



STRATEGIC PLANNING COUNCIL AGENDA

Date: April 1, 2014
Starting Time: 2:00 p.m.
Ending Time: 3:45 p.m.
Place: **AA-140**

CHAIR: Deegan

MEMBERS: Barton, Claypool, Cuaron, Davis, Dimmick, Falcone, Gilroy, Gonzales, Holmes, Larson, Laughlin, Lienhart, Maunu, Moore, Navarro, Perez, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez, Wick

RECORDER: Ashour

	Attachments	Time
A. <u>MINUTES</u>		2 min
1. Approve Minutes of March 4, 2014		
B. <u>ACTION ITEMS/SECOND READING</u>		5 min
1. Board Policy 3250-Institutional Planning; 3710-Securing of Copyright; 3715-Intellectual Property; 4020-Program Curriculum & Course Development	Exhibit B1	
C. <u>ACTION ITEMS/FIRST READING</u>		10 min
1. Board Policy 5110-Counseling Services; BP 5130-Financial Aid Veterans and Scholarship Services; BP 5140-Disability Resource Center-Disabled Student Program & Services; BP 5700-Athletics	Exhibit C1	
2. Administrative Procedure 4240-Academic Renewal; AP 5055-Enrollment Priorities; AP 5130-Financial Aid Veterans and Scholarship Services	Exhibit C2	
D. <u>INTEGRATED PLANNING MODEL</u>		60 min
1. SPC Timeline Check-In		
2. Student Equity Plan		
3. Staffing Plan		
4. Institution Set Standards		
5. Special SPC meeting April 29		
E. <u>INFORMATION/DISCUSSION</u>		15 min
1. Legislative Update		
F. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Self-Evaluation Update		
G. <u>REPORTS OF PLANNING COUNCILS</u>		10 min
1. Finance & Administrative Services Planning Council – Ron Perez		
2. Human Resource Services Planning Council – John Tortarolo		
3. Instructional Planning Council – Berta Cuaron		
4. Student Services Planning Council – Adrian Gonzales		
H. <u>REPORT FROM PC3H COMMITTEE</u>		5 min
I. <u>OTHER ITEMS</u>		



**STRATEGIC PLANNING COUNCIL
MEETING MINUTES
April 1, 2014**

A regular meeting of the Palomar College Strategic Planning Council scheduled April 1, 2014, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

ROLL CALL

Present: Barton, Claypool, Cuaron, Deegan, Dimmick, Falcone, Gilroy, Gonzales, Holmes, Larson, Lienhart, Perez, Sourbeer, Stockert, Talmo, Tortarolo, Velazquez
Absent: Davis, Laughlin, Maunu, Moore, Navarro, Titus, Wick
Guests: Joan Decker, Debra Doerfler, Kendyl Magnuson
Recorder: Cheryl Ashour

A. MINUTES

1. Approve Minutes of March 4, 2014

MSC (Sourbeer/Larson) to approve the Minutes of March 4, 2014 as written (Claypool abstained)

B. ACTION ITEMS/SECOND READING

1. Board Policy 3250-Institutional Planning; 3710-Securing of Copyright; 3715-Intellectual Property; 4020-Program Curriculum & Course Development (Exhibit B1)

MSC (Tortarolo/Barton) to approve Board Policy 3250-Institutional Planning, as written

MSC (Tortarolo/Larson) to approve Board Policy 3710-Securing of Copyright, as written

MSC (Tortarolo/Larson) to approve Board Policy 3715-Intellectual Property, as written

MSC (Tortarolo/Larson) to approve Board Policy 4020-Program Curriculum & Course Development, as written

C. ACTION ITEMS/FIRST READING

1. Board Policy 5110-Counseling Services; 5130-Financial Aid Veterans and Scholarship Services; 5140-Disability Resource Center-Disabled Student Program & Services; 5700-Athletics (Exhibit C1)

Brian Stockert discussed the revisions to BP 5110 and 5140; Adrian Gonzales discussed the revisions to BP 5700; and Kendyl Magnuson discussed the revisions to BP 5130. These policies will return for action/second reading at the next SPC meeting.

2. Administrative Procedure 4240-Academic Renewal; AP 5055-Enrollment Priorities; AP 5130-Financial Aid Veterans and Scholarship Services (Exhibit C2)

Kendyl Magnuson discussed the revisions to AP 4240, 5055 and 5130. Council members discussed the Group 8 age limit change being proposed in AP 5055; the Council supported the age increase from 15 to 16 years of age. Mr. Tortarolo asked that a reference be added to as follows: "Also see AP 5011 titled Admission and Concurrent Enrollment of High School and Other Young Students." The administrative procedures will return for action/second reading at the next SPC meeting.

D. INTEGRATED PLANNING MODEL

1. SPC Timeline Check-In

Michelle Barton discussed the upcoming activities.

2. Student Equity Plan (Exhibit D2)

Adrian Gonzales gave an overview of the Student Equity Plan. He discussed the history, elements of the plan, and the next steps; Michelle Barton discussed the required research and analysis. The plan is due November 21, 2014.

3. Staffing Plan

John Tortarolo stated that a first reading of the Staffing Plan will come to SPC at the next meeting.

4. Institution Set Standards Student Equity Plan (Exhibit D4)

Michelle Barton stated that the Accrediting Commission requires each college to submit standards it has set for itself regarding course success rate, degrees, certificate, and transfer. Two additional standards will be required next year: basic skills improvement and SPAR. Ms. Barton summarized the results of Palomar College's institution set standards, which will be submitted with the 2014 ACCJC Annual Report.

5. Special SPC meeting April 29

Michelle Barton proposed meeting on April 29 in order to complete all the tasks SPC needs to do before the end of the semester. There was consensus to meet April 29.

E. INFORMATION/DISCUSSION**1. Legislative Update**

Laura Gropen discussed the following state legislature bills and its potential impact on Palomar College:

- AB 1924-BA Pilot Program
- AB2557-Tiered Tuition
- SB850-Community College BA Pilot Project
- AB2558-Community College Faculty/Staff Development
- SB965-San Francisco Community College Funding
- AB1942-BOG-Minimum Conditions
- AB2087-BOG-Remove BOG authority to assign a special trustee
- SB967-Student Safety Sexual Assault Act
- SB845-Electronic disbursement of financial aid
- AB2467-Grants/scholarships for military vets

F. ACCREDITATION RECOMMENDATIONS AND PROGRESS**1. Accrediting Commission Actions and Policy Updates**

There were no actions to report.

2. Accreditation Self-Evaluation Update (Exhibit F2)

Dan Sourbeer distributed the form that will be used for the 2014 Annual Report and reviewed the categories. He reported on the progress of the Distance Education Report.

G. REPORTS OF PLANNING COUNCILS**1. Finance and Administrative Services Planning Council**

No report.

2. Human Resource Services Planning Council

No report.

3. Instructional Planning Council

Dan Sourbeer reported that IPC began allocating PRPs at its last meeting.

4. Student Services Planning Council

Adrian Gonzales reported that SSPC discussed the MIS reporting and previewed student equity.

H. REPORT FROM PC3H COMMITTEE

No report

I. OTHER ITEMS**1. Budget**

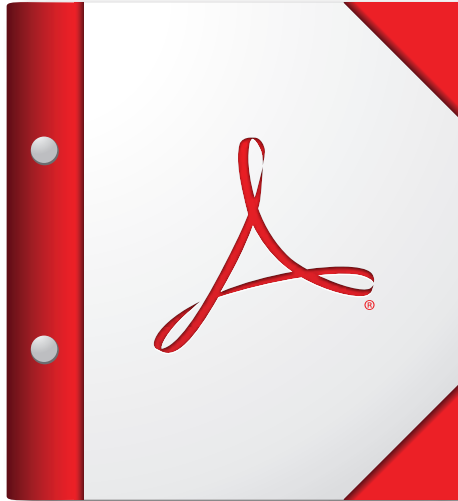
President Deegan reported on the discussion of the March Community College Executive Officer Board meeting regarding the State budget and its impact on community colleges. He stated that the Department of Finance came to the meeting and discussed the Student Equity Plan and its funding.

2. ASG

Genesis Gilroy reported that members of ASG went to Washington DC last month; they advocated in the offices of Senators Boxer and Feinstein and Congressman Peters. Three main issues were presented to them: Pell Grants, Dream Act, Student and Family Tax Simplification Act. ASG began polling on two student issues: proposed parking fee increase and a new proposal to add e-cigarettes to the campus policy; a couple hundred have voiced their opinion so far. ASG will be participating in a STOMP tour to UCLA. The polls and tour were advertised at a forum held last week, where students had the opportunity to ask ASG questions for four hours.

J. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:26 p.m.



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STUDENT SERVICES
REV 1/24/14

BP 5110 COUNSELING SERVICES

References:

Education Code Sections 78210 et seq.;
Title 5 Section 51018

Counseling services are an essential part of the educational mission of the District.

The Superintendent/President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

Counseling shall be required for all first time students enrolled for more than six units in an academic term, students enrolled provisionally, and students on academic or progress probation.

See **Procedure-AP 5110** titled Counseling as well as **BP Policy 5050** titled **Matriculation Student Success and Support Program**.

STUDENT SERVICES

REV 1/24/14

Update #23: This policy was revised to update the legal references.

Update #20 Revised to clarify the meaning of "covered services."

BP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES**References:**

20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668;
Education Code Sections 66021.6, 76037, and 76300;
U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended

The Financial Aid, Veterans' & Scholarships Services Office is responsible for the administration of federal, state, and institutional financial aid programs (i.e., fee waiver, grants, federal work study and loans), internal and external scholarships, and the Veterans Educational Benefits program.

All financial aid programs will adhere to guidelines, procedures, and standards issued by federal and state laws and other applicable regulatory and institutional requirements.

The Financial Aid, Veterans' & Scholarships Services Office shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Any student suspended or expelled from the College shall be ineligible for scholarships, loans, grants-in-aid, or any other financial aid given or guaranteed by the College, state, or federal government, during the period of the suspension or expulsion.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of

- the nature of its educational program,
- the nature of its financial charges,
- the employability of its graduates.

The Superintendent/President shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing ~~covered services~~ educational programs, marketing, advertising, recruiting or admissions services concerning the

37 District's educational programs, financial charges, and employment of graduates to
38 assure compliance with this policy.

39 The Superintendent/President shall establish procedures wherein the District shall
40 periodically monitor employees' and vendors' communications with prospective students
41 and members of the public and take corrective action where needed.

42 This policy does not create a private cause of action against the District or any of its
43 representatives or service providers. The District and its Governing Board do not waive
44 any defenses or governmental immunities by enacting this policy.

45 See AP 5130 titled Financial Aid, Veterans' & Scholarships Services as well as BP 5500
46 titled Standards of Conduct.

STUDENT SERVICES

REV 3/7/14

Update #20 This policy was revised to reflect recent changes to Title 5 regarding accommodation of disabled students.

Update #23: revised to add technology accessibility as a DSPS service.

BP 5140 DISABILITY RESOURCE CENTER (DRC)/ DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

References:

Education Code Sections 67310 and 84850;
Title 5 Sections 56000 et seq. and 56027

Students with disabilities shall be ~~assisted to participate whenever possible in the regular educational~~ reasonably accommodated pursuant to federal and state requirements in all applicable programs in the District.

Disability Resource Center (DRC)/Disabled Student Programs and Services (DSPS) shall be the primary provider for support programs and services that facilitate equal educational opportunities for ~~disabled students~~ students with disabilities who can profit from instruction as required by federal and state laws.

DRC/DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

No student with disabilities is required to participate in DRC /DSPS.

The District shall respond in a timely manner to accommodation requests involving academic adjustments. The Superintendent/President shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The Superintendent/President shall assure that the DRC/DSPS conforms to all requirements established by the relevant law and regulations.

See AP Procedure 5140 titled Disability Resource Center (DRC)/Disabled Students Programs and Services (DSPS).

Changes in yellow are suggested by CCLC via the Updates process. Changes in green are from the P&P Committee meeting of 3/7/14

Date Adopted: 04/08/2008; Revised:

STUDENT SERVICES

REV 1/24/14

This procedure was revised to update the name of the Commission of Athletics.

BP 5700 ATHLETICS

References:

Education Code Sections 78223, 66271.6, 66271.8, and 67360 et seq.

The District shall maintain an organized program for men and women in intercollegiate athletics. The program shall not discriminate on the basis of gender in the availability of athletic opportunities.

The Superintendent/President shall assure that the athletics program complies with state law, the California Community College Athletic Association (CCCCAA) California Community Colleges Commission on Athletics Constitution, and Sports Guides, and appropriate Conference Constitution regarding student athlete participation.

The District shall assume financial responsibility for the Athletic Program.

See AP Administrative Procedure 5700 titled Athletics.

INSTRUCTIONAL SERVICES

REV 12-16-13

AP 4240 ACADEMIC RENEWAL**References:**

Title 5 Sections 55044 and 55046

A student may petition for up to thirty (30) units of previous substandard (D, F, FW, NC/NP) course work attempted at Palomar College or any other institution to be disregarded when computing the grade point average (GPA). Academic Renewal is not allowed if course work to be disregarded has previously been used to fulfill degree, certificate, or transfer certification requirements.

Note: *Current and potential financial aid students are advised that all units attempted will count in the "total units attempted" limit for financial aid eligibility. Academic Renewal does not eliminate units for financial aid purposes.*

Procedures:

- The student completes a Petition for Academic Renewal with a counselor's assistance. Forms are available from the Counseling or Records Offices. Petitions are submitted to the Records Office
- ~~The majority of course work in the term(s)~~ At least 50% of the units attempted in the terms under consideration must be substandard, the total GPA of which is less than 2.0; and must no longer reflect the student's current level of performance and capabilities
- Two years must have passed since attempting the course work to be excluded from GPA calculation
- The student must have successfully completed 24 semester units since the term(s) to be disregarded, either at Palomar or another regionally accredited college or university
- The student must have a minimum 2.0 GPA since the time of attempting the course work to be disregarded
- The petition will be reviewed by Records Office personnel for compliance with policy and procedures. The student will be notified by mail and/or email of the approval or denial of the request

Academic Renewal does not guarantee that other institutions will approve such action. This determination will be made by the respective transfer institution.

Students who have attempted more than thirty (30) units in the terms to be disregarded may submit a Student Petition to the Academic Review Committee for consideration.

Date Approved: SPC 3/16/2010*(Replaces current Palomar Procedure 419)*

Annotation of Permanent Record:

It is important to understand that the student's permanent record (transcript) will be annotated in such a manner that all course work will remain legible, insuring a true and complete academic history. Academic renewal actions are irreversible- and these courses may not be taken again within the Palomar College District for academic credit.

Office of Primary Responsibility: Student Services

STUDENT SERVICES

REV 3/7/14

This procedure was revised in legal Update 20 issued by the Policy and Procedure Service in April 2012 to reflect the amendment to Education Code Section 66025.8 regarding priority enrollment for members of the Armed Forces and the addition of Section 66025.9 providing priority enrollment for foster youth. Additional changes are being suggested by Enrollment Services.

AP 5055 ENROLLMENT PRIORITIES**References:**

Education Code Section **s** 66025.8 **and 66025.9**;
Title 5 Section 58106

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See Board Policy and Procedure 4260 titled Prerequisites, Co-requisites, and Advisories)

Enrollment may be limited due to the following:

- health and safety considerations
- facility limitations
- faculty workload
- availability of qualified instructors
- funding limitations
- regional planning
- legal requirements
- contractual requirements

No registration procedures shall be used that result in restricting enrollment to a specialized clientele.

Special registration assistance may be given to **disabled students students with disabilities**. It may also be given to a limited number of disadvantaged students upon specific recommendation of the Assistant Superintendent/Vice President for Student Services.

DEFINITIONS

- a. Active Duty Military - Students who **has have** verified that **he/she is** they are currently on active duty and **is are** identified in the student system.

NOTE: The **yellow highlighted** language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services.

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

- b. Foster Youth - Students under the age of 25 who verify that they are current or former Foster Youth as identified in the student system.
- c. CalWORKs – Students who are recipients of California Work Opportunity and Responsibility to Kids (CalWORKs) as identified in the student system.
- d. Disability Resource Center (DRC) - Students who are receiving Disability Resource Center support programs and services.
- e. Extended Opportunity Programs and Services (EOPS) - Students who meet the eligibility criteria for EOPS services and are verified in the student system.
- f. Continuing Student - Students who ~~was~~ were enrolled in the previous semester (summer not included).
- g. Educational Plan - Students with a declared major who have developed an academic plan as identified in the student system.
- h. Fully-Matriculated - Students who have completed assessment, orientation and have an educational plan on file as identified in the student system.
- i. Non-Matriculated - Students who have NOT completed one or more of the following services: orientation, assessment or an educational plan.
- j. New Students - Students entering Palomar College for the first time with no previous academic history at the district.
- k. Returning Students - Students returning to Palomar College after an absence of one or more semesters (Summer not included).
- l. Concurrently Enrolled – Students who are concurrently enrolled at a four-year institution or high school while attending community college.
- m. Students with 90+ Units - Students who have ~~earned~~ 90 or more earned units completed at Palomar College. Earned units are defined in title 5 55023 as courses with grades of A, B, C, D, or P. Grades of W, I, F, and NP are excluded. Also excluded are all Basic Skills and Non-credit ESL. ~~of credit coursework at Palomar College, but excluding basic skills and non-credit ESL units.~~
- n. Veteran - Student who has verified that he/she has been discharged from military service within the past ~~four~~ 15 years as identified in the student system.

NOTE: The yellow highlighted language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services.

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

- 79 o. High Unit Majors – Academic programs that require more than 40 units in the
80 major.
- 81
- 82 p. Students in their last term of attendance – Students who have been approved by
83 a counselor, have an approved transfer plan from the Transfer Center, or who
84 have petitioned to graduate by the early petition deadline and who have indicated
85 that the next term will be their last term of attendance prior to graduation or
86 transfer. Participation in this priority group is afforded to a student only one time
87 (no exceptions).
- 88
- 89 q. Approved Special Programs – Any program or special group of students may
90 petition to the Registration Committee for inclusion in the “Approved Special
91 Programs” registration priority group. Criteria for inclusion should include but is
92 not limited to: a requirement for the completion of orientation, assessment, and
93 the development of an educational plan and the program or group is subject to
94 additional requirements to maintain a full-time load or specialized course of study
95 from an outside governmental agency that is officially recognized by Palomar
96 College or other governing body that is officially-recognized by Palomar College.
97 governing body. All petitions for inclusion as an “Approved Special Program”
98 must submit this request through the Registration Committee to render a
99 decision. Petitions must demonstrate the need, possible consequence for not
100 having priority, and the ways in which the program or group benefits their
101 students. Any approval by the Registration Committee remains in effect until it is
102 revoked by the committee. No group or number of groups will be approved that
103 would result in a substantial loss of access to the groups of students who follow
104 this priority group.
- 105

106 Students will be assigned registration appointments on the basis of degree-applicable
107 earned units completed at Palomar College. †Earned units are defined in title 5 55023 as
108 courses with grades of A, B, C, D, or P. Grades of W, I, F, and NP are excluded. Also
109 excluding are all Basic Skills and Non-credit ESL-†. Registration appointments are
110 assigned in the following priority scheme:

111

- 112 • **Category Group 1.** (SSSP Categories 1 and 2) Disability Resource Center
113 (DRC) RESOURCE CENTER, EOP&S, TRIO/SSS Students, foster youth,
114 CalWORKS, eligible veterans, and active duty military personnel who are
- 115 ○ Continuing students and,
- 116 ⊖ New, returning, and transfer students who submit an application and
117 complete assessment, and orientation and development of an education plan
118 prior to the deadline date (Foster Youth and DRC students are exempted
119 encouraged from the requirement to complete assessment, orientation and
120 development of an education plan).

NOTE: The yellow highlighted language is from legal Update 20 disseminated to districts in April 2012.
Changes in red and blue are from Student Services.

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). ~~units in the following order:~~

- a. ~~Below 90 units (by descending unit order)~~
 - b. ~~90 units and above (by ascending unit order)~~
Students who would otherwise qualify for Category Group 1, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. (Foster youth are exempted from these requirements.) Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.
- **Group 2. (SSSP Category 3)** Students in their last term of attendance prior to graduation or transfer
 - Appointments are assigned by descending unit order for all earned units completed at Palomar College (as defined earlier in this Administrative Procedure)
 - **Category 2 Group 3.** New, returning, transfer, and continuing students who complete orientation, ~~and~~ assessment and development of an educational plan in the immediate period of time prior to the deadline date, usually the first day of class for the preceding full academic term

~~Appointments are assigned in the following order:~~

- a. ~~Below 90 units (by descending unit order)~~
 - b. ~~90 units and above (by ascending unit order)~~
- Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). (Students who would otherwise qualify for Category Group 3, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

NOTE: The yellow highlighted language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services.

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

Group 4. (SSSP Category 3) Students participating in approved special programs.

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Category Group 4, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

- **Category 3 Group 5. (SSSP Category 3)** Continuing students ~~(students~~ who are actively registered at census the prior semester or actively registered in a course as of the deadline date).

~~Appointments are assigned in the following order:~~

- ~~a. Below 90 units (by descending unit order)~~
- ~~b. 90 units and above (by ascending unit order)~~

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Category Group 5, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

- **Category 4 Group 6.** New, returning, or transfer students who are not in category-group23.

~~Appointments are assigned in the following order:~~

- ~~a. Below 90 units (by descending unit order)~~
- ~~b. 90 units and above (by ascending unit order)~~

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Category Group 6, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions

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can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

Group 7. New **Returning** or continuing students with 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure ~~excluding Basic Skills and Non-credit ESL~~] and/or students who have been on Academic or Progress Probation for two or more consecutive terms.

~~Appointments are assigned by ascending unit order, starting at 90.5 units, for all earned units completed at Palomar College (as earned units are defined earlier in this Administrative Procedure).~~

- **Category 5Group 8.** Non-high school graduates age **15 16** to 18. ~~Students less than 15 16 years of age require permission of the instructor to enroll in classes. Some classes may have waiting lists for students wanting to enroll:~~
 - ~~○ The department chair and the dean will establish the wait list size. The practice of establishing an unlimited wait list as a measure of demand for a course is to be minimized.~~
 - ~~○ All instructors should follow the wait list system. However, if an instructor will not follow the wait list system, no wait list will be established for those sections taught by that instructor.~~
 - ~~○ Admittance into a closed class will occur only with permission of the instructor.~~

~~A student who has lost a higher level of priority registration, may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student. Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.~~

Office of Primary Responsibility: Enrollment Services

NOTE: The **yellow highlighted** language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services.

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(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

STUDENT SERVICES

REV 1/24/14

This policy was revised to update the legal references.

AP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES**References:**

Education Code Section 66021.6 and 76300;
Title 5 Sections 58600 et seq.
20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668;
U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended.

Financial Aid programs available include:

- BOGW – Board of Governors Enrollment Fee Waiver Program for California residents
- Cal Grants (Cal Grant B, C)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- William D. Ford Federal Direct Student Loan Program
- Institutional Emergency Student Loans

Financial Aid Application Process

Applications are available on eServices and information is available at
www.palomar.edu/fa

Scholarship information

Applications for Palomar College scholarships may be accessed using. Applications for external scholarships require a separate application available in the Financial Aid Office.

Veterans Educational Benefits Program

Federal Veterans Educational Benefits Program and Department of Defense Educational Benefits Program is available at the District. Students can apply to receive their benefits at the San Marcos campus. Information is available at
www.palomar.edu/fa

Compliance

All financial aid, scholarships, and Veterans Educational Benefits Program must adhere to guidelines, procedures, and standards issued by federal and state laws and regulations and institutional policies.

Misrepresentation

Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.

See BP 5130 titled Financial Aid, Veterans' & Scholarships Services

Office of Primary Responsibility: Financial Aid, Veterans' & Scholarships Services

Student Equity

2014

Palomar College Student Equity Report 2014; Institutional Research & Planning

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Overview

- ◆ History
- ◆ Plan Requirements
- ◆ Required Research/Analysis
- ◆ Next Steps

Palomar College Student Equity Report 2014; Institutional Research & Planning

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History

History

- ◆ **1992:** in response to legislation the BOG adopted a student equity policy to ensure that historically underrepresented groups have an equal opportunity for access, success, transfer; requiring districts to develop, implement & evaluate a student equity plan
- ◆ **1996:** the BOG amended its policy to establish the adoption of a student equity plan as a minimum standard for receipt of state funding

History

- ◆ **2002:** BOG adopted recommendations of the Task Force on Equity and Diversity for title 5 regulations requiring colleges to develop Student Equity Plan
- ◆ **2003:** Chancellor's office provided guidelines to college for development of the plan
- ◆ **2005:** Chancellor's office asked colleges to update/complete Student Equity plan

History

- ◆ **2008 – 09 to 2012 – 13:** Plans are suspended due to 40% - 52% budget cuts to programs and categorical flexibility
- ◆ **2011:** Student Success Task Force established
- ◆ **2012:** Student Success Act of 2012 (SB 1456) and reaffirmation of equity goals
- ◆ **2013:** Student Equity Workgroup convened

Potential Funding Opportunity

- ◆ **2014:** Governor proposes \$200 million for SSSP funding
 - \$100 million for 3SP plans
 - \$100 million for Student Equity Plans
- ◆ \$100 million: "...close the achievement gaps in access and success in underrepresented student groups as identified in local student equity plans."
- ◆ SB 851 (Leno): Would required funds to be allocated "in a manner that ensures districts with a greater proportion or number of students who are high-need, as determined by the Chancellor's Office, receive greater resources to provide services to these students."

Elements of the Plan

Elements of the Plan

- ◆ Coordinate the development of the SSSP Plans (SB1456) with the Student Equity Plan
- ◆ Establish a Student Equity Plan Committee
- ◆ Identify strategies to monitor and address equity
- ◆ Mitigate disproportionate impact on students
- ◆ Coordinate interventions and services for students at risk of academic progress or probation (Title 5, Section 55100)

Elements of the Plan

- ◆ Success Indicators
 - ◆ Access
 - ◆ Course Completion
 - ◆ ESL and Basic Skills Completion
 - ◆ Degree and Certificate Completion
 - ◆ Transfer
 - ◆ Student Success and Support Services: The effect of mandatory participation of new students in SSSP services on the other indicators

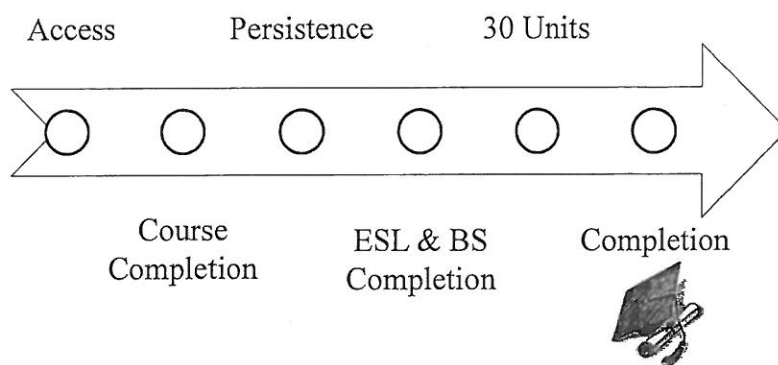
Elements of the Plan

◆ Required Populations to be addressed:

- ✦ American Indians or Alaskan Natives
- ✦ Asians or Pacific Islanders
- ✦ Blacks
- ✦ Hispanic
- ✦ Whites
- ✦ Men
- ✦ Women
- ✦ Persons with Disabilities

Required Research/Analysis

Success Indicators along the Student Pathway



Required Research/Analysis Subpopulations

◆ Success Indicators

◆ Subpopulations



- ✦ Gender
- ✦ Age
- ✦ Race & Ethnicity
- ✦ Disability Status

Required Research/Analysis

Assessing Disproportionate Impact

◆ Proportionality Index

- Compares subpopulation % within the entire population to subpopulation % on some outcome.

- Example



◆ 80% Rule

- The highest category serves as a standard, and 80% of that is the threshold for determining disproportionate impact.

- Example



Summary

Student Equity Measures & Disproportionate Impact					
Success Indicators		Subpopulations			
		Gender	Age	Race	Disability
Access	Enrollment	No			
Course Completion	Successful Course Completion	No	No	Yes	No
ESL & Basic Skills Completion	English	No	Yes	Yes	Yes
	ESL	Yes	Yes	Yes	No
	Math	Yes	No	Yes	No
Degree & Certificate Completion	Persistence	No	No	Yes	No
	30 Units	No	Yes	Yes	No
	Completion	No	Yes	Yes	Yes
	Degrees & Certificates	Yes	Yes	Yes	No
Transfer	Transfer	No	Yes	Yes	Yes
	Transfer Prepared	Yes	Yes	Yes	No
	Transfer-Related Outcome	No	Yes	Yes	Yes

Summary

Student Equity Measures & Disproportionate Impact: Prepared					
Success Indicators		PREPARED Subpopulations			
		Gender	Age	Race	Disability
Access	Enrollment				
Course	Successful Course				
Completion	Completion				
ESL & Basic	English				
Skills	ESL				
Completion	Math				
Degree &	Persistence	No	No	No	No
Certificate	30 Units	No	No	No	No
Completion	Completion	No	No	Yes	No
	Degrees & Certificates	Yes	Yes	No	No
Transfer	Transfer	No	No	No	No
	Transfer Prepared	Yes	Yes	No	No
	Transfer-Related Outcome	No	No	No	No

Palomar College Student Equity Report 2014; Institutional Research & Planning

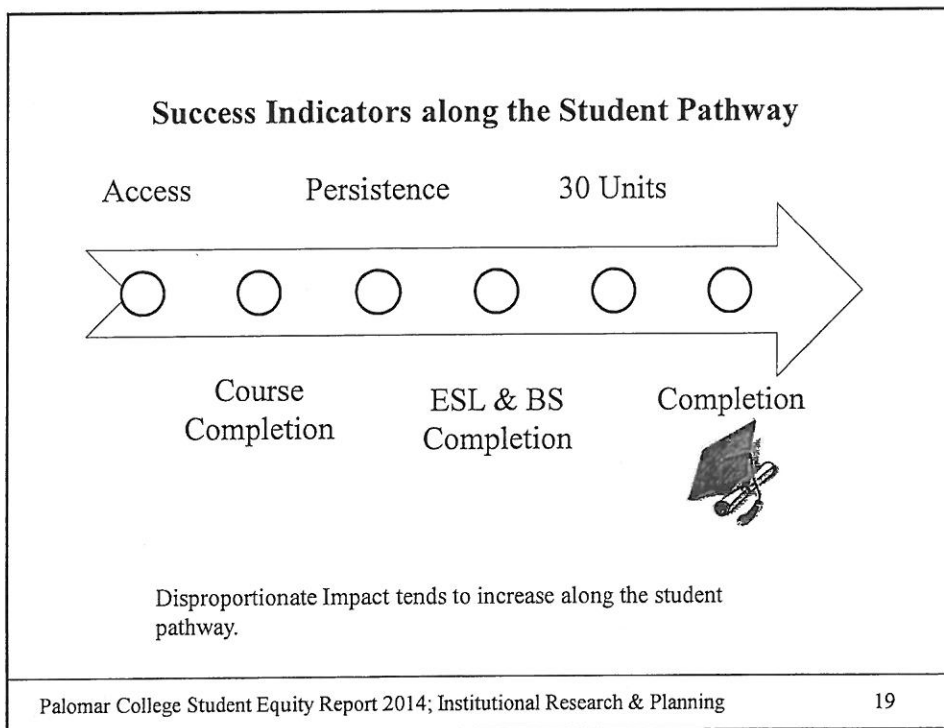
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Summary

Student Equity Measures & Disproportionate Impact: Unprepared					
Success Indicators		UNPREPARED Subpopulations			
		Gender	Age	Race	Disability
Access	Enrollment				
Course	Successful Course				
Completion	Completion				
ESL & Basic	English	No	Yes	Yes	Yes
Skills	ESL	Yes	Yes	Yes	No
Completion	Math	Yes	No	Yes	No
Degree &	Persistence	No	No	Yes	No
Certificate	30 Units	No	Yes	Yes	No
Completion	Completion	No	Yes	Yes	Yes
	Degrees & Certificates	No	No	Yes	No
Transfer	Transfer	No	Yes	Yes	Yes
	Transfer Prepared	No	Yes	Yes	No
	Transfer-Related Outcome	No	Yes	Yes	Yes

Palomar College Student Equity Report 2014; Institutional Research & Planning

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Summary

- ◆ Subpopulations falling below their thresholds were more likely for race and ethnicity than other classifications.
- ◆ There were far more discrepancies among the unprepared subpopulations than among the prepared populations.
- ◆ Disproportionate impact tended to increase along the student pathway.

Next Steps

Next Steps

◆ Planning Steps:

- ✦ Establish a Committee consisting of representatives of SSPC and Basic Skills Committee
- ✦ Conduct Research
- ✦ Develop Goals and Outcomes
- ✦ Develop Action Plans to Address and Monitor Disparities
- ✦ Implement Action Plans
- ✦ Coordinate with the SSSP Plan (SB1456)
- ✦ Review progress and make changes as needed

Next Steps

◆ Planning Timeline

- Equity Plans should be prepared with a 3 – 5 year timeframe for activities and services, but updated annually
- Annual year-end reports due in October
- Initial Plan will be due November 21, 2014

Thank You



Summary

Institution Set Standards for 2014 ACCJC Annual Report SUGGESTED STANDARDS

Metric	Standard	Actual	Met
Course Success Rate	70%	71%	✓
Degrees	1,100	1,170	✓
Certificate	1,200	1,402	✓
Transfer option (1)	40%	41%	✓
Transfer option (2)	2,400	2,502	✓

Standards to Consider Adding Next Year

Metric	Standard	Actual	Met
Basic Skills Improvement	TBD	Due out April	
SPAR	TBD	Due out April	

Institution-Set Standards

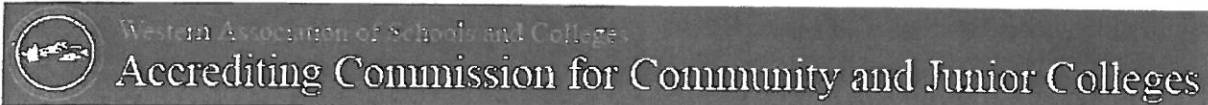
2014 ACCJC Annual Report

SPC

April 1, 2014

Institution-Set Standards

- Required to have them
 - Identified level of performance determined by the institution to be acceptable
 - Used to assess both institutional and programmatic performance
 - Assessed for “reasonableness” and “effectiveness” by peer external evaluators
- Not a goal, but they have to be reasonable. We cannot set standards based on the “minimum” value over time unless we have some logic to support
- Include institution-set standards as part of our institutional effectiveness review


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2014 Annual Report REVIEW

Palomar College
1140 W. Mission Road
San Marcos, CA 92069-1487

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	skipped
3.	Phone number of person preparing report:	skipped
4.	E-mail of person preparing report:	skipped
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	skipped
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	skipped
6.	Total unduplicated headcount enrollment:	skipped
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	skipped
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	skipped
9.	Number of courses offered via distance education:	skipped
10.	Number of programs offered via distance education:	skipped
11.	Total unduplicated headcount enrollment in all types of Distance Education:	skipped
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	skipped
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	skipped

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	skipped

14b.	Successful student course completion rate for the fall 2013 semester:		skipped											
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>-1</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>-1</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>-1</td> </tr> </table>				a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	-1	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	-1	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	-1	
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	-1												
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	-1												
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	-1												
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:		skipped											
16b.	Number of students who received a degree in the 2012-2013 academic year:		skipped											
16c.	Number of students who received a certificate in the 2012-2013 academic year:		skipped											
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?		skipped											
17b.	Number of students who transferred to 4-year colleges/universities in 2011-2012:		skipped											
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?		skipped											
18b.	If yes, please identify them:		skipped											
19a.	Number of career-technical education (CTE) certificates and degrees:		skipped											
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:		skipped											
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:		skipped											
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:		skipped											
20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate					
Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate										
21.	<p>2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:</p> <table border="1"> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>													

	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
	place holder	00.00	0 %	0 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
	place holder	place holder	place	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).			

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	-1
	b. Number of college courses with ongoing assessment of learning outcomes	-1
	Auto-calculated field: percentage of total:	-1
25.	Programs	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	-1
	b. Number of college programs with ongoing assessment of learning outcomes	-1
	Auto-calculated field: percentage of total:	-1
26.	Student and Learning Support Activities	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	-1
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	-1
	Auto-calculated field: percentage of total:	-1
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	skipped

28.	Number of courses identified as part of the GE program:	skipped
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	skipped
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	skipped
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	skipped
32.	Number of Institutional Student Learning Outcomes defined:	skipped
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	skipped
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	skipped
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). <hr/>	
Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.		
36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words). <hr/>	
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words). <hr/>	
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words). <hr/>	
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words). <hr/>	

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change

Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	skipped
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	skipped
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	skipped

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	skipped
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	skipped
43.	List all of the institution's instructional sites out of state and outside the United States:	skipped

Go To Question #: 2 (skipped) [REVIEW/EDIT]

There are 40 questions that have not been completed.

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