



## STRATEGIC PLANNING COUNCIL AGENDA

Date: May 6, 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
<b>A. <u>MINUTES</u></b>		2 min
1. Approve Minutes of April 29, 2014		
<b>B. <u>INTEGRATED PLANNING MODEL</u></b>		45 min
1. SPC Timeline Check-In		
2. Update Strategic Plan 2016 Objectives for Year 2	Exhibit B2	
3. Wrap-Up Formative Review of Planning Process		
<b>C. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u></b>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Self-Evaluation Update		
<b>D. <u>REPORTS OF PLANNING COUNCILS</u></b>		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	Exhibit D4	
<b>E. <u>REPORT FROM PC3H COMMITTEE</u></b>		5 min
<b>F. <u>OTHER ITEMS</u></b>		



**STRATEGIC PLANNING COUNCIL  
MEETING MINUTES  
May 6, 2014**

A regular meeting of the Palomar College Strategic Planning Council scheduled May 6, 2014, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

**ROLL CALL**

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

**A. MINUTES**

**1. Approve Minutes of April 29, 2014**

A request was made that the specific Chapter 2 Board Policies and Procedures be listed in the minutes. MSC (Laughlin/Sourbeer) to approve the Minutes of April 29, 2014 as amended

**B. INTEGRATED PLANNING MODEL**

**1. SPC Timeline Check-In**

Michelle Barton discussed today's tasks. There was consensus to having an orientation meeting on August 12, 2014 from 9:00 a.m. to 12:00 p.m.

**2. Update Strategic Plan 2016 Objectives for Year 2 (Exhibit B2)**

Michelle Barton distributed and discussed the following documents:

- 2014 Institutional Effectiveness Report Summary
- Summary of Institutional Priorities from Planning Councils

Members reviewed the goals and objectives of Year 1 and made a decision whether to continue the goal or objective the next year. It was decided to separate Goal 1 into two goals; wording for some objectives were also revised; and additional objectives were added. Ms. Barton will write a draft Strategic Plan 2016 Objectives for Year 2 from input at today's meeting and distribute to members, in preparation for the SPC meeting in the fall.

**3. Wrap-Up Formative Review of Planning Process**

Ms. Barton distributed note cards to members and asked them to write down what they thought went well this year and what needs to be refined or improved. She will prepare a report on the responses.

President Deegan thanked Michelle for the work she did in SPC this year.

**C. ACCREDITATION RECOMMENDATIONS AND PROGRESS**

**1. Accrediting Commission Actions and Policy Updates**

There were no actions to report.

**2. Accreditation Self-Evaluation Update**

There was no update to report.

**D. 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**

Berta Cuaron reported that IPC reviewed and allocated equipment and technology requests.

**4. Student Services Planning Council (Exhibit D4)**

Adrian Gonzales reported that SSPC discussed the progress reports from the work groups of the 3SP Task Force; he distributed a copy to SPC members.

**E. REPORT FROM PC3H COMMITTEE**

No report

**F. OTHER ITEMS****1. ASG**

Genesis Gilroy asked members to remind students to go online and vote. She reported on the actions of the Student Senate for California Community Colleges (SSCCC) General Assembly which she and other ASG members attended last week.

Ms. Gilroy said that it has been an honor serving Palomar and its students with SPC and she is sad to leave. President Deegan thanked her on behalf of all members at SPC for representing students well and her participation at SPC. She will be missed.

**G. ADJOURNMENT**

There being no remaining items, the meeting was adjourned at 3:15 p.m.

## 2014 Institutional Effectiveness Report Summary

### Student Demographics

- Student headcount is declining (overall and first-time entering)
- Demographics, in general, are consistent over time with the exception of race/ethnicity
- Significant number of students who take our assessments are placed in below college level coursework

### Staff Counts and Characteristics

- We are old
- Our numbers are declining
- Diversity of faculty does not reflect our community

### Course Offerings and Enrollments

- Course offerings increased this past year, however enrollments declined resulting in less WSCH and lower WSCH/FTEF
- Majority (85%) of courses offered are transfer level
- One in twelve courses offered is an online course

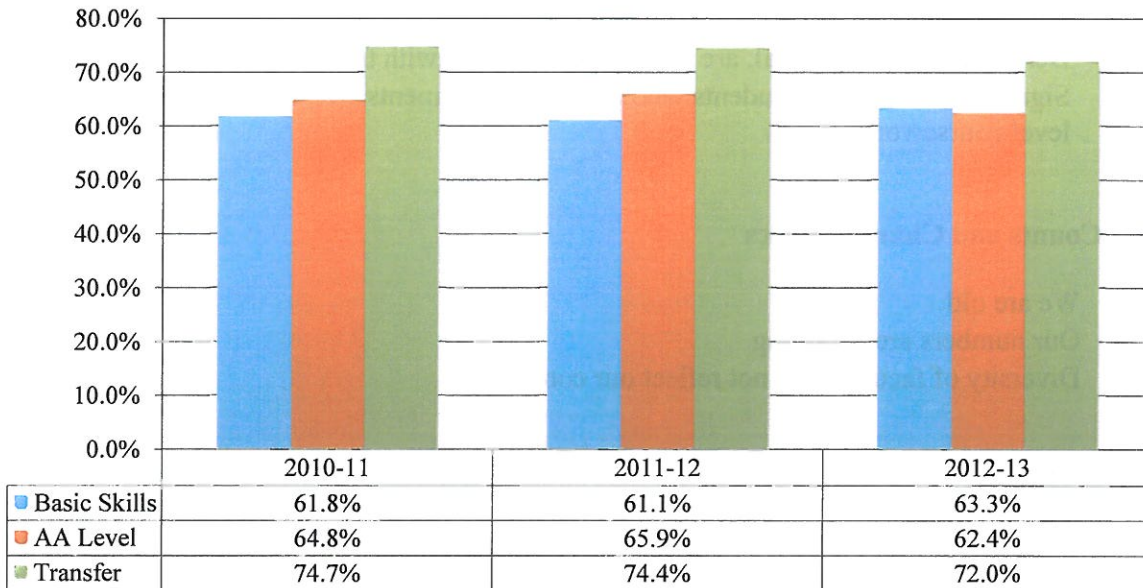
### Student Outcomes

#### *Institution-Set Standards*

Metric	Standard	Actual	Met
Course Success Rate	70%	71%	✓
Degrees	1,100	1,170	✓
Certificate	1,200	1,402	✓
Transfer Count	1,745	2,060	✓
Transfer Rate	40%	41%	✓

### Break Down of Course Success Rates

**Success Rate by Course Level**



**Success and Retention Rate for Online Courses and Like Face-to-Face Courses**

AcaYr	Online					Like Face-to-Face				
	Enroll	Pass	Retain	%Pass	%Retain	Enroll	Pass	Retain	%Pass	%Retain
2012-13	11,591	7,580	10,022	65.4%	86.5%	39,420	26,789	36,561	68.0%	92.7%
2011-12	10,913	7,568	10,000	69.3%	91.6%	38,588	27,027	36,565	70.0%	95.0%
2010-11	12,070	8,107	10,997	67.2%	91.1%	39,316	27,373	37,224	69.6%	94.7%
2009-10	11,626	7,631	10,426	65.6%	89.7%	38,288	26,115	35,947	68.2%	93.9%
2008-09	10,898	6,958	9,703	63.8%	89.0%	34,462	23,587	32,454	68.4%	94.2%
2007-08	10,763	6,618	9,536	61.5%	88.6%	34,015	22,864	31,616	67.2%	92.9%
Total	67,861	44,462	60,684	65.5%	89.4%	224,089	153,755	210,367	68.6%	93.9%

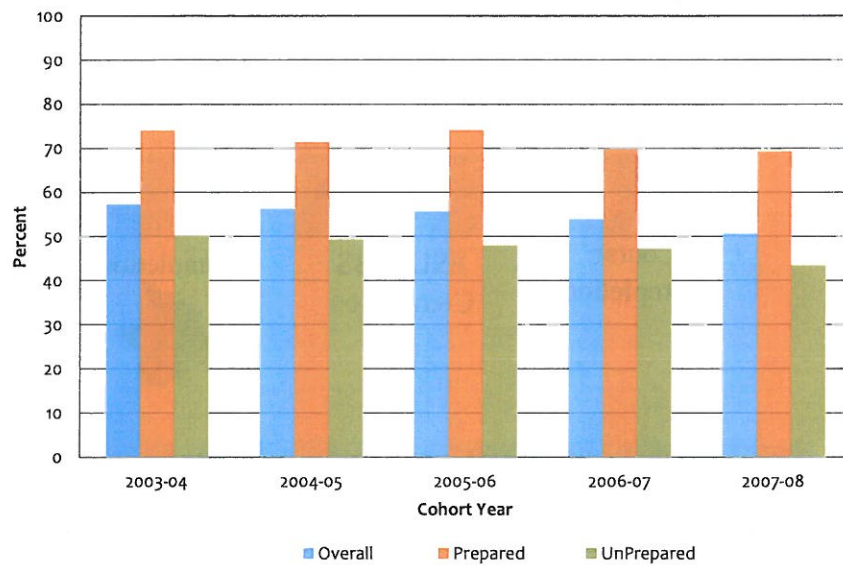
### Summary Institution-Set Standards and Course Success Rates

- Met each institution-set standard
- Course success rates vary by course level
  - Transfer level highest success rates
- Course success rates vary by SAM occupational code
- When comparing to “like” on-campus courses, the difference between online course success rates and on-campus course success is not striking.

## Scorecard

- Completion or momentum points
- Broken down by demographic variables
- Prepared / Unprepared / Total
- Metrics
  - Persistence
  - 30+ Units
  - Completion (SPAR)
  - Remedial
  - CTE Completion
  - CDCP

2014 Student Success Scorecard - Completion

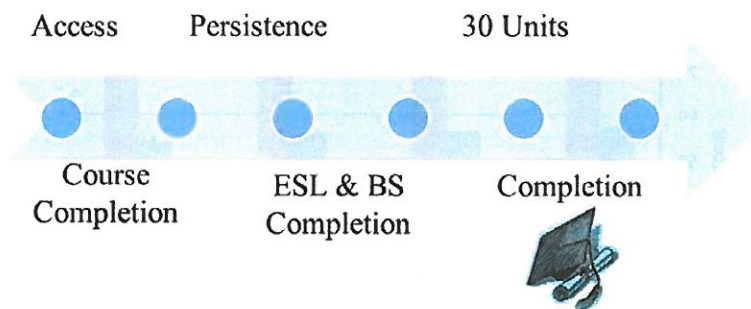


Report Year	2014 Scorecard SPAR (as of 3/3/2014 DOD download)															
Had Outcome	Yes												No			
Outcome	Total		Transfer		AA/AS sans: Xfer		Certificate sans: Xfer & AA/AS		Transfer Prep'd ONLY		SubTotal		No Outcome		SubTotal	
Cohort Year	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct
2003-2004	3,220	100.0%	1,546	48.0%	94	2.9%	39	1.2%	164	5.1%	1,843	57.2%	1,377	42.8%	1,377	42.8%
2004-2005	3,379	100.0%	1,594	47.2%	120	3.6%	43	1.3%	145	4.3%	1,902	56.3%	1,477	43.7%	1,477	43.7%
2005-2006	3,406	100.0%	1,568	46.0%	118	3.5%	30	0.9%	178	5.2%	1,894	55.6%	1,512	44.4%	1,512	44.4%
2006-2007	3,738	100.0%	1,618	43.3%	139	3.7%	44	1.2%	216	5.8%	2,017	54.0%	1,721	46.0%	1,721	46.0%
2007-2008	3,989	100.0%	1,589	39.8%	158	4.0%	51	1.3%	221	5.5%	2,019	50.6%	1,970	49.4%	1,970	49.4%

**Summary Scorecard (see Scorecard report at the end of this document)**

- Prepared students succeed.
- Performance across five years pretty consistent with the exception of SPAR which decreased
  - Size of cohorts increased over the past five years, yet the volume of transfers and transfer prepared outcomes have not increased at the same rate.
- Both prepared and unprepared students persist (three consecutive terms) at similar rates.
- Completion of remediation is troublesome.

**Student Equity**



Student Equity Measures & Disproportionate Impact					
Success Indicators		Gender	Subpopulations		
			Age	Race	Disability
Access	Enrollment	No	No	No	No
Course Completion	Successful Course Completion	No	No	Yes	No
ESL & Basic Skills	English	No	Yes	Yes	Yes
Completion	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

### 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 & Certificate Completion	Persistence	No	No	No	No
	30 Units	No	No	No	No
	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

### 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 & Certificate Completion	Persistence	No	No	Yes	No
	30 Units	No	Yes	Yes	No
	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

### Equity Summary

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



## 2014 Palomar College Student Success Scorecard

*Palomar College, founded in 1946, is in San Marcos which is located in north San Diego County. In addition to a 200 acre main campus, it has four education sites, the largest of which is in Escondido. Other sites are located at Camp Pendleton, Fallbrook High School, and the Pauma Indian Reservation. At Palomar, students may choose from over 250 degree and certificate programs or build skills needed for success in college and life.*

### Student Information (2012-13)

Students		36,426	
GENDER	RACE/ETHNICITY		
Female	45.8%	African American	3.2%
Male	53.5%	American Indian/Alaska Native	0.7%
Unknown Gender	0.7%	Asian	4.8%
AGE		Filipino	2.7%
Under 20 years old	27.1%	Hispanic	37.9%
20 to 24 years old	34.1%	Pacific Islander	0.6%
25 to 39 years old	25.5%	White	42.6%
40 or more years old	13.2%	Two or More Races	3.9%
Unknown Age	0.0%	Unknown Ethnicity	3.6%

### Other Information (2012-13)

Full-Time Equivalent Students	18,530.8
Credit Sections	6,985
Non-Credit Sections	253
Median Credit Section Size	25
Percentage of Full-Time Faculty	52.1%
Student Counseling Ratio	926:1



## 2014 Palomar College Student Success Scorecard Metrics

Cohort Tracked for Six Years Through 2012-13		Completion			Persistence			30 Units			Remedial			Career Technical Education	Career Development & College Preparation
		Overall			Overall			Overall			Math			English	ESL
Cohort		Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL		
		69.3%	43.5%	50.6%	71.3%	68.2%	69.1%	73.3%	60.8%	64.3%	31.8%	41.7%	23.8%	51.7%	0.7%
	Female	72.9%	47.2%	53.7%	73.3%	68.1%	69.4%	75.4%	59.7%	63.7%	33.6%	43.1%	24.5%	52.8%	1.2%
	Male	66.3%	39.6%	47.6%	69.6%	68.2%	68.6%	71.6%	62.0%	64.9%	29.7%	40.3%	22.7%	51.0%	0.2%
	Under 20 years old	70.9%	44.9%	52.5%	73.2%	70.8%	71.5%	75.6%	62.5%	66.3%	33.1%	45.4%	46.2%	60.8%	3.2%
	20 to 24 years old	58.3%	35.4%	40.6%	50.0%	48.1%	48.6%	56.9%	51.0%	52.4%	28.3%	37.1%	31.1%	56.6%	1.2%
	25 to 39 years old	51.6%	36.4%	38.9%	58.1%	59.7%	59.5%	45.2%	50.6%	49.7%	30.1%	30.8%	11.7%	44.3%	0.2%
	40 or more years old	45.5%	35.1%	36.8%	81.8%	64.9%	67.6%	54.5%	59.6%	58.8%	33.1%	25.0%	8.9%	36.5%	0.0%
	African-American	40.7%	34.8%	35.8%	51.9%	64.5%	62.4%	37.0%	47.8%	46.1%	21.4%	28.3%	NA	50.7%	0.0%
	American Indian/Alaska Native	75.0%	26.9%	38.2%	75.0%	57.7%	61.8%	75.0%	42.3%	50.0%	22.9%	33.3%	NA	33.3%	NA
	Asian	76.7%	62.5%	67.8%	65.1%	68.8%	67.4%	70.9%	71.5%	71.3%	34.6%	60.5%	31.3%	60.0%	3.4%
	Filipino	54.5%	57.4%	56.6%	68.2%	82.0%	78.3%	68.2%	68.9%	68.7%	37.8%	56.3%	0.0%	55.3%	NA
	Hispanic	64.9%	38.4%	42.7%	68.1%	65.3%	65.8%	70.7%	54.9%	57.5%	28.0%	35.7%	21.5%	53.8%	0.4%
	Pacific Islander	81.8%	40.5%	49.1%	90.9%	64.3%	69.8%	81.8%	57.1%	62.3%	18.9%	26.9%	0.0%	66.7%	0.0%
	White	71.0%	45.0%	53.9%	73.2%	69.4%	70.7%	76.6%	64.8%	68.8%	35.8%	46.3%	28.6%	50.5%	0.0%

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## SP 2016 Year 1 Goals and Objectives

### **Goal 1: Student Connections, Pathways, Learning, and Success:**

Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.

#### Student Connections and Support (Palomar Access to Student Success or PASS)

Objective 1.7: Engage in college-wide conversations about further implementation, including timelines, of the Student Success Task Force recommendations.

- Objective 1.1: Implement a coordinated outreach plan that employs internal and external outreach strategies.
- Objective 1.2: Increase student access to and participation in the Early Acceptance Program, by providing enrollment services, orientation, and education planning both on campus and at our feeder high schools.
- Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience program so that it is available to all incoming students.
- Objective 1.4: Develop and implement online supplements to orientation, transfer credit evaluation, education planning, and degree audit.

#### Student Direction and Progress

Objective 1.5: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.

Objective 1.6: Define career pathways for all disciplines and programs.

#### Assessment, Analysis, and Planning/Decision-making

Objective 1.8: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

Objective 1.9: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.

**Goal 2: Partnerships:** Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 2.1: Establish faculty councils with high school partners to improve alignment of curriculum and student transition.

Objective 2.2: Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community.

Objective 2.3: Increase external funding through grants and partnerships within the community.

**Goal 3: Human Resources and Professional Development:** Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 3.1: Rebuild staffing levels to support priorities identified in *Staffing Plan 2016*.

Objective 3.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.

Objective 3.3: Increase professional development opportunities to strengthen the technological knowledge and skills of staff and faculty.

Objective 3.4: Implement opportunities for faculty that support innovation, implementation, evaluation, and follow-up of teaching, student support, and learning strategies.

**Goal 4: Facilities and Infrastructure:** Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 4.1: Develop operational plans for opening the North and South Education centers.

Objective 4.2: As identified in Master Plan 2022, carry out the next three years of planned facilities projects on the San Marcos campus.

Objective 4.3: Continue to review, update, and plan to fund the emergency preparedness plan.

# 2013-2014 SPPF ALLOCATIONS

Page #	Title of Project/Request	Objective #	Allocation Request	Allocations SPC 02-25-14	Notes and Followup Needed
Original Document					
5	Document Imaging/Electronic Forms/Workflow Implementation	1.4/3.4	\$0	\$0	\$49,060 was requested, but at the beginning of the meeting the request was withdrawn because other funding was found.
7	Palomar College Internship Program	1.1/1.6	\$19,200	\$19,200	
9	Student Lingo Software	1.3/1.4	\$2,000	\$2,000	
11	Reduce the Number of Students Dropped for Non-Payment of Fees	1.3/1.4	\$2,500	\$2,500	
13	Increase Participation in Priority Registration on a Student's Assigned Day	1.7/3.4	\$2,500	\$2,500	
15	Career Guidance Booklets for Special Populations	1.3	\$2,560	\$2,560	
17	Reconstitution of "GRAD" Into Alignment with Student Support and Success Program	1.7/1.9/3.4	\$30,000	\$20,800	Adjustment based on unexpended balance remaining from previous year's project.
21	Career Fair Event	1.6	\$5,000	\$5,000	
25	GE/ILO Assessment and General Education Institute	1.8	\$39,000	\$39,000	
31	World Languages Open House event for local high school faculty teaching languages	2.1	\$1,200	\$1,200	
34	Staff Technology Training Program	3.3	\$30,000	\$30,000	
40	Implement Phase II of Dashboard-Information Literacy Modules	3.4	\$11,330	\$11,330	
42	Funding for Political Economy Days for Spring 2014	3.4	\$1,150	\$1,150	
48	Expanded CCTV Camera Monitoring Capacity: EOC/Dispatch	4.3	\$9,000	\$9,000	
51	Emergency Preparedness Plan	4.3	\$25,000	\$25,000	\$50,000 was requested, but at the beginning of the meeting the request was reduced by half because other funding was found.
	University Tours	1.6	\$ 3,950	\$ 3,950	Allocation approved at 3/4/2014 SPC meeting.
Total				\$184,390	\$175,190
Balance Remaining				Balance to be distributed to Planning Councils to allocate towards PRPs.	
				\$24,810	



## SUMMARY of INSTITUTIONAL PRIORITIES FROM PLANNING COUNCILS

- *Human Resources Planning Council*
  - **Training.** HRSPC received SPPF to implement technology training for staff. They will use SPPF over the next 18 months to conduct a needs assessment and then identify and deliver training. However, once the funds are depleted, there will be an ongoing need for funds to support staff training.
  - **Staff Diversity.** HR has completed a preliminary assessment and analysis of staff demographics. J. Tortarolo will engage in a conversation with the Faculty Senate about opportunities for increasing the diversity of full-time and part-time faculty through the hiring process.
- *Finance and Administrative Services Planning Council*
  - **Technology.** While Fund 41 may support the replacement costs of some technology it does not address the full need. The budgeting process needs to address the replacement of technology.
  - **Staffing.** As new buildings come on line (and square footage increases), a need exists to appropriately staff facilities positions to support the upkeep and maintenance of the district.
  - **Emergency Preparedness.** The College needs to continue to fund its emergency preparedness plan.
- *Student Services Planning Council*
  - **3SP and Equity Plan.** Objectives and strategies for addressing student access, progress and completion need to be implemented.
- *Instructional Planning Council*
  - **Fundamental/Operational Needs.** After several years of cuts, the College needs to ensure that fundamental program needs are addressed.
  - **Technology.** Replacement of technology continues to be a concern.
  - **Staffing.** Appropriate staffing levels also a concern.
  - **Marketing/Outreach.** Programs are sharing an increased interest in marketing their programs to students.
  - **Communication.** The college needs to do a better job at communicating resource allocation processes and decisions made as a result of the PRP and Strategic Planning Processes.

## Assessment Work Group

1. **Describe the target audience:** Any potential student; including, any new, current and continuing student. Any student who does not have eligibility through other means such as AP scores, SAT, ACT, CSUSM ready placement or transcripts from another college. See attached chart on page number 4.
  - a. The estimated numbers of students to be assessed are 10,000 testing on campus and approximately 3,000 Early Acceptance Students (EAP students) testing both here on campus and at their local high schools.

A median number of 726 of ESL students assessed annually for San Marcos Campus. In 2012-2013 the Escondido Center tested 548 students using ACT Compass/ESL (version 3.0 for Windows, 2000 compliant).
2. **Description of method by which assessment and placement will be delivered:** ACT Compass/ESL test is given. It is a computerized test that has no time limit. For challenge tests: math department gives the Accuplacer which is a computerized test, and for reading and English the Asset test, a paper and pencil test, is given. ESL gives computerized test for Grammar and Reading.
3. **Describe at what points assessment and placement are provided:** The ACT Compass Assessment test is regularly given through the months of Jan. through Dec. However, the groups we test vary throughout the year. EAP students are tested through the months of Jan. through April. Regular students test the months of April through Sept. Special circumstance students are tested throughout the entire year. Special groups include Veterans, EOP&S, Fire Fighters and EMT. ESL department tests every semester. Spring: Dec-Jan; Summer: May-Jun; Fall: July-Aug.
4. **Describe any partnerships (colleges, high schools, community groups).** The assessment office has partnerships with 44 local district high school counselors for the EAP program. The assessment office also has partnerships with CSUSM for eligibility purposes for English, reading and math.
5. **Describe staffing needed:** For the past 6 years, the assessment office has functioned with one less full time employee. To fill in for the absence of that full time employee, we have four temporary employees who assist with all testing, processing results, and helping with student services. The assessment office is requesting an additional full time classified be hired. Assessment is done both here in San Marcos and in Escondido and currently have 3 full time classified employees in addition to our assessment coordinator/ school relations. The ESL department would like to have 4-5 people when testing to assist with computer skills and giving results at the end of every testing session. Normally 3 employees assist during each testing session.

**6. Identify assessment tests being utilized for English, reading, math and ESL.**

- a. **Be specific about versions and forms.** The assessment office uses the ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) for all our in-house testing in San Marcos, Escondido and Camp Pendleton. We use the Compass/ESL (2013 Internet Version: Windows 7 Conversion) for the high school testing done offsite and for large group sessions who come to the school. For the challenge test, we use the Asset paper and pencil test (Form C-2) and the math department uses Accuplacer. The ESL department uses ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) or handwritten Essay form for a challenge test.
- b. **Describe method and delivery ( in person, individually, groups)** We use the internet version of the ACT COMPASS/ ESL test when we go out to the local high schools and for large numbers of prospective high school seniors for our EAP program testing Saturdays on the San Marcos campus. For in-house testing in our office, we use a downloaded Windows version ACT Compass/ESL (version 3.0 for Windows, 2000 compliant.) This version gives us the ability to print out scores directly and to give a copy to the students. The challenge Asset test is proctor individually in our office. The math challenge test (Accuplacer) is given individually and in groups in the math lab.

**7. Describe the use of multiple measures.**

- i. Compass/ESL test uses Act Compass ESL Grammar Usage and Act Compass ESL Reading. Students must take both tests. The scores from the two tests are averaged  $(\text{Test1Score} + \text{Test2Score})/2$ .
  - a. Placements are then made based on that average score. (No additional multiple measures points are added to that average score.)
- ii. Multiple measures for regular ACT testing for English, reading and math are listed below:

English: ACT Compass Writing

Mathematics: ACT Compass  
(1) Numerical Skills/Pre-Algebra  
(2) Algebra  
(3) College Algebra  
(4) Trigonometry

The four Math tests are employed “adaptively” – based on students’ answers, they are moved up to a higher test or down to a lower one to achieve placement.

Reading: ACT Compass Reading

All three disciplines (ENG, MATH & READ) award multiple measures credit to students who self-report a high school GPA of 3.0 or higher (aka “B+ or better”). The GPA used is as the student reported it on her/his Application for Admission.

English and Mathematics award additional multiple measures credit to students who score "highly" (84 or more points) on the Reading Placement Test -- ACT Compass Reading.

- iii. There are up to three different tests a user will take using the Math Learning Center's (MLC) Accuplacer backup testing site: Arithmetic, Elementary Algebra, and College Level Math. These tests are administered based on the user's answers to background questions or a combination of answers to background questions and test scores received while taking succeeding tests: Arithmetic to Elementary Algebra to College Level Math or Elementary Algebra to College Level Math. The Accuplacer system does not allow the print out of its tests. The user can use the below information to login as a proctor to the MLC Accuplacer demo site and go through the process of taking each of the tests herself to see what is on them. The user can then use the report login to get the placement scores for the tests that are taken.

MLC Accuplacer Demo Site Login Info:

Accuplacer Login: <https://www.accuplacer.org/cat/logout.do> (Please Use Internet Explorer to access this site)

Proctor Login

User Name: ProctorDemoSite

Password: procdemo@069

Report Login

User Name: ReportDemoSite

Password: reportdemo@069

Please use the below info when answering background questions to take each of the specific tests. You will have to go through the process three different times to take each of the tests

1. Answer "Math 10" without the quotation marks to the local a background question "Current placement level is" to take the test for Arithmetic.
2. Answer "Math 50" without the quotation marks to the local a background question "Current placement level is" to take the test for Elementary Algebra.
3. Answer "Math 60" without the quotation marks to the local a background question "Current placement level is" to take the test for College Level Math.

**8. Describe district policies, procedures, practices.**

- a. Acceptance of assessment scores and from outside district. Assessment takes SAT scores, ACT scores, AP scores and College readiness scores from CSUSM.

AP SCORE: 3 or higher English Lit/Comp or Lang/Comp

Statistics

Calculus AB or BC

SAT: Writing 500 or higher: Student will be cleared to enroll in English 100  
Math 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205\*

ACT: Writing 22 or higher: Student will be cleared to enroll in English 100  
Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205\*

\*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test.

CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:

PASSED English: Student will be cleared to enroll in English 100

PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205\*

PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psy/Soc 205\* only if they prove they are taking a math class their senior year in high school.

\*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable.

- b. Pre-test practice. Assessment has pre-test practice available on our website. The math department has prepared different math practice problems with answers beginning at the pre-algebra level and this goes all the way to college level. For above college level, practice problems are available all the way to Calculus I. Study guides for above college level have not been completed. To access these test practice problems, go to the quick links drop down menu and scroll to assessment. On the left hand side of this page you will see study guides. The practice problems are available there. For English test practice, the counseling department has put up practice ACT Compass problems and also some basic guides for grammar and punctuation.
- c. Re-takes. Challenge tests are offered for both math and English. For math students are referred to the math lab where they are given the Accuplacer. For English challenge test, students are given the Asset test in our office.
- d. Recency. Students test scores from the ACT Compass Test are good for two years. After two years, the scores become inactivated. The students may re-take the ACT Compass test once a year, but an entire calendar year must have gone by in order to retake the computerized test. Challenge tests for math and English are offered only once a year.
- e. Use of other 3<sup>rd</sup> party assessments/test (EAP, SAT, ACT, etc.)  
See the chart listed above for the cut off scores. Assessment takes placements meeting these cutoffs for all of these tests.

## **9. Describe projected budget**

- a. Staffing. Currently assessment is requesting an additional Counseling Service Specialist to work full time. The salary is at level 20.
- b. Direct cost to purchase, develop or maintain assessments. The cost of the new employee would assist in maintaining our testing goals to recruit 3000-5000 new FTES from the local high

- schools. The new employee would also help maintain the steady flow of testing needs for continuing, returning, and new students not of high school age.
- c. **Use of technology.** Assessment is always looking for new ways to automatize functions in assessment to increase our ability to increase our student numbers who test. One suggestion that has been discussed is automatizing the input of SAT, ACT, AP, and other test scores into PeopleSoft.
  - d. **Cost of the units for ACT COMPASS/ESL is:** \$1.21/ Unit. The assessment office purchases \$50,000 worth of units every year.

#### **Topics of Discussion:**

1. **Where should we conduct assessment?** We are planning to redesign the Assessment Center in order to make the center more accommodating for students testing. Currently we have room for 34 students to test, but one third of these students test in the open office computer lab where they are privy to noise from the phones, fax machine, and incoming students. The new design would put all students in a quiet room where a fair testing environment would be established.
2. **Would it be beneficial to add aptitude or career assessments?** Yes, both aptitude and career assessments need to be added into our curriculum. However, it would be best to have students test in another testing center for these new tests.(Get Rosie and Jane's input here)
3. **How can instructional faculty/divisions become involved with pre-test preparation?** It would be a good idea to continue dialogs with the math, reading, English and counseling departments in regards to new classes designed to improve test scores in math, reading, English and counseling college success skills. From the counseling department improved communications could go a long way. Specifically more upfront communication on the EAP deadlines and perhaps more collaboration between the two departments. In addition having counselors become more familiar with our staff and what tasks are executed in our department. Counseling needs to be better informed of assessment's calendar year and understand what activities are performed when. Activities such as when we are testing at the high schools, and when we are open to testing for the general population and special circumstance students. Perhaps the two departments can re-think what we can do together and collaborate on. One idea is to speed up the time between testing and meeting with a counselor. Presently, it can take up to two weeks for students to meet with counselors following assessment, and often times they need their educational plans before that time becomes available. We have seen changes within the math and reading departments to their curriculum this past year. New math and reading classes have been designed to focus on the special needs of students to improve their likelihood of success in college level courses. We have seen the cutoff scores for reading and math classes' change and be integrated into new classes such as Reading 51 and Math 47. It would be to assessment's advantage to be included in the process of the establishment of these new classes in order to provide a more seamless transition for the students who wish to be a part of these classes. More communication is key in addressing these issues. Learning communities, First Year Experience classes, and summer bridge classes have been established to accelerate the process for students to improve their skill sets in English and math. We need continued dialog with the Reading, English and math departments to keep up to date with any future changes to cut off scores. The math department could assist us by completing the math practice problems for higher levels of math listed on their math practice website. Currently the math practice problems are cut off after math 100-120. Our advance math students would

appreciate having practice problems on the website as well. In addition, further dialog with the STEM Program and the TLC Center is needed to continue to be informed on new programs stemming from their departments which appear to be rapidly growing. These programs assist students in ways in which students learn to be self-sufficient, improve their learning skills and increase their opportunities for transfer to a 4 year institution and secure internships, scholarships and future advanced education and job placement.

4. **How can instructional faculty/ divisions become involved with placement activities?** The Career Center can be helpful to us by continuing giving us access to their lab for Saturday EAP testing sessions. The Counseling Department can be instrumental to us by informing us to their needs for increased availability for testing sessions. There is a natural reciprocity between Assessment and Counseling as the more students we can test in Assessment, the more students can be referred to Counseling and have educational plans developed. The ESL department can also work more closely with us in increasing their times available to test ESL students. This past year we have seen an increase in ESL students coming to us for their assessment needs.

#### **Career Assessment addition to English, reading and math assessment package**

True Colors is an assessment that takes 20 minutes to complete.

It would be administered before the English, Math and Reading assessment, with a 3 minute introduction presentation to highlight the importance of how Reading, Math and English relates to the occupations that will be listed with each color they score the highest on.

The True Colors assessment will not go past 25 minutes. If students take longer, they can save, come to the career center to complete it or do it from home.

After the assessment is completed, the student can meet with a counselor to review and discuss the results and introduce the student to other assessments to keep the student on a career development plan.

#### **Description of True Colors:**

Students score highest on 4 colors: Gold, Orange, Blue or Green. The assessment provides a summary of each color, describing the qualities, characteristics and work environment that suit each color. It provides a list of occupations that students may find appealing and

a) either conduct a career research activity in the career center, or on their own or

b) take another assessment to cross-reference their initial findings.

The assessment is available and won't incur additional costs to the college. It can be administered to students in the same manner that we provide it to students in classes visiting the career center with their instructors.

For students that have a major in mind, it will confirm their interests. For students that have not declared a major it would give them a starting point to explore options as early as possible.

## Counseling and Advising (including Student Education Plans)

*The SSSP task force for Counseling and Advising developed and utilized the following definitions as the framework for answering the outline questions:*

- I. **Counseling-** formal and informal services provided by a qualified Palomar counselor. Counseling includes using professional judgment to holistically evaluate the educational, career, financial, and personal needs of students. These interactions may include (but are not limited to) the collaborative development of abbreviated and comprehensive educational plans, referrals to student support services on and off campus, assessment interpretations and educational workshops. Student contacts may be delivered in person, online or by phone.
- II. **Advising-** formal and informal information sharing between Palomar staff and students (or potential students) regarding academic classes, transfer and career paths within a major or discipline, degree audits, graduation checks, assessment interpretations and student support services.

### Required Elements:

1. Describe the target audience
  - a. Estimate the annual number of student to be provided:
    - i. Counseling- 33,125 educational plan entries by all District counselors in 2012-2013
    - ii. Advising- no positions currently exist on campus with exclusive academic advising responsibility
    - iii. Other educational planning services
      - 699 probation workshop attendees in 2012-2013
      - 213 group counseling attendees in 2012-2013 through General Counseling
      - 1,622 counselor contacts by phone (General Counseling) in 2012-2013
      - 1,158 counselor contacts via email (General Counseling) in 2012-2013
      - 1,336 students attended EAP events in 2012-2013
      - 139 students attended counseling- topic workshops through General Counseling in 2012-2013
      - 108 students attended Career Center Workshops in 2013-2014
      - 747 attended Transfer Center Workshops in 2013-2014
      - 226 students attended TLC student success topic workshops in 2013-2014
      - 120 students participated in registration assistance days in 2013-2014
      - 93 students participated in FYE orientations in 2013-2014

2. Describe the services to be provided (counseling, advising, other educational planning services)
  - a. Describe the delivery method (in person, workshops, classes, online)
    - A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email.
    - Probation, student success topics, group counseling workshops are offered throughout the year
    - EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration
    - Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.
  - b. Describe partnerships (colleges, high schools, community groups)
    - EAP activities are provided for all District high schools
    - Counselors attended outreach and college night activities at local District high schools to provide pre-enrollment advisement
    - ULinks with UCSD
    - CSUSM and UCSD and other universities who regularly send outreach representatives to meet with Palomar students
    - UC TAGS with UCD, UCI, UCR, UCSC, UCSB, UCM
  - c. Describe at what points services/activities are to be provided
    - Ongoing counseling services occur at multiple points per the needs of the students
    - EAP occurs at 0-15 units
    - Group counseling occurs prior to completing any units
    - DRC, SEC occurs at 0-15 units
  - d. Indicate whether drop-in counseling is provided or appointments required
    - Appointments are required in General Counseling
    - DRC has walk-in times available 3 hours per day at various times
  - e. Describe adequacy of access to counseling and advising services
    - Students may wait up to 1 week to see a counselor in General Counseling
    - All students have access through the Counseling Department website to "quick" emails interactions with a counselor
    - All counselors regularly respond to student phone and email inquiries
    - EOPS students generally wait 1 week for an appointment in the beginning of the semester and may wait up to 1 month as the semester progresses
    - DRC access to individual appointments range 3 days to 2 weeks

- f. Describe method and time needed to schedule appointment and average wait time for drop-in counseling
- Student make counseling appointments in person, by phone and occasionally through email with a staff person
  - DRC walk in wait times are up to 45 minutes
  - Students have access to same day "quick question" appointments (General Counseling)
  - Quick questions through the General Counseling website are usually answered with 1-2 work days
- g. Describe use of academic and/or paraprofessional advising- Currently, Palomar College does not have any position whose exclusive responsibility it is to provide academic advising.

However, the following Departments did respond to a survey and indicated the use of some staff or faculty where academic advising is a regular portion of their job responsibilities:

Nursing

Dental Assisting

Music

Child Development

Graphic Communication

ESL

Construction Inspection, Public Works Management, Water and Wastewater Technology and Apprenticeship Certificate programs

AIS

Others- TBD

- All full time and adjunct instructional faculty provide discipline specific information to students
- ADAs in Academic Departments
- Classified Staff with Advisor titles:
  1. Evaluations- Academic Evaluators/Advisors
  2. Financial Assistance Advisors (Veterans, Financial Aid Departments)
  3. Guidance Services Advisors
  4. GEAR UP/Upward Bound Guidance Services Advisors
- Degree Audit
- Foster Youth
- Transfer Center
- Career Center

3. Describe assistance provided to help students develop abbreviated SEP
  - a. Describe the scope and content of the plan
    - Counselors use professional judgment to determine the appropriateness of developing an abbreviated or comprehensive educational plan
    - Abbreviated educational plans will list 1-2 terms worth of recommended coursework, the students goal (if known), the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.
4. Describe the assistance provided to help students develop a comprehensive SEP
  - a. The plan must address the student goal, course of study, and courses, services and programs used to achieve the goal

Comprehensive educational plans will list 2 or more terms necessary to take the student from their current term to the projected closure term with recommended coursework, the students goal, desired transfer institutions for transfer students, the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.
5. Identify staff providing: **per Dean Stockert- this information will be collected this summer**
  - a. Counseling services
    - i. Describe number of positions, job titles and description of role
    - ii. Indicate number of FT counselors and number of negotiate student contact hours
    - iii. Indicate number of PT counselors
    - iv. Indicate number of FT equivalent counselors (FT and PT hours divide by 2080)
  - b. Advising services
    - i. Describe number of positions, job titles and description of role
  - c. Other educational planning services (such as scheduling or degree audit)
    - i. Describe number of positions, job titles and description of role
6. Identify technology tools used for:
  - a. Educational planning- PeopleSoft
  - b. Other support of counseling, advising and other educational planning services
  - c. For third party tools, list name of product and how it is used: SARS appointment system, Singularity, SKYPE, TES, alternative media technology to assist students with disabilities to access counseling information
7. Describe projected budget-TBD
  - a. Staffing
  - b. Use of technology



## Follow-Up Services for At-Risk Students

### Required Elements:

1. Estimate annual number of at-risk students defined as:
  - a. Students enrolled in basic skills courses
    - 3804 Students
  - b. Students who do not have an identified educational goal and course of study
    - 2888 Students
  - c. Students who are on academic probation
    - 4187 Students (Spring 2013/Fall 2013)
  - d. Students who are on progress probation
    - 115 Students (Spring 2013/Fall 2013)
  - e. Students who are facing dismissal
    - 601 Students (Spring 2013)
2. Describe the process by which the college will identify at-risk students:
  - The College currently utilizes Early Alert programs for at-risk students enrolled in basic skills courses, e.g., athletics, FYE, basic skills math, English, & ESL
  - Academic and Progress Probation Status Reports are run each full academic term.
    - Students are notified by mail of any probation status and are advised to seek services.
    - Students at probation level 2 have a hold placed on their account and are required to meet with a counselor.
  - COMPASS is used to determine program eligibility for programs including Summer Bridge, EOPS, and FYE
  - The Counseling Services Division and Enrollment Services are currently working on an at-risk assessment tool consisting of a comprehensive list of all students eligible for enrollment in a given term. This tool will comprise data elements that include:
    - Course Completion
    - Term gpa
    - Cumulative gpa
    - Probation Status including academic and lack-of-progress probation
    - Completion of Orientation, assessment, and abbreviated and comprehensive student education plans.
    - Basic demographic information

3. Describe the strategies for addressing the needs of at-risk students

a. Describe what services are available to at-risk students

- Early Alert
- Multiple administrative student support services including course evaluations, grade adjustment, and academic renewal forms.
- Assist students in enrolling in the appropriate math, English, ESL, and reading courses to take.
- Academic, career, transfer, & personal counseling
- Career assessment to include job listings, multiple workshops (job & career search, career exploration), 1-unit Career Search class.
- Financial Aid assistance, advising, and workshops (federal, state, College Foundation, etc.)
  - Funding for textbook purchases or rentals.
- Subsidized childcare provided to the children of Palomar College students for those that qualify
- Access to technology, e.g., internet-connected computers, adaptive software
- Student Success-related classes and workshops
- Services for students with various documented disabilities which include physical, visual, auditory, communication, learning, psychological, and other.
- Priority registration
- CRLA-certified Tutoring
- Basic medical clinic where a program of health education and services is available to improve student health and success in college
- Counseling and advising for at-risk international students
- Comprehensive developmental/transferrable reading program for students of diverse origins, needs, abilities, and goals. Small group tutoring is available in spelling, vocabulary, phonics, study skills, eye training, concentration, and memory
- Outreach, counseling, and guidance for increased student participation in STEM programs
- Conflict resolution/mediation
- Summer Bridge focused on math and/or ESL and/or English classes.
- Math Readiness Camp
- First-Year Experience program
- Peer mentoring (ESL)
- Former Foster Youth

b. How are students notified of available services? (rewrite to be more generic?)

- Pre-Advising Orientation video during their initial assessment

- Early Admissions Program Orientation and packet for incoming high school students
- Palomar College website
- Social media
- Counselors, faculty, and staff campus-wide
- On-campus in-reach via signs and flyers promoting services and upcoming workshops
- Student Union marquee
- Local high school outreach
- Palomar email
- Phone calls
- Transfer Fair
- Career Fair
- Tarde de Familia
- EAP Parent Nights

c. When are students notified of available services?

- During initial assessment and orientation
- ongoing

d. Describe how services are provided (on-line, in groups, etc.)

- Face-to-face
- Online
- In groups
- Flyers
- Mailings

4. Describe how counseling, advising, and other educational planning services assist at-risk students in selecting educational goal and course of study (brief description follows later in report; be more generic)

- Probation workshops
- Career workshops for undecided students
- Counseling traditional appointments
- Phone appointments
- Skype appointments
- Career counseling appointments in Career Center
- Counseling 165, 170, and 115 for undecided students
- Other Counseling classes (48-Test Anxiety, 110-College Success, 120-Quest for Identity)
- Counseling involvement in learning communities (basic skills)
- Counseling participation in Summer Bridge (basic skills)
- Counseling participation in FYE (basic skills)
- "Roaming Counselor"

- Math Success While Reducing Anxiety workshops
  - Career and Personality Inventories
  - Stress Reduction Workshops for Students in the RN Nursing Program
  - Classroom presentations
5. Describe how teaching faculty are involved or are encouraged to monitor student progress and develop or participate in early alert systems
- Census Rosters -- dropping no shows
  - Early Alert Rosters (is ESL included?) -- English & Math Basic Skills Instructors Only -- VPI sends out a memo at about Week 5 asking for identification of students who made need extra guidance or support by Week 7. Historically, few faculty have replied. Those who have never know what happens with the information that they send out.
  - EOPS & TRIO (TRIO only?) -- need to verify that this is still happening -- students hand carry a report to their instructors for signatures and grade estimation at that point in the semester.
  - International Student Progress Report -- students bring report to instructors for signatures and grade estimation
  - FYE Alert -- the First-Year Experience Coordinator sends out a form requesting feedback from instructors of FYE students at Week 4. (see attached) The coordinator follows up with all instructors as a reminder for a request for their participation and with those who provide feedback in order to let them know what action has been taken on behalf of the student. Participation is stronger than with Early Alert, but the process is very time-intensive for the FYE coordinator.
  - Athletic Alert -- Instructors of Palomar College athletes are asked to provide information on student progress to date.
  - Roster with FA notation -- asking instructors to provide last date of attendance.
6. Identify staff providing follow-up services
- a. Number of positions, job titles, and description of role  
**(To Be Written)**
7. Identify technology tools utilized
- a. For third party tools, list name of product and how it is used
    - **Counseling Department**
      - Appointments
      - SARS Booking system
      - SARS Call Appointment reminder (24 hours prior)
      - People Soft -- (Ed Plans -- Assessment results -- Transcripts)
      - Singularity (records from other colleges)
      - Skype Counseling -- Video Conferencing
      - Phone Appointments
      - Email Correspondence
      - Online Resources used:

TES – College Catalogs  
Career and Transfer links (ASSIST.org – ONET – etc.)  
Resume Tutorial (Career Center website)  
Online Assessments (Personality – Interests – Values)  
Financial Aid ( FAFSA – BOGW – Scholarships)  
University Applications (CSU Mentor – UC)  
Job Search / Internships  
Transfer Counselor Website (CCCtransfer.org)  
Counselor Reference Page

- Online Probation Workshops
- Student eservices
- Online classes (COUN 110 – 115 – 165 – 101 – 170)
- Counseling Website Resources (Student Success Strategies – Parent Info)

- **Career and Transfer Centers**

- Twitter / Facebook
- Research / Career - Transfer Info Links
- Event Calendars (College Fairs / Job Expos / University Reps)
- Announcements of upcoming deadlines (TC)
- Cross Enrollment Opportunities (TC)
- Transfer Admission Guarantee Info (TC)
- GPA Calculator (TC)
- Interview Tutorial (CC)

- **Articulation**

- GE patterns (AA – CSU – IGETC – out-of-state- Private)
- SDSU / CSUSM Major Prep NOT on ASSIST
- AP/ IB / CLEP charts
- Local College Major lists

8. Describe projected budget **(To Be Written)**

- a. Staffing
- b. Use of technology

**Topics of Discussion:**

1. What activities/services should be required of at-risk students?
2. What is the best strategy for communicating with at-risk students?
3. Are there activities/services within this area that should be provided to all students?
4. How can classified staff engage in this process?

## MEMORANDUM

TO: VP Gonzales, VP Cuaron, Senate President Gregg Larson

FROM: 3SP Outreach/Marketing Work Group  
Co-Chairs: Norma Miyamoto and Laura Gropen

DATE: April 25, 2014

SUBJECT: Work to date/Recommendation for moving forward

Our group has been meeting regularly for the past few weeks. To date, we've developed a template that provides a quick summary of *some* of the outreach and marketing efforts that are occurring across campus. We know the list is not comprehensive. For this reason, we're planning to re-convene this summer to expand and refine this listing of activities.

At our meeting last Friday, we also drew some conclusions, which I'll summarize here:

- While a brief description of the outreach/marketing activity is provided on the template, you'll notice there is no evaluative information provided. We did not attempt to do any sort of quantitative or qualitative analysis of the effectiveness of current outreach and marketing activities.
- The group believes there is value in having a comprehensive list of marketing/outreach activities AND a centralized calendar. To accomplish this on an ongoing basis, the group recommends that an outreach office be created and housed in Student Services. A new position would be needed, and that position should be at least at the level of a Supervisor.
- In Student Services, "outreach" is synonymous with "recruitment." Here at Palomar, outreach activities would entail recruitment in the schools, adult education, and in the community. Contact with Chambers (business and industry) and elected officials would remain in the office of Communications, Marketing and Public Affairs.
- The Communications, Marketing and Public Affairs team should continue to develop marketing collateral materials to support these recruitment efforts. That office will continue to be responsible for the overall college marketing message and the branding of the college so all entities deliver a consistent message. This office is in the process of developing materials that will identify and support the college's message, image and brand. They are in the process of developing templates for fliers and brochures so departments/faculty may quickly develop collateral materials. These templates, as well as a new college web page, should be done in January 2015. The new web page will go live in July 2015.

Division	Dean	Department	Name of Program	Target Population	When It Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Instruction	VPI	Supports all departments	Service Learning (SL)	Students enrolled in any class at Palomar	On-going	<p>Service Learning is a hands-on approach to education; it may occur in a variety of community settings. SL provides support for Faculty who want to use Service Learning.</p> <p>Service Learning helps with identifying and monitoring placements, brainstorming reflection ideas, as well as provides forms (time sheets, etc.) and covers any liability issues. In addition, SL helps connect students to community partners and finds placements.</p>	MD 266	<p>Intent is to increase student's success in a course, facilitate "deep learning and critical thinking," develop awareness of self and potential career opportunities, and encourage civic responsibility.</p> <p>Students develop skills, think deeply about course content, link experience to their academic work, explore potential career paths, enhance their self awareness and develop connection to the larger community and gain a sense of civic responsibility.</p>	<p>Outreach to faculty via professional development workshops, presentations at plenary, website, lunches, activities to bring community partners on campus to meet with faculty individually or in groups.</p> <p>On-going one-on-one meetings with faculty.</p> <p>In Fall 2013, SL had over 200 students participating, logging over 2,000 hours of service with a diverse group of community partners including T.E.R.I., Interfaith, Brother Bennos, Community Housing Works, Batiquitos Lagoon, the Red Cross, and more.</p>	Laurel Anderson
Instruction	Arts, Media, Business, and Computer Science	Business Administration	Business Department	Students currently enrolled in the Business Department and students interested in enrolling.	Current and future endeavors beginning summer, fall 2014	<p>Instruction - Arts, Media, Business, and Computer Science</p> <ul style="list-style-type: none"> <li>• Orientations for all Business Students</li> <li>• A Business Club that holds in-person meetings</li> <li>• A Business Department blog for students and faculty to connect</li> <li>• Pre-assessment of Digital Information Literacy Skills</li> </ul>	Palomar College	<p>Pilot and orientation via an E-Marketing class to ensure new students enrolling.</p> <p>In addition, reserving a large space on campus for the club's first meeting in the fall.</p> <p>To increase the activities and opportunities including student access, and retention, streamlined course and program completion, and tracking our students' success.</p>	<ul style="list-style-type: none"> <li>• Publicize low-enrolled classes on our website: <a href="http://www.palomar.edu/business">www.palomar.edu/business</a></li> <li>• Flyers and brochures are distributed in our area and certain faculty will visit Business classes to advertise their classes</li> <li>• Signature lines for all faculty to advertise "classes I teach," to promote other classes</li> <li>• Publicity for these meetings and encouraging connections via Facebook, and Twitter, and our Business Department website which occurs each semester currently</li> </ul>	Jackie Martin
Instruction	Arts, Media, Business, and Computer Science	Computer Science and Information Technology Department	Computer Science and Information Technology Department	High school and first-year college students		<ul style="list-style-type: none"> <li>• Career Technical Education events</li> <li>• Department Career days hosted at Palomar College</li> <li>• High School visitations</li> <li>• Industry Advisory Meetings</li> </ul>	Palomar College	<p>To educate individuals on the skills necessary to gain employment, and the availability of the classes that match those desires skill sets.</p>	<ul style="list-style-type: none"> <li>• Outreach and marketing through events and advertisement of the classes offered</li> <li>• Word-of-mouth messaging through the High School visitations</li> <li>• Website on the Official Palomar College Page</li> </ul>	Rand Green
Instruction	Arts, Media, Business, and Computer	Graphic Communications	Career Day	Community College students	Spring	Arrange speakers for career day and meet with students	Graphics MD Computer Labs	Students can explore careers through interaction with professionals in the field.	Students can gain exposure to a broad variety of careers in Graphic Communications.	Mark Bealo
			CTE High School Program	Juniors and seniors in North County high schools	February 28, 2014 (every spring)	<ul style="list-style-type: none"> <li>• Visual examples of Digital Video and Multimedia Courses</li> <li>• Tours of the Screen Print and Print Facility</li> </ul>	MD 119	To increase enrollment and attract attention from High School students and teachers; students may obtain college credit.	<ul style="list-style-type: none"> <li>• Students enroll in the multimedia, screen printing, and print programs. Creates personal connections with H.S. teachers.</li> </ul>	
		Graphic Communications (Continued)	Del Lago Academy	High school students	2014	Liz Lablond is working with the yearbook students and also sat on a review panel for a video that the scholars made.	Del Lago Academy	Del Lago Academy is a new high school in Escondido. They're working with Palomar to send students here next year. They have reached a similar agreement with CSJSM.	This will boost our enrollment.	Mark Bealo

Division	Dean	Department	Name of Program	Target Population	When it Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Instruction			San Diego County Fair	General population	Every summer	Enter student projects, create categories, and judge projects.	San Diego County Fair Grounds	Showcase students' work and attract attention to the Department.	Show outstanding creative work to the general public and create department interest.	Jennifer Nelson
			Graphics Open House & Student Expo	College students, friends and family; high school seniors, teachers and counselors	October in fall and March in spring	Display student projects, give tours, and speak with students and friends.	Graphics	Students can show off their projects.	The students invite their friends and family to view their projects and meet the staff; GC Facebook page.	
			Meet with H.S. counselors	High school counselors	Occurs late in spring semester	Meet with counselors and present Graphics programs.	AA building, General Quad	Counselors discuss the program and refer students.	The counselors are a good link to the H.S. students and refer them to our program.	
			Social Media: Facebook, Twitter, and Blog	Public	On-going	Class features/benefits.	Web	Class awareness.	Increased enrollment.	
	Instruction - Career Technical and Extended Education									
			Classroom Visits	High school students	Throughout the year per the teacher's request	Help students register for a Palomar College ID number.	At the high schools	Students will use the Palomar College ID number to receive credit for their articulated course. (CBE)	Students who receive credit may choose to continue on a Pathway at Palomar College because they will already have credits and be able to continue toward their desired major without repeating courses they have already taken.	
			CTE Transitions (Formerly Tech Prep)	High school students	Every spring (usually on a Friday)	Tour of the campus and CTE programs	Palomar College San Marcos Campus	Give students the opportunity to see what Palomar College has to offer. Target market is high school students currently enrolled in articulated CTE courses.	Students can connect what they are doing in high school to clear Pathway at Palomar College in their desired major, or be exposed to other programs.	
			Open House	High school students	Every spring (usually on a Friday)	Tour of the campus and CTE programs	Palomar College San Marcos Campus	Give students the opportunity to see what Palomar College has to offer. Target market is high school students currently enrolled in articulated CTE courses.	Students can connect what they are doing in high school to clear Pathway at Palomar College in their desired major, or be exposed to other programs.	
Instruction		Extended Education	Escondido Center	People living within the outskirts of the Escondido Center and Ramona areas.	On-going	<ul style="list-style-type: none"><li>Academic skills lab</li><li>Assessment Office</li><li>Bookstore</li><li>Campus Police</li><li>Cashiering Services</li><li>Counseling</li><li>ESL</li><li>Enrollment Services</li><li>World Languages</li><li>Health Services</li><li>Library</li><li>North County Educational Opportunities</li></ul>	Escondido	<ul style="list-style-type: none"><li>This outreach program works closely with the Public Affairs Office to create an individual class schedule. In addition, uses current staff members to conduct outreach and update their website, Facebook, and Twitter accounts.</li><li>The Escondido Center could be used as a marketing/tool to keep use relevant and to expose new and prospective students to our future South Campus.</li></ul>	This outreach program needs a stronger presence in the community.	Jaime Moss

Division	Dean	Department	Name of Program	Target Population	When It Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
			Palomar College at Camp Pendleton	The active duty military, spouses, veterans, DoD employees, as well as civilians who work aboard the base and/or live in the area.	On-going	<ul style="list-style-type: none"> <li>Student Support Services</li> <li>Representatives from Palomar's VA office visit CPEN once a month to meet with students who are transitioning out</li> <li>Offering flexible schedules for the military population</li> <li>Vocational classes</li> </ul>	Camp Pendleton	Palomar College at Camp Pendleton runs exclusively fast-track sessions; there are five start dates a year. Classes are held at a variety of locations on base. The academic programs enhance students' current professions and/or provide future training for civilian transition.	Currently the site manager and staff does the outreach and marketing abroad the base. CPEN has a website; Palomar College is also linked with the Camp Pendleton Base Education's Website.	Janet Hoffman
			Palomar College at Fallbrook	Fallbrook and Bonsall communities	On-going	Student Support Services at Fallbrook include: <ul style="list-style-type: none"> <li>Enrollment Services</li> <li>Counseling</li> <li>Selling and Renting textbooks</li> <li>ESL Program</li> </ul>	Fallbrook	<ul style="list-style-type: none"> <li>The college plans to build a Fallbrook Center at Highway 76 and I-15. A decision will need to be made regarding the continuation of a small center at Fallbrook High School.</li> <li>Fallbrook has grown in recent years and a new population needs to be aware of the college's programs.</li> </ul>	<ul style="list-style-type: none"> <li>The Palomar College Public Affairs Office helps with marketing the Fallbrook classes.</li> </ul>	Janet Hoffman
Instruction - Languages and Literature										
Instruction	Languages and Literature	English as a Second Language	ESL Department	<ul style="list-style-type: none"> <li>Local feeder high school students and counselors within district</li> <li>Adults in the community</li> </ul>		<ul style="list-style-type: none"> <li>Informing about the ESL program</li> <li>EAP (Early Assessment Program)</li> </ul>	Palomar College	This outreach helps students be scored at their level of knowledge in English, Math, and Reading for College.	<ul style="list-style-type: none"> <li>Coordinators, PT faculty, and staff distribute and post flyers at markets, libraries, churches, health clinics, and other community centers</li> <li>Use students to market the program with free promotional items</li> <li>Writing emails, making phone calls, and emailing flyers</li> <li>Plan on developing another family night event for ESL to register new students on the spot</li> </ul>	Nimoli Madan, Lee Chen, Gary Sosa, & Larry Lawson
Instruction	Languages and Literature	Teaching and Learning Center	First-Year Experience (FYE)	<ul style="list-style-type: none"> <li>First-year students taking their first credit course in fall</li> <li>Hispanic, first-generation college students</li> </ul>	Year-round Application Period: March-August Duration of program: Fall to Spring (1yr)	<ul style="list-style-type: none"> <li>FYE Orientation</li> <li>Access to a FYE Counselor</li> <li>Receive educational planning assistance</li> <li>Registration assistance days</li> <li>Financial aid application assistance</li> <li>Receive embedded tutoring support in Learning Community</li> <li>Offer academic enrichment, career, and financial aid related workshops</li> <li>Social activities</li> <li>Monitor student grades and courses.</li> <li>Refer student to resources through FYE alert</li> </ul>	Program is housed at the TLC San Marcos	<ul style="list-style-type: none"> <li>Each year at PC, about 50% of our entering first-year students in the fall do not return the following fall. About 70% return fall to spring in their first year overall.</li> <li>The goal is to make a substantial reduction in that statistic.</li> <li>Take at least one of their basic skills sequences during their first year.</li> <li>Assist students in navigating the "college culture" and help them become integrated into the college community.</li> </ul>	<ul style="list-style-type: none"> <li>Promote at the annual High School Counselor Conference</li> <li>Personal visits to the 10 largest feeder high schools in the Palomar College District</li> <li>Email advertising to 44 feeder high schools</li> <li>Presentation at the Parent Orientations</li> <li>Promote through EAP</li> <li>Middle school/ HS students tours</li> </ul>	Debra Avila

Division	Dean	Department	Name of Program	Target Population	When It Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Instruction	Laila Pajares and Literature	Teaching and Learning Center	Former Foster Youth Services	Current & Former Foster Youth	Spring & summer for San Pasqual Academy – the largest group home in the region.	Palomar College Day tour and presentations of different programs. Faculty & staff present on programs such as Fashion, Auto, Dance, Reading, English, Police Academy, FYE, Summer Bridge, Financial Aid, EOPS and more.	Palomar College San Marcos	To highlight different programs that PC offers to this population.	The majority of graduates from San Pasqual Academy attend Palomar College. The Foster Youth Liaison staff member is located in TLC San Marcos.	Debra Avila
Instruction	Laila Pajares and Literature	Teaching and Learning Center	Learning Communities	<ul style="list-style-type: none"> <li>Basic skills students</li> <li>Hispanic students</li> </ul>	Outreach/marketing: Year-round  Enrollment periods: Fall and spring semesters	Linked classes that allow students to take related subjects such as math, English, reading and counseling as they receive personalized assistance from instructors, tutors, and counselors.	Program is housed at the TLC San Marcos. Several LC classes are scheduled in the TLC SM classroom.	Research has shown that students who participate in Learning Communities are more likely to earn higher grades, make friends faster and graduate at higher and faster rates.	<ul style="list-style-type: none"> <li>Printed bookmasks, flyers, sandwich board signs, lawn signs</li> <li>Web based advertising</li> <li>Class schedule</li> <li>Catalog</li> <li>HS Counselors</li> <li>Palomar Counselors</li> <li>EAP</li> <li>Parent Orientations</li> <li>SB</li> <li>FYE</li> <li>Academic depts.</li> <li>Discover Palomar</li> <li>CTE Open House</li> </ul>	Debra Avila
Instruction	Laila Pajares and Literature	Teaching and Learning Center	Summer Bridge Program (SB)	<ul style="list-style-type: none"> <li>Basic skill students</li> <li>Hispanic students</li> <li>Students who have a desire to improve their skills in English, ESL and/or math.</li> <li>Open to incoming, returning, continuing students</li> </ul>	Outreach/marketing: Year-round  Application Period: Feb-May  Program Dates: June-end of July (3 or 4-week program)	Non-credit program <ul style="list-style-type: none"> <li>Review ESL, English and/or Math with potential to increase placement</li> <li>Counseling and reading component with strong tutoring support</li> <li>Offer special activities and support throughout the year</li> <li>Financial Aid application assistance</li> <li>Registration Assistance days</li> </ul>	Program is housed at the TLC San Marcos.	Goal to increase student placement level in Math, English, ESL  Students must be placed in the following: ESL JAM= ESL55 or ESL101 English JAM= Eng10 Math JAM= Math 15-Math 135	<ul style="list-style-type: none"> <li>Promote at the annual High School Counselor Conference</li> <li>Personal visits to the 10 largest feeder high schools in the Palomar College District</li> <li>Email advertising to 44 feeder high schools</li> <li>Present at the Parent Orientations</li> <li>Promote through EAP</li> <li>Collaborate with STEM Outreach Coordinator (PPT slides)</li> </ul>	Debra Avila
Instruction	Laila Pajares and Literature	Teaching and Learning Center	TLC Escondido	<ul style="list-style-type: none"> <li>Basic skill students</li> <li>Hispanic first-generation college students</li> </ul>	Year Round	Tutoring (English, ESL, Math, Spanish) <ul style="list-style-type: none"> <li>Workshops</li> <li>Counseling</li> <li>Study Space</li> <li>Computers</li> <li>Laptops</li> <li>GoPrint</li> <li>Study rooms</li> <li>Make-up exams</li> <li>Textbook reserve</li> <li>Scientific calculators</li> </ul>	Escondido Center	To consolidate student support in one location, including tutoring, academic advising, referral to services, educational planning, workshops, study groups, computers, textbook and instructional material on reserve.	<ul style="list-style-type: none"> <li>Class presentations</li> <li>Email blasts</li> <li>Targeted emails (using queries)</li> <li>Printed promotional literature; brochures, bookmasks, postcards, flyers</li> <li>Web-based advertising</li> <li>CTE Open House</li> <li>Discover Palomar</li> <li>Class Schedule</li> <li>Catalog</li> </ul>	Debra Avila

Division	Dean	Department	Name of Program	Target Population	When it Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Instruction	Languages and Literature	Teaching and Learning Center	TLC San Marcos	<ul style="list-style-type: none"><li>Hispanic, low-income and first-generation college students</li><li>Students who are participants in SB, FYE, LC, Former Foster Youth</li></ul>	Year Round	<ul style="list-style-type: none"><li>Study space</li><li>Student success workshops</li><li>Study rooms</li><li>Counseling services</li><li>Embedded tutoring</li><li>Textbooks, headphones and scientific calculators</li><li>Computers</li><li>GoPrint</li><li>PC laptops</li><li>Programs available: FYE, SB, LC, Mentoring, Former Foster Youth Services</li><li>Faculty Resource Center</li></ul>	TLC 100, San Marcos campus	<ul style="list-style-type: none"><li>Goal to promote student success by providing student support, academic advising referral to services, educational planning, workshops, and embedded tutoring</li><li>Prepare students to successfully enter the college and access the services available to support their success</li></ul>	<ul style="list-style-type: none"><li>Develop awareness through PC media publications: PCTV, Telescope &amp; IMPACT magazine, 2 Minute of News</li><li>Printed promotional literature; brochures, bookmarks, flyers</li><li>Web-based advertising</li><li>Middle school &amp; High School students tour the TLC (arranged by Assessment)</li><li>CTE Open House</li><li>Discover Palomar</li><li>San Pasqual Academy (Palomar Day) April 2014</li><li>Boys &amp; Girls Club Outreach (on-site visits)</li></ul>	Debra Avila
Instruction - Mathematics and the Natural and Health Sciences										
Instruction	Mathematics and Natural and Health Sciences	Dental Assisting	Dental Assisting	People interested in dental assisting careers/potential students. High school counselors from local high schools, students from local high schools and students interested in health careers.	1-2 times each month	Information about the Dental Assisting Program Assisting Program, prerequisites and how to apply for the program. Program Information about the dental assisting and why Palomar College is the best choice for RDA programs.	Palomar College dental lab HS 108	To increase the number of students who enroll in DA 50 and DA 57 and the number of students who apply for the program. Attending an orientation is a requirement of applying for the program.	PowerPoint presentation Dental Assisting Program check list and application are provided to each attendee. PowerPoint presentation Q & A with handouts, information booth display board with pictures and program information.	Denise Rudy
Instruction	Mathematics and Natural and Health Sciences	Earth Space and Aviation Science	Planetarium	Local residents of San Diego, local K-12 schools, Boy/Girl Scouts	Friday evenings	Public planetarium shows - "The Sky Tonight" and a full dome feature (the title changes periodically)	Palomar College San Marcos - at the Planetarium	To promote an understanding of the night sky, astronomy, and the space sciences. For local K-12 schools - to help teachers fulfill their requirement to teach astronomy in the K-12 schools.	Flyers and brochures distributed to local businesses, online email marketing. USPS mail marketing and talks to local groups and organizations.	Mark Lane
Instruction	Mathematics and Natural and Health Sciences	Geography	CTE Open House	High School students	February	GIS specific presentation to high school students	Palomar College GIS Lab	GIS Outreach		Melisa Caric & Wing Cheung
			Earth Science Week	New and existing students	September	Poster session; GPS game, presentation; handouts	Natural Science building	GIS Outreach		
			Encuentros Leadership Conference	Jr. High males	October	Presentations	Varies- Palomar and Mira Costa College	GIS Outreach		
			GIS Advisory Meeting	Industry partners	Bi-annual	Meeting to discuss the Palomar GIS program; advice and feedback	Palomar College	Program enhancement; marketing our students in the industry.		
			GIS Day	New and existing students	Every November	Presentation from industry; student poster sessions; GPS game; networking; food	Palomar College GIS Lab	GIS Outreach		
			GIS Day-CSUSM	New and existing students	April	Presentation from industry; student poster sessions; GPS game; networking; food	CSUSM	GIS Outreach		
		Geography (Continued)	Women's High Tech-High Pay Career Event	Women in technology	Bi-annual	Presentation; handouts; networking; discuss industry and Palomar program	Varies-off campus	GIS Outreach		Melisa Caric & Wing Cheung

Division	Dean	Department	Name of Program	Target Population	When It Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Instruction	Mathematics and Natural and Health Sciences	Nursing	Nursing- General Information Meeting	Anyone interested in a career in nursing		<ul style="list-style-type: none"> <li>Monthly general information meetings that talk about what students need to do to enroll in the nursing program.</li> <li>Explains different types of nursing programs (A.D.N. vs. B.S.N)</li> <li>Reaches out to local high school and middle schools to educate the students about careers in nursing.</li> </ul>	Palomar College for general information meetings.  Local high schools and middle schools for presentations for their students.	<p>This program is essential to provide what is expected in the nursing program; for example, background checks. Background checks are crucial because students who fail the background checks can't attend their hospital for clinical experience and must be dropped.</p> <p>In addition, this outreach lets students know about other careers in health care that they may pursue.</p>	<ul style="list-style-type: none"> <li>Visiting high school campuses and middle schools such as in the past two school years:</li> <li>Oceanside Health Care Academy, CTE</li> <li>Transitions Open House, Kaiser Permanente Health Care Education Day, Escondido High School, Vista High School, Foothill High School, Alta Vista High School, Mission Hills High School, Audio Charter High School, Rancho Minerva Center High School, Valley Center High School, and the high school conference at Palomar College.</li> <li>Moreover, takes constant phone calls and emails from people who have questions.</li> </ul>	Judy Eckhart
Instruction	Mathematics and Natural and Health Sciences	Science Technology Engineering and Mathematics (STEM)	CSUSM STEM	Palomar College students majoring in any Science, Tech, Engineering, or Math  Any other students who are interested in learning more about STEM fields.		<ul style="list-style-type: none"> <li>CSUSM Career Advising</li> <li>Guaranteed Transfer Admission</li> <li>Guarantee Program for students transferring to CSU San Marcos</li> <li>Personalized e-mails to students</li> <li>Event flyers</li> <li>Frequent Facebook Posts</li> <li>Sharing events/information</li> <li>Programming information via Palomar College general information</li> </ul>	CSUSM and Palomar College	<p>To spark student's interest in pursuing lab shadowing opportunities that will result in student's desire to pursue PhD in STEM.</p> <p>To provide assistance in lab placement.</p>	<ul style="list-style-type: none"> <li>Personalized e-mails to students</li> <li>Event Flyers</li> <li>Frequent Facebook Posts</li> <li>Sharing/Events information</li> <li>Event information dissemination via the Palomar College General Information service, which distributes information to faculty/staff with students.</li> </ul>	Celia Martinez
Instruction	Mathematics and Natural and Health Sciences	Science Technology Engineering and Mathematics (STEM)	STEM Center	Palomar College Students. In the fall 2014, we plan to outreach to K-12 students.	Currently, STEM presentations inform students about the STEM Scholar Program and STEM Center.	<ul style="list-style-type: none"> <li>STEM counseling and CSUSM STEM advising (STEM Scholars only).</li> <li>Walk-in tutoring is available for chemistry, earth science, engineering, life science, physics, some math, and other STEM courses. Computer use access to Go-Print station, textbooks, laptops, and reference materials available for checkout.</li> </ul>	STEM Center NS-312	Increase the number of students to pursue STEM disciplines.	In the summer 2014, STEM will develop a STEM Ambassador Outreach Team Program to implement in the fall 2014.	Mireya Gutierrez-Aguero
Instruction	Mathematics and Natural and Health Sciences	Science Technology Engineering and Mathematics (STEM)	STEM Outreach	Middle school students who are interested in going to College after High School		<ul style="list-style-type: none"> <li>GEAR UP Collaborations</li> <li>Informing students about College</li> <li>Field trip to Planetarium</li> </ul>	San Marcos Middle School	Will show students the Planetarium at Palomar College and do STEM-related activities which are interesting and motivational for the SMMS students.	Off-site collaboration with GEAR-UP.	Patty Deen & Maria Zaplen

Division	Dean	Department	Name of Program (Coordinator Position)	Target Population	When it Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Instruction	Mathematics and Natural and Health Sciences	Science Technology Engineering and Mathematics (STEM)	STEM Outreach, (Coordinator Position)	Incoming high school students	On-going	<ul style="list-style-type: none"> <li>High school Counselors Conference</li> <li>Discover Palomar-Internal Outreach</li> <li>CTE Open House</li> <li>Feeder high school career/college/trade fairs</li> <li>High school class presentations</li> <li>MCAS Miramar and Camp Pendleton Education Fairs</li> <li>Creating new outreach material to expose students to STEM careers and education.</li> </ul>	North County	The desired outcome is to increase the number of students who consider to pursue a STEM discipline.	STEM presentations wished to improve its publicity through: <ul style="list-style-type: none"> <li>career information</li> <li>education information</li> <li>videos</li> <li>statistics</li> <li>resources</li> </ul>	Mireya Gutierrez-Aguero
<b>Instruction - Social and Behavioral Science</b>										
Instruction	Social and Behavioral Sciences	American Indian Studies	American Indian Studies/American Studies	Students currently enrolled; Native American Students Association. Local 9 Indian Reservations, Tribal Organizations, Palomar College Pauma satellite center	7+/- Years	Surviving students on and off campus as well as tribal governments and tribal organizations with the help of the Palomar College Pauma satellite center.	Palomar College and tribal education centers	Provide a holistic view of tribal people within the American panorama as to their relevance, and to support and encourage the use of the student facilities.	Guest speakers, class projects, interaction with tribal governments, education centers, and Useful Plants of Native American course to draw students.	Patti Dixon
Instruction	Social and Behavioral Sciences	Behavioral Sciences	Archaeology	New or current students in Archaeology		Meetings with Palomar counselors and high school counselors when they come to Palomar. Participation in Career Day at various high schools in the North County. Discussions with heads of Cultural Resource Management firms in San Diego County.	Palomar College	Promoting this outreach to new students and current students enrolled. Advertising the classes that Archaeology offers. Assisting students with their certificates and degrees in this field.	Ads on Palomar College home page for specific courses and speak to college groups about upcoming classes that are offered once every two years in the archaeology program. Sending flyers to SDSU, USD, CSUM, and UCSD about upcoming courses in the Archaeology Program.	Phil de Barros
Instruction	Social and Behavioral Sciences	Child Development	Child Development	Anyone interested in working in Early Childhood		Bi-annual orientation for new and returning students held the week before classes start in fall and spring each year. Faculty participation in regional professional groups such as CCECE, Faculty Initiative Project, etc. Individual and group student advising for CHDV. Participating in FYE/SummerBridge with the CHDV 99 course.	Palomar College	Students tend to reach out a lot to this outreach and they inform other students of programs and options available to them. As enrollments decline overall, there is a need to do more targeted outreach to attract new students to this program.	<ul style="list-style-type: none"> <li>Posters for the department</li> <li>Flyers/brochures about the department</li> <li>CHDV department Facebook page</li> <li>CHDV website</li> <li>Department correspondence and relationship with SDSU's CFD department</li> <li>Posting flyers for classes on Escondido Friends Facebook page</li> <li>CHDV Club outreach</li> </ul>	Jenny Ferrero
Instruction	Social and Behavioral Sciences	Instructional Support	Academic Technology Resource Center	Faculty for PD training events. Potential students for technology and Career Events.		<ul style="list-style-type: none"> <li>Website (Palomar College Home Page)</li> <li>Blog</li> <li>Newsletters</li> <li>Twitter account</li> <li>E-mails</li> <li>PSA's to Telescope</li> <li>ETV</li> <li>Broadcasting</li> </ul>	On campus and off campus at libraries, museums, etc.	To generate more involvement within the community. Pursue more sign ups and continuously improving within our technology capabilities.	<ul style="list-style-type: none"> <li>Technology and Career Events</li> <li>Publicizing website and events through its official website and flyers</li> <li>Feature articles in Telescope as a result of PSA</li> <li>Reported and photographer cover event</li> </ul>	Lillian Payn

Division	Dean	Department	Name of Program	Target Population	When It Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Student Services		Athletics	Intercollegiate Athletics	District high school graduates, CCCAA compliant recruitment area high school graduates, response out-of-recruitment area, out of state and/or international student prospects.		Student Services	Identification of athletically qualified prospects through regional contacts, newspaper and social-media reports; Evaluation per CCCAA Bylaw 2 compliance regulations.	Maintain healthy participation levels and enhance competitive capability of individual sport programs and the intercollegiate athletic program as a whole.	Active, on-going recruitment of full-time students as prospective participants in the institution's 21 established intercollegiate athletic programs as well as the co-ed cheerleading program.	Scott Cathcart
		Counseling Services	GFSP	Grant-funded Student Programs serves middle school students, parents, teachers; high school students, parents, teachers, and Palomar College students. Low income, first generation, and academically at risk.	Work in schools daily and before/during, and especially during summer. Like "7-11" they never close.	Activities Programs Events Services	<ul style="list-style-type: none"> <li>Schools</li> <li>Home visits</li> <li>Community Fairs</li> <li>Parades</li> <li>Events</li> <li>College Fairs</li> <li>Conferences</li> <li>Workshops</li> <li>Colleges like CSUSM</li> </ul>	To provide educational equity and APES/services that produce educational opportunities, especially for under-represented populations, so more people may succeed in school, college, and careers, especially "demand careers" of the future.	GFSPs allocations are to be used to serve the programs' admitted students, parents, families. Each program is only funded to serve a maximum and minimum number of participants.	Benjamin Moss
Student Services		Enrollment Services	Admissions	New incoming or current students enrolled	Year Round	Assist local high school students with EAP process; assist students with online application process, answer questions about registration, financial aid, and the concurrent enrollment processes and priorities.	Palomar College	These services are provided to help answer questions for students and to help them avoid needing to visit the campus multiple times in order to register for classes. Our goal is to make the transition from high school to Palomar as easy as possible for the first-time college student.	The Admissions Office plans to visit additional high schools to help promote EAP. Providing Admissions and Financial Aid information to incoming college students eases the transition from high school to college. At the EAP sessions, the Admissions staff can assist students to navigate through their e-services account and show students where to locate information regarding enrolling for classes and financial aid.	Kendyl Magnuson
Student Services		Counseling Services	Counseling	All student's (current, former, and prospective) and members of the local community.	Year Round	<ul style="list-style-type: none"> <li>High school outreach presentations and panels</li> <li>High School Counselors Conference</li> <li>Local high school college fairs</li> <li>EAP Counseling – Orientation, tour and counseling appt.</li> <li>New student workshops – AA/Certificate and Transfer</li> <li>Campus tours – non-profit groups, elementary, middle and high school students.</li> <li>Mental health awareness fair</li> </ul>	Palomar College, local high schools, and community events	To creating a link with high school students to help ensure that they matriculate to Palomar in a successful way. In addition, we promote the services and programs that Palomar College offers including outreach through local schools and community events.	Promote workshops for incoming students Promote all Counseling Department services, workshops, events and appointments	Lisa Filice

Division	Dean	Department	Name of Program	Target Population	When it Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
Student Services		Enrollment Services	Financial Aid	Students who need financial support	Year Round	<ul style="list-style-type: none"> <li>Educate and assist students with FAFSA &amp; BOGW applications</li> <li>Provide FAFSA workshops</li> <li>ICANAFORDCOLLEGE.COM promotional items</li> </ul>	Palomar College	<p>This outreach can provide students with support that can be beneficial for them to attend college.</p> <p>In addition, giving students resources for various types of financial aid (loans, scholarships, etc.).</p>	<ul style="list-style-type: none"> <li>Financial Awareness Week in April 2014 at the SU to promote the new financial aid year</li> <li>Setting up a Facebook page to interact and promote events</li> <li>Advertise the financial aid page on Palomar College</li> </ul>	Mary San Agustin
Student Services		Enrollment Services	International Education	International students with student visa enrolled at Palomar College	Year Round	<ul style="list-style-type: none"> <li>Participation in college fairs held at local intensive English programs, such as intrax, UCSD, Extension, and AUI at SDSU.</li> <li>CLAs are issued for a couple of intensive English Programs.</li> <li>Participate in recruiting/marketing tours pre-arranged by any of the professional groups.</li> <li>Develop an individual visitation trip where staff visit agencies and schools overseas.</li> </ul>	Palomar College	<p>To maintain the flow of incoming international students, the office visits schools and agencies outside the U.S. on a regular basis.</p>	<ul style="list-style-type: none"> <li>E-view-book of the college for all student groups (residents, out of state, international).</li> <li>Develop an online chat system with limited time frame, so we can respond to their questions right there.</li> <li>The study of U.S.A. which helps our name become known and allows students to search schools that may fit students' interest.</li> </ul>	Yasue O'Neill
Student Services		Enrollment Services	Veterans Service	Potential and current Veteran students	Year Round	<ul style="list-style-type: none"> <li>Certification of GI Bill benefits for Veterans and Dependents</li> <li>Academic advising</li> <li>Veteran to Veteran tutoring</li> <li>Veteran resource center</li> <li>Collaboration with outside organizations for Veteran's benefits</li> <li>Veteran events on campus</li> <li>Active Duty outreach to Camp Pendleton</li> </ul>	Palomar College	<p>This service conducts various outreach activities and provides additional services to assist veterans toward achieving their educational goals at Palomar College.</p>	<p>More space for veteran tutors.</p> <p>Additional veteran tutors.</p> <p>Streamlined process for getting veteran tutors certified through Palomar.</p>	Mary San Agustin
Student Services		EOPS	Extended Opportunity Programs and Services	Students challenged by language, economic and educational disadvantages	Year Round	<ul style="list-style-type: none"> <li>Department Orientation</li> <li>Academic and support counseling</li> <li>Priority Registration</li> <li>Registration Assistance</li> <li>EOPS Book Vouchers</li> <li>Individual Tutoring</li> <li>Four-year College Fee Waivers</li> <li>Student success workshops</li> <li>On and Off Campus outreach</li> <li>Informational College Transfer workshops</li> <li>Holiday Festivities</li> <li>Monthly Newsletter</li> </ul>	Palomar College	<p>Ideally to give every student an equal opportunity to complete their academic goals.</p>	<p>Acts wished to be implemented are:</p> <ul style="list-style-type: none"> <li>Dream Act and Financial Aid Training</li> <li>Community Partnership</li> <li>CSUSM Dare to Dream Partnership</li> <li>UCSD Transfer workshop</li> <li>CSUSM EOPS Transfer workshop</li> <li>Social Networking</li> </ul>	Mary San Agustin

Communications, Marketing and Public Affairs Office

Division	Dean	Department	Name of Program	Target Population	When It Occurs	Services Provided	Where	Why	Outreach/Marketing	Contact
President's Office		Communications, Marketing and Public Affairs Office	College Home Page	All students (current, former, and prospective), employees (faculty, staff and administrators), and members of the local community.	On-going	The college home page is viewed an average of almost 500,000 times per month by students, employees and community members.	Online ( <a href="http://www.palomar.edu">http://www.palomar.edu</a> )	Advertisements increase enrollment, event attendance, and general awareness of services offered.	Advertisements of open courses, events, and services can be added at any time of the year. Requests for ads may be sent to the Academic Center Staff.	Chris Norcross and Laura Gropen
President's Office		Communications, Marketing and Public Affairs Office	Communications, Marketing and Public Affairs Office	General public in service area.	Street fairs in the community. Throughout the year, the PAO also attends educational fairs in the spring and fall.	<ul style="list-style-type: none"><li>• Current class schedule</li><li>• Fact Sheet(update 2014)</li><li>• Catalog</li><li>• Telephone directory</li><li>• Financial Aid Brochure</li><li>• Early Acceptance Program Information</li><li>• ESL information</li><li>• Sports information</li><li>• Transfer Center materials</li><li>• You can afford college campaign</li><li>• Grant-Funded programs</li><li>• FYE</li></ul>	Festivals: San Marcos, Fallbrook, RB Alive, Escondido. Fairs: Escondido, National College, Mission Hills High School. Career Days: San Diegoito Academy/La Costa Canyon, Twin Oaks High School	Presence of Palomar College within the service area.	<ul style="list-style-type: none"><li>• Promote current registration</li><li>• Printed materials distributed</li><li>• General questions answered</li><li>• Provide direction for specific questions or concerns.</li></ul>	Trujillo-Hernandez

# Orientation

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**Target Audience:** Describe the target student audience, including an estimate of the annual number of first-time students to be served.

- **Who are our target populations?**

A comprehensive orientation needs to be provided to all new Palomar College students; only excluding those that are students classified as exempt. This comprehensive orientation will include: 1) Academic expectations and progress and probation standards pursuant to section 55031 2) How to maintain registration priority pursuant to section 58108 3) The prerequisite or co-requisite challenge process pursuant to section 55003 4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612 5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed 6) Academic calendar and important timelines 7) Registration and college fees 8) Available education planning services.

The committee finds that in addition to the comprehensive orientation, it would be beneficial for students to be directed to other orientations that they may find of interest; such as an area of interest in their field of study or elaborating on the student support services Palomar College provides (Financial Aid, Veteran's Services, etc.). A complete listing of orientations available on campus or on-line can be provided at the end of the comprehensive orientation or at the time a student declares a major. It's apparent to the committee that there are a lot of good departmental orientations conducted on campus or online, but we find that some students are not aware of them.

Areas of the current orientation that need to be enhanced or included in the comprehensive orientation are numbers 1 and 5 listed above. As the Board of Governors Fee Waiver criteria are finalized by the state, this will need to be updated as well.

- **Who are we serving now?**

The committee finds that we are serving our Early Acceptance Program (EAP) students very well in the area of orientation. The EAP program is designed to make the transition from high school to Palomar College easier for our incoming high school graduate students and to provide them with the tools needed to successfully begin their college experience. Palomar College goes to select high schools in the District to provide the assessment test to graduating seniors. Students who attend high schools that we do not go to and provide the assessment test are encouraged to come take it at the San Marcos campus or the Escondido Education Center. Once the student takes the assessment test, they are required to attend a Saturday EAP session that includes a group presentation of the comprehensive student orientation, meeting with a counselor for a one on one appointment to develop a Student Educational Plan (SEP), and receive a campus tour. EAP students are required or incentivized by means of obtaining a priority registration appointment to participate in the assessment testing and follow up Saturday EAP sessions held on campus at the San Marcos campus from late March to early June. In addition to Palomar's efforts to inform students about the need to participate in the EAP program, high school counselors are key in stressing the importance of participating in the program.

We also find that many departments are offering high quality departmental orientations to their students. A goal would be to direct students to these orientations sooner in their college career to allow them to see what's available to them, both in support services provided and in areas of study.

- **Where are the gaps?**

The committee finds there are gaps for first time college students that aren't eligible to participate in the EAP program. We find that many of our students don't view the orientation. Although new students who take the assessment test in the assessment offices at San Marcos and at the Escondido Education Center must view an orientation at the conclusion of the test, we feel that the orientation is not comprehensive enough. It currently lacks the information now required. In addition, not all new students take the assessment test. This means many of our students are not seeing an orientation. These students are not learning the importance of taking the assessment test, meeting with a counselor, or setting up an education plan. Below is some preliminary research shows the following numbers in regards to the number of students who applied to Palomar and did not take the assessment test:

School Year	Total Number of Applicants	Number of Applicants who did not take Compass
10/11	20,476	14,576
11/12	20,796	14,909
12/13	20,475	15,190

**\*\*Notes:** Jose Fernandez and Jamie Moss will work with Rick Gommel to try and narrow down how many new students have applied to Palomar, are currently attending, and who have not yet assessed. The data listed above is preliminary and may require additional filtering to improve the accuracy of these numbers.

**Services:** Provide a description of the orientation services that address the target audience and activities provided. Describe at what point(s) in the student's academic pathway services are provided.

- **What services do we offer now?**

Students can take the orientation on their own through the assessment or counseling department website, at the time they take the assessment test at the San Marcos campus or Escondido Education Center, or if they are part of the EAP program and attend an on-campus orientation. ESL, Summer Bridge, and FYE students also receive a comprehensive orientation.

We find that many departments offer great "departmental specific" orientations. These orientations should enhance the comprehensive orientation. Some options to get students to view or participate in these departmental orientations is to send them an invite at the time they register for particular class, when they declare their major, or to provide a comprehensive list of departmental orientations at the completion of the comprehensive orientation. An invitation to

participate or view an orientation on-line can be sent by email. Special attention would need to be given so that students are inundated with orientation invites. For example, if a student signs up for 3 Graphic Communications classes, they should not receive 3 separate Graphic Communication orientation invites.

- **Do we have partnerships with any high schools, colleges, workforce agencies, or community partners?**

We don't have any strong partnerships with these groups at this time. Adult Education programs provide an opportunity to build better partnerships with. These Adult Education programs would also be key in providing support and encouragement to participate in our orientation programs.

**\*\*Notes:** Group orientations could be offered at the Adult Education locations. Assessment tests could also be offered at this time. Consideration should be given to use the EAP program as a framework to partner with the Adult Education programs and maximize the effectiveness of our services.

- **What are we doing well?**

We are serving students well who take the assessment test on campus through our EAP, FYE, Summer Bridge, and GFSP programs. The departments and programs do a great job in making sure their students participate in a student orientation. This is incentivized by receiving a priority registration appointment. These programs also offer strong student support programs with staffing that encourage and require participation.

**\*\*Note:** In terms of offering services, what populations are we reaching out to in an *effective* manner at the present time? We need to discuss this further.

- **Where are our gaps in our target populations?**

This was covered above. Our biggest gap is getting first time students who are not participating in the EAP program to view the comprehensive orientation. Discussions were centered on requiring all students to view or participate in an orientation prior to being eligible to register for classes for the first time; excluding those students who are classified as exempt.

- **What new services do we need to create?**

The comprehensive orientation needs to be updated to include all eight criteria listed on the Orientation Checklist.

Tracking and data collection protocol needs to be established so that student support programs such as ESL, Veterans, FYE, GFSP, Education Centers, group orientations at Adult School programs, etc., can provide comprehensive orientations that are better suited for their students and still meet the comprehensive orientation criteria. This is essential for MIS reporting.

- **At what points are services offered on the student's academic pathway?**
  - Before or after registration?
  - At 15 units, 30 units, etc...?

**\*\*Notes:** It is the committee's belief that the orientation should be required of all new Palomar students; excluding those students who are exempt, prior to being able to register for classes. The discussion about follow-up orientations should be held with the 3SP "Follow Up" group for final determination.

- **How can instructional faculty/divisions be integrated into orientation programs?**

Any departmental specific orientations should enhance the comprehensive orientation. Some options to get students to view or participate in these departmental orientations is to send them an invite at the time they register for particular class, when they declare their major, or to provide a comprehensive list of or departmental orientations at the completion of the comprehensive orientation. An invitation to participate or view an orientation on-line can be sent by email. Special attention would need to be given so that students are not inundated with orientation invites. For example, if a student signs up for 3 Graphic Communications classes, they should receive only one Graphic Communications orientation invite, not 3 separate orientation invites.

- **What orientation/follow-up can be provided by the department and at what interval in the student's academic career?**
  - Include eight required policies and procedures identified in title 5 section 55521

**\*\*Notes:** The discussions and findings as to which intervals students should receive additional orientations should come from the 3SP "Follow Up" group. It is this committee's opinion that consideration should be given to allow other departments to provide comprehensive orientations to Palomar's first time students. Orientations from these additional offices would need to be sure that all 8 items of the Orientation Checklist are included. These departments would also need to be responsible for tracking and entering the information into PeopleSoft of the students they have served.

## **Methods of Delivery:**

- **What can be delivered online?**

The comprehensive orientation needs to be made available to all current and prospective students online. This will allow students to view the orientation both on and off campus. The orientation will include all 8 items included on the Orientation Checklist and can also include a virtual tour of the main campus. The ability to printout the academic calendar and important deadlines directly from the online orientation would also be helpful to students.

The MIS group will determine how to track this information. This committee suggests that the online orientation should self-track directly to PeopleSoft once completed by the student.

- **What activities/services must be provided in-person?**

Campus tours to all new students in person would be helpful. This would allow for brief question and answer sessions between students and staff. Online orientations should include a virtual tour of the main campus.

## **Student Learning Outcomes (SLO's):**

- **What are the SLO's of orientation?**

The committee suggests having one initial SLO. The recommended initial SLO is:

"All new students, excluding those that have been classified as exempt, must complete a student orientation in order to be eligible to register for any courses."

The method of assessing the SLO will be a count of the students viewing/attending the orientation.

**\*\*Notes:** Additional SLO's can be added in the future. Discussion from the committee included the opportunity to establish an SLO for each of the 8 criteria on the Orientation Checklist. In order to track and ensure that students understood and completed the orientation, the online orientation would require students to answer questions about each of the 8 criteria at different intervals during the orientation before being able to move forward to the next section. The orientation could also be interactive; requiring students to actively participate in the orientation process, ensuring that they don't simply skip through the orientation.

In person and group orientations could use a survey for students to evaluate the orientation or to provide feedback on the content of the orientation as a method of tracking. The Research and Planning Office would be instrumental in developing this survey.

## **Staffing:**

- **What staff is involved in delivering services?**
  - **Positions, titles and descriptions of the roles**

Currently, counselors are the primary individuals that give the in person orientations. The Assessment Office is where a majority of students view the online orientation. Both the Counseling and Assessment websites provide links for students and guests to view the orientation.

Consideration should be given to allow other departments to provide orientations. The Education Centers, Veterans Office, First Year Experience program, Summer Bridge program, and the English as a Second Language Department are a few examples of offices that have a lot of access to first time students that could assist in providing new students with the required orientation, while catering to their student's specific needs. Orientations from these additional

offices would need to be sure that all 8 items of the Orientation Checklist are included. These departments would also need to be responsible for tracking and entering the information into PeopleSoft of the students they have served.

Additional staffing that could provide group orientations may enhance any outreach efforts Palomar provides. This would potentially expedite the process to get new students to apply, receive an orientation, take the placement test, and meet with a counselor before registering. 3SP **requires** all new students, excluding those classified as exempt, to receive the orientation. This requirement will dramatically increase the number of orientations that will need to be provided to students.

### **Technology:**

- **What in-house or commercial products will be used or are in development to deliver the services?**

The current online orientation will need to be updated to include all 8 of the required items on the Orientation Checklist. Some discussion was held in regards to having iPads available for in person, group orientations that students can follow along with that would track the comprehension and completion of the orientation requirement. We feel this would save staff from multiple departments a lot of time in manually entering student orientation data into the PeopleSoft system.

### **Budget:**

- **What staffing will be needed to implement comprehensive orientation services?**
- **What are the technology costs?**

N/A

### **Orientation Checklist**

	8 Required Policies or Procedures
	1. Academic expectations and progress and probation standards pursuant to section 55031.
	2. Maintaining registration priority pursuant to section 58108.
	3. Prerequisite or co-requisite challenge process pursuant to section 55003.
	4. Maintaining a Board of Governors Fee Waiver (BOGW) eligibility pursuant to section 58612.
	5. Description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed.
	6. Academic calendar and important timelines.
	7. Registration and college fees.
	8. Available education planning services.

## **Additional Notes:**

The committee feels that having a priority registration appointment is going to be the biggest advantage from the student's perspective as a motivator in completing an orientation. It is our recommendation that first time students follow the path listed below:

Complete an application > Receive an orientation > Take the Assessment test > See a counselor or have an SEP > Register for classes

The committee also feels the orientation should be updated on a regular basis, with oversight coming from the Student Services Planning Council or once re-activated, the Matriculation Committee.

The next two pages show the responses that were obtained by the committee when a college wide email was sent to Chairs and Directors asking for the following information:

*Dear Chairs and Directors,*

*I am a member of the Student Success and Support Program Task Force. One of the areas we have been asked to gather information on are the different student orientations that are conducted on campus. If you could briefly answer the questions below as they relate to your department, it would be a big help to us. If follow up is needed, I will call you to discuss. I hope to have your responses before our next meeting on Wednesday, March 5. It's important that I get as much feedback as possible...your cooperation is much appreciated!*

- *What is your name and what department do you work in?*
- *Does your department conduct an orientation for students?*
- *If your department doesn't have a student orientation, do you plan on creating one in the near future?*
- *What delivery method do you use to provide the orientation (in person, on-line, ect.)?*
- *What staff members/positions from your department are involved in providing the orientation?*
- *If your orientation is on-line, can you please include the link? If you have a copy or PowerPoint presentation of your orientation that you are willing to share, please send it to me.*

*Thank you again for providing this information to our group!*

Department	Do you offer a student orientation?	If not, do you plan on creating one?	What delivery method is used?	What staff members give the orientation?	Can you provide a copy of your orientation?
Athletics	Yes		In person	Athletic Director along with coach	
Behavioral Sciences	Yes, in class		In class and website	Faculty	
Camp Pendleton	Yes		In person	Manager of the Center and Counselor	
Career Center	Yes		In person and online	Career Center Director, Coordinator, and	Yes
Child Development	Yes, twice a year		In person	Counseling Specialist	
Dental Assisting	Yes, prior to program enrollment		In person	All full-time faculty	Yes
Design and Consumer Education-Nutrition	Yes		In person, group setting	Faculty for Nutrition	
DRC	Yes		In person	Director and Counselors	
EME	Yes, for Paramedic Students	Yes, online for EMT's	In person	Full-time faculty, ADA, Clinical Coordinator	
EO/PS	Yes		In person for new students (group), online for continuing students	Supervisor of EOPS	Yes
ESL	Yes		In person	ESL assistants, student specialists, and non-credit matriculation assistant	Yes
ETV and KKSM Radio	Yes		In person	Management, Supervisor, Faculty	
Financial Aid	Yes		Online		Yes
First Year Experience (FYE)	Yes		In person	FYE Coordinator, TLC Supervisor, FRC	Yes
Graphic Communications	Yes		In person, group setting	Coordinator, TLC Staff	
GSEP/TRIO/SSS	Yes		In person	Department Chair or faculty	
International Students	Yes, 3 days long		In person, groups	Staff assistant and hourly support staff	
Math	Yes, for self-taught and online students	For self-taught and online students only	In person and online	International Student Staff	Yes
				Faculty	Yes

Department	Do you offer a student orientation?	If not, do you plan on creating one?	What delivery method is used?	What staff members give the orientation?	Can you provide a copy of your orientation?
Nursing	Yes, prior to each semester		In person	Full-time faculty, currently enrolled students answer questions	Yes, for information only
Performing Arts	Yes, very informal-when requested	Yes; formalized	In person	ADA and faculty	
Public Safety-Fire Academy	Yes		In person	Faculty, Staff assistant	Yes
Public Safety-Police Academy	Yes		In person	Academy Coordinator and Training Officers	
Reading	Yes for online students; yes for lab students who use the reading lab		In person	Faculty and Instructional Support Assistants	
World Languages	Yes, for students who use the Resource Center at San Marcos		In person and online	Faculty and lab staff	
Art	No	Yes			
Business	No	Yes, a 3 part orientation for beginners, middle, and end students			
Administration					
Design/Interior Design and Architecture	No, informally if requested	Yes	In person	Faculty	
Economics, History, Political Science	No	No			
Health Services	No	No			
English	No	No			
Multicultural Studies	No	Yes, once a degree is in place			
Star Tutoring Center	No, informally if requested		In person	Tutors	
STEM	No	No			
Transfer Center	No	No			
Veterans	No	Yes, used to have an online orientation			