support to navigate a new system and to adjust to life with classes and homework. To direct students toward achieving their goals, education planning early and often is crucial as well as participation in tutoring and other academic supports. Additionally, basic needs are imperative to address early in the journey. This also includes mental health services and resources such as computers and Internet. Finally, the probation process, or student success process, needs to be less punitive and more supportive of students. "Placing a student on probation" is using criminalistic language which can easily discourage a student. Students need to be reassured, coached, and mentored through to their success.

Action Step

- Require counseling appointments and/or workshops for first-year Black/AA students to include education planning, an assessment of basic needs, and coaching and mentoring through their first year of success.
- Evaluate academic support and instructional practices to determine the most effective strategies for DI student groups and implement improvements.

Implement Strategies to Increase a Sense of Belonging and Validation

Palomar will address the necessary structural changes needed to create an environment that seeks to retain students by disaggregating data and acting upon it, and continually learning about Black/AA students' lived experiences. In trainings or workshops about DEIAA, participants can be asked to create their next step on how they can apply what they learned in their work. In addition to teaching Palomar employees about lived experiences of our DI students, the college needs to look at representation in our staff. The college has the opportunity to strengthen the diversity of our pools to bring forth the best candidates for Palomar.

Actions steps:

- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism and requiring participants to create a goal or action step.

- While considering employee representation of Black/AA, hire faculty, staff, and administrators who are centered around DEIAA and understand the lived experience of our Black/AA students.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Disaggregated data that shows where students "stop" out to further develop strategies to support retention efforts.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Hispanic/Latinx students experience much of the same friction points as our Black/AA students.

Basic Needs and Support

Research shows that Hispanic/Latinx students are disproportionally impacted in the area of basic needs such as food and housing. Hispanic/Latinx students are also more likely to experience mental health issues. Most students with less social capital are less likely to use services than students with more social capital. That said, the college needs to make sure that Hispanic/Latinx students are utilizing the resources for basic needs at an equitable rate.

Fragmented Services & Support

Fragmented support continues to be a friction point throughout students' entire journey. Palomar provides services in such a way that perpetuates inequity to completion as services are not necessarily proactive or offered with DI groups in mind. New students may not be aware of the support available to help them to complete their

goals and typically need extra support in their first semester. Students transitioning from high school to college are often shocked by the pace and rigor of college. They quickly realize that college is not like high school yet treat college the same way they treated high school. Not enough is done to assist students in the transition. Secondly, education plans are crucial and are a significant factor in the success of students. When students are directed, they are more likely to achieve their goal. Last, when a student is placed on probation for their first semester, they become invalidated, and the negative connotation of the word probation is punishing the student rather than supporting the student.

Non-Equity Minded Culture of Engagement

Throughout each of the metrics in this plan, there is a theme of the lack of validation (Dr. Laura Rendon) in our campus culture and limited formation of a sense of belonging for our DI populations. Hispanic/Latinx students are constantly dealing with negative messaging, stereotypes, and microaggressions in both everyday life and in our colleges. As Hispanic/Latinx students step onto campus, they do not see enough faculty, staff, or administration who look like and represent them. The absence of images in flyers and communication does not reflect an inclusive environment and perpetuates the negative messaging.

Structure Evaluation

Current Structure
✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Classes are not available to be viewed until 2 weeks before registration.
- Flexible scheduling for those who work full-time (evening, weekend, online).
- For courses that are lecture and lab the course doesn't say that they must enroll in the lab, can be confusing to navigate the course schedule.
- Courses are not offered in a predictable pattern
- Hispanic/Latinx males: Men are often seen as aggressive when they need help;
- Current tutoring practices are that they are all over the campus, students must go to multiple locations and know where to go to receive tutoring.
- Syllabi are colonialized
- Culture of meritocracy and don't acknowledge our students' circumstances.
- Lack of faculty and curriculum development related to racism.
- Textbook and material fees are high cost with limited ZTC section.
- No mandatory practice or policy related to progress for the student to know where they are at and lack of intervention.
- Evaluations do not encompass race consciousness or equitable practices in teaching as an evaluation component.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of feedback to the student while on their student journey. Keeping the student focused on the path.
- Lacking in feedback from student as to why they drop/leave/don't retain.
- Existing department practices and culture create silos thus not allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Selection of major, convoluted and not student friendly.
- Lack of education plans for students at scale.
- Probation process- lacking structure and resources and is criminalized.

- Connect for Success (Early Alert) - lacking clarity.
- Transcript evaluations are not done upon enrollment.
- Lack of timeliness of receiving financial aid, scholarships (incoming students).
- Lack of student engagement (Clubs are they academic, educational, community or cultural).
- Lack of sense of belonging, reflecting the campus with our students.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Hispanic/Latinx males learning to ask for help (Latino male transfer document).

Ideal Structure
✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Student-centered schedule to include predictable semester offerings, early release of schedules, and flexible such as evening/weekend scheduling for completion.
- Modules to support language in math and potential other subjects.
- Tutoring is centralized.
- Syllabi are student friendly and equity minded in presentation and in grading.
- Curriculum uses Latinx voices and culturally relevant material and pedagogy.
- Textbook and material fees are zero cost.
- Faculty evaluations reflect knowledge about equity minded practices.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Every student has a comprehensive education plan for the correct major throughout their entire journey.
- Existing department practices and culture create silos thus not allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Major certainty is high.
- Probation process is friendly and supportive.
- Lack of community for these populations.
- Timeliness of receiving financial aid, scholarships (incoming students).

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- All external transcripts are evaluated immediately.

✓ Other
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Hispanic/Latinx students feel seen, valued, and heard.
- Basic needs are taken care of and available
- Stigma of asking for help is gone.
- Lack of available daycare services for all students including those not registered at the Early Childhood Lab.

- Communication is easy, accessible, and provided at the right amount at the right time.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions, if necessary, establishment of the collection of data needed to get a deeper understanding of Hispanic/Latinx students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Basic Needs and Support
Basic Need has funding available from the state to include services and the creation of a basic needs center. Palomar needs to make sure that Hispanic/Latinx students are accessing the services at equitable rates as DI groups tend to underutilize services.

Fragmented Services and Support
Intrusive, personalized approach to Hispanic/Latinx students is needed throughout the student journey. Working with students holistically is key as many supports needed are personal support and reassurance that students are heading in the right direction. Creation of student success teams will assist with the siloed efforts, but administrative support is needed.

Non-Equity Minded Culture of Engagement
All employees at the college need more professional development in creating a sense of belonging for students and validating students, especially Hispanic/Latinx students. Often times, Hispanic/Latinx students are seen as being aggressive. Employees need to be aware of their biases and how their biases manifests in their behavior. Address the necessary structural changes needed to create an environment that seeks to retain students on campus as identified in the other metrics where the institution needs growth. Examples include staffing, disaggregating data and acting upon it, and continually learning about DI students' lived experiences.

Action

Action Steps *

Provide Coordinated Student Support Services with a Focus on Basic Needs

SSTs will provide coordinated services by facilitating students' experiences throughout their journey. Students transitioning into college need additional support to navigate a new system and to adjust to life with classes and

homework. To direct students toward achieving their goals, education planning early and often is crucial. Additionally, basic needs are imperative to address early in the journey. This also includes mental health services and resources such as computers and Internet. Finally, the probation process, or student success process, needs to be less punitive and more supportive of students. "Placing a student on probation" is using criminalistic language which can easily discourage a student. Students need to be reassured, coached, and mentored through to their success.

Action Step

- Require counseling appointments and/or workshops for first-year Hispanic/Latinx students to include education planning, an assessment of basic needs, and coaching and mentoring through their first year of success.

Implement Strategies to Increase a Sense of Belonging and Validation

Palomar will address the necessary structural changes needed to create an environment that seeks to retain students by disaggregating data and acting upon it, and continually learning about Hispanic/Latinx students' lived experiences. In trainings or workshops about DEIAA, participants can be asked to create their next step on how they can apply what they learned in their work. In addition to teaching Palomar employees about lived experiences of our DI students, the college needs to look at representation in our staff. The college has the opportunity to strengthen the diversity of our pools to bring forth the best candidates for Palomar.

Actions steps:

- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism and requiring participants to create a goal or action step.
- While considering employee representation of Hispanic/Latinx, hire faculty, staff, and administrators who are centered around DEIAA and understand the lived experience of our Hispanic/Latinx students.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Fragmented Services and Support

Students do not have support that is proactive, coordinated, and just-in-time along their journey. The college has a Puente program that serves one class at a time. Support needs to be at scale and include academic and personal support and include access to tools that can assist students through college such as a computer, Internet, and printing. To add, students would benefit from seeing the same counselor over time in order to develop rapport and a deeper relationship where the student feels validated.

Access to Information

How the college disseminates information is problematic as it is not easily accessible. Students who communicate better in another language, such as Spanish, face another barrier to accessing information when information is only in English. Additionally, some students may not be aware of their options in education such as transfer opportunities and career pathways. Based on a lack of exposure to transfer options, students may be unknowingly limiting themselves to options in a system that already contains systemic barriers to equity.

Non-Equity Minded Culture of Engagement

Hispanic/Latinx groups feel less validated (CCEAL). There are not enough faculty that are representative of the students which make up over 40% of the population, so they may not associate themselves with higher education. Many students aim for shorter degrees as they don't believe that they can complete a Bachelor's degree. Other times, students may not be exposed enough to opportunities at the universities and may also be concerned about how to pay for a Bachelor's degree. Hispanic/Latinx students benefit from having faculty believe in them, encourage them, and coach them through to transfer success.

Textbooks and Materials

Instructors have been selecting textbooks that are not only high in cost, but also require an access code to access additional material and assignments. These access codes are not only expensive, but they also prevent students from purchasing lower cost used textbooks as the access codes are typically active only for 1 semester for the original buyer. Furthermore, software needed for these textbooks may require numerous updates or large amounts of RAM. For students with older computers or with Chromebooks, they are at a disadvantage when their machines are not compatible with the software or do not have the memory to add or update the software.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Continuous improvement of teaching strategies, not just student learning outcomes.
- Faculty must recognize the critical role they play in students' journeys in terms of believing in students, seeing them, hearing them, and validating them.
- Alignment with university curriculum is limited
- Textbooks with software is expensive

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Counseling is needed at scale
- Working with students holistically – personal support for students is underestimated in importance.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Continuous improvement of teaching strategies, not just student learning outcomes, s examined each year.
- Classrooms are validating spaces for students
- More partnerships with universities, particularly UCs, exist to benefit disproportionately impacted students
- Textbooks are free

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Counseling is provided at scale every semester with a comprehensive ed plan
- Campus focuses on creating a culture of kindness that uses equitable engagement theories such as sense of belonging and validation.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Dedicate general fund toward time and growth needed through conferences, special workshops, and professional development.
- Teach more employees about the data and how to read the data.
- Allow for more global review of administrative policies from understanding to education to contribution.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Integrate equity perspectives at all levels of operation and through everything rather than perpetuating equity as a separate goal.
- ✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Fragmented Support and Access to Information
Beginning with access to information, one strategy would be SSTs with an intrusive stance on disseminating information to students. Additionally, providing services on nights and weekends may help as many of our Hispanic/Latinx males may be head of households who work a traditional workweek.

Non-Equity Minded Culture of Engagement
Create a climate that does not underscore higher education as a meritocracy but as a system that puts the onus of responsibility for student success on the institution rather than on the individual. One strategy to accomplish this is redesigning syllabi to be welcoming and not punitive. Additionally, integrating culturally relevant pedagogy would assist in fostering an environment that includes students and creates a sense of belonging for students who are traditionally underrepresented.

Textbooks and Material Fees
Eliminating use of expensive textbooks with access codes would rid students of the barrier to accessing technology and purchasing required textbooks. Moving all our courses to a low or zero textbook cost would allow equitable access financially for students.

Action

Action Steps *

Provide Coordinated Student Support Services

Puente and the Transfer Center can expand upon transfer services specifically focused on Hispanic/Latinx students. Services does not have to be limited to Puente student only, and can serve general population. The

Transfer Center already has university visits, workshops, university tours, and college fairs. With some of these events, if an added focus was based on language or culture, it may attract more Hispanic/Latinx students. Or if families were invited to attend, that may also help with attendance as Palomar has Tarde de Familia.

Action Step:

- In collaboration with Puente, provide Transfer Center services with a focus on Hispanic/Latinx students.

Underscore the Importance that Faculty Play in the Student Journey

Palomar needs to create a climate that puts the onus of responsibility for student success on the institution rather than on the individual. Redesigning syllabi to reflect equitable grading policies and to be welcoming is also necessary. Additionally, integrating culturally relevant pedagogy would assist in fostering an environment that includes students and creates a sense of belonging for students who are traditionally underrepresented.

Action Step:

- Provide professional development for faculty that teaches them how to coach and mentor students.

Eliminating use of expensive textbooks with access codes

Moving all our courses to a low-textbook or zero textbook cost (ZTC) would allow equitable access required materials. ZTC would remove the barrier to accessing technology and required textbooks.

Action step:

- Add more ZTC sections.

Implement Strategies to Increase a Sense of Belonging and Validation

Palomar needs to better examine disaggregated data to understand the impact and inequity of its practices. Second, administrative policies need to be examined for concepts of student success within a meritocracy versus student success based on the institution's actions. Third, leadership needs to champion DEIAA efforts and integrate equity in all actions rather than separating out equity as something that is additional. Last, financial and human resources are needed. Focusing on both operational and procedural tasks puts more pressure on employees to do more. Therefore, resources, such as time, are needed to make improvements to the system.

Action Step:

- Provide the space, time, and professional development for employees to understand the importance of creating equity minded structures to implement change.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✓ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Make changes with CCLC to make sure that polces do not reinforce the idea of college being a meritocracy.

Completion

Black or African American

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Negative Messaging

Common friction points many Black/AA students face at many institutions include negative messaging about academic capability or propensity toward criminalistic behavior both contributing to a reduced sense of belonging not only to the college but also to education in general.

Lack of Student-Centered Scheduling with Timely Completion

At Palomar College, an additional friction point includes challenges in student-centered scheduling with timely completion in mind. Completion of an academic goal in a timely manner is complicated not only by the lack of coordination in scheduling across disciplines within an academic program, but also by class cancellations and inadequate offerings of certain subjects. These scheduling challenges lead to more opportunities for students to stop out of college and discontinue their education.

Limited Student Engagement and Progress Monitoring

The absence of monitoring student progress in their journey is a missed opportunity for the college to have high-touch engagement with the student. There is no student dashboard to indicate how close students are to completion of their goals. This leaves students with a fuzzy idea of how much longer they need to endure the challenges in college making the attainment of their goal seem further away than it may really be. Additionally, ed planning is optional and not a requirement. The college has not made ed planning a requirement out of the fear that an artificial barrier would be created as there are limited resources to provide the service at scale.

Fragmented Support Throughout the Student Journey

Last, students face challenges accessing student services throughout their journey. Some students are not aware of the support available to help them complete their goals. Students with more cultural and social capital tend to progress more quickly to completion as they are more likely to take advantage of services such as education planning with counselors. Typically, students with less social capital come from disproportionately impacted groups and have lower utilization rates of services. Palomar College currently provides services in such a way that perpetuates inequity to completion. Furthermore, students see the underutilization as a function of their own lack of initiative as they buy into the idea of a meritocracy in higher education when the structure of how the service is provided is problematic and perpetuates inequity. Last, students would benefit from seeing the same counselor over time in order to develop rapport and a deeper relationship where the student feels validated.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Minimal culturally relevant curriculum
- Lack of Black/African American student representation in academia
- Limited perspective of grading for equity (book by Joe Feldman)
- Lack of a student-centered scheduling process that evaluates student need leads to class cancellations and course offerings at times and modalities that may not facilitate student completion
- Underestimated significance of instructional faculty's impact on students in the area of academic success

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Limited intrusive and intentional student engagement academically and personally
- Siloed services in cafeteria style offerings - Student Success Teams in development to counter inequitable access to student services
- Not enough access to education planning with a counselor when needed
- Limited outreach to students close to graduation or with excessive units

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Low number of Black or African American faculty, tutors, and administrators reflecting student population

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Not enough staff in Evaluations and Records leading to limited timely transcript evaluation (at scale) to ensure courses needed for completion
- Updates needed in system of record to improve functionality and experience for students
- Additional IS staff needed to implement changes
✕ Other

Ideal Structure
✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Add culturally relevant curriculum as it relates to Black/African American students to increase sense of belonging in academia. (AATTP, p.8)
- Incorporate Black/African American student testimonies and student success stories to elevate Black/African American voices and perspectives (ACCT/CCEAL, p. 14)
- Incorporate grading for equity concepts by Joe Feldman such as receive support when indicated, resources to catch up when they have fallen behind. (Grading for Equity)
- Student-centered scheduling with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)
- Provide professional development for instructors with a focus on antiracism to be clear, engaging, and focused on student learning while being patient and supportive and helping students with their identities (AATTP 2 of 3)

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- A whole-student philosophy would be adopted that seeks to support students both academically and personally in order to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)
- Ideally, students would receive more frequent and intrusive feedback and support along their student journey especially in the area of education planning. They would receive information about their progress, opportunities relevant to their path, and next steps. (CCRC Working Paper No. 10, 2008, Effective Advising)
- Support services are coordinated, proactive, and embedded or aligned with Student Success Teams (CCRC Working Paper No. 10, 2008)
- Every student has a comprehensive education plan for the correct major throughout their entire journey.
- The college would connect with students by providing opportunities and experiences that enhance their learning experience and promote commitment to completion of their programs. (SSIPP, Effective Advising)
- Re-envision the registration process. For example, consider block scheduling or yearly scheduling.
- Investigate and apply practices for ensuring Black/African American students and Hispanic/Latinx have educations plans early in their education career.
- Implement a student dashboard in SIS and have counselors/SST monitor student progress while utilizing disaggregated data to determine which groups need examination of lived experiences in order to implement an impactful intervention to close equity gaps. (ACCT/CCEAL)

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Have a diverse faculty and staff that students can relate to. (ACCT/CCEAL, p. 14)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Evaluate transcripts for special populations first (Veterans, Athletes, EOPS/TRiO, DRC) in addition to hiring more staff.
- ✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points in the Completion metric:

- Negative Messaging
- Lack of Student-Centered Scheduling with Timely Completion
- Limited Student Engagement and Progress Monitoring
- Fragmented Support Throughout the Student Journey

To increase sense of belonging and validation, equity minded professional development that reaches all employee groups and reinforces culturally relevant curriculum and culturally responsive practices is needed. Equity mindedness needs to be threaded throughout professional development. Regarding completion scheduling, Palomar needs to create opportunities for working cross-functionally and cross divisionally to create a student-centered schedule with completion in mind while leveraging technology for course demand. Creating a dashboard for monitoring student progress will require the college to address customizations in SIS and reviewing the available modules in High Point which is currently being integrated. While prioritizing the necessary updates to the system, we need to prioritize not only by structural need but also by disproportionately impacted groups. Finally, in the creation of student success teams, administration is needed not only for supporting the idea but also for the championing of the teams.

Action

Action Steps *

Implement Strategies to Increase a Sense of Belonging and Validation for Black/African American Students

In order to develop students' sense of belonging to Palomar College and to academia in general, students need to have a campus climate where they feel validated, supported, and cared for. Palomar College can develop a culture

where the college's value and appreciation of Black/African American (AA) students is unmistakable through lifting the voices of Black/AA students, including images of Black/AA students in our material, and hiring more Black/AA employees especially tutors, instructional faculty, and administrators.

Hiring more Black/AA employees for representation is needed. HR developed and incorporated equity minded practices for hiring such as infusing the concept of diversity into multiple questions rather than focusing on a single diversity question in interviews. In hiring protocols, hiring committees need to further their understanding on how people are hard wired to gravitate toward people similar to themselves. Understanding this will bring about a deeper awareness of how our biases and comfort levels, or lack thereof, with diversity come into play in the selection of a candidate and reinforce the status quo.

Engaging in, and potentially requiring, professional development that reinforces culturally relevant curriculum and culturally responsive practices will teach Palomar team members how to better validate students. The college needs to develop PD with the needed theme of antiracism infused throughout all its workshops in addition to offering DEIAA teachings in a separate workshop. Palomar also needs to address how professional development is incorporated into the contracts of classified, administrative, and CAST rather than above and beyond their workloads. Opportunities to participate in PD need to be integrated into the workload in order to increase participation and growth of the development of Palomar's employees.

Actions steps:

- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.
- Examine opportunities to expand upon the explicit bias module in selection committee training.

Focus on Student-Centered Scheduling with Timely Completion in Mind

In order to improve upon student-centered scheduling, the college needs to examine its process and structure in instruction. Processes include employing technology to provide a picture of course demand, preferably with predictability features based on education planning. Software is needed to determine the following: canceling and adding sections, times to offer sections, and location to offer sections. Additionally, siloes need to be broken down to schedule across departments and disciplines in order to make sure necessary courses within a program are not overlapping one another when only 1 or 2 sections are offered for the necessary courses. Last, program maps, including both the requirements and scheduling of courses, need to be examined to determine whether or not a program can be completed (1) within two years, and (2) on a part-time evening and weekend basis as a majority of Palomar's students are attend part-time.

Action step:

- Develop student-centered scheduling process with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)

Monitor Progress Along the Student Journey

Both counselors and students need to be able to monitor student progress along the student journey in order to reduce attempted units to completion and decrease time to completion. Students who find higher education difficult to navigate will benefit from the implementation of technology that can monitor student progress and provide status checks by providing regular, accurate feedback on individual student progress on their student journey. Monitoring technology will enable the college to provide intrusive high-touch interventions that are equity minded and customized for each student. For example, a dashboard allows the college to proactively monitor progress and provide needed communication or interventions such as early alert systems where team members are empowered to reach out to students for "just in time" services and resources.

Action steps include the following:

- Examine structures and processes to monitor student progress and integrated high touch experiences for students.
- Explore the use of a student dashboard in SIS.

Provide Coordinated Student Support Services

Creating Student Success Teams (SST) will assist in providing intrusive support with consideration of the whole student to help ensure they are in the right courses and have the help needed to complete their educational goals. Examples of such support include education planning with counselors or referrals to opportunities relevant to students' paths and next steps. SSTs can facilitate a single point of communication for students reducing the confusion of where to find and who to go to for information. SSTs put the onus of responsibility of utilization of services on the institution rather than on the student by providing opportunities and experiences that enhance their learning and promote a commitment to completion of their programs. Additionally, a whole student philosophy can be implemented to support students both academically and personally to alleviate needs that interfere with their academic pursuits. As mentioned in the Retention metric, basic needs is an area that disproportionally impacts our Black/AA students. SSTs will provide students with more frequent, intrusive and systematic support.

Action steps:

Focusing on Black/AA students, pilot SSTs with a whole-student philosophy that seeks to support students academically and personally to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Additional data on Black/African American students on lived experiences contributing to the perpetuation of the equity gaps.

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Our Latinx students experience the same friction points as mentioned for our Black/AA students. Below are additional details.

Negative Messaging

Hispanic/Latinx students, similar to Black/African American students as mentioned earlier, are constantly dealing with stereotypes and microaggressions. This messaging with little to no validation reduces the sense of belonging to college and to education in general and contributes to students feeling like outsiders.

Lack of Student-Centered Schedule with Timely Completion

The absence of coordination across departments for student-centered scheduling presents barriers to completion of a program. Required courses are scheduled on top of one another, and less common courses that are required in a program are often cancelled due to low enrollment. These friction points challenge students' ability to complete their goal in a timely manner.

Limited Student Engagement and Progress Monitoring

When surveyed through the Community College Equity Assessment Lab (CCEAL), both Hispanic/Latinx and Black students show an immediate concern in the metric of "being completely focused on school." This is an indication of additional items competing for the students' attention. Without a progress monitoring system, Palomar is not able to effectively engage students to keep them focused on their academic goals. Also, Latinx students have a linguistic layer of implications as they, or their parents/guardians, may or may not speak English as a second language. The lack of translated material on campus, communication may be limited and engagement is further reduced.

Fragmented Support Throughout the Student Journey

While a great number of resources exist for students, the navigation of the resources and awareness of the resources is a challenge. Students, in general, find access to student services challenging and as a result, underutilize resources available to them. Services are scattered throughout the campus which presents another challenge to students as they physically have to walk to another building or across campus to take care of their college business. Additionally, some students may be undocumented which brings another set of challenges to

tackle such as the fear of deportation, pathway to legal status, and accessibility to employment to support themselves and possibly their families. Undocumented students may not feel as if they have the authority to access the same resources. Last, students would benefit from seeing the same counselor over time to form a deeper relationship with counselors who can act as a coach and mentor to help them complete their goals.

Structure Evaluation

Current Structure
✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Minimal culturally relevant curriculum which reinforces lower sense of belonging in academia
- Lack of Hispanic/Latinx student testimonies and student success stories to elevate voices and perspectives
- Limited perspective of grading for equity (book by Joe Feldman)
- Lack of a student-centered scheduling process that evaluates student need leads to class cancellations and offering of courses at times and mode that may not facilitate student completion
- Underestimated significance of instructional faculty's impact on students in the area of academic success

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Limited intrusive and intentional student engagement academically and personally
- Siloed services in cafeteria style offerings - Student Success Teams in development to counter inequitable access to student services
- Not enough access to education planning with a counselor
- Limited outreach to students close to graduation or with excessive units
- Undocumented student liaison and center in infancy stages

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Not enough faculty and staff reflective of population

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of timely transcript evaluation (at scale) to ensure courses needed for completion
- Limited communication in Spanish
- Updates needed in system of record to improve functionality and experience for students
- Additional IS staff needed to implement changes
- No student dashboard in SIS to keep track of student progress

✕ Other

Ideal Structure
✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Add culturally relevant curriculum as it relates to Latinx students to increase sense of belonging in academia. (AATTP, p.8)
- Incorporate Latinx student testimonies and student success stories to elevate Latinx voices and perspectives (ACCT/CCEAL, p. 14)
- Incorporate grading for equity concepts by Joe Feldman such as receive support when indicated, resources to catch up when they have fallen behind. (Grading for Equity)
- Student-centered scheduling with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)
- Provide professional development for instructors with a focus on antiracism to be more clear, engaging, and focused on student learning while being patient and supportive and helping students with their identities (AATTP 2 of 3)

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- A whole-student philosophy would be adopted that seeks to support students both academically and personally in order to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)
- Ideally, students would receive more frequent and intrusive feedback and support along their student journey. They would receive information about their progress, opportunities relevant to their path, and next steps. (CCRC Working Paper No. 10, 2008, Effective Advising)
- Support services are coordinated, proactive, and embedded or aligned with Student Success Teams (CCRC Working Paper No. 10, 2008)
- The college would connect with students by providing opportunities and experiences that enhance their learning experience and promote commitment to completion of their programs. (SSIPP, Effective Advising)

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Have a diverse and bilingual faculty and staff that students can relate to. (ACCT/CCEAL, p. 14)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Evaluate transcripts for special populations first such as Veterans, Athletes, EOPS/TRiO, and DRC, in addition to hiring more staff to execute at scale.
- Translate communication, signage, flyers in Spanish.
- Implement a student dashboard in SIS and have counselors/SST monitor student progress while utilizing disaggregated data to determine which groups need examination of lived experiences in order to implement an impactful intervention to close equity gaps. (ACCT/CCEAL)

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points in the Completion metric:

- Weak sense of belonging and validation for students
- Barriers in scheduling with completion in a timely manner in mind
- Challenges monitoring student progress
- Fragmented support for students throughout their journey
- Lack of bilingualism in our campus climate
- Sensitivity to issues surrounding being an undocumented student

To increase sense of belonging and validation, equity minded professional development that reaches all employee groups and reinforces culturally relevant curriculum and culturally responsive practices is needed. Regarding completion scheduling, Palomar needs to create opportunities for working cross-functionally and cross divisionally to create a student-centered schedule with completion in mind while leveraging technology for course demand. Creating a dashboard for monitoring student progress will require the college to address customizations in SIS and reviewing the available modules in High Point which is currently being integrated. While prioritizing the necessary updates to the system, we need to prioritize not only by structural need but also by disproportionately impacted groups. In the creation of student success teams, administration is needed not only for support of the idea but also for the championing of the teams. To increase the translation of our communication in Spanish, the college needs to hire a proper translation service and consider how to translate live presentations for folks to have a deeper understanding of our material. And finally, the creation of the liaison for undocumented students and the center needs to be integrated into all aspects of our operations rather than being siloed in its activities.

Action

Action Steps *

Implement strategies to increase a Sense of Belonging and Validation for Hispanic/Latinx Students

In order to develop students' sense of belonging to Palomar College and to academia in general, students need to have a campus climate where they feel validated, supported, and cared for. Palomar College can develop a culture where the college's value and appreciation of Hispanic/Latinx students is unmistakable through lifting the voices of Hispanic/Latinx students, including images of Hispanic/Latinx students in our material, and hiring more Hispanic/Latinx employees especially tutors, instructional faculty, and administrators.

Creating a safe place and a program for undocumented students will also foster a sense of belonging for students. While hiring a liaison for undocumented students and creating a space for undocumented students is in the works, services for the students need to be thought out and reflect the needs of their lived experiences. Legal services, financial resources for undocumented students, and access to a future in the US need to be considered.

Engaging in, and potentially requiring, professional development that reinforces culturally relevant curriculum and culturally responsive practices will teach Palomar team members how to better validate students. The college needs to develop PD with the needed theme of antiracism infused throughout all its workshops in addition to offering DEIAA teachings in a separate workshop. Palomar also needs to address how professional development is incorporated into the contracts of classified, administrative, and CAST rather than above and beyond their workloads. Opportunities to participate in PD need to be integrated into the workload in order to increase participation and growth of the development of Palomar's employees.

Actions steps include the following:

- Provide additional PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.
- Develop a whole student program for undocumented students that can be integrated into SSTs.
- Translate communication, signage, flyers in Spanish.

Focus on Student-Centered Scheduling with Timely Completion in Mind

In order to improve upon student-centered scheduling, the college needs to employ technology to provide a picture of course demand, preferably with predictability features based on education planning. Software is needed to determine the following: canceling and adding sections, times to offer sections, and location to offer sections. Additionally, siloes need to be broken down to schedule across departments and disciplines in order to make sure necessary courses within a program are not overlapping one another when only 1 or 2 sections are offered for the necessary courses. Last, program maps, including both the requirements and scheduling of courses, need to be examined to determine whether or not a program can be completed (1) within two years, and (2) on a part-time evening and weekend basis as a majority of Palomar's students are attend part-time.

Action step:

- Develop student-centered scheduling process with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)

Monitor Progress Along the Student Journey

Both counselors and students need to be able to monitor student progress along the student journey in order to reduce attempted units to completion and decrease time to completion. Students who find higher education difficult to navigate will benefit from the implementation of technology that can monitor student progress and provide status checks by providing regular, accurate feedback on individual student progress on their student journey. Monitoring technology will enable the college to provide intrusive high-touch interventions that are equity minded and customized for each student. For example, a dashboard allows the college to proactively monitor progress and provide needed communication or interventions such as early alert systems where team members are empowered to reach out to students for "just in time" services and resources.

Action steps include the following:

- Examine structures and processes to monitor student progress and integrated high touch experiences for students.
- Explore the use of a student dashboard in SIS.

Provide Coordinated Student Support Services

Creating Student Success Teams (SST) will assist in providing intrusive support with consideration of the whole student to help ensure they are in the right courses and have the help needed to complete their educational goals. Examples of such support include education planning with counselors or referrals to opportunities relevant to students' paths and next steps. SSTs can facilitate a single point of communication for students reducing the confusion of where to find information and who to go to for information. SSTs put the onus of responsibility of utilization of services on the institution rather than on the student by providing opportunities and experiences that enhance their learning and promote a commitment to completion of their programs. Additionally, a whole student philosophy can be implemented to support students both academically and personally to alleviate needs that interfere with their academic pursuits. As mentioned in the Retention metric, basic needs is an area that disproportionately impacts our Hispanic/Latinx students. SSTs will provide students with more frequent, intrusive and systematic support.

Action steps:

- Pilot SSTs with a whole-student philosophy that seeks to support students academically and personally to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Disaggregated data of our student populations to identified stop gaps in completion.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Palomar will continue the following effective equity efforts on campus that have shown success for our students.

1. Continue to grow and develop the Puente and UMOJA programs.
   Research has shown that Puente and UMOJA significantly increase the likelihood of students completing their goals. Additionally, they are programs that are specific to our underserved DI populations.

2. Continue to further develop and update the mapper tool for student use.
   The mapper tool is a road map and checklist of courses needed to complete degrees at Palomar College. While they are not individualized education plans, they serve as a great resources for students exploring majors and looking for requirements to complete a major.

3. Continue to refine AB 705 processes and policies to align with state mandates.
   Placing students directly into transfer level math courses has shown increased the completion of transfer level course for students within the first year. Continual improvement in our processes is important in order for us to better serve our students.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Palomar's guided pathways efforts are focused on access, retention, success, and completion. This focus on the student journey from entry to completion aligns with the student equity and achievement metrics of enrollment, completion of math and English in the first year, retention and completion. The College has mapped its programs, making them accessible to students and counselors and is not beginning to create student success teams. The first team will focus on our Black/AA student groups. By creating just-in-time support through a continuum of structured and intrusive services focused on the student journey, barriers to completion are broken down and completion is not dependent on cultural and social capital that the student possesses before entering higher education. The equity plan focuses on developing strategies based on the analysis of data from and experiences of disproportionately impacted groups. As the plan was constructed, it was aligned with the college's Guided Pathways work. By tailoring practices specific to disproportionally impacted groups, plans will be directed to serve DI groups which will in turn help other groups rather than creating practices that perpetuate the inequity in access to and utilization of services.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Palomar's Disability Resource Center (DRC) features an Access Technology Center (ATC) located in the Learning Resource Center (LRC). The ATC Team includes a DRC Counselor who specializes in assistive technology (AT Counselor), two lab assistants, and two alternate media specialists. The AT Counselor conducts assessments of qualified students to identify challenges and barriers to accessing digital and print instructional materials. Alternate Media Specialists convert print and electronic books and materials into the preferred format for the student to access, such as e-text, audio, Braille, large print, or another alternate format. The AT Counselor provides one-on-one training in assistive technologies and devices to access the converted material created in the students' specified alternate format for use with Kurzweil, JAWS, or other document and screen reading software or device. Also, the Alternate Media Specialists and AT Counselor support instructional faculty who have DRC students in their classes who have "alternate format material" listed as an approved academic accommodation.

DRC's Deaf and Hard of Hearing (DHH) Program Supervisor ensures deaf students and those with hearing loss enjoy full and equitable access to class materials and curriculum by providing remote and in-person real-time captioning and ASL interpreting. DHH ensures videos in courses in which a DRC student is enrolled have accurate captions. American Sign Language Interpreters are scheduled for in-person and remote classes. The DRC offers assistive listening devices to eligible students with hearing loss to expand access to the curriculum and classroom learning.

DRC's ATC functions as a technology lab for all disabled students who are a part of the DRC. The lab is open Monday through Thursday on a drop-in basis. Students access adjustable height desks, large print keyboards, computers, printers, scanners, CCTV for enlarging print material and a portable one for use in classes, assistive technology, technology support and guidance, and learning tools and devices such as smartpens, audio-recorders, C-pens that facilitate reading print, and more. The AT Counselor trains eligible students in Canvas, speech-to-text and text-to-speech software such as DragonNS, note taking strategies and software such a GLEAN and Echo SmartPen notetaking technology, and much more. The ATC offers interactive tech tips and tools workshops for DRC students too.

DRC's ATC: drc_atc@palomar.edu

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

The college plans to employ the following three strategies to increase FAFSA participation and completion. These strategies are also included in our enrollment management plan submitted as part of our approved Emergency Conditions Allowance request.

- Rehire staff that have retired and/or separated from employment because of the COVID-19 pandemic.
- Dedicate space and staff for FAFSA/CADAA workshops.
- Require the FAFSA/CADA application to be completed to participate in other aid - institutional/emergency aid opportunities.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

The college plans to employ the following three strategies to increase Pell Grant awards.

- Target students that have Pell eligibility with pending items to complete the eligibility process, offering individualized support.
- Market "professional judgement" related to income changes due to loss of income.
- Implement "Course Auditor" a 3rd party product purchased by Palomar that will notify students which classes are Pell payable based on the class being required for completion of degree at the time of registration.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

The college disbursed 2021-22 HEERF to students based on a student questionnaire and indication of need related to loss of income and or hardship related to COVID-19. In addition, Emergency Action state aid was also disbursed under the same criteria of need.

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

No

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The Office of Student Life and Leadership utilizes existing resources with intentional planning and programming to meet the most basic needs of the college's students. The office collaborates with many on-campus departments and programs, including the Financial Aid Office, Health Services (including Behavioral Health and Counseling Services), EOP&S, CalWORKs, Puente, Umoja, Disability Resource Center, Veterans Services, Associated Student Government (ASG), FYRST (Foster Youth Retention Success and Transition), LGBTQIA+, Student Equity and Achievement, Comets Closet (clothing), and many more. Student Life and Leadership also collaborates with off-campus agencies that provide support within the community.

 Some of the notable initiatives that exist include:

- Frequent distribution of basic needs items such as diapers and feminine hygiene products.
- Identifying academic and non-academic programs that are designated as Local Programs that Increase Employability (LPIE) to increase the number of students eligible for CalFresh benefits; hiring a temporary Cal Fresh employee to assist with sign-up and follow-up mgt.
- Events to reduce stigma and promote equitable access:
  - World Health Day (added Humanity Showers as a resource for mobile showers)
  - Human Rights Day event
  - Sock Drive
  - Pack the Pantry
  - Turkey Raffle
  - Weekly Farmer's Markets at all district locations (educational centers and main campus)   Associated Student Government partnership and involvement

With the passage of SB129, the college will hire a Basic Needs Director. In addition, the college is in the initial planning stages to remodel a campus facility to support basic needs and services through LLC with support from AB132 funding.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

As described previously, the college will hire a Basic Needs Coordinator and remodel a campus facility to support basic needs and services.

In addition to further increase participation, the college will:

- Increase social media presence
- Continue and increase presence at the district educational centers.
- Increase partnerships with district-wide campus departments, Associated Student Government, student groups, and clubs.
- Integrate diaper sign up and distribution available from the Anita and Stan Maag Food and Nutrition Center.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

A centerpiece of the college's commitment to supporting the basic needs of its students is the Anita & Stan Maag Food and Nutrition Center (FNC) located on the San Marcos campus. Funded through a $400,000 donation, the FNC was opened in October 2019. The Student Life and Leadership program had operated a food pantry for 34 years, providing weekly food distributions and longer-term support for students who needed it. With the new FNC, the district now has an expanded nutrition center with refrigerators for distributing produce and dairy and increased space for accepting pallets of food. The FNC looks and operates like a fresh food market and provides free food and supplies to students and community members experiencing food insecurity. During the COVID-19 pandemic, the FNC distributed $60,000 in $100 food grocery e-cards directly to students.

After the COVID-19 closure, the FNC has reopened with walk-in hours and Farmer's Market daily options located in the Student Union. Food distribution has also resumed at the Education Centers and through "Grab N Go" services, which include refrigerators and food placed throughout the campus. From January 1, 2022 through July 31, 2022, the FNC distributed 6,840 pounds of food. A HUB Connection proposal is pending, once approved and installed, lockers will provide for parcel pick-up of perishable foods. These lockers will allow for contactless delivery which serves students after hours and students who may be worried about the stigma of going in person to the food and nutrition center. The after-hours lockers will also allow for basic needs distributions (diapers, hygiene kits, etc.) as well. In addition to after-hours lockers, the Student Life and Leadership team has requested additional microwaves and mini-fridges for all locations.

As described earlier, Student Life and Leadership also partners with programs on campus to promote and provide food and basic needs items (e.g., diapers, hygiene kits).

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

The Comets Affordable Learning Materials (CALM) Committee at Palomar College was founded as a task force in Spring 2017 and transitioned into a committee in Spring 2019. The primary goal of this initiative is to make access to education more equitable by eliminating the barrier of high textbook costs for students and facilitating the completion of degree and certificate pathways. The CALM Committee oversees the implementation of affordable learning initiatives across campus and works to educate and support faculty in their transition to Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) offerings.

To date, CALM has supported a total of 50 grants to support the creation of 25 open educational resource (OER) textbooks in 15 different disciplines, as well as a variety of ancillary materials to enhance existing OER textbooks already used in 14 disciplines. Approximately 20% of all course sections at Palomar are currently offered as ZTC/LTC. Two ZTC certificate pathways have been created (in Italian and French), and several departments have already created multiple textbooks including Math, Psychology, Child Development and ESL. As of August 2022, Palomar College has saved students an estimated $9,831,120 in textbook costs as a result of CALM's efforts.

Funding from the Higher Education Emergency Relief Fund (HEERF) has enabled the CALM Committee to offer a total of 38 grants in Spring 2022 to support the creation of textbooks and ancillary materials. Maintaining the momentum of this boost in textbook creation has become the number one priority of the CALM Committee.

Over the next 4-6 years the CALM Committee has a goal of converting 80% of Palomar College's course section offerings to ZTC and to create 10 or more ZTC Degree pathways. To accomplish this goal, the committee will be fully pursuing the CCCO ZTC Program grants to aid in creating our ZTC degree pathways. During the 2022-2023 academic year, the committee will continue to seek funding for textbook creation, increase awareness of the value of a ZTC education, and lay the groundwork to achieve our 80% goal. This includes creating a dedicated institutional support structure and the streamlining of all the processes involved in the implementation of CALM grants.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

The Pride Center provides services and space for the campus LGBTQ+ community, primarily for students but also for staff, faculty, and administration. One of our main functions is to provide a safe space for members of the student LGBTQ+ community to share in a common culture and develop their identities. We have a large open area where students can share experiences, watch movies, play games, or just chat. We also have a study room/library, providing a quiet area for doing homework, quieter conversations, etc.

The Pride Center staff and oversight committee (Pride Center Committee to Combat Hate, PC3H), additionally provide advocacy for the LGBTQ+ community and education of the larger campus community. We hold "Safe Zone" and other types of trainings, including our recent project to educate the campus on the use of chosen pronouns and the importance of displaying their own pronouns, in Zoom meetings, email signatures, and for faculty, on Canvas.

Moreover, the Pride Center/PC3H provides programming for the LGBTQ+ community. Discussion groups, movie nights, and book clubs are some of the events we hold in the Center. Larger campus occasions include celebrations/recognitions for National Coming Out Day, Transgender Day of Remembrance, World AIDS Day, and more. We also hold two signature events each year: a series of lectures for National LGBTQ History Month in October, and a 1-day Queer Pride celebration in May.

 In these ways the Pride Center serves and supports the Palomar College LGBTQ+ community.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Behavioral Health Counseling Services at Palomar College, within the Health Services department, provides free, confidential mental health services for currently enrolled students. Significant efforts have been made to augment our BHCS team and to continue ensuring we do so from a DEIAA and multicultural perspective. Due to the new ongoing funding, our licensed mental health team now consists of one full-time administrator and 5 adjunct part-time behavioral health counselors. Four of our licensed counselors are fluent to provide services in Spanish, including two who identify as Hispanic/Latinx. Our front desk staff in BHCS also is Hispanic/Latinx and speaks fluent Spanish. The ability to communicate in more than one language with our students and their families has been invaluable in reaching underserved populations.

In Fall of 2020, BHCS welcomed its first ever cohort of BH interns to the team. Our interns are graduate students pursuing Master's in Social Work degrees from CSUSM and SDSU. Each year, our interns are selected for their cultural humility and passion for social justice. Interns provide direct clinical services for students and work directly with our Comets Care Network to reach Palomar's most vulnerable students. In previous years, interns have established liaison relationships with our Transitions Program, Pride Center, EOPS, FYRST, and Student Life and Leadership. During the 2022-23 academic year, we plan for our interns to also work directly with Umoja, Puente, the Disability Resource Center, and Veterans Resource Center. These partnerships have provided a direct link to mental health resources for these programs and students.

Our Student Wellness Advocacy Group works in collaboration with BHCS therapists and interns to break stigma and reduce barriers for seeking our services. An example of programming that has resulted from these collaborations is our CometStrong initiative, a new series of workshops dedicated to BIPOC mental health at Palomar College. This initiative will help inform BIPOC mental health training for the entire CCC system, as we are in process of working multiple campuses to record trainings for staff and faculty system wide.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Per Board Policy, the Palomar College Community College Board of Trustees will review and approve the College's student equity plan.

The Board engages in an annual institutional effectiveness and review cycle. As part of this cycle the Board develops annual goals and related tasks. For example, the 2022-23 Board Goals list the following tasks:

- Utilizing an equity lens, discuss data on student access, retention, and completion, including, but not limited to, the progress the district is making toward meeting goals aligned with the Governor's and the California Community Colleges System's Roadmap to Recovery and Vision for Success metrics.
- Aligned with Palomar's vision, mission, and values statement, expect a formal report documenting progress and outcomes of the district's work to 1) foster a culture of inclusion and belonging, and 2) research, review, and revise policies, procedures, and structures with the intent of dismantling systemic inequities and improving equitable outcomes across student groups and the campus community.

During the year, the Board tracks and monitors progress on its Goals and related tasks. In April, the Board engages in an annual institutional effectiveness workshop where disaggregated data on student enrollment, persistence, and completion are discussed. As part of the workshop, the Board reviews progress the College is making on its locally aligned Vision for Success and Equity goals. As part of its work to support the 2022-25 Student Equity Plan, the college will integrate a report on progress towards implementation of strategies designed to eliminate equity gaps into the Board's institutional effectiveness workshop. It will also provide the Board with updates on its work to advance the equity work described in this plan as part of its regular monthly board update report prepared by the campus community.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

The college will seek to leverage funding beyond SEA to advance the institutional equity goals in several ways. Many of the college's current funding streams and specialized programs speak to advancing equitable outcomes. As the college implements its equity plan, it will review funding sources that align with its equity goals and ensure that our programs are integrated into the Equity Plan.

As an Hispanic Serving Institution (HSI), the college has successfully competed for and received Title III and Title V STEM grants. The college recently hired a grants manager. The Grants Manager is tasked with implementing a grant development and implementation process that is driven by the college's strategic and equity goals. The college will review its Board Policy and Administrative Procedures on grants to ensure its grants efforts are guided by the equity and completion goals of the college.

Through the College's Program Review and Planning (PRP) process instructional and noninstructional units review their programs and services (including examining disaggregated data on student success) and develop three-year plans. Units then request resources tied to institution and program specific plans. Each year resources are prioritized, and funding sources are sought to support the requests. The college will align the PRP process with its equity goals and ensure the review process utilized to prioritize resource requests include criteria aligned with the college's equity goals and the specific disproportionately impacted students addressed in the Equity Plan.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The college utilizes various approaches to leverage student voice. Palomar has an active Associate Student Government (ASG) that represents the voice of Palomar students as reflected in active member participation as Student Trustees on

the Governing Board, on governance planning groups (e.g., Educational and Facilities Long-Range Planning Task Force), and in decision-making that impacts implementation and business practices.

Beyond ASG, Palomar students can be heard through their responses to institutional and program level surveys and through engagement in focus groups or listening sessions. For example, the college regularly deploys surveys to capture student voice. The most recent campus-wide surveys include the National Assessment of Collegiate Campus Climate, a quantitative survey on campus racial climate; the ASG Online Class Survey; and an in-house mental health survey. The college also administers surveys specific to programs and to evaluate initiatives (e.g., AB705 implementation). As part of its Educational and Facilities Vision Plan development this semester, the college held seven listening sessions with student groups across campus and at its centers. Questions for the listening sessions were tailored to engage the diverse student body and capture elements that will inform the college's long-range plans and equity goals. Finally, the college engages students in focus groups related to specific topics like AB705 implementation and guided pathways.

The college will continue to use these approaches to leverage student voice, but specifically engage disproportionately impacted student groups included in its equity goals and strategies as appropriate. In addition to collecting student voice on topics like inclusion and culture, specific topics will be addressed related to goals and strategies in the plan (e.g., completion of math and English, persistence, completion). To ensure action based on student voice, prior to implementing activities, the college will identify its research question(s) and expected action items. For specific goals and strategies, the college will establish an action plan of collected expectations that includes specific follow-up describing how the information will be used.

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