



## STRATEGIC PLANNING COUNCIL AGENDA

Date: September 16, 2014  
Starting Time: 2:00 a.m.  
Ending Time: 3:45 p.m.  
Place: **AA-140**

**CHAIR:** Deegan

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

**RECORDER:** Ashour

	Attachments	Time
<b>A. <u>MINUTES</u></b>		2 min
1. Approve Minutes of September 2, 2014		
<b>B. <u>ACTION ITEMS/SECOND READING</u></b>		10 min
1. Student Success and Support Program (3SP) Plan	Exhibit B1	
<b>C. <u>ACTION ITEMS/FIRST READING</u></b>		60 min
1. Draft Accreditation Self-Evaluation, Standards I and II	Exhibit C1	
2. Website Revamp Task Force	Exhibit C2	
3. Board Policies 2015-Student Trustee and 7211-Faculty Service Areas and Competencies	Exhibit C3	
4. Administrative Procedure 7365-Discipline And Dismissal-Classified Employees	Exhibit C4	
5. Student Equity Plan	Exhibit C5	
<b>D. <u>INTEGRATED PLANNING MODEL</u></b>		15 min
1. SPC Planning Calendar		
2. Update on SP2016 Action Plan and timeline for SPPF		
<b>E. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u></b>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Self-Evaluation Update		
<b>F. <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		
<b>G. <u>REPORT FROM PC3H COMMITTEE</u></b>		5 min
<b>H. <u>OTHER ITEMS</u></b>		



**STRATEGIC PLANNING COUNCIL  
MEETING MINUTES  
September 16, 2014**

A regular meeting of the Palomar College Strategic Planning Council scheduled September 16, 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, Falcone, Gonzales, Holmes, Larson, Laughlin, Lienhart, Moore, Navarro, San Juan, Sourbeer, Wick, Velazquez  
Recorder: Cheryl Ashour  
Absent: Claypool, Dimmick, Hosfield, Perez, Stockert, Talmo, Titus, Tortarolo  
Guests: Joan Decker, Brent Gowen

**A. MINUTES**

**1. Approve Minutes of September 2, 2014**

MSC (Sourbeer/Cuaron) to approve the Minutes of September 2, 2014

**B. ACTION ITEMS/SECOND READING**

**1. Student Success and Support Program (3SP) Plan**

This item has been postponed

**C. ACTION ITEMS/FIRST READING**

**1. Draft of Accreditation Self-Evaluation, Standards I and II (Exhibit C1)**

Berta Cuaron reviewed Standards I and II. She requested that feedback and questions be sent to Brent Gowen. Ms. Cuaron asked that Standards Ib1, Ib4, IVa1, IVa3, IVa5 (distributed at the last meeting) be reviewed. This item will return for action/second reading in October.

**2. Website Revamp Task Force (Exhibit C2)**

Jack Kahn spoke of the need to form a task force to update the Palomar College website in the short term. The website will use WordPress, a website software program which Palomar College already owns. He reviewed the role, products, and membership of the task force. The Website Revamp Task Force will appoint a working group, which will meet weekly. The goal is to complete the task before the Accreditation Site Visit in March, 2015. This item will return for action/second reading at the next SPC meeting.

**3. Board Policies 2015-Student Trustee; 7211-Faculty Service Areas and Competencies (Exhibit C3)**

Board Policies 2015 and 7211 were reviewed; there were no questions. This item will return for action/second reading at the October 7, 2014 SPC meeting.

**4. Administrative Procedure 7365-Discipline and Dismissal-Classified Employees (Exhibit C4)**

Administrative Procedure 7365 was reviewed; there were no questions. This item will return for action/second reading at the October 7, 2014 SPC meeting

**5. Student Equity Plan (Exhibit C5)**

Adrian Gonzales and Michelle Barton presented a PowerPoint presentation on the draft Student Equity Plan. The history, legislation/funding, plan requirements, our approach, evidence of disproportionate impact, the big picture, and the Equity plan goals and related activities were reviewed.

Mr. Gonzales distributed the draft Student Equity Plan. He stated the plan was written to reflect the work and discussions conducted by the Student Equity Workgroup, consisting of the Faculty Senate President, VPI, and VPSS as Tri-chairs, 15 faculty, 2 students, 1 classified, 1 CAST, 1 AA, 2 Deans, and one Sr. Director, Institutional Planning & Research. The specific goals were reviewed; members were asked to review the activities and provide input. He stated that a budget will be developed once the goals and activities are confirmed. Mr. Gonzales reviewed the items in the budget: personnel needs, instructional and outreach materials, technology infrastructure, and operational costs. Discussion ensued on personnel needs, specifically hiring a Project Director, Information Systems Project Manager, and Research Analyst before

hiring more full-time faculty. In addition, there was discussion about the preference from the PFF and CCE constituencies to hire additional faculty and classified staff instead of using stipends, overload, backfill, or hourly workers. Mr. Gonzales emphasized the importance of faculty and staff input to the goals and activities in the Equity Plan, as the budget will be based upon the specific activities. This item will return for action/second reading in October.

**D. INTEGRATED PLANNING MODEL**

**1. SPC Timeline Check-In**

Michelle Barton discussed the upcoming tasks.

**2. Update on SP2016 Action Plan and timeline for SPPE**

Michelle Barton stated this item is postponed until after the Student Success and Support Program and Student Equity Plans are completed, as the tasks in the Plans will be coordinated with the goals and objectives in the SP2016 Action Plan.

**E. 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.

**F. 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 developed the Year 2 PRP form at its last meeting.

**4. Student Services Planning Council**

Adrian Gonzales reported that SSPC discussed the 3SP Plan, matriculation, and student equity at its last meeting.

**G. REPORT FROM PC3H COMMITTEE**

No report.

**H. OTHER ITEMS**

**1. Faculty Hiring for 2015-2016**

Robert Deegan announced that 12 full-time faculty will be hired for 2015-2016. He reviewed the faculty obligation number (FON).

**2. Celebration of Life event**

Robert Deegan announced that a Celebration of Life event is planned for Friday, September 19 for the international students who lost their lives in an auto accident.

**3. STEM Workshops**

Dan Sourbeer announced that a workshop by Sandra McGuire, Ph.D., *Metacognition Is The Key: How to Learn* will be held this week for faculty and students.

**I. ADJOURNMENT**

There being no remaining items, the meeting was adjourned at 3:30 p.m.



## **Student Success and Support Program Plan (Credit Students)**

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**2014-15**

District: Palomar Community College District  
College: Palomar College

**Report Due Postmarked by  
Friday, October 17, 2014**

**Email report to:**  
[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

and

**Mail report with original signatures to:**

Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549



## **Instructions for Completion of the College Student Success and Support Program Plan**

### **INTRODUCTION**

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students<sup>1</sup>. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students<sup>2</sup>.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

### **INSTRUCTIONS AND GUIDELINES**

***Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.***

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to [cccssp@cccco.edu](mailto:cccssp@cccco.edu) with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis<sup>3</sup>. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

<sup>2</sup> A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

<sup>3</sup> The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

**The program plan should not be limited to state-funded activities.** Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

## **GENERAL INSTRUCTIONS**

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
  - a. Core Services
    - i. Orientation
    - ii. Assessment
    - iii. Counseling, Advising, and Other Education Planning Services
    - iv. Follow-up for At-Risk Students
  - b. Related Direct Program Services
    - i. Institutional Research
    - ii. SSSP Technology
  - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
  - Exemption Policy
  - Appeal Policies
  - Prerequisite Procedures
  - Professional Development
  - Coordination with Student Equity and Other Planning Efforts
  - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**

College Name: Palomar College

District Name: Palomar Community College

**We certify** that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: \_\_\_\_\_

Name: Brian Stockert                      Date: \_\_\_\_\_

Signature of the SSSP Supervising Administrator  
or Chief Student Services Officer: \_\_\_\_\_

Name: Adrian Gonzales                      Date: \_\_\_\_\_

Signature of the Chief Instructional Officer: \_\_\_\_\_

Name: Berta Cuaron                      Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Greg Larson                      Date: \_\_\_\_\_

Signature of College President: \_\_\_\_\_

Name: Robert Deegan                      Date: \_\_\_\_\_

Signature of District Chancellor: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Contact information for person preparing the plan:

Name: Brian Stockert      Title: Dean of Counseling Services  
Email: bstockert@palomar.edu      Phone: (760) 744-1150, Ext. 2184

## SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

**Directions:** For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

### Ila. Core Services

#### i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

- Who is our target student audience?

We estimate we will be serving 4619 first-time students annually. 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.

We find 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.

#### 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. 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.

- 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.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

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.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support

requirements.

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.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

**Orientation Checklist (Required Policy or Procedure)**

- (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 Board of Governors Fee Waiver eligibility pursuant to section 58621
- (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

Our college will be developing a comprehensive online orientation that includes all 8 of the required items on the Orientation Checklist. We have previously been conducting in-person comprehensive orientations as described earlier in this section. To ensure that all students have access to a comprehensive orientation, the college will be offering online, departmental, and in-person orientations that meet Title 5 requirements and the local needs of Palomar College Students. An Orientation workgroup was created as part of our development of the college's SSSP plan. It is anticipated that this group will be charged with further developing the online comprehensive orientation, training departments in meeting the requirements for a comprehensive orientation, and continue and enhance access to in-person orientations. To promote student access to and completion of a comprehensive orientation program, the college is implementing a SSSP dashboard showing student completion of assessment, orientation, and student education plans.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

We are also working on a process to ensure that department and program orientations for students meet the requirements for a comprehensive orientation as well under Title 5 regulations. This will be accomplished by training from College Student Success and Support Program staff and use of a college- wide online comprehensive orientation. We believe this will result in decreased repetition of providing information for students and requiring multiple orientations that are not applicable or necessary.

6 .Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

<u>STAFFING</u>	<u>DEPARTMENT</u>	<u>SSSP 2014-2015</u>
DEAN OF COUNSELING SERVICES	COUNSELING SERVICES	\$ 145,551
COUNSELORS – FT (3)	COUNSELING DEPT.	\$ 400,000
COUNSELORS – HOURLY ASSIGNMENTS	COUNSELING DEPT.	\$ 100,000
SUPERVISOR, COUNSELING SERVICES	COUNSELING SERVICES	\$ 65,000
COUNSELING SUPPORT SPECIALISTS	COUNSELING DEPT.	\$ 290,000
 <u>RESOURCES</u>		
ONLINE ORIENTATION/NEW VIDEOS		\$ 30,000
PRINTING GUIDES/BROCHURES/FOLDERS		\$ 10,000
OFFICE SUPPLIES – GENERAL		\$ 5,000

## ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

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: the 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.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

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.

**Total Staff – Providing Assessment Services**

Assessment Center Supervisor (1), SSSP Funded, - Administration, coordination, office management  
 Counseling Support Specialist (2), 1 SSSP Funded, 1 General Funded, - Schedule and proctor assessments  
 Assessment Technician (1), General Funded, - Technical Support, proctor assessments  
 Short-term hourly employees (4), - General Funded, assist students with high school assessments

**Additional Staff Request**

Counseling Support Specialist (1), SSSP Funded – Schedule and proctor assessments

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
  - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
  - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

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.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

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.

5. Describe college or district policies and practices on:

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance. 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.
- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again? 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.
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess? 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.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?  
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,

Psyc/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

- e. Use of other 3rd 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.

Palomar College does accept an EAP result of "college ready" to exempt students from the college placement test in math and English.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

Assessment Center Supervisor	Assessment Center	\$ 95,146
Counseling Services Specialist (2)	Assessment Center	\$ 144,626
Assessment Technician	Assessment Center	\$ 73,279
Short-term hourly employees (4)	Assessment Center	\$ 72,000
Supplies	Assessment Center	\$ 25,000

### iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

The target student audience is comprised of all currently enrolled students.



<p>a. Estimate the annual number of students to be provided:</p> <p>i. Counseling- 33,125 educational plan entries by all District counselors in 2012-2013</p> <p>ii. Advising- no positions currently exist on campus with exclusive academic advising responsibility</p> <p>iii. Other educational planning services</p> <ul style="list-style-type: none"> <li>• 699 probation workshop attendees in 2012-2013</li> <li>• 213 group counseling attendees in 2012-2013 through General Counseling</li> <li>• 1,622 counselor contacts by phone (General Counseling) in 2012-2013</li> <li>• 1,158 counselor contacts via email (General Counseling) in 2012-2013</li> <li>• 1,336 students attended EAP events in 2012-2013</li> <li>• 139 students attended counseling- topic workshops through General Counseling in 2012-2013</li> <li>• 108 students attended Career Center Workshops in 2013-2014</li> <li>• 747 attended Transfer Center Workshops in 2013-2014</li> <li>• 226 students attended TLC student success topic workshops in 2013-2014</li> <li>• 120 students participated in registration assistance days in 2013-2014</li> <li>• 93 students participated in FYE orientations in 2013-2014</li> </ul> <p>b. Describe the delivery method (in person, workshops, classes, online)</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Probation, student success topics, group counseling workshops are offered throughout the year</p> <p><input type="checkbox"/> EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration</p> <p><input type="checkbox"/> Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.</p> <p>c. Describe partnerships (colleges, high schools, community groups)</p> <p><input type="checkbox"/> EAP activities are provided for all District high schools</p> <p><input type="checkbox"/> Counselors attended outreach and college night activities at local District high schools to provide pre-enrollment advisement</p> <p><input type="checkbox"/> ULinks with UCSD</p> <p><input type="checkbox"/> CSUSM and UCSD and other universities who regularly send outreach representatives to meet with Palomar students</p> <p><input type="checkbox"/> UC TAGS with UCD, UCI, UCR, UCSC, UCSB, UCM</p> <p>d. Describe at what points services/activities are to be provided</p> <p><input type="checkbox"/> Ongoing counseling services occur at multiple points per the needs of the students</p> <p><input type="checkbox"/> EAP occurs at 0-15 units</p> <p><input type="checkbox"/> Group counseling occurs prior to completing any units</p> <p><input type="checkbox"/> DRC, SEC occurs at 0-15 units</p>	<p>2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and</p>
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time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

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. Indicate whether drop-in counseling is provided or appointments required

- Appointments are offered in General Counseling as well as answering of quick questions on a drop-in basis.

- DRC has walk-in times available 3 hours per day at various times

c. 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

c 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 the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

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 type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

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 the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).



**General Counselors – 20 – Contract Full-Time – 9 Limited Full-Time**

- 4 Counselors – reassigned time for coordinating functions (Department Chair, Transfer Center Director, Career Center Director and Articulation Officer)
- Assigned 30 hours per week. 25 hours per week are direct student contact
- Responsible for providing academic, career, and personal counseling to new and continuing students.
- Students receive counseling services:
  1. Individual appointment basis – 45 minutes
  2. Quick-question/drop-in sessions
  3. Workshops, group counseling, online counseling

**Special Program Counselors – 4 Permanent Full-Time – 2 Limited Full-Time**

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

- 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. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

**iv. Follow-Up for At-Risk Students**

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
  - a. Types of services are available to these students; how they are notified and when.
  - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
  - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
  - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

The target student audience for at-risk follow up services at Palomar College includes students enrolled in a basic skills course, students who do not have an identified educational goal or course of study, students who are on academic probation, students who are on progress probation, and students who are facing dismissal. The estimate of the annual number of students to be served is as follows:

Students enrolled in basic skills courses

- 3804 Students  
Students who do not have an identified educational goal and course of study
- 2888 Students  
Students who are on academic probation
- 4187 Students (Spring 2013/Fall 2013)  
Students who are on progress probation
- 115 Students (Spring 2013/Fall 2013)  
Students who are facing dismissal
- 601 Students (Spring 2013)

Palomar College utilizes a process by which we identify students to be provided at-risk services. We currently utilize an Early Alert Program for at-risk students enrolled in basic skills courses. Enrollment Services currently runs academic and progress probation status reports each full academic term. Students are notified by email 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. Students who have been dismissed for academic or progress reasons are eligible to return after one semester by petition to the Academic Review Committee. The petition can be obtained from a counselor.

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 including course completion, term gpa, cumulative gpa, probation status including academic and lack of progress probation, completion of assessment, abbreviated or comprehensive education plans, and basic demographic information.

A description of the strategies for addressing the needs of these students includes:

a. Types of services available to these students how they are notified and when.

- \* Multiple administrative student support services including course evaluations, grade adjustment, and academic renewal forms.
- \* Providing counseling to students to determine applicable math, English, and reading courses to take.
- \* Academic, career, transfer, and personal counseling to assist students in persisting and succeeding with their educational goals and career pathways.
- \* Facilitate support services for students with documented disabilities, including development of Student Education Contracts and arranging applicable disability related accommodations.
- \* Priority registration for at-risk students including students with disabilities.
- \* Financial aid assistance, scholarships, and workshops.
- \* EOPS book vouchers for textbook purchases or rentals.
- \* Provide a Health Services Center where a program of health education and services is available.

- \* We are offering a comprehensive reading program and small group support in spelling, phonics, and study skills.

- \* We are developing a Mental Health Services Program for distressed students to increase coping skills and applicable campus and community resources to promote student retention.

- \* A designated counselor for athletes.

- \* A Summer Bridge Program for incoming students that focuses on basic skills classes including, math, English, and ESL.

- \* Transfer related workshops

- \* Providing academic advising, supplemental instruction workshops, and embedded tutoring.

How are at-risk students notified and when.

At-risk students are notified of available services in a Pre-Advising Video during their initial assessment and orientation and on an on-going basis. At-risk students are also notified about available services via the college website, by instructional faculty in classes, and by counselors during appointments and drop in sessions. We also provide campus in-reach via flyers promoting services and workshops. Other ways we notify students of services include:

- 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
  - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
    - \* 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-
    - \* 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

c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).

- Pre-Advising Orientation video during their initial assessment
- Early Admissions Program Orientation and packet for incoming high school students in April and May
- Palomar College website
- Counseling and Instructional faculty in class or in the counseling office
- On-campus in-reach via large (2'x3') signs and flyers promoting services and upcoming workshops
- Local High School counselors
- •Palomar email
- Admissions/Records/Financial Aid staff

d. 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 members have replied. Those who have never know what happens with the information that they send out.
- EOPS & TRIO -- students 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.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Dean of Counseling Services (1) - General Funded - Serves as College's SSSP Coordinator

Counselors FT (24) Counselors PT (22 = 11 FTEs) – SSSP & General Funded – Provide counseling and educational planning to promote student persistence and subsequent success

Director of Student Success and Student Equity (1) - Categorically Funded - Assists in the planning and coordination and implementation of support programs and services associated with the college SSSP Plan

Functional Specialist (1) - SSSP Funded – This role plays a bridge that allows student data to be used effectively and efficiently to enhance student retention activities

Programmer Analyst (1) – SSSP Funded – IT Assistance for implementing technological solutions and providing MIS reporting support

Institutional Research Analyst (1) – Categorically Funded – Providing assistance for requested research regarding SSSP including student access, persistence and success for at-risk students

Student Ambassadors (6) – SSSP Funded – Campus In-reach to include working with students to increase persistence and subsequent student success

Counseling Support Specialists (2) – SSSP Funded – Assisting with follow-up activities for students including use of email, text, social media and scheduling/planning of on-campus In-reach events

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the 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

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Dean of Counseling Services (1) - General Funded - \$145,551  
 Counselors FT (24) Counselors PT (22 = 11 FTEs) – SSSP & General Funded – \$2.8 M  
 Director of Student Success and Student Equity (1) - Categorically Funded - \$89,000  
 Functional Specialist (1) - SSSP Funded – \$80,000  
 Programmer Analyst (1) – SSSP Funded – \$80,000  
 Institutional Research Analyst (1) – Categorically Funded – \$85,000  
 Student Ambassadors (6) – SSSP Funded – \$24,000  
 Counseling Support Specialists (2) – SSSP Funded – \$120,000



**IIb. Related Direct Program Services (District Match Funds only)**

**i. Instructional Research**

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Palomar College has a Department of Institutional Research (IR) and Planning. We have a MIS workgroup that has been working on data mapping as pertaining to the SS indicators as part of the Student Success and Support Program (SSSP). Our IR department also completes Institutional Effectiveness Reports which include data obtained from monitoring institutional effectiveness indicators over time. These are organized by college strategic goals including student success and help our college Strategic Planning Council (SPC) to further monitor and discuss the extent to which college efforts are affecting student success and student equity and improving organizational processes. Our IR department has also completed an Early Acceptance Program (EAP) Tracking Study which investigated if EAP increased priority registration usage EAP student persistence from fall to spring semesters, and what academic progress had EAP students achieved by their first spring of enrollment. It is anticipated that our SSSP will be requesting research on an on-going basis pertaining to access, persistence, and success for at-risk students and to attempt to mitigate disproportionate impact for students in conjunction with the college's Student Equity Plan.

**ii. Technology**

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Enrollment Services is implementing a new Workflow/Imaging system to enhance and speed up the transcript evaluation and degree audit processing. In addition, the college is seeking Customer Relations Management (CRM) software to improve our retention activities for general and special populations in support of SSSP and Student Equity activity. We have implemented in the past year an on line orientation using the Cynosure platform that enables students to meet the requirements for a comprehensive college orientation. The college is completing the implementation of the Transfer Credit Articulation module and Degree Audit later in the year in an effort to provide students, staff, and faculty with meaningful information on student progress towards meeting their stated educational goals. The college is also investigating on line educational planning software to enable students, faculty and counselors with the ability to build, share, and implement short and long term educational plans. These tools will also provide the underlying data for the college to begin to plan and build class schedules based on what students need to complete their educational goals. We have also conducted a pilot distance counseling program and are investigating possible implementation of an online student portal that would assist students to communicate more effectively with college faculty and staff. By utilizing a student portal, we believe that we can provide targeted and meaningful information for students at the time it is needed.

**IIc. Transitional Services Allowed for District Match**

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Our college will be providing the following transition services as part of our district match: part of a staff position in Institutional Research, multiple staff positions in Admissions and Records, career counseling and staff positions, and Transfer Center faculty and staff positions.

### SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

New, returning, or transfer students who may be exempted from the matriculation process are students who:

- 1) Already have an associate's degree
- 2) Are attending Palomar College for personal enrichment
- 3) Are enrolled only in noncredit community education courses
- 4) Are taking classes only to upgrade job skills
- 5) Are enrolled in apprenticeship or other special vocational education programs
- 6) Are concurrently enrolled in another college or university

Exempted students are not required to participate in the matriculation process, but are encouraged to see a counselor at any time.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Palomar College uses Administrative Procedure 5055 to administer the appeal process for Priority Registration. A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student. Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

3. Prerequisite Procedures



Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Palomar College uses Administrative Procedure 4260 which describes how we establish, review, and provide for student challenges to prerequisites as follows:

this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. For these reasons, the District has sought to foster the appropriate balance between these two concerns

Challenge Process Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

- If space is available in a course when a student files a challenge to the pre-requisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.
- If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students register for that subsequent term.

Grounds for challenge shall include the following: • Those grounds for challenge specified in Title 5 Section 55201(f) • The student seeks to enroll and has not been allowed to enroll due to a limitation<sup>8</sup> on enrollment established for a course that involves intercollegiate competition or<sup>9</sup> public performance, or one or more of the courses for which enrollment has been<sup>0</sup> limited to a cohort of students. The student shall be allowed to enroll in such a<sup>1</sup> course if otherwise he/she would be delayed by a semester or more in attaining the degree or certificate specified in his/her educational plan.

- The student seeks to enroll in a course that has a pre-requisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the District's own records, then the District has the obligation to produce that information

#### 4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Palomar College has developed a comprehensive Student Success and Support Task Force with campus wide participation and input from approximately seventy administrators, classified staff, students and faculty. The task force utilized workgroups focusing on the following components of the Student Success and Support Program Plan: Assessment, Counseling, Follow-Up for at-risk students, Orientation and Policies and Procedures. The college is considering re-organizing existing shared governance committees pertaining to implementation of the Student Success and Support

Program elements and how to coordinate effectively with our Student Equity Plan. Our Student Services Division has conducted discovery meetings to identify and understand the meaning and intent of the new MIS SS data elements. The results of these trainings included data mapping, enhancement for data collection, and culminated in the development of a Student Success and Support Program "Dashboard". The college will Also be developing faculty and staff professional opportunities regarding follow up for at-risk students including the use of student ambassadors for in reach as well as leveraging technology tools to better identify and connect with these students. We also identify and develop professional development activities for emerging student issues pertaining to student access, persistence, and success.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation

Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The college SSSP Coordinator has served on both the SSSP Task Force and Student Equity Committee at Palomar. Throughout the process of developing the college SSSP Plan, our groups have discussed means of mitigating disproportionate impact to ensure that all students have equal opportunity to access applicable support services that will help increase their rate of persistence and subsequent success. We are planning on utilizing best practices from existing programs i.e. FYE, STEM, EOP&S and current research to bring "to scale" methods and services to positively impact student success for all enrolled services. For example, developing a focused mentoring program for at-risk students and underrepresented student populations, online tutoring, and leveraging technology to connect with students throughout their course of study to enhance course completion, certificate and degree completion, and transfer. We are currently preparing for our accreditation site visit later this year and this provides us with an unique opportunity to coordinate our SSSP Plan with college strategic planning, student learning outcomes, and service area outcomes.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

This section is not applicable as the Palomar Community College District is a single college district.

## SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

#### Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

#### **ADDITIONAL INFORMATION**

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon  
California Community College Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549  
[dsheldon@cccco.edu](mailto:dsheldon@cccco.edu)  
(916) 322-2818

## Attachment A

### Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

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Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

## RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)

## DRAFT

### Standard I: Institutional Mission and Effectiveness

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

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#### Abstract of Standard I.

Palomar's Mission Statement expresses the College's philosophy, purposes, ethics, and practices. This Mission Statement focuses the College's efforts on creating conditions by which students and the institution thrive. The College communicates this Mission Statement to its members and its community.

In order to fulfill its Mission Statement, the College performs cycles of evaluation, planning, implementation, and re-evaluation (typically referred to in this report as "evaluation/planning cycles"). Members of the College make these cycles successful by sustaining productive dialogue. They organize this dialogue by means of the College's governance structure. This structure is based on planning councils. The planning councils motivate and monitor the evaluation/planning cycles of all the College's programs.

The College formulates the relationship among its many and varied evaluation/planning cycles in the *Institutional Planning, Evaluation, and Resource Allocation Decision-Making Model*. These cycles include the long-range Master Plan, the mid-range Strategic Plan, and the short-range Program Review and Planning processes. At the core of this comprehensive design is the *Resource Allocation Model*.

The College reports the results of these evaluation/planning cycles to its members. It continuously refines these cycles in an effort to improve the learning and achievement of students and the effectiveness of the institution.

Palomar College is at the level of Sustainable Continuous Quality Improvement for Planning as defined by the Commission.

## **Standard IA: Mission**

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

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### **Descriptive Summary.**

Palomar College's Mission Statement consists of three elements: the College's Vision, Mission, and Values.

The Vision—"Learning for Success"—projects the College's commitment to advancing student learning and student achievement.

The Mission defines the College's educational purposes, intended student population, and concentration on student learning:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission.

- Excellence in teaching, learning, and service;
- Integrity as the foundation of all we do;
- Access to our programs and services;
- Equity and fair treatment of all in our daily interactions;
- Diversity in learning environments, philosophies, cultures, beliefs, and people;
- Inclusiveness of individual and collective viewpoints;
- Mutual respect and trust through transparency, civility, and open communications;
- Creativity and innovation in engaging students, faculty, staff, and administrators;
- Physical presence and participation in the community.

**Self-Evaluation.**

Palomar College meets the Standard.

Palomar's Mission Statement—its Vision, Mission, and Values—expresses the College's commitment to engaging, supporting, and encouraging students from a diversity of backgrounds and experiences, at various levels of readiness, and with a wide range of future endeavors.

Appropriate to a California community college, the Mission focuses on students preparing to transfer to four-year institutions, students developing a foundation in general education, students seeking the fundamental skills they need for success in school and life, and students preparing for the workplace and careers.

The Mission focuses also on students pursuing aesthetic and cultural enrichment and lifelong education as the College believes that these qualities can make more meaningful both individual lives and collective life.

The College identifies this student population and its educational requirements through internal and external scans. The internal scans examine student demographics, needs, learning, progress, and achievement. The external scans examine the current and future student demographics, needs, employment and career opportunities, and civil responsibilities. The internal and external scans ensure that the education, services, and events the College provides its students, its projected students, and its community are appropriate to its location, resources, and role.

The results of the "Accreditation Employee Survey 2013" demonstrate that a significant majority of respondents (93.1%) either "Agreed" or "Strongly Agreed" with the statement that "As a whole, the Vision, Mission, and Values [of Palomar College] reflect a commitment to student learning and student achievement."

**Actionable Improvement Plans.**

None.



## Standard IA.1.

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

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### **Descriptive Summary.**

Palomar College provides its students Instructional Programs, Student Services Programs, and Learning Resource Programs aligned with its Mission Statement. The first goal of the College's current Strategic Plan is "Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals." **[SPC has revised Goal #1. Put in the current wording.]**

The College's degree and certificate programs give students general education/transfer-readiness education, career/technical education, and basic skills development. The College offers 162 associate degrees (including AS, AA, AS-T, and AA-T degrees) and 155 certificates of achievement and proficiency. The instructional program also includes many noncredit community development and personal enrichment classes. The College maintains articulation and transfer agreements with the California State University and the University of California systems and with private four-year institutions.

The College provides a comprehensive and accessible set of support services to all students. These services include Admissions and Records; Orientation and Assessment; Counseling, Advising, and Educational Planning; Transfer and Career Information; Financial Aid; Health Services; and services for special populations.

The Learning Resource Programs supply wide-ranging tutoring services, including the Math, English, and Reading Centers; the Students Taking Academic Responsibility (STAR) Tutoring Center, which provides students tutoring in social and behavioral sciences, languages, business/accounting, and basic skills (English and Math); the STEM Center, with tutoring in science, technology, engineering, and mathematics; the Teaching and Learning Center (TLC) in Escondido, with tutoring in Math, English, Spanish, and ESL; and the Teaching and Learning Center—the newest facility on the San Marcos campus—with tutoring for students enrolled in Learning Community classes covering a variety of disciplines. These tutoring services are now being coordinated and refined by the Tutoring Committee, which reports to the Faculty Senate.

The College's educational programs meet the labor market's needs. Current labor market data for the San Diego/Carlsbad/San Marcos Metropolitan Statistical Area suggest that the occupations requiring an associate or bachelor's degree with the most demand for employees and the most projected growth include healthcare; computer software development; business marketing, accounting, and commerce; and the science, technology, engineering, and mathematics (STEM) fields. Career Technical and Extended Education (CTE) programs use labor market data supplied by Economic Modeling Specialists, Inc. (EMSI), Launchboard, and the U.S. government to determine local job demand. CTE programs relate service- and work-

based learning, technical skill applications, current business practice and learning beyond the classroom walls to specific industry demands. **[The rest of this paragraph may work better in IIA.]** The competencies requested locally are captured through programs held annually and through collaborative trade advisory committees. These advisory committees provide information about changes and developments in technology, the labor market, and the workplace that have an impact on programs of the college. The committees also make suggestions that improve occupational curricula and programs of the college and that foster closer cooperation, understanding and communication between the college and the business community. The Workforce and Community Development (WCD) program provides professional training and development programs in the form of workshops, classes, seminar, activities, and events to help students continue to grow, develop their professional skills, and enhance their employment opportunities. WCD is now in a consortium with the Adult Education schools in the College's service area.

The College offers students a variety of co-curricular opportunities for engagement, such as the Phi Theta Kappa Honor Society, the Associated Student Government, and the many clubs that send representatives to the Interclub Council.

### **Self-Evaluation.**

The College meets the Standard.

Governance groups, such as the Strategic Planning Council, the divisional planning councils, the Faculty Senate, and the Curriculum Committee, engage in ongoing discussion to ensure that the College's student learning programs and services align with its purposes, character, and student population as named in its Mission Statement.

Throughout the College, groups collect and analyze ample information in order to ensure that the College is establishing appropriate student learning programs and services. This information includes data that appear in the Accountability Reporting for the Community Colleges (ARCC) and the California Community Colleges Student Success Scorecard. **[Name additional global information that groups analyze in developing student learning programs and services.]**

For example, groups' analyses of information show that the College's student population continues to become more diverse. Analyses also show that the College is not yet meeting the needs of all students. Prepared students transfer and/or graduate at high rates, pass their licensure exams, perform well at their transfer institutions, and gain employment in the economy. But as is the case with colleges and universities nationwide, Palomar's less prepared students, who constitute the majority of the student body, are not earning degrees or certificates or transferring in high numbers. Indeed, many are not completing their basic skills curriculum.

In particular, the College's Latino population is growing and representing a larger percentage of the student body. Increasingly, these Latino students are first generation students coming from families with little or no college experience or attendance. And, in general, this

Latino population has a higher percentage of students in need of basic skills instruction and strong support and guidance. To address these students' needs—and, in fact, all students' needs—the College has formed the Student Success and Support Program Task Force, the Basic Skills Committee/Title V HSI Steering Committee (with both a Faculty Resource Center Coordinator and a First-Year Experience Coordinator), and the Tutoring Committee. Moreover, currently the Student Equity Plan Workgroup is meeting to form this plan, which will involve three themes: (1) student access, (2) basic skills, and (3) completion (including student achievement and career pathways).

The College commits to guiding and supporting all of its students. The first two goals of *Strategic Plan 2016* are (1) improve student access, progress, learning, and achievement and (2) strengthen educational, business, and community partnerships to increase students' learning experiences and public connectedness.

A series of statements in the “Accreditation Employee Survey 2013” were designed to measure whether the College's employees find that its student learning programs and services are aligned with its purpose, character, and student population. Ninety percent of the respondents state that the College's programs and services support the varied goals of the students regardless of their age or level of education. Eighty-five percent of the respondents state that the College's programs and services are designed to support all of Palomar's intended students. Employees were encouraged to add open-ended comments. In its Mission the College pledges to support and encourage students who are pursuing aesthetic and cultural enrichment and lifelong education, but California legislative mandates have forced the College to reduce offerings in these areas. Consequently, the most frequent concerns expressed by those commenting were (1) the reduction in courses related to serving an often older community of life-long learners and (2) the impact of California's new repeatability regulations on the ability to serve the community in the arts, technology, and kinesiology. **[Additional commentary on these last points?]**

### **Actionable Improvement Plans.**

None.

## **Standard IA.2.**

**The mission statement is approved by the governing board and published.**

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### **Descriptive Summary.**

In January 2014 the Palomar College Governing Board approved the revised Mission Statement corresponding with *Strategic Plan 2016*. (The College's naming convention is to use the last year of a given evaluation/planning cycle in its title.)

Much dialogue occurs among College constituency groups before the Mission Statement is forwarded to the Board for its review and approval. The Board receives a report summarizing this dialogue as part of a workshop on strategic planning. Then the Board examines the proposed Mission Statement with respect to the trustees' analysis of pertinent information and accreditation standards and recommends changes as necessary.

The Mission Statement is published in a number of prominent places, such as the College's home page, the Governing Board's Policies and Procedures web page, the Strategic Plan, the College catalog, the schedule of classes, and the Commencement brochure. Moreover, the Mission Statement's Values form the core of the College's Institutional Code of Ethics.

### **Self-Evaluation.**

The College meets the Standard.

The current Mission Statement has been approved by the Governing Board and is published widely. In addition to the settings named above, the Mission Statement also appears in the College's Program Review and Planning (PRP) documents. All College units and departments use these documents to complete these evaluation/planning cycles.

### **Actionable Improvement Plans.**

None.

### **Standard IA.3.**

**Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

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#### **Descriptive Summary.**

At the beginning of each three-year strategic planning cycle and in conjunction with formulating the new Strategic Plan, Palomar College evaluates and modifies the Mission Statement (Vision, Mission, and Values) as necessary to meet the changing needs of students and to ensure that the College is aligning its programs and services with its purposes, character, and student population.

Members of the Strategic Planning Council (SPC), the college's principal participatory governance group, begin this work by reviewing the definition and function of a mission statement. Members also review accreditation standards and any external legislation or mandates that may influence the College's mission. Through a facilitated discussion, members address three questions:

- (1) Is the existing Mission Statement still relevant? Does the Mission Statement accurately describe the College's student body and intentions?
- (2) Are there matters the College should add to or delete from the Mission Statement?
- (3) Does the Mission Statement address accreditation standards?

Then a writing team drawn primarily from members of SPC prepares an updated draft of the Mission Statement. This draft is circulated among constituent groups either through survey or email for response and evaluation. Based on this feedback, SPC makes changes and arrives at the version it approves. As described in Standard 1A.2, the Mission Statement then is reviewed and discussed by the Governing Board. The Board's response and evaluation is taken back to and addressed by SPC. The Board approves the Mission Statement when it approves the Strategic Plan.

#### **Self-Evaluation.**

The College meets the Standard.

The widespread discussion and evaluation of the Mission Statement by members of the College ensure that it accurately reflects Palomar College's purpose and intended student population.

The current Mission Statement was approved by the Strategic Planning Council on April 16, 2013. SPC discussed and crafted the document across seven meetings throughout spring semester 2013 and with the support of a writing team. During this period, the President of the Faculty Senate distributed the Mission Statement in draft form to all fulltime and part-time faculty members, drawing response and evaluation. **[Did the leaders of other groups also seek response and evaluation from their constituencies? Did Chairs and Directors discuss it?]**

**Actionable Improvement Plans.**

None.



## **Standard IA.4.**

**The institution's mission is central to institutional planning and decision making.**

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### **Descriptive Summary.**

The Mission Statement is the impetus for Palomar College's planning and decision-making. This Mission Statement guides the Strategic Planning Council (SPC) as it develops the goals and objectives of the new Strategic Plan at the beginning of each three-year strategic planning cycle. Each fall semester, the SPC orientation session opens with the council's review of the Mission Statement's themes. Each spring semester, SPC considers the Mission Statement before determining the Action Plan for the upcoming year.

The Mission Statement is central to the PRP processes of departments and units and thus in the planning and decision-making of the planning councils.

**["The Faculty Senate and the TERB refer to the Mission Statement when reviewing and revising faculty evaluation forms."]**

**["Policy and Procedures has been using the Mission to drive some of its work."]**

**[Should we add the Mission Statement to the actual Annual Plan documents?]**

### **Self-Evaluation.**

The College meets the Standard.

The Mission Statement guides the College as it engages in the evaluation/planning cycles by which it determines and pursues its goals and objectives.

### **Actionable Improvement Plans.**

None.

**Evidence.**

## DRAFT

### Standard IB: Improving Institutional Effectiveness

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

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**[In the final draft of this Institutional Self-Evaluation Report, the Standards will be prefaced by a brief explanation—five hundred words or less—of the College's governance structure, groups, and evaluation/planning cycles.]**

#### **Abstract of Standard IB.**

In order to fulfill its Mission, the College performs cycles of evaluation, planning, implementation, and re-evaluation (referred to throughout this report as “evaluation/planning cycles”). The success of these cycles depends on members of the College sustaining productive dialogue. This dialogue is organized by the College's governance structure—a structure that is based on planning councils. The planning councils motivate and monitor the evaluation/planning cycles of all the College's programs.

The College formulates the relationship among these many and varied cycles in the *Institutional Planning, Evaluation, and Resource Allocation Decision-Making Model*. At the core of this comprehensive model is the *Resource Allocation Model*. These cycles include the long-range Master Plan, the mid-range Strategic Plan, and the short-range Program Review and Planning processes.

The College reports the results of its cycles to its members. It continuously refines these cycles in an effort to improve the learning and achievement of students and the effectiveness of the institution.

Palomar College is at the level of Sustainable Continuous Quality Improvement for Planning as defined by Commission.

## **Standard IB.1.**

**The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

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### **Descriptive Summary.**

In order to fulfill its Mission, Palomar College employs cycles of evaluation, planning, implementation, and re-evaluation.

These cycles are of various kinds and durations—ranging, for instance, from the efforts of individual professors to improve their students' performances to a college-wide educational master plan reaching into the next decade. What these cycles all have in common is a concentration on improving student learning and achievement and on institutional effectiveness.

The success of these cycles depends on the sustained productive dialogue among the individuals and groups conducting them.

### Dialogue.

The College maintains intentional dialogue about improving students learning and institutional processes.

This dialogue occurs across the College and at all levels, from the global level of the Strategic Planning Council, where dialogue coalesces, to area levels, like the Title V HSI/Basic Skills Committee, to the local level of academic disciplines and non-academic units. This dialogue—and the contemplation and conscious improvement that follow from it—proceeds horizontally, for instance among members of contiguous committees, and vertically, as when the priorities identified by a department's program review are discussed at a meeting of the planning council it reports to. This dialogue is also documented at all levels—for instance, in the minutes of Governing Board and Faculty Senate meetings as well as in the records of disciplines and units meeting to discuss Student Learning Outcomes and Service Area Outcomes Cycles.

### Governance Structure.

This dialogue is organized by the College's governance structure. This governance structure is based on planning councils—and on members' relationships within and across planning councils.

By drawing members into relationship, the College's planning council structure focuses collegial and self-reflective dialogue about student learning, student achievement, and institutional effectiveness.

This planning council structure is defined by the Strategic Planning Council (SPC), by the four divisional planning councils that report to it, and by the Faculty Senate, which reports at SPC meetings. This structure is comprehensive and inclusive. It includes not only these five councils and the Senate, but also the Learning Outcomes Council (LOC) and numerous committees, departments, disciplines, units, and even individual members of the College. Ultimately, all committees, departments, disciplines, and units report to a planning council and/or to the Senate. Occasionally a college-wide project requires a planning council or the Senate to assemble a workgroup or a taskforce, as when the Strategic Council formed the Student Success and Support Program (3SP) Task Force to develop the 3SP plan submitted to the Chancellor's Office of California Community Colleges in October 2014.

The Strategic Planning Council, as the principal participatory governance body of the College, creates the processes for recommending College policies, procedures, and governance structures and is responsible for the development of the Strategic Plan, which is a three-year cycle of institutional evaluation, planning, implementation, and re-evaluation. SPC is chaired by the College president. The four College vice-presidents, each representing one of the four divisional planning councils, are also seated. Faculty membership on SPC is appointed from the Faculty Senate and Palomar Faculty Federation; staff membership by the Council of Classified Employees; and student membership by the Associated Student Government. Administration membership is defined by SPC's structure or made by executive appointment. This inclusiveness promotes collegial dialogue across the college.

Whereas the purview of SPC is the entire College, the purview of each planning council is the disciplines, departments, and units it represents. The four divisional planning councils reporting to SPC are the Instructional Services Planning Council (IPC), the Student Services Planning Council (SSPC), the Finance and Administrative Services Planning Council (FASPC), and the Human Resource Services Planning Council (HRSPC). Each planning council makes distinct contributions to the College's evaluation/planning processes in achieving the goals of improving student learning, student achievement, and institutional effectiveness. Each council

- (1) develops, evaluates, and revises collegewide plans that are relevant to its responsibilities (for instance, as HRSPC does with the Staffing Plan);
- (2) develops, motivates, monitors, and responds to the Program Review and Planning (PRP) processes conducted by each of the College's departments, disciplines, units, and programs;
- (3) implements the processes and resources necessary to achieve the goals and objectives of the Annual Action Plan—the primary vehicle for realizing the Strategic Plan;
- (4) provides information, perspective, and recommendations for the District's Educational Master Plan and Strategic Plan; and
- (5) forms and guides task forces and work groups concentrating on specific projects.

To ensure dialogue among the planning councils, each council has membership from the participatory governance groups. Importantly, personnel from Institutional Research & Planning (IRP) participate as members of the Strategic Planning Council, the Instructional Services Planning Council, and the Student Services Planning Council and provide support for the Finance and Administrative Services Planning Council and Human Resource Services Planning Council. IRP members help councils, committees, departments, and disciplines formulate questions about and are immediately responsive to inquiries related to the evidence and evaluation of student learning, student achievement, and institutional effectiveness. The planning councils are responsible for distributing the results of dialogue across campus constituencies and among the other councils.

The Faculty Senate is primarily responsible for academic and professional matters, as per Governing Board policy. At Palomar College, academic and professional matters are the “11” guaranteed in the California Code of Regulations plus “1”: other academic and professional matters as mutually agreed upon by the Governing Board and the Faculty Senate. Nineteen councils, committees, and boards report to and advise the Senate, including the Curriculum Committee, the Learning Outcomes Council, and the Tenure & Evaluations Review Board.

### **Self-Evaluation.**

The College meets the Standard.

The College adheres to cycles intended to improve student learning, student achievements, and institutional effectiveness. The dialogue that realizes these cycles has brought about continuous improvement—for instance, the development of the Basic Skills Committee/Title V, Hispanic Serving Institution (HSI) Steering Committee, which, among other responsibilities, researches and develops learning venues to meet the needs of basic skills, Hispanic, and low-income students.

Also, this dialogue about improving student learning, student achievement, and institutional processes has directly led to the integration of all plans with the Mission of the College and to the refinement of these plans. It has also led to the development of a mechanism to request funding to support such work. (This mechanism, the *Resource Allocation Model*, is described in detail in Standard IB.4.)

Moreover, the ongoing, collegial, and self-reflective nature of dialogue on campus about student learning has led to a collective understanding of the meaning of evidence and research. For example, ongoing General Education/Institutional Learning Outcome Assessment (GE/ILO) has resulted in products such as “Dashboard,” a student guide to using information accurately and ethically.

In late 2013, the Office of Institutional Research and Planning conducted the “Accreditation Employee Survey 2013.” The results of this survey revealed that members recognize ongoing dialogue about student learning and assessment and institutional effectiveness exists throughout the College. However, the results also revealed that the College must better



delineate classified staff's understanding of and role in student assessment. Also, a college-wide discussion about part-time faculty's participation in PRP processes needs to take place.

Moreover, according to IRP's analysis of the results of this Accreditation survey, the planning councils need to better communicate to their members the nature and significance of the dialogue that occurs at meetings—especially dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. At present, this communication occurs primarily through cross council memberships and through councils posting the minutes of their meetings and publishing announcements, but it is insufficient. IRP pointed out that “Assessment of survey results suggests that the College should examine how to more effectively communicate the timelines, processes, and outcomes of its evaluation/planning cycles.”

Constituent groups play a significant role in communication. Constituent groups are asked to seek input on the planning processes and communicate the outcomes of such processes. But the College believes this responsibility should be shared by the planning councils and committees themselves. Using the Accreditation Survey results to guide improvement, the Strategic Planning Council will identify strategies to improve the availability and communication of information regarding the College's evaluation/planning cycles and outcomes.

Some activities are already underway in this area. For examples, all planning councils are revising and standardizing their websites so that visitors can easily access information.

### **Actionable Improvement Plans.**

1. The Strategic Planning Council will (1) seek ways to better communicate to members of the College the nature and significance of the dialogue that occurs at planning council meetings—especially the dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. SPC will also (2) seek ways to provide members more opportunity to participate in planning council processes—and especially in the evaluation/planning cycles.

## Standard IB.2.

**The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

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### Descriptive Summary.

Through the cycles motivated and carried by the dialogue described in Standard IB.1, the College sets goals at both the institutional level and the program/unit level in accordance with the College's Mission Statement.

Brief description follows of the major cycles in which goals are central. Longer discussion appears in Standard IB.3.

### Strategic Planning.

Palomar's Strategic Planning is the method by which the College establishes institutional goals and objectives in pursuit of better student learning, student achievement, and institutional effectiveness. Strategic Planning is the primary function of the Strategic Planning Council. As a product of this Strategic Planning, SPC develops the Strategic Plan. SPC's development of this plan is informed by streams of information:

(1) internal and external scans provided by the Office of Institutional Research and Planning,

(2) priorities of other College-wide plans, such as the Educational, Facilities, Staffing, and Technology Plans,

(3) Institutional Effectiveness metrics including California Community Colleges Student Success Scorecard metrics, and

(4) goals that emerge from the Program Review and Planning processes conducted by every one of the College's disciplines, departments, and units under the management of the Planning Councils. Representatives of the divisional Planning Councils bring these priorities to SPC.

### Annual Action Plan.

Once SPC develops the Strategic Plan, it creates an annual Action Plan. In the context of the College's Mission, the Action Plan identifies the goals and objectives the College will concentrate on in that particular year and names the group responsible for coordinating and

completing the work, the steps this group will take, a timeline for completion, and objective measurable outcomes. SPC monitors progress on the Action Plan's goals and objectives throughout the year.

SPC crafts specific, clear, engaging, innovative, and measurable Strategic Planning goals and objectives. Through the *Institutional Planning, Evaluation, and Resource Decision-Making Model (IPM)* and *Resource Allocation Model (RAM)*, projects are funded that directly lead to meeting the College's priorities. For example, on the basis of the *Strategic Plan 2016* Action Plan—Year One and with Strategic Plan Priority Funding (SPPF) the College is funding programs in (1) General Education/Institutional Learning Outcome Assessment, (2) Student Support and Success, and (3) Staff Technology Training.

Each completed Action Plan (i.e., Year One, Year Two, and Year Three) is used as part of SPC's formative and summative evaluations of the College's planning and resource allocation processes. SPC annually reviews progress on the Strategic Plan's objectives along with measures of institutional effectiveness. As a result of this review, SPC updates the objectives in the Strategic Plan.

### **Self-Evaluation.**

Palomar College meets the Standard.

Working in the context of its Mission Statement and through the evaluation/planning cycles, the College concentrates on achieving its goals and objectives. The College is committed (1) to establishing goals to increase student learning, student achievement, and institutional effectiveness and (2) to monitoring groups' and individuals' progress on this work, which leads to the completion of these goals. The *IPM* funds resource requests specifically designed to increase student learning and student achievement and to improve institutional processes.

### **Actionable Improvement Plan.**

None.

### Standard IB.3.

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

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#### **Descriptive Summary.**

##### Planning Cycles.

The College systematizes its evaluation, planning, implementation, and re-evaluation cycles in a comprehensive planning model: the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*.

In 2009 the Strategic Planning Council (SPC) established the *IPM*, which was fully implemented with the adoption of the FY2010-11 budget. The *IPM* provides an ongoing, systematic, and cyclical process that integrates evaluation, planning, resource allocation, implementation, and re-evaluation toward achieving its goals. **[See Figure #.]** The *IPM* also provides for the coordination and concurrence of the College's long-, medium-, and short-range plans and for dialogue among the planners.

##### Long-range Planning.

The College has four long-range plans. The primary long-range plan is the Educational Master Plan, which drives the development of the Facilities Master Plan, the Staffing Plan, and the Technology Plan. The Educational Master Plan and the Facilities Master Plan are fully integrated and together comprise *Master Plan 2022* (as the College's naming convention for planning documents is to use the last year of the planning cycle in the title). The Master Plan is reviewed and evaluated informally each year, formally every six years, and recast every twelve years. The Technology and Staffing Plans are reviewed and evaluated informally each year. The Technology Plan is updated formally every third year, and the Staffing Plan is updated annually. This alignment enables the College to incorporate changes into the Educational Master Plan as the environment and conditions require.

##### Medium-range Planning.

The Strategic Plan is a medium-range plan on a three-year cycle of review, evaluation, and reformulation. The Strategic Plan expresses the College's Mission, Vision, and Values, and establishes the goals and measurable objectives that the College uses to influence its resource allocation decisions. Also, the Strategic Plan focuses on the College's institutional effectiveness and ongoing improvement.

At present, the College is implementing *Strategic Plan 2016*. As discussed in Standard IB.2., SPC develops and implements an Annual Action Plan to help guide and monitor the implementation of the Strategic Plan. At the time of this report, the College is preparing *Strategic Plan 2016 – Action Plan Year Two 2014-15*. This Action Plan identifies the College's goals and annual objectives along with the individuals and groups assigned to coordinate the work necessary to complete them. The articulation of each objective includes a brief work plan, a timeline for completion, and the measures that assigned individuals and groups will use to determine whether the objective has been completed. The individuals and groups assigned responsibility to work on an objective identify and request resources necessary to complete their project.

The Strategic Plan is based upon College members' reviews and analyses of evidence and data. The Office of Institutional Research and Planning (IRP) conducts external and internal scans every three years as part of the development of the Strategic Plan. These scans inform the development of the planning process through the reporting and evaluation of a broad range of data that includes a review of institutional set standards (as per the Commission's definition) and the metrics contained in the California Community Colleges Student Success Scorecard. IRP presents the information to SPC, identifying "takeaways" to summarize the scans and to allow the council to evaluate the critical findings.

Guided by the scans, SPC completes an evaluation of the College's strengths, weaknesses, opportunities, and threats. The outcome of the review predicts the Strategic Plan—the set of suggested goals and objectives that will guide the College over the course of the next three years. For example, in its review of the Palomar's specific Student Success Scorecard, SPC noted that underprepared students did not complete their studies at the same rate as prepared students. Further, SPC judged the Remedial Completion rates of the College's underprepared students as needing improvement. As a result of this analysis, SPC established an objective in *Strategic Plan 2016* to "Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years." Groups involved in reaching this goal include the department chairs of the English, English as a Second Language, Mathematics, and Reading departments; the Basic Skills Committee; and the Science, Technology, Engineering, and Mathematics (STEM) Workgroup.

### Short-range Planning.

All academic departments and non-academic units within the four divisional planning councils use Program Review and Planning (PRP) processes for short-range planning. PRP processes further lead to the coordination and coherence of the College's institutional system of evaluation, planning, implementation and re-evaluation.

The three-year PRP cycles begin with an analysis of program specific information, student achievement data, and the results of the assessment of student learning and/or service area outcomes. Programs (1) evaluate themselves through the analysis of this quantitative data and additional qualitative factors. They (2) reflect on their specific mission and performance, (3) set goals and (4) establish plans for improvement that are tied to the College's Mission Statement and to the Strategic Plan's Goals and Objectives, and (5) identify necessary resources in support

of student learning outcomes and service area outcomes. These processes yield a broad-based understanding of the College's goals and an adoption of a shared vision. During Year One of the cycle, programs complete a comprehensive review and assessment of performance and establish their plans for improvement. During Years Two and Three, update their assessments, report on progress made on their goals and make any necessary modifications to their plans.

PRP processes for academic programs have increased departmental discussions about and focused attention on the goal of improving student learning and assessment results. For example, faculty in Reading Services examined student success in the Reading 30 and Reading 50 courses and determined they could achieve the established learning outcomes of improving student performance and completion through enhanced learning materials, software to assist in tracking student progress, and increased tutoring hours available in the Reading Center. Faculty in Psychology, after reviewing success data disaggregated by preparedness, implemented a prerequisite in order to improve student success. And math faculty, after reviewing data about student progression to Math 60, developed curriculum to support student success in statistics courses.

**[In the next draft we may describe briefly the PRP processes of SSPC, HRSPC, and FASPC.]**

#### Institutional Effectiveness.

In addition to using evidence and data at the beginning of a planning cycle, the College annually monitors and tracks measures of Institutional Effectiveness in order to achieve progress and to realize the influence of its planning processes on student learning and achievement. SPC and the College place significant emphasis on the State's Student Success Scorecard. The Scorecard provides a transparent and publically available set of metrics that charts the College's success in remedial instruction, job training, retention of students, and graduation and completion rates. The data are reported by gender, age, and ethnicity. Each year, SPC reviews and discusses the Scorecard as part of its formative evaluation of the Strategic Plan and Annual Plan processes. In addition, the Governing Board has incorporated a discussion and review of the Scorecard and other measures of institutional effectiveness as part of its annual institutional effectiveness and review cycle. Moreover, the Student Equity Plan Workgroup uses Scorecard data to measure disproportionate impact across student populations.

In 2012-13, the College established a set of minimum acceptable institutional performance standards for a number of metrics and reported those standards in its annual report to the Commission. In 2013-14, the College reviewed and updated these metrics. The College has established standards for course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and private four-year institutions, and transfer rates. To establish the standards, the College examined up to ten years of trend data for each metric. The College also examined the impact of external variables on the metrics and compared its performance over time to that of similar colleges or the state average. For example, the College examined its overall course success rate to the course success rates of the state.



A working group of faculty, administrators, and researchers met to review and discuss the data. The group established recommended standards and shared these standards with the Faculty Senate. The Senate made minor revisions, and the standards were moved forward to the Strategic Planning Council for review and discussion.

The College annually examines performance on the metrics. If necessary, standards are adjusted using the same review and collaborative process that was followed to initially establish them. For example, the Faculty Senate increased the institution's standard for course success rates from 69% to 70% after discussing the state average and performance of students over time. The institution-set standards are included as part of the annual institutional effectiveness review and discussion. In addition, the Governing Board receives reviews and discusses the standards as part of its Annual Institutional Effectiveness and Review Cycle.

#### Office of Institutional Research and Planning.

In addition to its role in helping the College collect and analyze qualitative and quantitative data, the Office of Institutional Research and Planning (IRP) produces abundant data, evidence, and reports used by programs in evaluating their effectiveness and planning for improvement. Each year, the office produces and publishes a "College Factbook" that contains information on the District's community and on College participation rates, student demographics and outcomes, program efficiency and effectiveness, and staff demographics. IRP also prepares reports in response to specific requests from faculty and administrators. IRP assists in the preparation of grant proposals and in the evaluation of grants and institutional efforts focused on basic skills and STEM instruction. IRP regularly conducts and provides to the College student surveys and interviews. Every three to four years IRP conducts the Community College Survey of Student Engagement, and IRP assists the Career Technical Education programs as they regularly survey and conduct follow-up interviews with their students and employers.

#### **Self-Evaluation.**

Palomar College meets the Standard.

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* improves institutional effectiveness and with the College's *Resource Allocation Model (RAM)* at its center ensures the College maximizes its resources in support of student learning and service area outcomes. (The *RAM* is described in the next section, IB.4.) By means of the *IPM* and *RAM*, the College has established Strategic Plan Priority Funding (SPPF). From this fund, the Strategic Planning Council allocates resources to support College-wide priorities as identified in the Master Plan and in the Strategic Plan, such as implementing Student Learning Outcomes and Service Area Outcomes Assessment Cycles at the course, program, and institutional levels.

The Strategic Planning Council monitors the implementation of the *IPM* and the *RAM*. SPC discusses the *IPM* and *RAM* as part of standing agenda item at each meeting, and reviews progress on the current Action Plan. Each completed Action Plan (i.e., Year One, Year Two, and

Year Three) is used as part of SPC's formative and summative evaluations of the College's planning and resource allocation processes. (The specific approach SPC employs to evaluate the *IPM* and *RAM* is described in Standard IB.6. In addition, the approaches utilized by the Planning Councils to evaluate and improve their Program Review and Planning processes are described in Standard IB.7.)

The College is performing at the Sustainable Continuous Quality Improvement level on the Commission's "Rubric for Evaluating Institutional Effectiveness—Part II: Planning." The *IPM* and *RAM* have been in effect since 2009. All plans are up-to-date and reviewed or reformulated as per their designated cycle. SPC engages in an annual implementation process—the Action Plan—to carry out the goals and objectives identified in the College's Strategic Plan. The College recognizes that thorough Program Review and Planning processes are crucial to the success of its system. All program and units across the College engage in ongoing, operational PRP processes—albeit in various ways and to varying extents. The College is consistently refining these processes. Formative and summative evaluations are in place to ensure that the College's planning processes are reviewed and adjusted as necessary. Ongoing quantitative and qualitative data and analyses include a review of institution-set standards, and the information they provide guides the development, implementation, and review of plans.

**Actionable Improvement Plan.**

None.

## Standard IB.4.

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

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### Descriptive Summary.

#### Constituent Group Participation.

As described in Standard IB.3., the *Integrated, Planning Evaluation, and Resource Allocation Decision-Making Model (IPM)* outlines a broad-based process that offers opportunities for participation, dialogue, and influence in evaluation/planning cycles by appropriate constituencies. The Strategic Planning Council (SPC) and the divisional planning councils—the Instructional Services Planning Council (IPC), the Student Services Planning Council (SSPC), the Finance and Administrative Services Planning Council (FASPC), and the Human Resources Planning Council (HRSPC)—are participatory governance entities with representatives of every constituent group defined in the College's governance structure. Each constituent group is responsible for recruiting and choosing its own representatives to serve on the councils.

While councils are representative and diverse in composition, they require additional participation, input, and guidance from the greater campus community. The Program Review and Planning (PRP) processes, for example, provide for broad involvement of employees within each program or unit. The annual Action Plans required by SPC to monitor implementation of the Strategic Plan likewise require an assortment of individuals to work on institutional goals objectives. SPC also seeks direct input and guidance via methods that include but are not limited to departmental interviews, surveys, and focus groups for the purpose of developing and implementing plans, such as the Educational Master Plan and the Staffing and Technology Master Plans. For example, every department is interviewed and provides input into the development and updating of the long-range Educational Master Plan, and SPC recently sought significant involvement of College members (in the form of seven discussion sessions) over several months to update the College's Mission Statement included in *Strategic Plan 2016*.

#### Resource Allocation Model.

The *Resource Allocation Model (RAM)* at the core of the *IPM* guarantees that College planning drives resource allocation decision-making. The *RAM* is the College's on-going, transparent, and inclusive process to arrive at an annual balanced operating budget that links available resource allocation and budget requirements to planning and reviews. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support College-wide priorities. For example, SPC has allocated 1.1 million in SPPF to support Strategic Plan 2013 and continues to allocate SPPF to support *Strategic Plan 2016*. In Year One of *Strategic Plan 2016*, SPC allocated approximately \$200,000 in SPPF. The Planning Councils fund priorities developed from Program Review and Planning (PRP) processes from the discretionary budget.

For example, the Instructional Planning Council (IPC) has allocated [\$] to address priorities derived from the Instructional PRP Process. Also, the College has institutionalized positions that were originally grant-funded in order to support students' basic skills needs.

**[Expand on this discussion of the *RAM* by drawing from the Midterm Report.]** The majority of the College's funding comes from property taxes and state apportionment generated by Full Time Equivalent Student (FTES) values. Additional funding is obtained from federal, state, and private sources. All funds coming to the College are carefully tracked and documented. The College maintains a 5% reserve level for contingencies and for expansion.

#### External Funding and Institutional Effectiveness.

Through past planning processes and the current *IPM* and *RAM*, the College has identified areas of resource needs beyond the capacity of the budget to provide. In response, the College has pursued and secured several federal and state grants to help address student learning and success. The College has a history of securing Perkins Grants to support a number of the College's Career-Technical Programs. Recognizing the need to improve support for the basic skills needs of its student population, the College secured a \$2.5 million Title V Hispanic Serving Institution (HSI) Department of Education (DOE) grant. College members then targeted the Science, Technology, Engineering, and Mathematics (STEM) disciplines, securing a Cooperative \$3.75 million Title V HSI Grant and an individual \$4.35 million Title III HSI STEM Grant.

These HSI grants support in a variety of ways the recruitment and retention of students transferring to universities. The College started a Summer Bridge program to support incoming Basic Skills students. These grants permitted the construction of the Teaching and Learning Center at the Escondido Center, construction of the STEM Center on the San Marcos campus, and remodeling of the Math Learning Center, also on the San Marcos campus. They have funded development of new curricula and strategies to improve students' basic skills and college-level completion rates. For example, the Title III grant is supporting the implementation of accelerated math sequences that include a program that moves STEM students from Intermediate Algebra to Calculus in one year. The College has also secured cooperative grants from the National Institutes of Health (NIH) and the National Science Foundation (NSF) to fund instructional innovation, student success strategies, and student internships in the STEM related disciplines. To provide additional support in the area of Student Services, the College has successfully received several federally funded TRIO, Gear Up, and Upward Bound grants designed to strengthen the preparation of incoming students as well as support the College's low-income and diverse student population.

This external funding has benefitted students. For example, the STEM Center logged 17,573 visits and the Math Learning Center 34,876 visits in 2012-13 by students seeking a place to study, tutoring, supplemental instruction, and other support services. Courses receiving supplemental instruction (SI) have seen improvement in measures of success. The College has grown its Summer Bridge program from 20 students in 2010 to 160 students in 2013. A change in the instructional pedagogy in Math 15 (Prealgebra) has improved retention and persistence,

and the number of Math 15 courses employing this pedagogy has grown from two sections to fourteen sections in just one year.

The Palomar College Foundation provides resources to the College to support its plans and improve institutional effectiveness. For example, in 2013-14, the Foundation gave \$100,000 to the Instructional Planning Council to allocate for equipment needs identified through the PRP process. In addition, the Foundation has traditionally allocated resources to support academic student groups such as the College's forensics, team and it is responsible for awarding student grants and implementing a book loan program.

### **Self-Evaluation.**

The College meets the Standard.

The *IPM* and *RAM* have been in place (with refinements) since 2009-10. Although the College always seeks improvement in this area, the cyclic evaluation/planning processes are inclusive and representative. All members of the College have an opportunity to participate, and plans are developed with input from constituent groups, programs, and disciplines. Planning is tied to resource allocation, and areas needing improvement are identified and addressed via SPPF, discretionary, and/or external funding. The College has been particularly aggressive and successful in the pursuit of outside funding to support instruction and student services.

The "Accreditation Employee Survey 2013" revealed that most respondents participated in planning and efforts to improve student learning. Overall, more than half (58.5%) of the respondents agreed with a statement indicating that they had been involved in program review and planning in their area. Respondents also assessed the link between planning and resource allocation. 69.6% reported that the College's planning processes linked resource allocations and planning priorities either as well as possible or moderately well. This number suggests that College members recognize that the College integrates planning and budgeting.

The College wants to improve in the area of communicating the activities and actions of the Planning Councils, including the role of the Faculty Senate. In particular, the College wants to ensure that members have adequate time, and are more effectively sought out, to participate in the discussions regarding the development of planning processes. **[Yes, the wording of the prompt is "offers opportunities for input by appropriate constituencies." What is the best evidence that many members aren't encouraged to participate? Do supervisors discuss governance processes with their staff?]**

### **Actionable Improvement Plan.**

**[This is a repeat of the plan named in IB.1.]** 1. The Strategic Planning Council will (1) seek ways to better communicate to members of the College the nature and significance of the dialogue that occurs at planning council meetings—especially the dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. SPC will also (2) seek ways

to provide members more opportunity to participate in planning council processes—and especially in the evaluation/planning cycles.



## Standard IB.5.

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

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### **Descriptive Summary.**

#### Student Success Scorecard and Basic Skills Tracker.

Palomar College collects, analyzes, and communicates matters of quality assurance throughout the institution and to the public. Institutionally, the College utilizes the results of the California Community Colleges Student Success Scorecard and the Basic Skills Cohort tracker, which tracks students through their basic skills course sequences to assess and evaluate student progress and outcomes. As described in Standard IB.3, the Scorecard provides institutions with an annual set of student outcomes metrics. These metrics address the College's success in remedial instruction, job training, retention of students, and graduation and completion rates. The data are reported by gender, age, and ethnicity. In addition, the Scorecard presents student outcomes data for both prepared and unprepared student cohorts. Upon receipt of the Scorecard data, the College reviews and discusses the data and its implications. This dialogue takes place at the institutional level through the Strategic Planning Council and Faculty Senate. The Governing Board devotes an annual workshop to reviewing accountability and other measures of institutional effectiveness. During this workshop, the Board reviews the data, poses questions, and learns about approaches the College is taking to improve student learning and achievement. Dialogue about the Scorecard takes place at department and unit levels too. Various departments and programs on campus review the Scorecard's metrics. For example, the Mathematics, English, and ESL departments discuss and analyze the Scorecard's Remedial Completion and data from the Basic Skills Cohort Tracker. Evaluation of student performance in remedial or basic skills courses has led to several innovations in how courses are delivered and support provided to students. In 2011, the ESL Department developed a plan to seal "leakage points" in the "pipeline" from ESL 101 to college-level English. The solution was to create LEAPstart, a year-long accelerated Learning Community—a program which began in Fall 2012. The program has just finished its second year and has a 52% success rate for its 12-14 ESL 101 cohort, double that of the 11-13 cohort.

The Office of Institutional Research and Planning (IRP) accesses the underlying student level data used by the Chancellor's Office to generate the Palomar College Scorecard. As a result, the College conducts additional analyses to help understand and interpret the findings. For example, IRP has examined unit completion at the College for students included in the Progress and Achievement Rate cohorts. In earlier versions of the accountability system, the College found that approximately one hundred students earned a degree, certificate, or transferred within six months after the six-year tracking time-frame. The College has also used the Scorecard metrics to help evaluate programs. For example, the College examined the Progress and Achievement Rates of students who took courses at its Camp Pendleton site as well

as students enrolled in STEM programs.

The Student Success Scorecard is presented in an easy-to-read format on the Chancellor's Office website. On the front page of the Palomar website, the College posts a link that allows the public to navigate directly to its Scorecard data. The reports and presentations provided to SPC and the Governing Board are posted on the IRP website. Other reports using Scorecard data are provided to departments and programs upon request.

### Institution-set Standards

In 2012-13, the College established a set of minimum acceptable institutional performance standards for a number of metrics and reported those standards in its annual report to the Commission. In 2013-14, the College reviewed and updated these metrics. The College has established standards for the following metrics: course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and Private four year institutions, and transfer rates. To establish the standards, the College examined up to ten years of trend data for each metric. The College also examined the impact of external variables on the metrics and compared its performance over time to that of similar colleges or the state average. For example, the College examined its overall course success rate to the course success rates of the state. The institution-set standards are included as part of the annual institutional effectiveness review and discussion. In addition, the Governing Board receives reviews and discusses the standards as part of their Annual Institutional Effectiveness and Review Cycle. **[Include the standards in an evidence link.]**

### Program Level Data/Student Learning Outcomes.

The Learning Outcomes Council (LOC) makes available institutional level assessments and analyses are made available across campus through the Learning Outcomes website. **[SLOACs are fully described in Standard IIA.]** The Learning Outcomes Council is the governance body charged with monitoring the implementation of Student Learning Outcomes Assessment Cycles (SLOACs). The LOC's website provides students with a listing of all Student Learning Outcomes at the course, program, and institutional levels. The LOC posts the annual report describing the assessment of General Education/Institutional Learning Outcomes (GE/ILOs) on its website along with the rubrics faculty have created for the assessment of each GE/ILO.

As described in Standard 1B.3, each department/discipline's PRP process begins with assessments of program-related data and SLOs. The results of these assessments drive program planning and ultimately resource allocation. Program Review and Planning documents are also publically available for review. The College maintains a Gainful Employment Program Index website, and IRP maintains its own website with links to Institutional Planning and data, completed Program Review and Planning documents, an annual "College Factbook," and results of the Community College Survey of Student Engagement. IRP also provides tailored analysis and assessment to members of the campus community upon request. For example, IRP performs cohort tracking studies of specific student groups such as athletes, has developed an annual Basic

Skills Activity report that examines student outcomes based upon the use of specific support programs, and has created a detailed tutoring report that breaks down course success rates by amount and type of tutoring received. **[Add evidence links.]**

### **Self-Evaluation.**

Palomar College meets the Standard.

The College makes available and communicates the results of assessments on student learning and achievement to all members and to the community. The College strives to work closely with its education and business partners. The Superintendent/President meets with the Superintendents of the K-12 districts and provides them with assessment and placement information of their students. Career and Technical Education programs work with their advisory committees and provide them with the information regarding the success of students enrolled in their programs.

Assessment and matters of quality assurance are presented to all planning councils, College committees such as the Basic Skills/Title V, HSI Steering Committee, Faculty Senate, Chairs and Directors, department meetings, and workshops. The results of assessments are used throughout the College's evaluation/planning cycles to inform the development of plans, monitor progress, and evaluate impact.

**[Ask Laura Gropen how the College determines how and whom to market to—any evaluations or assessments.]**

### **Actionable Improvement Plan.**

None.

## Standard IB.6.

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

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### Descriptive Summary.

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*. Annually, the Strategic Planning Council (SPC) completes (1) a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. At the end of a three-year Strategic Planning cycle, SPC completes (2) a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluation are informed by comprehensive review. Outlines of these methods follow.

#### Formative Evaluation.

SPC examines the following types of information as part of its formative evaluation:

- (1) Progress reports on the current year's Action Plan and other plans identified in the *IPM*,
- (2) Progress reports from Planning Councils on their Program Review and Planning (PRP) processes and planning priorities,
- (3) SPC's evaluation of the College's performance relative to Institutional Effectiveness measures,
- (4) Analysis of resources allocated to fulfill the College's master and strategic planning priorities and the planning councils' priorities drawn from their PRPs, and
- (5) Description of the processes used by SPC to implement the *IPM* and the *RAM*.

The formative evaluation answers the following questions:

- (1) Did the College make expected progress on its planning priorities (i.e., the Strategic Plan's goals and objectives)?
- (2) Which elements of the planning and resource allocation processes worked well?
- (3) Which elements of the planning and resource allocation processes need to be refined?

As a result of the formative evaluation, SPC

- (1) Updates the College-wide priorities (i.e., as expressed in goals and objectives identified in its Strategic Plan) and establishes the Strategic Plan Objectives and Action Plans for the following year, and
- (2) Refines or adjusts the processes used to implement the *IPM* and the *RAM* to ensure that the resource allocation process supports the College's planning priorities.

#### Summative Evaluation.

SPC examines the following types of information as part of its summative evaluation:

- (1) SPC's evaluation of the completion of the objectives in the College's Strategic Plan, Planning councils' self-evaluations of their PRP processes,
- (2) SPC's evaluation of the College's performance relative to Institutional Effectiveness measures,
- (3) SPC's evaluation of the resources allocated to planning, and
- (4) SPC's evaluation of the effectiveness of the planning and resource allocation processes

The summative evaluation answers these questions:

- (1) Did the College complete the objectives identified in its three-year Strategic Plan?
- (2) Is the College making expected progress on fulfilling its long-range plans?
- (3) Did implementation of the *IPM* and the *RAM* lead to improved institutional effectiveness, student learning, and student success?

- (1) As a result of the summative evaluation, SPC
  - (2) Makes a determination as to the effectiveness of the College's planning, evaluation, and resource allocation processes,
  - (3) Modifies the *IPM* and the *RAM*, if necessary, and
  - (4) Uses the results of the evaluation, especially its assessment of progress on Institutional Effectiveness measures, as input into the next Strategic Planning cycle.

#### **Self-Evaluation.**

Palomar College meets the Standard.

The College has institutionalized a comprehensive and integrated planning process that is linked to resource allocation. SPC annually evaluates progress on College plans and the planning process.

The Planning Councils evaluate the Program Review and Planning processes of disciplines, departments, and units. Changes to processes, plans, and materials are made as a result of the evaluation. **[This may be the place to explain how the planning councils are refining PRP processes and what the councils do with the PRP reports themselves. The VPS have provided these accounts.]** Annually the College improves the PRP processes for instructional programs to better focus program planning on student learning, rather than simply on resource requests. The 2013 - 14 iteration aligned all requests for resources with either the Mission Statement of the College or the Strategic Plan. Further, each discipline developed its own mission statement aligned with the College's. Finally, each discipline completed an analysis of its own strengths, weaknesses, opportunities, and challenges. The planning process has led to numerous improvements of student learning including \_\_\_\_\_ **[Add examples.]**

The process for allocating SPPF has been refined and improved over the years based on feedback from SPC. Initiatives included in the College's Strategic Plan are supported through Strategic Planning Priority Funding (SPPF). SPC's evaluation of the College's most recently completed Strategic Plan indicated that 20 out of 30 objectives were completed. A total of [\$] was allocated to support the objectives. Improvements and changes that came as a result of the institutional planning process include (1) advancing the GE/ILO assessment project, (2) aligning the GRAD program with the Student Support and Success Program, (3) developing technology training programs for staff, and (4) enhancing the College's internship program.

The College's focus on improving students' basic skills is beginning to result in changes and improvements in outcomes. For example, the success rates in Basic Skills courses have increased over the past three years from 61% to 63%. Students enrolled in the Math Jam Summer Bridge program are improving their placements and completing their initial math courses at higher rates. **[Dean Sourbeer is providing this data.]**

### **Actionable Improvement Plan.**

None.

**Standard IB.7.**

**The institution assesses its evaluation mechanisms [but not “planning”?] through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

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**Descriptive Summary.**

Through assessments of its evaluation mechanisms—and especially of their effectiveness in improving student learning, achievement, and support, the College has made improvements to its evaluation/planning cycles. These cycles include

- (1) Strategic Planning,
- (2) Annual Planning,
- (3) Strategic Plan Priority Funding,
- (4) Program Review and Planning processes and forms,
- (5) Student Learning Outcome and Service Area Outcome Cycles.

**[Devote a paragraph to the successes instructional programs, student services, library, and learning support services have realized as a result of these improved cycles.]**

**Self-Evaluation.**

**[The IB writers will add an evaluation here.]**

**Actionable Improvement Plan.**

None.

**Evidence.**



## **DRAFT**

### **Standard II: Student Learning Programs and Services**

**The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**

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#### **Abstract of Standard II.**

In support of its Vision, Mission, and Values, and in the interest of institutional effectiveness, the College provides students with high-quality instructional programs, student support services, and library and learning support services. These programs and services are advanced by cycles of evaluation, planning, implementation, and re-evaluation. With these cycles, members of the College intend not only to motivate and support the students' academic and professional lives, but also to enhance their personal lives and recognition of their responsibilities to their communities, their society, and their world.

These programs and services are products of many groups working in collaboration: the Faculty Senate, the Curriculum Committee, the Learning Outcomes Council, the Instructional Planning Council, the Student Services Planning Council, many committees, departments, and disciplines.

## **Standard IIA: Instructional Programs**

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

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### **Abstract of Standard IIA.**

Palomar College delivers high-quality instructional programs that fulfill the primary programmatic strands of its Mission: students' transfer-readiness, general education, basic skills, and career and technical training. The College also offers classes that promote students' aesthetic and cultural enrichment and lifelong education. These programs culminate in defined student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions.

The College employs cycles of evaluation, planning, implementation, and re-evaluation that are intended to bring about improvements in student learning, student achievement, and institutional effectiveness. These cycles include Program Review and Planning processes conducted by every department and discipline, Student Learning Outcome Assessment Cycles at the course, program, and general education/institutional level, comprehensive curriculum development and review processes, and Service Area Outcome Assessment Cycles. These cycles are advanced by groups including the Curriculum Committee, the Learning Outcomes Council, the Instructional Planning Council, the Faculty Senate, and the Governing Board—all of whom ensure quality at each step.

The College maintains transfer-agreements with the University of California and California State University systems. The Career and Technical Programs work closely with industry advisory groups. The College uses well-defined processes for collecting the information it publishes in catalogs and schedules.

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**[Are there specific references to the “Accreditation Employee Survey 2013” in 2A?]**

## Standard IIA.1.

**The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

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Palomar College delivers high-quality instructional programs that fulfill the primary programmatic strands of its Mission: students' transfer-readiness, general education, basic skills, and career and technical training. The College also offers classes that promote students' aesthetic and cultural enrichment and lifelong education. These programs culminate in defined student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions.

Palomar's core institutional commitments are to maintain the integrity of the College's Vision, Mission, and Values. Faculty, staff, and administrators dedicate themselves to student success and student learning. There is a strong commitment to continue to build an institutional culture and framework with student learning and achievement at its center that will sustain the College into the future. The College relies on the expertise of its faculty to write and teach curricula that are college level and meet the educational standards, practices, and excellence set forth by the discipline, the transfer institutions, and the workforce and economic community [Evidence 1].

In addition to coursework, Palomar College is committed to offering a vast array of learning experiences for students so that their learning is rich and comprehensive [Evidence 2-12]. From Cinema Night to weekly concerts to Political Economy Days, the campus culture is vibrant with activities to engage students beyond their coursework.

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**[The 2A writers provided much evidence. For now, the ALT has moved it to a separate document.]**

## Standard IIA.1.a.

**The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

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### Descriptive Summary.

#### Research.

Palomar College's curriculum is comprehensive. Its instructional programs fulfill the primary strands of its Mission: students' transfer-readiness, general education, basic skills, and career and technical training. The College also offers classes that promote students' aesthetic and cultural enrichment and lifelong education. The College relies on a variety of kinds of research and analysis to determine the programs its students need, to place them correctly in these programs, and then to monitor their progress advancing through these programs.

The College uses the Compass/ESL assessment tool to measure incoming students for preparedness in English, English as a Second Language (ESL), math, and reading. When new students apply to the college, they are referred to the Assessment Center or to the ESL Department, when appropriate, for assessment and class placement. This assessment process is used for placement into appropriate classes to support student preparation and success.

The Office of Institutional Research & Planning (IRP) collects various data regarding student readiness and student success. **[Include CSSSE.]** For example, data concerning the numbers of students placing into below transferrable level English, math, reading, and ESL are used for short-term and long-term planning, including the scheduling of coursework and support programs such as tutoring to increase student success statistics. Student retention and transfer statistics inform faculty and administrators preparing and reviewing the Program Review and Planning (PRP) reports to acknowledge successes and to support change and innovation. These reports are readily available for the college community and public to review [Evidence 1].

Several procedures are in place to support appropriate student preparedness. Course prerequisites, corequisites, and advisories are included in all Course Outlines of Record, which are reviewed by the Curriculum Committee as part of the course approval process in CurricUNET, the College's curriculum management system. The Curriculum Committee maintains a Prerequisites Subcommittee that scrutinizes all prerequisites and co-requisites. Faculty complete worksheets as part of this process to ensure that the outcomes of the prerequisite/co-requisite course are essential to students' success in the "target" course. The Course Outlines of Records are approved by the Faculty Senate and the Governing Board. Requisites are enforced to support student preparedness for courses. Palomar College's Disability Resource Center (DRC) is structured to assess students who may benefit from the variety of

support services the center offers, with a fulltime LD specialist in DRC to assess students for learning disabilities [Evidence 5]. The Counseling Department's Early Acceptance Program (EAP) is designed to increase success in planning for a student's first semester at the College. Staff members and counselors assess, advise, and provide a college orientation to graduating high school students during spring semesters. Many high school students are tested right at their school site. Scheduled events in the EAP also offer course and program counseling and registration [Evidence 6].

Across instructional programs and services, Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) research is providing the departments and disciplines with rich data to support student readiness. Faculty conduct ongoing assessments of Student Learning Outcomes at the course, program, and general education levels. Faculty report results of assessment cycles and subsequent actions to bring about improvement in TracDat, the College's repository for information resulting from Student Learning Outcome Assessment Cycles (SLOACs). In addition, instructional support programs such as the Library, the Teaching/Learning Centers, and Counseling also conduct Service Area Outcomes research, also housed in TracDat. [Evidence 7].

Several departments conduct internal research as part of their Program Review and Planning processes. They are looking at student progress through a program or through a sequence of coursework. For example, the ESL Department assesses all students completing ESL 55, the last course in the General ESL program, in order to test students for readiness for the ESL academic writing courses. This assessment is one of the course SLOs and thus informs the department appropriately about course and program success. Every semester, the English Department conducts holistic assessments of students completing English 50, one course below English 100—the English course required of students completing degrees and preparing to transfer. Mathematics has created several research projects to monitor student success within the department. [Evidence? Shayla: Are there division meeting minutes we could use here?]

### Program Review and Planning.

The Program Review and Planning (PRP) process creates a forum for dialogue within departments, disciplines, and instructional services for essential matters related to learning and teaching. Along with data that are disseminated by IRP, faculty and staff also use SLOAC and SAOAC results to create action plans appropriate to their area. The comprehensive Program Review and Planning document includes a summary of program data, collected from IRP reports, and learning outcomes assessment reports, compiled from data faculty have entered into TracDat. Together with the division deans' input, faculty update and change elements of their programs, ranging from curriculum to class schedule planning and resource requests, based on these summaries. In the area of Instruction, these program review and planning documents are submitted to the Instructional Planning Council for review and decisions on resource allocation. [Evidence 7].

Based on information from IRP and from SLOACs that is used in the PRP processes, the Teaching/Learning Centers (TLC) in Escondido and San Marcos have designed specialized

learning opportunities for all students who desire extra help with their coursework. The professional staff at the TLCs offer regular workshops on study topics such as writing, grammar, and overcoming test anxiety. The newly opened TLC in San Marcos houses the First-Year Experience program, Summer Bridge, Learning Communities, Former Foster Youth Services, Village Mentoring, and a faculty resource center [Evidence 2]. Noted for successful integration of skills and content, more than 58 faculty have participated in learning communities since 2009. Included in the learning community concept is the LeapStart ESL program to accelerate students through a sequence of courses, and an accelerated algebra program [**Accelerated Math Gateway (AMG) or to various pilot programs underway?**] organized and offered by the Mathematics Department [Evidence 8]. The Village Mentoring Program supports the need for faculty-student mentoring and guidance of students. Any faculty or staff member can sign up to be a mentor and will be assigned a student mentee via the program [Evidence 9]. The ESL Tutoring Center offers three hours of Friday "Study Halls." Students will be greeted by a tutor and assisted with their course lessons as well as with meeting personal goals in English language development. The ESL Tutoring Center also sponsors eight to ten special workshops each semester that focus on a relevant area of identified challenges for students. The ESL Tutoring Center with assistance from IRP tracks students' success after they have taken advantage of the center's resources [Evidence 10].

#### Student Learning Outcomes and Achievement Data.

As an element of the College's Program Review and Planning processes, departments and disciplines examine research collected and disseminated by the Office of Institutional Research & Planning. The IRP provides a broad spectrum of disaggregated data to inform programs in response to student needs and program planning. These data include student placement test scores; course and program completion rates; transfer rates; ethnicity, gender, and age. In addition, research on student pass rates in several different areas is available for analysis. This includes day, evening, and distance education courses; curriculum type, e.g. Basic Skills, GE Transfer; and Education Center/Site. This rich data prompts conversations that lead to curriculum and program planning and scheduling revisions in order to improve student successes and better address student needs [Evidence 7].

The Program Review and Planning processes include a component that requires the examination of SLO assessment data. This step requires faculty to summarize SLO assessment results at both course and program levels. The ensuing discussions have provided robust conversations within departments and disciplines regarding curriculum, analysis of teaching and learning, successes, challenges, and ultimately strategies to support program success and sustainability. Faculty are using both quantitative and qualitative data to measure and reflect on student success and student challenges (Evidence 7).

The College is fully engaged in assessing GE/Institutional Learning Outcomes. As of Fall 2014, the College has assessed five core competencies: Critical Thinking, Information Literacy, Writing, Oral Communication, and Quantitative Reasoning. The Learning Outcomes Council (LOC) is refining a timeline and methods of assessment for remaining GE/Institutional learning outcomes [**Check on this as fall progresses**]. [**Highlight that the assessment is**

**“authentic.”]** The Faculty Senate is regularly consulted for feedback and recommendations on these assessment projects. Each summer, a workgroup of faculty and administrators meet to examine the results of the assessment. Discussions about the implications of the data have led to action plans, including improving the process for assessment as well as improving curriculum and instructional support for students. An annual report of the assessment data, the discussions, and the implications are disseminated to the College [Evidence 12].

Discussion of the assessment results has provided the College with key information about student achievement. One notable result emerged after assessing Information Literacy: students did not perform well on the category of using information ethically. As a result of this finding, faculty from the Learning Outcomes Council, the Faculty Senate, the Library, English, and Reading, along with help from Phi Theta Kappa students, developed and wrote a student learning module, "Dashboard: A Student Guide to Using Information Ethically and Accurately." This project was approved and funded by the Strategic Planning Council. Faculty can assign this learning module to their students as a required or voluntary element in their classes. For Fall 2014, "Dashboard" will be available in Blackboard for all classes so that student progress and completion of the lessons can be recorded and noted [Evidence 13].

### **Self-Evaluation.**

Palomar College meets the Standard.

The College employs a variety of kinds of research and analysis to determine the programs its students need, to place them correctly in these programs, and then to monitor their progress advancing through these programs. These determinations are made in the context of evaluation/planning cycles.

Governance groups, such as the Strategic Planning Council, the divisional planning councils, the Faculty Senate, and the Curriculum Committee, engage in ongoing discussion to ensure that the College's student learning programs and services align with its purposes, character, and student population as named in its Mission Statement.

This kind of dialogue and analysis also occurs at the Instructional Planning Council and at Instructions' Chairs and Directors meetings, where participants discuss subjects such as planning, curriculum, schedule development, and Program Review and Planning processes.

**[So the questions here are whether we're doing the right kinds of research, analysis, decision-making, and so on—and how do we know?]**

### **Actionable Improvement Plans.**

None.

## Standard IIA.1.b.

**The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

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### **Descriptive Summary.**

Palomar College utilizes an array of delivery systems and modes of instruction to meet the objectives of course, program, and general education curricula and the current and future needs of its students. In addition to face-to-face classes and online classes, the College offers learning communities, service learning opportunities, collaborative learning, co-curricular programs, Bravura, Political Economy Days, California Indian Days, supplemental videos (PCTV, library media databases, ATRC databases), Teaching and Learning Center programs (described in the previous section) [...].

### Delivery Supports the Objectives and Contents of the Courses.

The College employs a comprehensive curriculum review process by which faculty determine the delivery systems and modes of instruction appropriate to the objectives, content, and learning outcomes of each course. Through the Course Outline of Record (COR) curriculum development and review process, the “methods of instruction” and “methods of assessment” components provide opportunities for faculty to identify all promising teaching methodologies, class organization, and assessment methods that will support the course objectives and content, support diverse learning styles of students, and facilitate faculty freedom and flexibility in planning the class syllabus. The COR identifies many means of delivery, and faculty then decide how best to deliver the course.

Such delivery systems and modes are specified in the COR, which results from a thorough and rigorous approval process overseen by the Curriculum Committee and the Faculty Senate. Subcommittees of the Curriculum Committee, convened by the deans, meet with the faculty originator to review new CORs. Scrutiny of a new course begins with the pre-launch phase, where various groups and individuals have different responsibilities, such as technical review, articulation review, and curriculum workgroup/originator review. These groups examine all of the COR elements, including course content, curriculum objectives, and instructional methodologies with the course originator and department chair. This process has produced rigorous dialogue about course content and course relevance within a program. Then the course goes back to the originator for the launch phase. The review almost always goes through the department chair. The course is then agendized. After the Curriculum Committee approves CORs, the Faculty Senate then examines them and approves them. The final approval goes to the Governing Board and on to the Chancellor's Office. The College has accomplished, by means of increased attention to and scrutiny of CORs, a thorough review of the curriculum. This thoroughness benefits all stakeholders—including students, policy makers, and taxpayers—by increasing public confidence in the College's processes and attention to quality [Evidence 1].



The Curriculum Committee charges a subcommittee with [---], reviewing, and approving course proposals for online instruction. In addition, the Curriculum Committee has refined the definition of instructor-student and student-student interaction in distance education [Evidence 2 and 3]. **[Add to this paragraph material from the Substantive Change Report.]**

The Academic Technology Committee (ATC), reporting to the Faculty Senate, oversees the use of technology for the purposes of enhancing instruction in the classroom as well as providing tools for distance education. The committee also recommends policies on distance education matters to the Faculty Senate. The ATC deliberates on new technologies, such as Blackboard enhancements, and makes recommendations regarding their use to the Faculty Senate. The Academic Technology Resource Center (ATRC) evaluates and tests new learning and delivery technologies, and provides support to faculty on the effective utilization of these tools. ATRC offers many professional development opportunities for faculty and staff to support distance education and the use of Blackboard. Faculty use Blackboard not only for online classes but also for face-to-face classes. In some cases, publishers provide online supplemental material to text books, such as MyMathLab. Faculty also make good use of Purdue's Online Writing Lab (OWL). The College ensures that regular and effective communication take place in distance education courses and is comparable in quality to that of face-to-face courses. This is accomplished by means of the Curriculum Committee's "Palomar College Instructor/Student Contact Policy for Distance Learning Courses" [Evidence 4].

The College provides a range of Professional Development opportunities on pedagogy, delivery methods and modes of instruction, and use of media. The College's Professional Development (PD) program provides abundant opportunities for faculty to discuss, share, learn, and implement new methods of delivery and instruction. For example, several OnCourse Workshops have been offered by PD since 2011. The OnCourse program features methods to support student retention and persistence—for example, how to use "learner-centered strategies" in classes to empower students to become active, responsible, and successful learners. Palomar College has offered four different PD sessions of the OnCourse I and II workshops, multi-day events. Approximately 126 faculty members from roughly 29 disciplines have attended the OnCourse workshops at Palomar, where they have engaged in cross-disciplinary conversations about effective modes of instruction. The sessions have been funded by the Strategic Planning Council, Perkins Funds, and Basic Skills **[By the grant?]**. Additionally, Palomar faculty mentors in OnCourse curricula have led workshops for College faculty [Evidence 11].

To support and promote successful online teaching practices, the ATC developed the Palomar Online Education and Training (POET) program, an ongoing PD activity that trains and certifies faculty for readiness in distance education. Faculty who determine that their preparation and/or delivery methods for online teaching need to be strengthened can participate in this professional development. POET is not compulsory, but several departments strongly encourage faculty assigned to online classes to take the training. POET has been received very well by participating faculty [Evidence 5]. ATC has also developed the Palomar Online Teaching Site Award, "The Best of the Best." Faculty can showcase their exemplary use of the Internet as a teaching tool for review by the committee. This emphasis on excellence in online teaching has resulted in a gallery of best practices [Evidence 6].

### Methods Evaluated for Effectiveness in Meeting Student Needs.

One way the College examines the effectiveness of delivery methods is through the evaluation of faculty. Faculty undergo a peer evaluation process overseen by the Tenure and Evaluations Review Board (TERB). Faculty in the tenure process (“probationary” faculty) undergo a peer observation and evaluation over the first four years after hiring. The faculty member must be recommended for tenure by the tenure review committee assigned to the faculty member. The Governing Board grants tenure upon the recommendation of the Superintendent/President. Tenured faculty are observed and evaluated every three years. The evaluation process includes a peer class observation, a peer report, and student evaluations. These documents are reviewed with the faculty member after the end of the semester and then forwarded to the department chair and finally to TERB [Evidence 7].

The TERB continues to customize course evaluation forms for different programs and delivery methods, such as online instruction, ESL, and Counseling, in order to get relevant, useful, and accurate feedback from students. In addition, special evaluation forms and procedures have recently been developed for programs where direct observation is precluded by confidentiality, such as in disabilities testing conducted by the Disability Resource Center, and patient counseling sessions conducted in Behavioral Sciences’ Alcohol and Other Drug Studies program. These new forms and procedures were implemented starting in Fall 2013. New questions have been added to all course evaluations, including one which addresses whether instructors make course materials available in a timely manner. This question was created in collaboration with Associated Student Government (ASG), and is especially relevant for online courses [Evidence 7].

The TERB has established special policies and protocols that make instructor-student communication a focus of the evaluation of faculty teaching distance education classes. A large component of the evaluation focuses on whether teaching faculty make effective use of a variety of teaching methods and account for diverse learning styles. The TERB continues to strive to improve the participation rates of student evaluations for online courses. Though the rates went up dramatically when EvaluationKit was initially introduced, they have recently fallen, mainly due a design limitation in EvaluationKit. The TERB, ASG, and ATC are engaged in ongoing dialogue to address this issue. Meanwhile, by means of periodic email reminders, the TERB encourages online faculty to instruct students to participate in course evaluations and offers ideas for motivating students to do so [Evidence 8].

### Dialogue about Delivery Systems and Modes of Instruction. [Shouldn’t “Dialogue” be the first subject of this section?]

Dialogue about delivery systems and modes of instruction occur in many venues. As described immediately above, this dialogue is an important part of every faculty member’s regular evaluation. It arises also in discipline and department meetings, Chairs and Directors meetings, Professional Development Advisory Board meetings, in meetings of the Curriculum

Committee, the Faculty Senate, the Instructional Planning Council, the Strategic Planning Council, and the Governing Board.

This dialogue is informed by qualitative and quantitative data compiled and analyzed by all members involved in such meetings. Often this data is provided by the Office of Institutional Research and Planning (IRP). **[Give a general account of IRP's research into delivery systems and modes of instruction before focusing on DE courses. See Michelle Barton.]**

The Office of Institutional Research and Planning compiles student achievement data for distance education courses and publishes comparative statistics based on such data. On the average, distance education courses have lower success and retention rates than both day and evening face-to-face courses. **[Fact check this claim. See DE Substantive Change Report. DE courses compared to like face-to-face don't necessarily have lower success and retention rates than face-to-face classes. Some are higher.]** This data is of vital importance to the dialogue that is essential to the College's Program Review and Planning (PRP) process. In a comprehensive PRP, departments and disciplines must review and discuss student achievement data as part of the process. The data released by IRP to the College have resulted in rich information for programs as they examine student needs and redesign courses and programs when appropriate. [Evidence 9 and 10].

Faculty summarize and discuss Student Learning Outcome assessment results as part of the comprehensive program review process. After examining the data from IRP and the SLO assessment results, faculty discuss how to enhance the already-successful program elements as well as address program challenges. Many departments **[which departments?]** have a day-long professional development meeting to discuss curriculum, teaching and learning, and assessment. These conversations are a vital link in successful program review and program advancement for Palomar's students [Evidence 10].

#### Delivery Systems and Modes of Instruction Effectiveness in Facilitating Student Learning.

**[This section shouldn't begin with DE. Again add an introductory paragraph.]** The ATC oversees student surveys designed to provide the College with feedback regarding the quality and effectiveness of distance education. The Distance Education Satisfaction Survey was recently given to students. This survey distilled the 17 questions most relevant to polling students on satisfaction with distance education from a 63-question Gizmo survey developed by the Chancellor's office [Evidence 14]. **[Point out that the College has benefitted greatly from the research and writing that yielded the Substantive Change Report.]**

**[Maybe this paragraph belongs in the Self-Evaluation section.]** Comprehensive course and program level SLO data (housed in TracDat), together with student achievement results published by IRP, are utilized by academic departments in dialogues about course- and program-level improvements. These data allow departments to compare the same courses with different modes of delivery and thereby make informed, evidence-based decisions as to whether any adjustments need to be made. In some cases, faculty have decided that a distance education alternative will not be appropriate for the course and have thus changed that option. Some

departments have discovered that their SLO assessment process needed refining in order to account for various teaching styles and methodologies. In the Nursing Department, examination of program data including student evaluations and SLO assessment results indicate that students need more time in the skills lab [Evidence 10].

Faculty can evaluate their readiness to teach online as well as their delivery methods via the Palomar Course Validation Checklist [Evidence 16].

### **Self-Evaluation.**

Palomar College meets the Standard.

Through the detailed curriculum process, the evaluation of faculty, and the dialogue based on research and analysis, the College ensures that methods of delivery are “compatible” with students’ needs and are bringing about the desired results. **[Highlight the variety and resources for delivery. Departments and programs take in-depth look, not just PRP data. The College’s use of labor market information (LMI) should be highlighted.]**

### **Actionable Improvement Plan.**

None.

## Standard IIA.1.c.

**The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

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### Descriptive Summary.

**[This section needs a chart.]**

All of the College's academic courses and programs are engaged in Student Learning Outcome Assessment Cycles (SLOACs). All courses and programs (including certificates and degrees) have identified student learning outcomes and assessment plans. **[Is assessment taking place in all courses and programs? Do these assessments lead to improvements for students?]** This is a faculty-driven process. Assessment plans are developed and written by faculty for their disciplines. Faculty rely on their expertise to develop college-level curricula as well as SLO assessment plans, which are tied to the course curricula and Course Outlines of Record (CORs). Faculty utilize their expert knowledge to select and employ a wide variety of assessment methods, including both direct and indirect assessments, in order to ensure reliability. Faculty teams organize the assessments, analyze the data, and make appropriate plans for action and follow-up where needed. All active SLOs are available to students and the College community for examination [Evidence 1].

All SLO assessment plans are housed in the College's outcomes database, TracDat. Faculty use TracDat to generate reports for updates on current timelines for assessments, analyses, and action plans. The Comprehensive Assessment Report, generated through TracDat, summarizes course and program SLOs, assessment plans, assessment results, and action plans [Evidence 2]. Faculty in the disciplines regularly discuss assessment results in department meetings and online in the SLO database, TracDat. Each academic department has an SLO facilitator whose responsibilities are to coordinate SLO planning, assessment, and actions plans for each discipline in the department. The Department SLO Facilitators ensure that all SLO reporting has been entered into the TracDat database [Evidence 5, 12, and 13].

The comprehensive Program Review and Planning processes require faculty to reflect on student achievement data and course and program assessment results in order to lay a foundation for planning and decision-making. The program review document is reviewed by the division dean and the Instructional Planning Council; a report is provided to the Strategic Planning Council by the Vice President for Instruction. Data necessary for the Program Review Planning report, available in TracDat to support this process, summarizes the assessment of the course or program SLO, the results, reflections on results, action plans for improvement, and resource needs and funding rationales. By this means, departments can link assessment results to their action plans and funding requests. For example, the Mathematics Department has responded to student success and retention data as well as SLO assessment data to create several innovative projects for improving student learning. Students can now take advantage of accelerated

learning courses, learning communities, a redesigned curriculum for Math 15, and "Math Jam," a summer bridge course for specially-targeted students. To increase a transition from English 10 to English 50, the English Department offers an opportunity for students to complete both courses in a single semester and has created a Summer Bridge program as well.

#### From Course and Program SLOACs to GE/ILOs.

The Learning Outcomes Council Coordinators provide SLO facilitators with a checklist of effective guidelines for self-evaluation of their program's status per accreditation standards. This list includes these guidelines:

- There should be a well-organized list of comprehensive outcomes. National disciplinary standards have been considered, if appropriate. The program faculty have agreed on the criteria for assessing each outcome.
- Each outcome describes how students can demonstrate learning. The program faculty have agreed on the criteria for successful attainment of each outcome.
- A curriculum outline or map demonstrates how course SLOs align with the broader program. Course and program SLOs need to be aligned with Palomar College GE/Institutional Outcomes.
- Each outcome should identify a three-year timeline for assessment plans, including when and how the outcome will be assessed and how improvements based on findings will be implemented. The plan is reviewed and updated annually.
- Results of outcome assessment are used for program planning and support of learning and teaching. This information can support the PRP document and curriculum revisions.
- Students are well aware of program outcomes and assessment methods. All program outcomes are on the course syllabi and broadly publicized in other program documents. Students are adept at self-assessment in relation to the outcomes.

#### GE/ILOs.

The LOC is also examining ways to specifically assess General Education and other degree programs. **[The College is doing authentic assessment.]** The College has adopted the outcomes from the LEAP initiative, advanced by the Association of American Colleges and Universities (AAC&U). The assessment process has used faculty-developed assessment tools adapted from the AAC&U VALUE rubrics [Evidence 11]. Course sections are randomly selected for participation based on the course SLO mapping to the particular GE/ILO that faculty have established as part of the SLO assessment plan. The faculty participating in the GE/ILO assessment "norm" the rubric during orientations prior to assessing their students. Faculty members use their own assignments for the assessment. Student assessment results are

submitted via a Scantron to the Office of Research and Planning, which then compiles the data for review and analysis.

The dialogues resulting from the assessment of the GE/ILOs have been very productive for members of the College. This research has provided valuable conversations among faculty, staff, and administrators regarding the skills, knowledge, and attitudes instilled in students by their learning experiences at Palomar College. The Faculty Senate has been very engaged in the decision-making of the assessment projects [Evidence 6].

In Spring 2012, the College assessed Information Literacy and Critical and Creative Thinking. During the summer, a workgroup met to examine the results compiled by the Office of Research and Planning. The Information Literacy assessment showed the students scoring low in the sub-competency of using information ethically. As a result, the Strategic Planning Council supported funding for the creation of a learning module, "Dashboard," that guides students in finding and using information accurately and ethically. Self-paced lessons include how to locate information for research, how to identify reliable information, and how to avoid plagiarism. All students and faculty have access to the lessons; faculty may assign this module to students for outside learning or include as part of a class grade [Evidence 12].

In Spring 2013, after much discussion on Critical and Creative Thinking, a faculty workgroup rewrote the rubric for Critical Thinking for assessment that semester. Faculty also assessed Oral Communication that semester. A workgroup of faculty and administrators met in June of 2013 to examine the results for these two competencies. The recommendations that were taken to the LOC have resulted in the design of specific professional development activities in the areas of teaching critical thinking as well as oral communication starting in Spring 2013. The group also recommended examining other ways of assessing critical thinking. Finally, the LOC will explore ways to make all of the GE/ILO assessment rubrics available to all faculty and students for dialogue and better understanding of these core competencies.

In Spring 2014 the College assessed Quantitative Literacy, and in Fall 2014 Written Communication. Two workgroups of faculty from various disciplines have met numerous times to develop the rubrics. The meetings were very productive and resulted in excellent dialogue about what these two learning outcomes mean across the curriculum. To increase the reliability of the results, the number of class sections will increase from 20 to 40 for each competency.

**[Other than "Dashboard," how do we use GE/ILO results to bring above improvement? Can we include various examples in this section? Or should we simply summarize and not include examples?]**

College-wide Dialogue about Student Learning Outcomes.

In response to the need for increased College-wide dialogue about learning outcomes, several websites are now online **[are linked to the College's website, right?]** with information for students, faculty, and administrators. The student SLO website, just one mouse click from the College's home page, lists up-to-date course, program, and GE learning outcomes. The site also includes FAQs and descriptions of the SLO assessment process. The Program Review link

takes viewers to an archive of Program Review and Planning documents, the Gainful Employment Program Index, and the College Fact Book. This easily-accessed information provides the College community with information about how programs assess **[all programs?]** in order to support students both academically and professionally. The links provide access to outcome assessment results, graduation rates, course retention and success rates for students, and transfer rates for each program [Evidence 7]. The faculty SLOAC resource page provides comprehensive information about SLO development, assessment, Program Review documents and examples, and instructions on using the outcomes database [Evidence 8].

### **Self-Evaluation.**

Palomar College meets the Standard.

The College is continuing to refine its SLOACs at the course, program, and GE/ILO levels.

**[Do we want to refer to the Commission's rubric? (We do in Standard I.) The College is probably still at the Proficiency level but exhibits the criteria of SCQI:**

- 1. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.**
- 2. Dialogue about student learning is ongoing, pervasive, and robust.**
- 3. Evaluation of student learning outcome processes.**
- 4. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.**
- 5. Student learning improvement is a visible priority in all practices and structures across the college.**
- 6. Learning outcomes are specifically linked to program reviews.**

**However, there are still programs with no SLOs, or with no assessment of SLOs. Many programs cannot show that they are using SLOAC results to bring about improvements for students.]**

**[Through dialogue and conducting assessments, the College is aware of the areas in need of improvement.]**

**[The College provides much information on SLOACs to its members and to its community.]**

### **Actionable Improvement Plans.**

None.



## Standard IIA.2

**The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, or contract education programs.**

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### **Descriptive Summary.**

As described in the sections of IIA.1., the College assures the quality and improvement of all instructional courses and programs it offers primarily by means of Program Review and Planning (PRP) processes, Student Learning Outcome Assessment Cycles (SLOACs), and curriculum review processes.

Palomar College offers credit and noncredit developmental courses, pre-collegiate courses (courses numbering 50 and below) and programs (ESL), and collegiate courses (including career technical). Currently, the institution is not offering study abroad or short term training courses or programs. Contract training is offered when requests from companies can be met with existing resources. Because of limited resources and demand, continuing and community education courses were suspended in 2012. The College is in the process of reevaluating this area and is cautiously optimistic that as the demand improves, the department can be restructured [**“department . . . restructured”?** or **“program . . . revived”?**]

All credit and noncredit courses offered at the College undergo the same curriculum development process. A flowchart describing this process is available in CurricUNET—the program used to develop and house curriculum. (See Evidence link 2.) Courses are also reviewed and updated using this process. The College’s curriculum process is compliant with Title 5 and CCCO course and program handbook.

The Faculty Senate is ultimately responsible for curriculum and has developed procedures to ensure quality at every step in the process. **[The description that follows will appear again in a later section. Maybe we don’t need it here. And maybe we don’t need the “Descriptive Summary,” . . . at this level.]** First, draft course outlines of record (CORs) or programs go to a Division Workgroup for technical and content scrutiny. This workgroup is convened by the division dean and is composed of the faculty member introducing the course or program, the division’s representatives to the Curriculum Committee, the Articulation Officer, and any other interested parties (i.e., other faculty from the department). **[I don’t follow these notes: “Faculty now have the option to get feedback on SLO. Workgroup also has someone give feedback.”]** After suggestions for changes are made, the course/program is sent to the entire Curriculum Committee for a first reading. This provides an opportunity for the entire committee to ask questions about the proposal and allows for additional quality control checks. After this step, the course or program is placed on the agenda for a second reading and approval. (See Evidence Links 3, 4 and 5.) After Curriculum Committee approval, the course or program goes

to the Faculty Senate and then to the Governing Board for approval.

Ongoing scrutiny of courses and programs is also built into the Program Review and Planning process. Faculty review specific elements of courses and programs—program mission, curriculum and schedule planning, performance elements, and learning outcome assessments—to ensure continued program relevance and to align resources appropriately to program planning. (Evidence 6)

**[This may be the place to point out that IPC reviews and responds to all PRPs. Moreover, priorities that surface from the individual discipline and department PRPs enter into the dialogue at IPC, and then often into the dialogue of SPC as it develops Annual Plans based on the Strategic Plan.]**

**Self-Evaluation.**

Palomar College meets the Standard.

**Actionable Improvement Plans.**

None.

## Standard IIA.2.a.

**The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

**[Okay, this is specifically the “Curriculum Process” prompt. As the 2A writers acknowledge, this is the section where we need to explain the relationship between the Curriculum Committee and the Learning Outcomes Council.]**

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### **Descriptive Summary.**

Governing Board Policy 4020 and Administrative Procedure 4020 establish the institutional procedures for the design, delivery, and evaluation of courses and programs offered at Palomar. (Evidence 1 Board Policies) **[As this policy and procedure state, . . .]** Designing, delivering, and evaluating courses and programs are Academic and Professional matters as defined by Assembly Bill 1725 (Evidence 2). This is the core of Palomar’s Faculty Senate’s responsibilities (Evidence 3 Academic Website). The Faculty Senate approves the work of the Curriculum Committee, which is the preeminent body for the development and recommendation of curricular policy including philosophy, processes, goals, and strategic and long-range planning. The Curriculum Committee coordinates, evaluates, and reviews the college curricula to encourage innovation and excellence in instruction and to promote student learning and achievement.

**[Provide a description of the Curriculum Committee and its processes. The Curriculum Committee is the preeminent body for the development and recommendation of curricular policy, including philosophy, goals, and strategic and long range planning. The Curriculum Committee coordinates, evaluates, and reviews the College’s curricula to encourage innovation and excellence in instruction. Refer to CurricUNET. Here we can also add (again) a description of the new workgroup approach to considering new courses.]**

**[Place this and the next paragraph later in this section?]** Over the years, the Curriculum Committee and the Learning Outcomes Council have worked in separate venues towards the common goals **[See Marty for examples.]** of improved curriculum and documented learning outcomes and assessment cycles. During the last two years, however, there has been a more purposeful collaboration. Each committee has a designated faculty representative from the other committee, and each committee has adopted a common goal which requires mutual collaboration. **[What is this common goal?]** The goals of each group may be found on their respective websites. (Links already included.) In Spring 2014 the Curriculum Committee developed a process to ensure that SLOs are determined at the time a new course is proposed. **[This is an opportunity for dialogue.]**

As defined by ACCJC's standards, Palomar is on course to achieve "Proficiency" level **[Can justify SCQI? Should we even refer to the Commission's rubric?]** in the development and ongoing assessment of Student Learning Outcomes for courses and programs. (See Evidence 4, Midterm Report to AACJC page 21.) Faculty continually update and assess SLOs, and based on assessment results they update curriculum, methods of delivery, and resource requests. The SLOs are available for public viewing at (Evidence 5 – LOC Website).

Courses in Palomar's inventory [**"inventory"**] are reviewed at least every five years. (Evidence 5 AP 4023) CTE courses and programs are reviewed and changed on a two-year cycle to keep abreast of industry changes and/or to incorporate recommendations from Industry Advisory Committees. As an example, a Curricunet review shows that Drafting Technology made major revisions in the fall of 2009, 2010, and 2013.

**Self-Evaluation.**

Palomar College meets the Standard.

**Actionable Improvement Plan.**

None.

## Standard IIA.2.b.

**The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

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### Descriptive Summary.

In supporting students who are pursuing transfer-readiness, general education, basic skills, and career and technical training, Palomar provides core courses, sequenced to culminate in certificate and degree programs, aligned with programs offered by four-year institutions and/or the workforce knowledge and skills required for a career path.

Through the Curriculum Committee, the Palomar College Governing Board relies on the expertise of faculty in all curricular matters. (See Evidence 1 BP 4022 and Evidence 2 Curriculum Committee Roles and Responsibilities.) This includes the establishment of competencies and outcomes for courses and programs. (See LOC Website.) Each Career Technical (Vocational) Education (CTE) program establishes and maintains an industry advisory committee to provide the professional and technical input needed to keep programs aligned with industry standards. **[Add a description of the roles of advisory committees. The competencies requested locally are captured through programs held annually and through collaborative trade advisory committees. These advisory committees provide information about changes and developments in technology, the labor market, and the workplace that have an impact on programs of the college. The committees also make suggestions that improve occupational curricula and programs of the college and that foster closer cooperation, understanding and communication between the college and the business community.]**

The relationship between SLOs and competency levels for degrees, certificates, programs, and courses is interdependent and cyclical. Through the curriculum process, faculty determine the content needed to provide students with specific knowledge, skills, competencies, and/or abilities. Learning outcomes and assessment cycles are developed and implemented to provide the feedback faculty need to improve student success.

The institution has taken extra steps to provide information to students about learning outcomes for courses and programs. At "A Student Guide to Learning Outcomes" (Evidence 4), students are given a concise definition of SLOs, a set of commonly asked questions with answers regarding SLOs, and can find General Education Institutional Learning Outcomes (GEILOs) and SLOs for each course. Additionally, learning outcomes are standard, required components of each course syllabus.

The College's Learning Outcomes Council provides a continual, faculty led process for

training, resources, oversight, development, and assessment of SLOs. The large membership, including representatives of all constituent groups but primarily faculty, is co-chaired by two faculty coordinators. Additionally, each department has an appointed facilitator who is responsible for leading and coordinating the SLOAC process within the department. (See Article 12 of the PFF Contract (Evidence 5).) **[Did we adequately describe the composition, roles, and responsibilities of the LOC in section IIA.1?]**

### **Self-Evaluation.**

Palomar College meets the Standard.

**[Paraphrase “The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.”]**

### **Actionable Improvement Plans.**

None.

## Standard IIA.2.c.

**High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

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### Descriptive Summary.

**[Speak to the (prescriptive) Title 5 language in this section—including Bloom's taxonomies that identify students' levels of learning. Instruction and programs are aligned with transfer requirements and industry standards and expectations. Programs proceed from introductory courses to specialized study. Faculty remain current through PD and sabbaticals, through department meetings and professional workshops and conferences.]**

Faculty expertise is the foundation of all curricular decisions, and, as explained earlier [yes!], quality control is an inherent component of the course and program development and review phases. As courses and programs are pre-launched in Curricunet, a Workgroup consisting of discipline faculty, division representatives of the Curriculum Committee, the Articulation Officer, and the appropriate division dean convenes to review all components of the proposal (Evidence 1 Curricunet Approval Process: Roles and Responsibilities). The Workgroup identifies any deficiencies as to appropriate breadth, depth, rigor, sequencing, etc., and the course or program goes back to the originator for rewriting. When the deficiencies are rectified, the course or program is then launched for further scrutiny by the Department Chair, the Articulation Officer, and the Division Dean. When those approvals are received, the course or program is then put on the Curriculum Committee agenda for first reading. The entire committee provides input, and the course or program is then put on the next agenda for action. (Evidence 2 Curriculum Committee Agenda and Minutes) The final steps in the process are Faculty Senate (who ratifies the work of the Curriculum Committee) and Governing Board approval. Only then are courses and programs sent to the CCCCCO for approval. (Evidence 3 – Governing Board Agenda and Minutes)

All disciplines and departments conduct regular and cyclical Program Review and Planning processes by which faculty analyze specific quantitative and qualitative indicators. These components include a review of curriculum, a summary of student learning outcome activities, and retention and student success data (Evidence 4 Link to PRPs). By analyzing this data, faculty are able to review specific outcomes (retention, student success, etc.) and implement strategies designed to improve the quality of instruction and the quality of the outcomes. Career Technical disciplines have an added layer of quality control through their Industry Advisory Committees. These committees assist faculty by reviewing curriculum for alignment with industry workforce standards. Minutes of these minutes can be found on file in the office of the Dean of Career Technical Education (Evidence 5).

### Self-Evaluation.

Palomar College meets the Standard.

The College's new course approval process provides even greater scrutiny to ensure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all courses and programs (Evidence: Greg Larson email). This process includes not only a workgroup's examination of all course proposals but also ongoing training of the Curriculum Committee members in the principles of good Course Outlines of Record.

**Actionable Improvement Plans.**

None.



**Standard IIA.2.d.**

**The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

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**Descriptive Summary.**

**[As described in section IIA.1.b, . . .]**

Teaching and assessment methodologies are selected and overseen by faculty. In the Course Outline of Record (COR) approved methods of instruction and assessment are identified. (See the curriculum approval process described earlier.) Through ongoing conversations and training, faculty continually evaluate the relationship between teaching methodologies and student learning and achievement. This is especially evident in the Program Review and Planning processes, where faculty review student achievement data by delivery mode (Evidence 1). This data is then used to inform decisions about curriculum changes and expected learning outcomes. (Evidence 2)

The College offers faculty an extensive Professional Development program (Evidence 3 and 4, PFF Contract Article 10). Annually, each full time faculty member is compensated for 72 professional development hours. Part time faculty are compensated commensurate with the number of hours taught per semester. These hours may be used to design a program that meets the specific needs of the faculty member. A separate program (Palomar Online Education Training, Evidence 5) has been developed to assist faculty in improving online teaching skills and enhancing online content.

The Tenure and Evaluations Review Board conducts regular evaluations of all faculty members that assess the instructor's performance in addressing the diverse needs and learning styles of students. **[Elaborate.]**

**[I don't follow this note from the August 4 meeting: "Faculty do early assessment in the classroom."]**

**Self-Evaluation.**

Palomar College meets the Standard.

**[So is this where we need to acknowledge that POET isn't compulsory and that we don't yet have a way to systematically assess our students' readiness for online coursework (we have a self-evaluation tool for students) and provide training (videos when student logs into Blackboard) in areas where they're deficient? Palomar's online offerings are "substantive," but the College doesn't yet have a "philosophy" of DE.]**

**Actionable Improvement Plans.**

None.

## Standard IIA.2.e.

**The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

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### Descriptive Summary.

**[Here we'll need to repeat descriptions/discussions of PRPs, Curriculum Committee, IR&P, data of all kinds.]**

The institution employs a variety of methods to evaluate the effectiveness, relevancy, appropriateness **[and results]** of its courses and programs. For program and course effectiveness, faculty use data provided in Program Review and Planning process. The same process is used regardless of course or program type and provides faculty an opportunity to review the program's mission, curriculum, SLOs and assessment data, scheduling patterns, and goals. Extensive data is provided by Institutional Research and Planning so that faculty are able to analyze data on student achievement by age, sex, day/evening attendance, and completion rates (Evidence 1 PRP).

To evaluate program relevancy, a variety of methods and types of data are available to faculty. These may include articulation and transfer requirements, labor market information, and student assessment results. The latter is crucial for determining scheduling for developmental or precollegiate courses and programs. Career Technical programs and courses also solicit input from industry experts to validate the relevancy of their courses and programs. Advisory committees meet at least once each academic year to review curriculum and to make recommendations that better align the curriculum with current industry standards. (Link to meeting minutes previously included.)

**[Frame this part in terms of "evaluation."]** Some CTE programs have national accreditations and must apply to these national agencies cyclically. Those programs and their accrediting bodies are:

- a. Nursing - the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN), formally known as the National League of Nursing Accrediting Commission (NLNAC).
- b. Dental Assisting - Commission on Dental Accreditation (CODA) and the Dental Board of California
- c. Paramedics - Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)

The Fire Academy, the Police Academy and Alcohol and Other Drug Studies align their curriculum with standards set by other certifying bodies. The Police Officer's Standards of Training (P.O.S.T.) is a state agency that certifies training for the Police Academy; the State Fire Marshall's Office sets standards for the Fire Academy and AODS by the California Association of Alcohol and Drug Educators (CAADE).

Faculty determine the learning outcomes for courses and programs through the curriculum

process and through a process coordinated by the LOC (Link included).

As of the submission of its 2012 update [**Update to 2014. How does this paragraph pertain to “evaluation”?**] to ACCJC 96% of courses had student learning outcomes and 94% had ongoing assessment plans. (Evidence 2) Faculty and staff have a continual dialogue regarding learning outcomes for specific courses and programs. Additionally, the College (led by its Learning Outcomes Council) has identified the GE competencies students are expected to demonstrate when completing a degree. Courses and programs across the curriculum are mapped to these specific General Education Institutional Learning Outcomes (GE/ILOs) (Evidence 3).

**Self-Evaluation.**

Palomar College meets the Standard.

**[Provide additional commentary.]**

**Actionable Improvement Plans.**

None.

### Standard IIA.3.

**The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

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#### **Descriptive Summary.**

**[Point to BP 4025: Philosophy and Criteria for Associate Degree and General Education.] [Point also to the College Catalog.]**

Palomar College clearly states its Vision, Mission, Values, and educational philosophy (Evidence 1), which provide the basis for all of its instructional offerings. The philosophy underlying the formation of our general education offerings include a belief in the value of the individual and in the individual's potential for intellectual, ethical, personal, and social growth. As such, the College's GE offerings encompass a wide breadth of courses in both academic and vocational programs. The College communicates its rationale for general education within the catalog and in the Board policies and Administrative procedures. This rationale is realized in course development and CSU, IGETC, and AA **[and AS]** patterns and in the processes to which the College commits itself. **[Refer also to the LEAP framework the College adopted for GE/ILOACs?]**

GE/Institutional Outcomes are discussed and voted on in the Learning Outcomes Council, sent to the Curriculum Committee for discussion and approval, and then move on to the Faculty Senate (Evidence 2, 3, 4, 5).

The development of a course and its inclusion as a GE course begins with discussion within an individual department, which is the level at which student learning outcomes are assessed and analyzed as well. Each course originator must complete the relevant paperwork regarding GE within Curricunet, which assures a consistent process in the development of CORs and of the courses themselves. Faculty originators may choose which area they think or want their course to be eligible to satisfy; the Articulation Officer discusses with the originators whether the course in fact will meet the desired GE requirement or any other, and recommends any necessary changes so that the course meets the guidelines; and the originator makes the changes to the course (Evidence 6). The content continues through the approval process, which includes the department chair, discipline content specialist (if applicable), the division dean, the Curriculum Committee, Faculty Senate, and Governing Board.

**Self-Evaluation. [Are we doing "Self-Evaluation" and "Actionable Improvement Plans" at this level—the number level—or are we going to wait until the letter level?]**

Palomar College meets Standard II.A.3. (However, I believe that we need to find a better way to address how SLOs are used to analyze courses for inclusion as general education.)

**Actionable Improvement Plans**

None.

## **Standards IIA.3.a, b, and c.**

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.**

**A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

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**[In this section refer to Board policies, curricular review, SLOs, GE/ILO assessments, reports back from workplace and industry, student progress and success.]**

## **Descriptive Summary.**

### **[BP/AP 4025/Philosophy and Criteria for Associate Degree and GE.]**

The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives. As a result of the general education experience, students demonstrate

- knowledge of human cultures and the physical and natural world (study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts);
- intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, artistic perception, quantitative literacy, information literacy, digital literacy, teamwork and problem solving;
- personal and social responsibility, including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning;
- integrative learning, including synthesis and advanced accomplishment across general and specialized studies (*Catalog 50*).

Palomar College shows student attainment of comprehensive SLOs through its GEILO development and assessment. The process includes the mapping of courses college-wide to specific ILOs such as those for written and spoken communication (Evidence 1).

Course content and methodology are determined at the discipline level and added into CurricUNET for further examination and ultimate approval by the department chair, the Articulation Officer, the division dean, the Curriculum Committee, Faculty Senate, and Governing Board. The structure provided within CurricUNET as well as the Curriculum policy for course development and course review ensures the consistency of inclusion of content and methodology (Evidence 5). Faculty submit to their department chair and/or ADA a copy of each of their syllabi, all of which are required to list the appropriate SLOs. Every course has at least one SLO.

Students' ability to apply their understanding of coursework is evidenced by retention and success rates. Those rates for transferable courses from Fall 12 were 91.52% and 71.23%, respectively, and those for vocational courses were 92.08% and 76.35%. Success rates for those students transferring to CSU from Palomar compared to those transferring from other CCs is consistently higher. The percentage of CTE completers who are employed full-time dropped for 2009-10, and the percentage for those whose education was job-related dropped slightly as well. The median salary for completers declined dramatically (Evidence 1, 2).

Student skills and capabilities are measured at the course and college level in a number of ways. Faculty employ a variety of methods for assessing students on a regular basis. Consistency among offerings of the same course is ensured by course SLOs and their subsequent assessment. The College has cycled through the assessment of students' Critical Thinking and Information Literacy, Critical Thinking and Oral Communication, and will have completed the assessment of Quantitative Literacy and Written Communication by Fall 2014.

College members have engaged in considerable discussion at the LOC and within individual departments to address concerns about ethics and effective citizenship (Evidence 3). Assessment of the GEILO involving Information Literacy, for example, contained a component of "using information ethically." LOC used SPPF funds to develop a learning module for students, "Dashboard," to address the issues that were seen involving a lack of awareness re: ethical use of information. Individual instructors are able to make use of this module, which has been posted online (Evidence 1). Courses which address issues regarding ethics and effective citizenship are mapped to the relevant GEILOs (Evidence 2).

The Curriculum Committee has a workgroup for identifying courses which meet the Multicultural Requirement for the AA **[and AS]** Degree (Evidence 4, 5). Through these courses, students learn more about the diversity of our community. **[Name the other four District requirements?]**

**[See Kathy Grove.]** Students interested in more hands-on, experiential opportunities can sign up for Service Learning, which helps students locate and participate in volunteering in our community **[Needs to be reworded. Service learning is a component of many classes.]** The College supports Service Learning with 20% release time for a faculty member (Evidence 9).



**[Let's say more about Service Learning.]** Additionally, Palomar College has numerous active student clubs (Evidence 7) as well as an active Associated Student Government (Evidence 8). **[Separate community engagement and involvement opportunity through other programs. Police academy, Fire Academy, Paramedics, Fashion, Nutrition.]**

**[Students were involved in creating "Dashboard" too. Students having seats on shared governance. Faculty advisors. PTK component is about service learning. Pride Center. PCH3. Many student clubs.]**

**Self-Evaluation.**

Palomar College meets the Standard.

**[Some of the material now under "Descriptive Summary" belongs here.]**

**Actionable Improvement Plans.**

None.

#### **Standard IIA.4.**

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

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#### **Descriptive Summary.**

Palomar College offers a variety of Associate of Arts and Sciences degree programs (Evidence 1); all programs comply with Title 5, § 55806 regulations by requiring a minimum of 18 units that focus on “Area of Inquiry.” Students must complete at least 18 units and up to 30 units in the selected program and maintain a grade point average of 2.0 in order to successfully complete graduation requirements. **[Administrative Procedure 4100/Graduation Requirements for Degrees and Certificates]**

**[Another component here is GE requirements.]**

**[See Eligibility Requirements.]**

#### **Self-Evaluation.**

Palomar College meets the Standard.

#### **Actionable Improvement Plans.**

None.

## Standard IIA.5.

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

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### Descriptive Summary.

The Carl D. Perkins Career Technical Education Act requires colleges to report student performance information to the State. This data is compiled as Core Indicators of performance for students enrolled in CTE programs. Indicator 4 is Employment. This indicator is the percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI ["UI"?] covered employment, the federal Government, or the military. For Cohort year 2013-114, Palomar's performance rate for this Core Indicator is 81.77. This data is evidence that our students are obtaining high wage, in demand jobs (Evidence 1). **[Add advisory committee input. The CTE PRP process also involves examining job outlook—"labor market indicators." See Standard IA.]**

Periodically, Palomar conducts studies to follow-up on CTE students who earn a certificate or degree. The studies are intended to provide faculty and administrators information about students' attitudes regarding their CTE program and how their educational programs relate to their career preparedness and employment. The latest study was conducted in Spring 2013 (Evidence 2). Generally, the survey results yield a positive picture of CTE programs at the College. Respondents expressed satisfaction with the programs they were in, and the majority (92% of completers and 89% of leavers) stated that they appreciated and value their learning experiences at Palomar.

Some occupations require licenses to validate that participants have met specific competencies or requirements. Overall, students in those programs at Palomar have performed exceptionally well. Results for the 2013 cohort of students by program are:

Program	License Required	Issued By	Palomar Results
Nursing	RN (Registered Nursing) License	CA Board of Registered Nursing	Fall 12 Class 96% Sp 13 Class 96%
Paramedics	State License with National Certification	National Registry of Emergency Medical Technicians (NREMT)	100%
Registered Dental Assistant	Registered Dental Assistant	Dental Board of California	2013 statistics not available yet.

			2012 Written exam 95% pass 2012 Practical exam 95% pass 2012 Law and Ethics exam 86% pass
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**Self-Evaluation.**

Palomar College meets the Standard.

**Actionable Improvement Plans.**

None.

## **Standard IIA.6.**

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**

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### **Descriptive Summary.**

The College assures that students and prospective students receive clear, accurate, replete information on educational courses and programs and transfer policies.

#### Board Policies.

**BP/AP4100/Graduation Requirements for Degrees and Certificates;  
BP/AP 4050/Articulation;  
BP/AP 4025/Philosophy and Criteria for Associate Degree and General Education**

#### Catalog.

Instructional Services seeks feedback from disciplines and departments as well as non-instructional areas of the College for catalog development and catalog accuracy (Evidence 6, 7). Each area is assigned to a person or group with the expertise needed to develop and proofread. The proofed version is then sent to the appropriate instructional or student services contact. The presentation of information to be included in the catalog is made at the Curriculum Committee (Evidence 4). When necessary, the College posts addendums to the catalog.

#### Course Outline of Record, Class Syllabus, and Student Learning Outcomes.

Departments provide faculty with the Course Outline of Record for the courses to be taught. Faculty are required to submit a copy of their course syllabi to the department to keep on file (Evidence 2, 3). As part of the evaluation process, department chairs note whether the faculty member has a syllabus that contains the appropriate SLOs. Furthermore, course and program SLOs by discipline are listed on the College website page with links for catalogs (Evidence 1). Faculty are required to hand out course syllabi to their students within the first two class meetings (Evidence 5). The Learning Outcomes Council website provides a link to a comprehensive list of course student learning outcomes.

#### Gainful Employment Updates.

**[Gainful Employment information is posted on the College's website.]**

Counseling.

**[Add a paragraph about the role played by counselors—especially during orientation and the first counseling meeting.]**

**Self-Evaluation.** [Again, we're not sure we'll have "Self-Evaluation" and "AIPs" at this highest level of a given section.]

Palomar College meets the Standard.

**Actionable Improvement Plans.**

None.

**Standard IIA.6.a.**

**The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

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[Discuss the use of ASSIST (transfer information and California public colleges) and TES.] [Should we re-interview Gloria K. for help with this section?]

[BP 5050/Matriculation]

**Descriptive Summary.**

**[Paraphrase: Palomar College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.]**

External Policy.

CSU and UC (Evidence 1)

The determination of whether a course is UC transferable is made by the UC system. The process takes place each October (second review) and June (first review) when the Articulation Officer is allowed to submit new courses for approval on the TCA (Transfer Course Agreement).

CSU transfer transferability is determined by the Articulation Officer using the guidelines established by the CSU to determine what the criteria for a CSU transferable course and the criteria for determining a baccalaureate level course.

The process for addressing transfer of coursework is as follows: Faculty propose a course through Curricunet and indicate on the General Education screen in Curricunet if they are proposing the course as CSU or CSU/UC. They list examples of similar or equivalent courses [**“similar or equivalent courses” where?**] on the General Education screen as a means of validating a course as transferable. The Articulation Officer is charged with using the CSU and UC guidelines in the Articulation Handbook to determine what to submit for review (Evidence 1).

A course's transfer status is communicated to students by the College's numbering system (Evidence 2).

### Internal Policy.

Palomar accepts and uses only US transfer course work from regionally accredited institutions (page 45 Palomar College Catalog). Evaluators **[Who are these evaluators?]** read course descriptions, Course Outlines of Record for rigor, content, unit value, prerequisites and how a course is used at the originating institution. They may contact the Articulation Officer (AO) to make a decision. If the AO is not able to make an evaluation, the AO consults faculty in the discipline or the department owning the program where the course is considered being used. Details of acceptance of other coursework are found in Section 5 of the College catalog (Evidence 3).

Acceptance of AP, IB, and CLEP for general education purposes is determined by system-wide CSU (Evidence 4) and UC policy (IGETC Guidelines (Evidence 5, 6). Course equivalencies for exams were **[“were”? past tense?]** determined by the AO in conjunction with appropriate faculty. Charts for external exams and how we accept and use them are in our catalog and on the Articulation website (Evidence 5).

**[Distribute this material into the paragraphs above.]** It is the AO's responsibility to look for possible articulations as new courses are proposed in our curriculum cycle; works with faculty and uses ASSIST (Evidence 8). Often a CSU or UC Articulation Officer will contact the individual community colleges AOs asking to see Course Outlines of Records for courses that the CSU or UC faculty have expressed an interest in. Private institutions or out-of-state articulations are typically initiated by the transfer institutions by contacting AO. Receiving institutions, not Palomar, decide where or how the College's courses will be used. These are always typically one-way agreements. These agreements are put on the Articulation website (Evidence 5). Since our articulation agreements are not about our accepting course work from some other institution, but rather other institutions accepting our courses and making agreements, the evaluations of these agreements take place at the receiving institution.

The College has a few articulation agreements from community college to community college. These agreements were made by the AO in conjunction with faculty and are posted on our Articulation Website (Evidence 5).

### **Self-Evaluation.**

Palomar College meets the Standard. **[How so?]**

### **Actionable Improvement Plans.**

None.



## **Standard IIA.6.b.**

**When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

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### **Descriptive Summary.**

**[Refer to Board Policy. The Career and Technical BP is 4021. BP 4020 may even use the very language of the prompt. In any event, the College does have a step-by-step process for the deactivation of a program.]** The affected department has the authority to approve course substitutions in the event the student is towards the end of his/her program and the required course is no longer offered (Evidence 1, 3). **[This needs to be aligned with Curriculum Committee's process.] [I'm not finding the "step-by-step process on the Curriculum Committee or CurricUNET websites.]**

**[How does this paragraph speak to this section?]** Fifty percent (50%) of a certificate program must be taken in residence at Palomar College. The remaining courses may be completed at other accredited institutions. Substitutions or waivers must be approved by the appropriate Department Chair or Director (Evidence 2).

### **Self-Evaluation.**

Palomar College meets the Standard.

### **Actionable Improvement Plans.**

None.

## Standard IIA.6.c.

**The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

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### Descriptive Summary.

The schedule and catalog are reviewed regularly and are reformatted to the website upon print publication. **[Emphasize here that the College has a work group that collaborates and coordinates the whole development of catalog: Instruction, Student Services, Communications.]** The Communications, Marketing, & Public Affairs Office coordinates all **["all what?"]** to make sure that this takes place. The Public Information Officer (PIO) is responsible for content and approval of ads, content, and covers and makes recommendations to the president. The VPI & VPSS okay the cover shots, and the VPI provides much of content. Statements are typically created by PIO as the official public spokesperson for the college.

**[We're going to have to break down the acronyms!]** The PIO SAO is the regular review and evaluation of the process; this SAO is being assessed this year. The PIO oversees an informal viewing of the catalog and schedule by a variety of student groups as well (ASG, ICOC, LGBTQ – at least 25 students are asked for feedback). The catalog and schedule are reviewed by the Registration Committee, the Instruction Office, and the Class Schedule Committee, which meet 1-5 times per semester (Evidence 6). Production timeline is set with instruction and student services (Evidence 5)

**[Did this happen?]** The PIO is currently leading revision of a whole new communications and publications page on the College website; to be completed January 2014 (Evidence 1) **[Workgroup is looking at revamping the website. Revisit.]**

Evidence to the public of student achievement is provided through ARCC (Evidence 3) and the Chancellor's Office Scorecard, which is linked on the homepage for the college (Evidence 2).

**[This section needs to include a description of the Policies and Procedures Committee and its work. P&P does not appear on the comprehensive list of council and committee roles, responsibilities, and members. A list only of its meeting dates is on the Governing Board's website.]**

**[AP 4050/Articulation]**

**Self-Evaluation.**

Palomar College meets the Standard. **[How so?]**

**Actionable Improvement Plan.**

None.

## **Standard IIA.7.**

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

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### **Descriptive Summary**

**[2009 response]** The institutional commitment to the free pursuit of learning is documented in many places, including the Palomar Community College District Governing Board Policies and Procedures, the catalog, class schedules, documents of the Office of Student Affairs, and the Faculty Senate Constitution. These are available and easily accessed via the college's website. **[Name the specific Governing Board policies and procedures, such as BP 4030/Academic Freedom; BP 4290/Academic Honesty.]** **["Academic Integrity" is under "Section 4: Student Rights and Responsibilities" in the Catalog (page 32).]** **["Academic Honesty Process Guidelines" is a PDF on the College's website.]**

### **Self-Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plans.**

None.

### **Standard IIA.7.a.**

**Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

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#### **Descriptive Summary.**

Palomar College has a number of policies that address matters regarding academic freedom, codes of ethics, and academic honesty. **[Name the specific Governing Board policies and procedures, such as BP 4030/Academic Freedom; BP 4290/Academic Honesty.]** Student evaluations also request student feedback that asks whether an instructor encourages participation, discussion, and questions; encourages critical and independent thinking; and goes beyond the textbook content to provide current relevance (Evidence 2).

#### **Self-Evaluation.**

The College meets the Standard.

#### **Actionable Improvement Plans.**

None.

## **Standard IIA.7.b.**

**The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

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### **Descriptive Summary.**

Palomar College's policies address academic honesty for students (Evidence 1, 2). **["Academic Integrity" is under "Section 4: Student Rights and Responsibilities" in the Catalog (page 32).] "Academic Honesty Process Guidelines" is a PDF on the College's website. The consequences for a student who is charged with dishonesty are named in "Academic Honesty Process Guidelines."]** The College provides a grievance process as well that allows for due process for both students and faculty/staff when a student makes a claim that his/her rights have been violated (Evidence 1). A separate process is in place for filing discrimination and sexual harassment complaints.

1. Relevant BP/AP
  - a. [BP 5530](#) [Student Grievances]
  - b. **BP 5000/Student Responsibility**
  - c. **BP/AP 5500/Standards of Conduct**
2. Student Code of Conduct (Shared Evidence Drive; 02 Evidence II.A.7b Sivert Student-Code-of-Conduct)

### **Self-Evaluation.**

Palomar College meets the Standard.

### **Actionable Improvement Plans.**

None.

## **Standard IIA.7.c.**

**Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

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### **Descriptive Summary.**

As noted earlier, Palomar College has policies in place with respect to a code of ethics and academic honesty. The College's educational philosophy is clearly stated within its board policy and, while protecting academic freedom, also has a policy on academic honesty and the open exchange of ideas.

**[Does this paragraph belong in this section?]** The College has clearly delineated processes for reporting and filing grievances related to sexual harassment. Training for supervisors, coordinators, department chairs, and administrators is required a minimum of once every two years. The availability of online training is communicated by e-mail (Evidence 1). Information regarding sexual harassment and the filing of a grievance are located on the Student Resource webpage (Evidence 2) as well as in the catalog (Evidence 3).

**Palomar does not seek to instill specific beliefs or world views.**

### **Self-Evaluation.**

Palomar College meets the Standard.

### **Actionable Improvement Plans.**

None.

## **Evidence**

**[The evidence is in a separate file.]**

## **DRAFT**

### **Standard IIB. – Student Support Services**

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

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#### **Abstract of Standard IIB.**

In fulfilling its Mission, Palomar College provides comprehensive Student Support Services to recruit, admit, and support a diverse population of students. Student Services designs and delivers these programs to support student learning, student achievement, and institutional effectiveness.

With programs in outreach and admissions; in counseling, matriculation, and transfer; and in campus life, Student Services establishes clear pathways for students' access, progress, learning, and success—not only in their college careers but also in their personal lives and in the professional lives they are preparing for.

Student Services programs at Palomar College commit to continuous improvement, assuring that services are consistently relevant and effective. All Student Services programs complete Program Review and Planning (PRP) processes, producing annual reports that are reviewed, responded to, and acted upon by the Student Services Planning Council (SSPC). From these reports, which include the programs' analyses of Student Learning Outcome Assessment Cycles (SLOACs) and/or Service Area Outcome Assessment Cycles (SAOACs), SSPC derives the priorities it contributes to the dialogue of the Strategic Planning Council, bringing Student Services into discussions of collegewide planning.

At present Student Services programs are advancing ambitious projects that manifest the College's Vision of "Learning for Success." The Student Equity Plan and Student Success and Support Programs (3SP) are concentrating on students' connections, pathways, learning, and success. These projects focus on Goal #1 of the College's Strategic Plan: "Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals." Importantly, these projects also tie Student Services Planning to resource allocation.

These projects also draw Student Services into even closer dialogue and collaboration with Instruction to improve students' basic skills, to ensure they derive the benefits of a general education, to prepare to transfer to universities, and to demonstrate knowledge and skills that will earn them jobs and careers in the economy.



## **Standard II.B.1.**

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

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### **Descriptive Summary.**

Palomar College's Student Services delivers comprehensive programs and services that support students from college entry to exit. These programs and services contribute directly to the College fulfilling its Mission of "provid[ing] an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" and "support[ing] and encourag[ing] students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education." Student Services consists of (1) pre-enrollment programs, (2) direct support programs and services, and (3) special programs and services for students.

**[Do we need to align this list with the descriptions of the programs that appears in IIB.3.a.? How can we include the theme of "retention"?]**

#### Pre-Enrollment Programs.

Outreach and Recruitment  
Assessment, Orientation, Counseling, and Advisement  
Early Acceptance Program  
Summer Bridge

#### Direct Support Programs and Services.

Admissions, Records, and Evaluations  
Articulation Services  
Enrollment Services  
Financial Aid and Scholarships  
Academic, Career, and Personal Counseling Services  
Psychological Services  
Transfer Preparation Services  
Career Services  
Student Affairs  
Student Activities  
Health Services  
Athletics  
Associated Student Government  
Student Clubs  
Campus Safety

#### Special Programs and Services for Students. [Or "Enhanced Programs for Specialized Services?]

Disability Resource Center

EOPS/CARE/CalWORKS  
 International Education  
 Veterans Services  
 Grant Funded Programs **[List programs.]**

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The majority of Student Services' offerings are located on the main campus in San Marcos. Palomar College also offers many of its services to students online, as well as at the Escondido Education Center and the education sites located at Camp Pendleton, Fallbrook, and Pauma.

**[How are students made aware of programs, services, and resources? How does the College recruit and support diverse students?]**

Assuring the Quality of Student Support Services.

Regardless of location or means of delivery, the College assures the effectiveness of these programs and services through productive evaluation/planning cycles, faculty and staff input, and other appropriate measures.

Annually each Student Services program and service completes Program Review and Planning (PRP) processes, which include analyses of Student Learning Outcome Assessment Cycles (SLOACs) and/or Service Area Outcome Assessment Cycles (SAOACs). Student Services posts information about these activities in TracDat, the College's software system for housing planning and outcomes data. Programs and services use the results of PRP processes to improve. **[For example?]** These results also are reviewed and discussed at the Vice President of Student Services Cabinet (VPSS) meetings and then again at the Student Services Planning Council (SSPC). With the knowledge provided by the PRP processes, Student Services develops priorities for staffing and other resource allocations and to identify areas for improvement. **[For example?]**

Student Services makes use of faculty and staff input to improve the quality of its programs and services. **[How so? For example?]**

Also, Student Services is now conducting additional evaluations in order to develop the new Student Success and Support Programs (3SP) Plan and Student Equity Plan, to enhance service delivery, to reduce processing time **[processing of applications?]**, and to collect student perspectives on services provided.

Studies conducted by the Office of Institutional Research and Planning (IR&P) demonstrate that Student Services support student learning. IR&P gives significant support to the programs and services **[For example?]** Area-specific studies also show the value of the programs and services, such as the Athlete Academic Performance Tracking Study.

SSPC also provides guidance, direction, and oversight to the committees that report to it: the Academic Review Committee, Matriculation and Transfer Committee, Registration Committee, Financial Aid Appeals Committee, Scholarship Committee, and the Campus Police Committee.

**Self Evaluation.**

The College meets the Standard.

All **[Is “all” correct?]** Student Services programs and services determine their effectiveness by engaging in PRP processes, which include the analyses of SLOACs and SAOACs. By reviewing and responding to these processes, the VPSS and SSPC also determine the effectiveness of the programs and services. Assurances of quality come also from faculty and staff input and other pertinent measures.

PRP processes will be more valuable to the Student Services division and to the individual programs and services when all members have a full understanding of the essential features and applicability of SAOs and SAOACs. Student Services can benefit from establishing a SAO coordinator who can provide training and support to staff as they design and implement SAOACs and record the results in TracDat. **[This matter may become an Actionable Improvement Plan.]**

Moreover, programs need to better understand how to use PRP processes to make a case for the resources, such as staffing, that they identify as necessary to improve their programs (such as staffing resources).

**[Align IIB.1 with IIB.4. Actually they do align. The emphasis here is that Student Services has effective PRP processes. The identification of SAOs and analysis of SAOACs, which is one component of PRP processes, can be improved.]**

#### **Actionable Improvement Plans.**

**[See two paragraphs above.]**

## **Standard IIB.2.**

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

- a. General information**
- b. Requirements**
- c. Major Policies Affecting Students**
- d. Locations or Publications Where Other Policies May Be Found**

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### **Descriptive Summary.**

#### **a. General Information College Catalog**

The Palomar College catalog contains the official name, addresses, telephone numbers, and website of the College. The catalog includes the Mission Statement, description of courses, program and degree offerings, the academic calendar and program length, an academic freedom statement, and information on availability of student financial aid. It also includes information about learning resources, admissions and residency policies, registration procedures, policies that impact students, the names and degrees of administrators and faculty, and the names of the Governing Board members. Components, divisions, and departments annually review their respective areas of the catalog for accuracy and currency, and deans provide a larger cross-component review. Suggestions and issues raised informally by students are also forwarded to those responsible for the areas referenced. The Counseling and Articulation Services along with the Office of Instructional Services review the catalog annually, focusing closely on Title 5 regulations and changes by the Chancellor's Office, the College's Curriculum Committee, and Student Services that directly affect students. The catalog is available for purchase at the College bookstore and online in PDF or a mobile device compatible format. Braille versions of the catalog are available upon request. To assist the visually impaired, the Catalog has been converted to an accessible format. Previous catalogs are available online for the 2006-07 academic year to the current year.

#### **b. Requirements**

The catalog describes the admission and enrollment processes and requirements for students pursuing the various degree and certificate programs available at Palomar College. The catalog indicates which programs offer a Certificate of Proficiency, Certificate of Achievement, AA/AS, AA-T/AS-T degrees, and which programs are transferable to four-year institutions. Following the list of programs offered, the catalog describes each program individually, noting the program's core requirements and subsequent required courses. The information presented in the catalog is also available on the Palomar College website.

#### **b. Major Policies Affecting Students**

Major policies and procedures affecting students are listed and described in the Palomar College catalog in the chapter titled "Student Rights and Responsibilities." These include the policies on Academic Integrity, Drugs and Alcohol, Sexual Harassment, and Student Grievance, and the Student Code of Conduct. Also listed in this chapter are behaviors that are in direct violation of

College, District, local and federal laws. Other policies concern sexual harassment, smoking on campus, Family Educational Rights and Privacy, student grievance, residency, course repetition, and more. **[How are we deciding which rights and responsibilities to list here?]**

The catalog provides contact information for all students and staff who believe they have been subjected to any type of harassment or discrimination. Complaints are filed by notifying the College's Assistant Superintendent/ Vice President for Human Resource Services.

The catalog also provides information about Palomar's refund policies. (This information is also provided on the Palomar website.)

**d. Locations or Publications Where Other Policies May Be Found**

All academic policies, procedures, and information regarding courses, degrees and certificates, and requirements are found in the College catalog. Students have access to policies and procedures in additional publications, such as the class schedule, College website, and Board Policies and Administrative Procedures.

Students and the public can also access catalogs and Board Policies through the College library.

**Self Evaluation.**

The College meets the Standard.

**[A small workgroup is reviewing the College's grievance and complaint procedures. The catalog describes the grievance process for grades and some forms of harassment—but not for anything else. (Should we prepare an addendum to the catalog?) The workgroup needs to distinguish clearly between a grievance and a complaint and address the accessibility of the complaint and grievance processes (such as requiring that they be “one click away” on the College's website.) The College's grievance procedures are effective. What is the College's student complaint procedure? Is it working well?]**

**Actionable Improvement Plan.**

None.

### Standard IIB.3.

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

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**[Do we need to describe SB 1456? Which is to ask, do we need to provide much context here?]**

Palomar College researches and identifies the learning support needs of its students in many ways. The College regularly conducts the *Community College Survey of Student Engagement* and discusses the results with members of Student Services. **[Emphasize IR&P's data support in this section. See Michelle Barton for a summary.]** Student Services members participate in the College's evaluation/planning cycles, such as Program Review and Planning processes, the Strategic Plan, and the annual Action Plans. The College uses information derived from these activities to provide the programs and services necessary to its students' success.

At present Student Services programs are advancing ambitious projects that manifest the College's Vision of "Learning for Success." The Student Equity Plan and Student Success and Support Programs (3SP) are concentrating on students' connections, pathways, learning, and success. These projects focus on Goal #1 of the College's Strategic Plan: "Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals." Importantly, these projects also tie Student Services Planning to resource allocation.

Student Success and Support Program (3SP). In 2013, through the shared governance process "Action Plan Year One" of *Strategic Plan 2016* led to the establishment of a Student Success and Support Program (3SP) Task Force, which was formally approved by the Strategic Planning Council. The 3SP Task Force is chaired jointly by the Vice President of Instruction, the Faculty Senate President, and the Vice President of Student Services. Work groups were established to address the primary requirements of the 3SP Plan. These groups included (1) outreach and marketing, (2) assessment, (3) orientation, (4) counseling and advising, (5) follow-up services for at-risk students, and (6) pertinent policies and procedures. Each workgroup established its work meeting schedules and was tasked with developing services and activities that would be included in the 3SP Plan.

The 3SP Task Force membership included faculty, staff, and administrators representing all areas of the College: two non-instructional faculty members, two instructional faculty members, one faculty union representative, one classified union representative, one administrative association representative, one confidential and supervisory team representative, one student representative, the dean of counseling, one instructional dean representative, and the Director of Institutional Research.

The workgroups met throughout the academic year with final recommendations for 3SP services and activities coming at the end of April 2014. A summary of emerging strategies was presented to SPC, the Faculty Senate, and the Governing Board in May. **[Should we include examples of these emerging issues, which appear under the six categorical headings above? (See VP Gonzales's PowerPoint.)]** The final recommendations were developed into a formal 3SP Plan during the summer of 2014 and were advanced through the shared governance process at the

start of the Fall 2014 term. The final 3SP plan was submitted to the Chancellor's Office on \_\_\_\_\_.

Student Equity Plan. The Student Equity Plan aligns with the 3SP plan.

In Spring 2014 the Vice President of Student Services made Student Equity Plan presentations outlining the state requirements to several shared governance groups and campus committees including the Strategic Planning Council, Student Services Planning Council, Instructional Planning Council, the Faculty Senate, the Basic Skills Committee, the 3SP Task Force, and at a meeting of Instructional Department Chairs and Directors. This presentation also outlined a plan of action to ensure completion of the Student Equity Plan.

The Student Equity Plan involves three themes: (1) student access, (2) basic skills, and (3) completion (including student achievement and career pathways).

The Student Equity workgroup convened in Summer 2014 to review student equity data and develop services and strategies to address any areas of disproportionate impact. The final recommendations of the workgroup were developed into a formal Student Equity Plan and brought through the shared governance process at the start of the Fall 2014 term. The final Student Equity plan will be submitted to Chancellor's Office in November 2014.

The College will also be exploring how the work of the Student Equity Committee, the Matriculation and Transfer Committee, and perhaps the Basic Skills Committee can be better integrated and coordinated to maximize efforts and minimize duplication of activities. **[Work on this paragraph with VP Gonzales.] [Yes, the College should strive for confluence among (1) the Basic Skills Initiative and grants (instructional interventions and redesign of curriculum), (2) the Student Equity Plan (infrastructure—such as technology—and student support interventions), and (3) the 3SP Plan (ongoing personnel support with a focus on follow-up).]**

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### **Standard IIB.3.a.**

**The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

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#### **Descriptive Summary.**

Assuring equitable access to all students, Palomar College offers extensive student support programs, services, and classes to help all of its students succeed. Appropriate, comprehensive, and reliable services are provided to all students regardless of service location or delivery method. The majority of student support offerings are located at the main campus in San Marcos. Palomar College also offers many of its services to students online, as well as at the Escondido Education Center and the education sites located at Camp Pendleton, Fallbrook, and Pauma.

**Admissions, Records, and Evaluations. [Do the parentheticals refer to Evidence? We have an Evidence grid for section IIB.3.a. in a separate document.]**

Admissions, Records, and Evaluations (AR-6) are three integrated programs in Enrollment Services. All students must submit an application for admission in order to attend Palomar College (AR-1). This application sets up an individual history and permits a student to enroll. The Admissions and Records staff enforce registration rules including priority registration assignment (AR-2), eligibility for high school concurrent enrollment (AR\_3), course repetition (EV-1 and EV-2), course related in content (EV-3), class capacity, pass/no pass grading (AR-4), and process adds/drops. The Admissions, Records, and Evaluations staff also process reinstatements, refund petitions, and accept requests for transcripts and verifications of enrollment. Admission, Records, and Evaluations is responsible for processing grades and maintaining academic records; maintaining student history information, such as name and social security number changes; processing requests for transcripts; receiving transcripts, test results, and other documents from other institutions; processing Petitions for Academic Renewal (EV-4), Credit by Examination (EV-5), and Course Repetition (EV-2); course-by-course evaluation of transfer credit for graduation and transfer (EV-6); and enforcing academic regulations.

#### **Articulation Services.**

The Articulation Office is part of the Counseling Services Division and is in charge of maintaining and creating articulation agreements with colleges and universities in order to help students make a smooth transition to another institution. The office consists of an Articulation Officer and an Articulation Assistant. Palomar College has over 400 articulation agreements on ASSIST (AT-9) (an online student-transfer information system for UCs and CSUs) in addition to more than 85 agreements with private and out-of- state institutions (AT-1 and AT-2). The Articulation Office also facilitates the development of Associate Degrees for Transfer in accordance with California SB 1440 (AT- 3). The Articulation Office serves as a liaison to counselors, instructional faculty, and staff regarding new policies, procedures, and advising issues. (AT-6, AT-7, and AT-8) Additionally, the office contributes to the development of a



degree audit system which will be utilized to provide counselors and students with transcript evaluations and degree checks (AT-9).

### Assessment, Orientation, and Advisement.

Students are assessed for English, math, and reading largely by the Assessment Office in San Marcos, Escondido, Camp Pendleton, and various high schools (AS-1). For students whose first language is not English, the English as a Second Language (ESL) Department provides a separate assessment for placement into the ESL course sequence (AS-2). Students with disabilities are assessed through the Disability Resource Center (DRC) (AS-3). Additionally, “multiple measures” are used to determine students’ placement for math and English (AS-4 and AS-5). The Assessment Office offers its services on campus as well as at local high schools (AS-6). Face-to-face group orientations are provided on campus by counselors during registration periods. Students who are not able to attend a live orientation may utilize an electronic orientation (AS-7 and AS-8).

### Intercollegiate Athletics Program.

The objective of the Palomar College Intercollegiate Athletics Program is to represent the educational mission of the institution, as well as the many communities of Northern San Diego County, in athletic competition with other community colleges. Among the largest, most comprehensive and diverse programs in the state, the intercollegiate athletic program at Palomar College consists of a combined 21 men’s and women’s varsity-sport teams, with an average of over 450 participating student athletes per year. Men compete in baseball, basketball, cross country, football, golf, soccer, swimming and diving, tennis, water polo, volleyball, and wrestling. Women compete in basketball, cross country, golf, soccer, softball, swimming and diving, tennis, track and field, water polo, and volleyball. Additionally, the Athletic Department is designated to administrate a co-ed cheerleading program in support of its intercollegiate athletic teams.

(Evidence is the Palomar Athletics Website: <http://www.palomar.edu/athletics/> ).

### Associated Student Government.

Members of the Associated Student Government (ASG) represent all students in the shared governance process of the College, making it the official line of communication between the students and other constituent groups. The ASG interacts with all clubs on campus through the Inter-Club Council (ICC), which is chaired by a student government senator. The ICC plans campus events, facilitates discussion and communication to stimulate a healthy and educational environment. Student Government also promotes student success through the GRAD (Goal, Responsibility, Attitude, and Determination) program while consolidating all available resources to students on campus and encouraging students to take the initiative to utilize support services and resources provided by Palomar College. In addition to student support on campus, the ASG represents the students at the state level bi-annually during the Student Senate for California Community Colleges (SSCCC) General Assemblies. Furthermore, ASG members travel to Washington, D.C., annually for the American Student Association of Community Colleges (ASACC) conference to lobby local congressional members about student concerns and current federal issues.

### Career Services.

The Career Center staff is dedicated to providing Career Development services by applying a holistic approach, taking into account all aspects of a student's situation and developing comprehensive individual plans to best meet his/her needs. The staff is committed to inform, assist, and support students to make informed career decisions to reach their goals. This is accomplished by offering available resources to explore and identify career options, and integrating student responsibility as the key component in the career development process.

### Counseling Services.

The Counseling Department of Palomar College provides a combination of counseling and instructional services. The Counseling Department provides support services to Palomar students in the form of individual appointments, group counseling sessions with a brief orientation to Palomar College as well as the development of a two-semester educational plan, topic themed workshops, presentations in non-counseling classrooms on specific counseling topics as well as overviews of available counseling services, email responses to student inquiries, and distance counseling by phone or internet access.

### Disability Resource Center.

The Disability Resource Center (DRC) provides special counseling, services, and instruction for those with physical, learning, vision, hearing, communication, and psychological disabilities. The DRC acts as an advocate for students with disabilities, representing their interests on campus and with various state and local agencies, including the State Department of Rehabilitation. Orientations, on-campus transportation, special parking, priority registration, counseling, testing, and supportive instruction in English, mathematics, and adapted physical education are available to qualified students.

Interpreters for the deaf, real-time captioning, readers, note-taking assistance, testing accommodations, mobility assistance, and access to alternative media are also offered. Equipment, including power wheelchairs, computers, digital recorders, and other specialized equipment, is part of the support services offered to students with disabilities.

### EOPS /CARE/CalWORKS.

Extended Opportunity Programs and Services (EOPS) is a state-funded program designed to provide support services and benefits for students who are financially and educationally disadvantaged. Cooperative Agencies Resources for Education (CARE), also a state-funded program, assists single parent recipients of Temporary Assistance for Needy Families (TANF) or CalWORKs (California Work Opportunity and Responsibility to Kids) to attend college. These programs offer academic and support counseling, priority registration, four-year college fee waivers, financial aid and other support services. The CalWORKs program serves parents who are attending college as part of their welfare-to-work plan with the county. To be eligible, the student must be a current CalWORKs recipient or have received aid within the past two years. The student must also be working toward a certificate, an Associate degree, transfer to a four-year university, or improving work skills. Benefits include academic and support counseling, priority registration, student success workshops, and work study jobs. (Evidence is the EOP&S website: <http://www.palomar.edu/eops/> ).

### Financial Aid, Veterans Services, and Scholarships.

Financial Aid, Veterans Services, and Scholarships are student support programs under Enrollment Services. Information on options for financial assistance to help minimize the student's financial burden of a college education is available at the Financial Aid & Scholarships Office and on its website. Financial assistance comes in the form of waivers, grants, part-time employment, student loans, and scholarships. In addition, Veterans Services is available for eligible veterans to obtain the VA Educational Benefits and also receive academic counseling towards their declared program. (Evidence is the FA Website: <http://www2.palomar.edu/pages/fa/> ).

### Grant Funded Programs.

Palomar College hosts a number of federally funded student support programs. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) provides a seamless educational pathway from kindergarten to college, especially for low-income, first generation, college-bound youth. The program provides information about college early in a student's life so more students are better prepared for postsecondary education.

Palomar College also hosts three TRIO Programs under Grant Funded Student Programs: Upward Bound, Student Support Services, and North County Educational Opportunity Center. Federally funded TRIO programs help students from low-income families and first generation backgrounds to finish high school, succeed in college, and successfully graduate and/or transfer to four year colleges and universities.

### Health Services.

Health Services provides students easy access to initial primary care, health education, and wellness programs at the San Marcos campus and the Escondido Center. Physicians, Nurse Practitioners, and Registered Nurses are available daily for students. Services provided through office visits include physical exams and treatment for non-chronic diseases. Areas of service include respiratory, dermatology, gynecology, family planning, and on-campus accidents or emergencies. Immunizations, TB, vision, hearing, and pregnancy screenings are also provided. Treatment includes prescription and over-the-counter medications and lab tests ordered by the Physician or Nurse Practitioner. Community Referrals are provided for services not available at the clinic. Health education and wellness programs are offered to promote and enhance healthy lifestyle choices and well being.

### International Education.

The Office of International Education is a program in Enrollment Services (IE-1) that specializes in admitting and assisting international students holding F-1 and M-1 visas. The Office of International Education administers specialized orientation and assessment sessions and offers assistance with class selection and registration. The office also assists students with immigration advising, housing needs, and academic and personal issues. Though enrollment varies from year to year, Palomar College has approximately 230 international students representing more than 30 countries enrolled each year. The office maintains information on TOEFL exams and medical insurance requirements.

Police Department.

The function of the Palomar College Police Department (PCPD) is to serve students, faculty, and staff at all locations 24 hours a day, 7 days a week. PCPD is the only department of the college open year-round, to fulfill its mission to provide a safe and secure learning and working environment for the Palomar Community College District community.

Student Affairs.

The Office of Student Affairs (OSA) (AS-1) consists of the director, activities coordinator, and staff assistant. The OSA is responsible for commencement activities and serves as the hub of all student extra- curricular activities and events, the Associated Student Government, student clubs, and for administering student disciplinary action and handles student-initiated grievances in accordance with the Palomar College District Policy. (SA-2, SA-3, and SA-4)

Transfer Center.

The Transfer Center is in the Counseling Services Division and coordinates all aspects of transfer to four year institutions, including overseeing transfer agreements, cross-enrollment, application assistance, transfer workshops, and appointments with visiting four-year university representatives.

Veterans Services.

Veterans Services is under Enrollment Services and is helps eligible veterans to obtain VA Educational Benefits as well as receive counseling towards their declared academic program. The Veterans Services Office is staffed by two full-time certifying officials who maintain contact with students each term they are enrolled.

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**[Transition.]**

Palomar College continues to evaluate student access to essential gateway courses through its schedule development process. Student assessment and placement numbers are discussed with the English and mathematics department and instructional deans. This information is utilized in scheduling class sections to provide students with access to basic skills and transfer level courses. This on-going communication between Instructional Services and Student Services ensures a balanced and comprehensive class schedule that supports students at all levels of their educational program.

**[Fact check this paragraph with Kendyl.]** In 2007, Palomar College introduced the Early Acceptance Program (EAP). EAP is designed to provide students with an assessment test, provide them with an orientation, and an opportunity to meet with a counselor to complete an educational plan that enables them to meet their educational goal. If the student accomplishes all three of these tasks as they enter Palomar College, they are given the highest priority **[not so]** to register for classes. Palomar College plays an active role in getting first time college students to accomplish all three requirements. Prior to fall registration, Palomar College visits several of our local high schools to conduct assessment tests to incoming

students. Once the student completes the assessment test, students are required **[not so]** to attend an orientation on campus. At the orientation, students meet with counselors to complete an education plan **[not always]**.

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**[Return to the Student Equity Plan and the 3SP Plan here?]**

### **Self-Evaluation.**

The College meets this Standard.

Palomar College has comprehensive student services designed and delivered to help students succeed in their educational goals. As described in Standard IIB.1, the College uses data, much of which is provided by the Office of Institutional Research and Planning, to measure the effectiveness of student support services. The Student Services Planning Council and the individual programs and services use Program Review and Planning (PRP) processes, which include analyses of Student Learning Outcome and Service Area Outcome Assessment Cycles (SLOACs and SAOACs), to set goals and discuss results to help measure the College's student support effectiveness. Student Services also utilizes faculty and staff input and other pertinent measures.

Additionally, the College is assuring equitable access to all students by enacting its Strategic Plan, Student Success and Support Program Plan, and Student Equity Plan.

The College evaluates the effectiveness of the programs and services at Escondido Center and the Fallbrook, Camp Pendleton, and Pauma sites through PRP processes (including SLOACs and SAOACs), student surveys, and data on the number of students served. Students who take classes at these locations off of the San Marcos campus are eligible to receive all support services offered by the College. Moreover, many services vital to students are accessible through the programs' websites and can be accomplished online.

### **Actionable Improvement Plans.**

None.

## Standard IIB.3.b.

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.**

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### **Descriptive Summary.**

Palomar College provides an environment that encourages personal and civic responsibility as well as aesthetic and personal development through various programs, services, student employment, and extra-curricular activity opportunities. The College encourages personal and civic responsibility by providing students with educational, career, and personal counseling and advisement. At Palomar College, students can receive counseling assistance and career and educational planning on the San Marcos campus and at the Escondido Educational Center. Counselors meet with student in the Counseling Department on the San Marcos campus, as well as in other centers on campus such as the STEM Center and the Disability Resource Center, in the Teaching Learning Centers at the Escondido Educational Center and on the San Marcos campus, and at the Escondido Educational Center. Registration and assessment assistance is provided to students at all Palomar College sites. **[Add details about Counseling and the Career Center. Name specific programs, such as Art, Music, Dance, ICC, the Telescope, and Service Learning.]**

Additionally, the College has implemented summer intersession programs and a First Year Experience program to help students with their transition not only from high school to college but also from foundational level courses to college level courses. By helping students make informed decisions in their first few semesters, Palomar College is ensuring that students make responsible academic and time management choices so that students can succeed in their courses and their transfer and advancement plans. Furthermore, Palomar College encourages personal development by offering employment and extracurricular activities to students.

Students can engage in civic responsibility at the College through employment and extra-curricular activities. Many students at Palomar College have found employment at the various campus tutoring centers, bookstore, cafeteria, and even front desk offices for deans and supervisors of various campus divisions. **[The tutoring centers can provide information about how student employment advances personal and professional development as well as personal responsibility.]**

Additionally, students have an opportunity to get involved in issues that directly affect the entire student population by participating in the Associated Student Government (ASG). The ASG President, Vice President, and Senators are in direct communication with students through office hours and other ASG hosted events. The ASG President's important role at Palomar College includes acting as the Student Trustee to the Governing Board. As a trustee, the ASG President is responsible for voicing the concerns of students in matters that are important to the entire student population.

Palomar College also promotes civic and personal responsibility by enforcing the Student code of conduct as well as a Sexual Harassment Policy.

**Self Evaluation.**

The College meets the Standard.

**Actionable Improvement Plans.**

None.

### **Standard IIB.3.c.**

**The institution designs, maintains, and evaluates counseling /or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**[The 3SP Workgroup recognizes the importance of distinguishing carefully between “counseling” and “advising.” Advising is information sharing and guidance, and does not go to the same depth as counseling. Counseling also involves matters such as transfer, career guidance, and articulation. Bring into the description that follows references to the 3SP discussions and to the plans the College has for the role of advising. Counseling course SLOs are very strong. Counseling SAOs are more descriptive. Workshops are being assessed.]**

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### **Descriptive Summary.**

The mission statement of the Counseling Department states that

Students are the first priority and main focus of the counseling department at Palomar College. We empower students to reach their potential and achieve their academic, career, and personal goals. We provide knowledgeable and competent academic, career, and personal counseling services in a supportive environment. Our core values include respect, professionalism, and commitment to diversity.

The Counseling department provides students with academic counseling, career guidance, and personal counseling related to academic success. These three essential functions of the Counseling Department assist students in reaching their maximum potential through timely and accurate academic planning, personal counseling to address obstacles that students experience that distract or prevent them from achieving their maximum potential, and career counseling to assist students in the selection and achievement of an appropriate career path. In addition, the Counseling department refers students, as needed, to appropriate services, resources, and agencies in the local community.

Counseling appointments are available to students daily in San Marcos and at the Escondido Center, weekly at Camp Pendleton (the Camp Pendleton Director also does counseling appointments daily in addition to administrative responsibilities), and on a monthly basis at Pauma and Fallbrook.

The Counseling Department provides live counseling classes in San Marcos, at Escondido Center, and at Camp Pendleton on a regular basis. In addition, some of the Counseling courses are offered via distance learning.

The EAP (Early Acceptance Program) for new, entering freshman from District High Schools is a flagship program for Palomar College in which counselors play instrumental roles. During EAP event days, students are provided a live orientation with a counselor, an educational exercise or campus tour, and an individual counseling appointment with a counselor. In 2013, 1336 new students participated. **[Add other examples.]**



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**[Fact check. To this section we need to add description/discussion of Counselors in Categorical Services. Probably there are 30 fulltime Counselors all together?]** There are 19 full time contract counselors, 8.22 FTE adjunct counselors (excluding teaching adjunct), and 8 FTE classified support staff in the Counseling Department. Palomar College also has specialist, contract, and adjunct counselors that include Disability Resource Center (DRC) counselors, Extended Opportunity Programs and Services (EOPS), CalWORKS, an Athletic Counselor, TRIO counselors, Financial Aid and Veterans counselors, and academic advising offered to ESL students by the ESL Student Specialist. **[Add Mental Health counseling.]**

Within the Counseling Department, in the year 2012-2013, 24,434 counselor-to-student contacts were made which included 21,654 individual counseling appointments, 1,158 email interactions, and 1,622 phone contacts. **[Update these facts.]**

The department also gives students opportunities to engage with counselors remotely.

- A “quick question” link on the Counseling department website led to 1,158 answers via the internet in 2012-2013.
- Online pre-advising, orientation, and probation presentations have been developed, with the pre-advising version implemented with EAP 2013 and currently available on the Counseling Department website.
- The Counseling Department is currently piloting a distance counseling project utilizing SKYPE (with follow up student evaluations).
- A variety of online counseling classes are offered.
- The Counseling Department maintains a vital and current website.

### **Self Evaluation.**

The College meets the Standard.

**[Add transition.]**

To maintain the highest quality of counseling services, adjunct and contract counselors (instructional and non-instructional) are evaluated in a systematic method (regardless of class location or delivery mode). Faculty teaching Counseling department classes develop, monitor, and assess Student Learning Outcomes (SLOs), and members leading several Counseling Department activities (such as EAP and Probation Workshops) develop, monitor, and assess Service Area Outcomes. **[What does Counseling do with these assessments? Do SAOs lead to innovations and improvements?]** Information drawn from SLOACs and SAOACs is included in the Program Review and Planning processes conducted by the Counseling department and other specialty areas where counseling services are provided. District counselors attend monthly “All-District” Counselors meetings, and Counseling Department meetings twice per month regularly incorporate in-service training. Additional opportunities to attend professional development workshops exist. Counselors are encouraged to attend Counselor Conferences with the University of California System, California State Universities, as well as private universities. Adjunct counselors participate in a yearly training workshop conducted by the Department Chairperson, the Transfer Center Director, and the Articulation Officer. **[List other training counselors do. The College has developed resource websites for counseling knowledge and instruction.]**

Counseling faculty are experienced, practiced, and skilled in addressing issues of diversity. During the interview process, counselors are expected to be able to demonstrate sensitivity when working with students of diverse backgrounds. Several counseling classes are approved to meet the multicultural requirement of the AA/AS degrees. Understanding and appreciation of diversity is prevalent across campus and evident in the College's hiring process, curriculum, student activities, professional development opportunities, and special events and speakers. All written material issued on behalf of the Counseling department is scrutinized to minimize gender or cultural bias prior to public distribution. Visual images affiliated with the Counseling Department such as the new pre-advising online orientation incorporate diverse students and staff to appeal to the widest range of students.

**Actionable Improvement Plans.**

None.

### **Standard IIB.3.d.**

**The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

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#### **Descriptive Summary.**

As described in Standards IA, IB, and IIIC, the College engages in a wide range of programs, practices, and services that support and enhance students' understanding and appreciation of diversity. Institutionally, the College embraces and encourages the value of diversity through Board Policies including but not limited to Nondiscrimination (BP 3410), Equal Employment Opportunity (BP 3420), Prohibition of Harassment (BP 3430), Speech: Time, Place, & Manner (BP 3900), and Commitment to Diversity (BP 7100). To ensure there is appropriate and adequate attention paid to these important matters, the College provides diversity related trainings to employees on a regular basis, including requiring all supervisory and administrative staff to take a two-hour sexual harassment prevention training every two years. The Professional Development (PD) program offers faculty Safe Zone Training sessions as well as a wide variety of workshops to enhance and promote the appreciation of diversity.

To earn an Associate degree, students must complete a multicultural course requirement to promote intercultural understanding and communication. Students also have a variety of opportunities to engage in programs, events, and activities designed to enhance their appreciation of diversity. The Office of Student Affairs (OSA) is a center for students who want a complete college experience. The diversity of student clubs helps to cultivate students' interests, develop ethics, and provide leadership opportunities, helping students succeed on their educational paths outside of college. Clubs include Active Minds, Anime Club, Encuentros United, Intervarsity Christian Fellowship, Jewish Student Union, LGBTQA, MECHA, Muslim Student Union, Native American Student Alliance, Phi Theta Kappa, The Jordan, and Veteran Students Organization. In addition, there are numerous clubs based on academic interests. Individual clubs have meetings where issues are discussed and solutions are generated. The OSA is inclusive and facilitates the needs of all students in the non-instructional setting.

College offices like CalWORKS, Campus Police, Counseling Services, Extended Opportunity Programs and Services (EOP&S), Gear Up, Health Services, International Student Office, the TRIO programs, and Veterans Services provide specialized services to attract and retain a robust and diverse student population. The Disability Resource Center provides a comprehensive set of services with the goal of creating an environment that encourages all students to function effectively, enabling all students to participate in the regular college curriculum. Services include orientations, on-campus transportation, special parking, priority registration, counseling, testing, and supportive instruction in English, mathematics, speech/language, reading, and adapted physical education. An adapted computer instruction program provides instruction for those with specific disabilities. Interpreters for the deaf, real-time captioning, readers, note-taking assistance, testing accommodations, mobility assistance, and access to alternative media are also offered. Equipment, including power wheelchairs, computers, tape recorders, and other specialized equipment, is part of the support services offered to students with disabilities.

In partnership between Instructional Services and Student Services, the College was granted its first HSI grant in 2007 **[Fact check information in this paragraph. See Michelle Barton.]**, shortly after being designed as a Hispanic Serving Institution (HSI) in 2006. The grant provides various academic and student services with the underlying goal of encouraging students to value diversity, forge strong connections with the College, set educational goals, have access to financial aid—and to implement academic interventions and strengthen teaching methodology. The College also was granted a Title V/HSI STEM grant, a collaborative effort between Palomar College and CSU San Marcos. The goal of this grant is to increase participation of low-income and underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) programs, improve student persistence, strengthen STEM curriculum, and promote students' seamless transfer to CSU San Marcos. The STEM Center on the San Marcos campus is exceptionally popular with students. At this center additional services include tutoring, peer mentoring, supplemental instruction, independent study, STEM reference materials, and laptop checkout services to program participants.

### **Self-Evaluation.**

The College meets this Standard.

Palomar College comprehensively ensures that the institution maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Board Policies are in place to ensure that faculty, staff, and students are all made aware of the College's commitment to enhance and protect a vibrant and diverse campus culture. The College enacts these policies through its strong and diverse student service programs, integrated grant programs, and connection **[?]** to the curriculum. One example of the College's commitment to diversity was the formation of the Palomar College Committee to Combat Hate (PC<sup>3</sup>H). Members of the PC<sup>3</sup>H committee are faculty, administrators, staff, and students who are committed to promoting respect for and sensitivity to all our students and staff, including those who are lesbian, gay, bisexual, transgender, and queer.

Palomar College identifies and evaluates the learning support needs of students through various means of data collection, including student surveys, course level SLO's, and program level SAO's. **[Throughout this Standard IIB can we say "SLOACs" rather than simply "SLOs"?] [And we've referred to SLOACs, SAOACs, and PRP processes several times already.]**

### **Actionable Improvement Plans.**

None.

### **Standard IIB.3.e**

**The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**[Here refer also to the Accreditation Survey, CCSSE, CCC Apply (Chancellor’s website), ESL, and DRC assessments.]**

**[TOEFL cut scores used for admission acceptance. ]**

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#### **Descriptive Summary.**

**[Foreground IR&P in this description, including “cut score analysis” and “local validation for third party.” See Michelle Barton.]**

Palomar College regularly evaluates admission and placement instruments, processes, and practices to minimize cultural and other biases. The application process is primarily completed online, with a paper version of the application available for those who may need it. The application collects data based on the California Community Colleges System Office’s Management Information System (MIS) data elements and is in compliance with California Title 5 reporting requirements. Admission to Palomar College is open to all students who apply without reference to race, ethnicity, religion, or linguistic bias as a determining factor in the admissions process. The information gathered through the admission application assists the College in assessing institutional effectiveness across all races, gender, levels of education, educational goals, and socioeconomic backgrounds.

Placement instruments are regularly evaluated and up-to-date. Consequential Validity studies have been conducted for English, ESL, mathematics and reading placement. These data have been shared with appropriate faculty, and when necessary, cut-scores have been changed to maintain the 75 percent agreement **[not so]** of both faculty and students that they have been properly placed (Evidence).

Assessment is strongly encouraged and mandatory for students matriculating in English and mathematics courses. Assessment utilizes multiple means of assessment including transcript evaluations, test scores from other institutions, counselor determinations, and local administration of the ACT’s approved computerized assessment instrument, COMPASS. The College has participated with ACT in providing data to keep COMPASS on the approved list. In addition, automated multiple measures are applied. Non-highly correlated multiple measures used include “student self-proclaimed high school GPAs,” which are collected on the application for admission, and a reading score that is at “college level.” These multiple measures are automatically applied to the raw score before a placement recommendation is made.

#### **Self Evaluation.**

The College meets this Standard.

Palomar College regularly validates placement instruments and cut scores. All data elements on the application for admission match the California Community Colleges System Office Management Information System reporting requirements (*Evidence*).

**Actionable Improvement Plans.**

None.

**Standard IIB.3.f.**

**The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

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**Descriptive Summary**

Palomar College follows Federal Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5, and Governing Board policies and regulations regarding the release of student information by maintaining student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. The Palomar College policy for Student Rights to Privacy is published in the College catalog, in the class schedule under “General Information,” and on the Palomar College website.

In compliance with FERPA and pursuant to California Administrative Code (CAC), Title 5, §54606, and subsequent sections, Palomar College publishes in its catalog the Students Rights and Privacy of Records Policy. Federal Title IV Financial Aid regulations require the College to maintain financial aid records for a minimum of five years. The Financial Aid Office adheres to FERPA regulations.

Paper copies of student records are maintained in secure areas of the San Marcos and Escondido Center campuses. At both locations access is limited to employees of Enrollment Services, who are required to wear staff photo identification. All staff members, including student workers, are required to sign a confidentiality certificate agreeing not to share student information. Access to computer records is limited by programmed security levels in PeopleSoft SA/HR. Student Records and Financial Aid also utilize a document imaging system with varying access levels of security, and other departments on campus are considering implementing the system (*II.B-50 Document Imaging*). **[Check with Financial Aid, DRC, and Counseling about their record-keeping practices.]**

**Self-Evaluation.**

The College meets this Standard.

Palomar College continues to maintain student records permanently, securely, and confidentially, with provision to secure backup of all files, regardless of the form in which those files are maintained. This practice is in compliance with FERPA, California Education Code, Title 5, §54606, and subsequent sections, and Governing Board policies.

**Actionable Improvement Plans.**

None.

## Standard IIB.4.

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

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**[Refer again to 3SP and the Student Equity Plan. Close this Standard with an emphasis on Student Services' collaboration with Instruction.]**

### Descriptive Summary.

Student Services at Palomar College engages in a rich, diverse, and comprehensive set of evaluations used to analyze matters such as student retention, persistence, course completions, educational goals, transfer rates, use of services, and appropriateness of services. The staff in the Office of Institutional Research and Planning (IR&P) has a clear understanding of student services related research requirements. Student Services departments routinely access research data for IR&P and produce their own data through Student Learning Outcome Assessment Cycles (SLOACs), Service Area Outcome Assessment Cycles (SAOACs), and surveys. The data is used to inform services, staffing requests, and the development of new initiatives. These elements are reported annually through the Program Review and Planning (PRP) process. PRPs are not only developed for individual department purposes but also are discussed in division meetings, the Vice President of Student Services Cabinet (VPSS) meetings, the Student Services Planning Council (SSPC), and summarized at the Strategic Planning Council (SPC). At each step in the governance structure the accomplishments, planning agenda, and resource allocations requests are brought to the surface and discussed in advance of resource allocation planning. Resource planning and prioritization begins at the department level based on the evidence presented in the PRPs and filters up the governance chain.

The College has adopted a systematic and comprehensive approach to evaluating Student Services and student outcomes **[By “student outcomes” here do we mean “SLOs”?]**. At the global level, the College participates in the Community College Survey of Student Engagement (CCSSE) roughly every three years, and IR&P annually produces data on student course success, basic skills completion, term to term persistence, degree completion, and transfer rates. This set of survey information provides baseline information about Palomar College students and is a strong starting point for department research through SAOs and various surveys. As an example, in the 2013-14 Counseling Department PRP there was an in depth review of student enrollment patterns and Pass rate data. The department reported that Pass rates have improved from 59.2% to 69.9% over the last six years (2013-14 Counseling Department PRP). **[What did this Pass rate improvement mean to Counseling? How did it influence planning?]**

Results from the “Accreditation Employee Survey 2013” indicate that the majority of respondents throughout the College believed that student support services contributes to student success. A total of 87.4% of respondents indicated that the departments in focus for this study (Counseling, Health Center, Veteran’s Services, Financial Aid and Scholarships, and Orientation) contributed to student success “Moderately” or a “Great Deal.” This valuation is further supported by the number of students the respondents refer to one or more of these services. Survey results show that 86.7% of the respondents had referred at least one student to



one of these services each semester and that 30.9% of the respondents had referred 25 or more students each semester.

Results of surveys are just one of the tools used to measure effectiveness of services. Within the governance structure are a number of standing committees, each of which discusses student success and ways to enhance effectiveness. As an example, the Registration Committee annually reviews the priority registration system and recently implemented an enhanced system in compliance with new Student Success and Support Programs, Title 5, and state Education Code regulations. The discussion is documented in Registration Committee minutes, Faculty Senate Minutes, Policies and Procedures Minutes, Strategic Planning Council Minutes, and in the Board of Trustees agenda. The final output is a new Administrative Policy [**“Procedure”?**] detailing the new priority system. Because of the inclusive and regular discussions that occurred around priority registration, a new initiative was funded through the Strategic Planning Priority Funding process that is geared to informing students about the new Priority Registration system and to enhance the participation rate of students in registering for classes on their initial day of priority registration. This demonstrates that the governance structure and the communication that occurs during the process can and does lead to a comprehensive evaluation of processes, a strong implementation plan, and follow-up assessment.

### **Self-Evaluation.**

The College meets this Standard.

Student Services programs at Palomar College continue to focus on improvement and are increasingly gaining comfort with and an understanding of how to effectively operate within the College’s established governance structure to identify needs, formulate planning agendas, acquire resources, effectively implement, and evaluate outcomes. Student Services programs are at the Proficiency phase with Student Learning Outcomes Assessment Cycles (SLOACs) [**Refer also to SAOs and SAOACs.**] as demonstrated by how they are embedded into PRP’s, resource allocation, and assessment activities throughout the division.

**[Align this Self-Evaluation with the Self-Evaluation in IIB.1.]**

### **Actionable Improvement Plans.**

None.

## Evidence

<b>Name</b>	<b>Link</b>
Class Catalog	<a href="http://www.palomar.edu/catalog/2013/contents.htm">http://www.palomar.edu/catalog/2013/contents.htm</a>
First Year Experience	<a href="http://www2.palomar.edu/pages/fye/">http://www2.palomar.edu/pages/fye/</a>
Summer Bridge Program	<a href="http://www2.palomar.edu/pages/fye-sb/">http://www2.palomar.edu/pages/fye-sb/</a>
ESL Program	<a href="http://www.palomar.edu/esl/">http://www.palomar.edu/esl/</a>
ESL Tutoring Services	<a href="http://www2.palomar.edu/esltutoring/">http://www2.palomar.edu/esltutoring/</a>
Escondido Center PRP	<a href="http://www.palomar.edu/irp/2013PRPSubmissions/C&amp;TE/12-13Yr1_Extended_Ed_Cntr_Ops_-_Escondido.docx">http://www.palomar.edu/irp/2013PRPSubmissions/C&amp;TE/12-13Yr1_Extended_Ed_Cntr_Ops_-_Escondido.docx</a>
Transfer Center PRP	<a href="http://www.palomar.edu/irp/2013PRPSubmissions/StudentSvcs/Transfer%20Center%202012-2013%20PRP_Non%20Instr.pdf">http://www.palomar.edu/irp/2013PRPSubmissions/StudentSvcs/Transfer%20Center%202012-2013%20PRP_Non%20Instr.pdf</a>
International Students webpages	<a href="http://www.palomar.edu/internationalstudents/applicants/applicant_portal.htm">http://www.palomar.edu/internationalstudents/applicants/applicant_portal.htm</a> <a href="http://www.palomar.edu/internationalstudents/applicants/adm.html">http://www.palomar.edu/internationalstudents/applicants/adm.html</a> <a href="http://www.palomar.edu/internationalstudents/applicants/Copy%20of%20International%20Student%20Application%2009-10.pdf">http://www.palomar.edu/internationalstudents/applicants/Copy%20of%20International%20Student%20Application%2009-10.pdf</a> <a href="http://www.palomar.edu/internationalstudents/orientation/New%20Student%20Handbook.pdf">http://www.palomar.edu/internationalstudents/orientation/New%20Student%20Handbook.pdf</a>
Escondido Center Website	<a href="http://www.palomar.edu/escondido/">http://www.palomar.edu/escondido/</a>
Camp Pendleton site website	<a href="http://www.palomar.edu/camppendleton/">http://www.palomar.edu/camppendleton/</a>
Fallbrook site website	<a href="http://www.palomar.edu/fallbrook/">http://www.palomar.edu/fallbrook/</a>
Pauma site website	<a href="http://www2.palomar.edu/pages/ais/palomar-college-at-the-pauma-education-center/">http://www2.palomar.edu/pages/ais/palomar-college-at-the-pauma-education-center/</a>

## **DRAFT**

### **Standard IIC: Library and Learning Support Services**

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

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#### **Abstract of Standard IIC.**

Palomar College supports teaching, learning, and student achievement with extensive Library and Learning Support Services. Learning Support Services consist of Tutoring Services, the Teaching and Learning Centers, and the Academic Technology Resource Center.

Library and Learning Support Services engage students and prepare them to use these facilities effectively and efficiently. Recently, the Library, the largest among colleges in North San Diego County, has enhanced its accessibility to students, faculty, staff, and administration through the adoption of the World Management System. Learning Support Services are distributed across many centers on the San Marcos campus and at the Escondido Center. Through various means—including cycles of evaluation, planning, implementation, and re-evaluation—the Library and Learning Support Services seek continual improvement.

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## Standard IIC.1.

**The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate education offerings, regardless of location or means of delivery.**

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### Library.

The Palomar College Library, the largest community college library in North San Diego County (*American Library Directory 2014* [p. 254]), collaborates with all instructional programs to teach students to find, evaluate, and use information effectively and efficiently. The Library collects, organizes, and maintains information in the primary formats to support the intellectual growth of students and the professional needs of faculty. In addition, the Library enhances the aesthetic and cultural enrichment of all members of the College, celebrating diversity in many ways. Aligned with the College's Mission, the Library's own mission focuses on five interrelated themes that define its commitment to excellence in education: empowerment, learning, evaluation, discovery, and growth [<http://www.palomar.edu/library/libmission.htm>].

The Library is accessible to all members of the College and to constituents in the community. In an effort to be inviting, the Library has undertaken a number of initiatives, such as the project entitled "[Mitigating Library Anxiety](#)" and designating itself a "[Safe Zone](#)" on campus. Also the Library has invited community members for a panel discussion about the challenges facing our veterans and active-duty military [[Z 711.L53 2009 DVD](#)].

Seeking to continually become more effective, the Library assesses its services by a number of means. Through Program Review and Planning (PRP) processes, the Library develops its material collection, online resources, and curriculum. PRP processes also are the means by which the Library analyzes its Service Area Outcome (SAOACs) and Student Learning Outcome Assessment Cycles (SLOACs). In preparing its annual report to the College's Governing Board, the Library reviews its achievements and its plans. Librarians serve on the Curriculum Committee in order to stay apprised of the needs of instructional faculty and their students.

Palomar College is in the process of planning a new main library on the San Marcos campus and two more branch libraries in the northern and southern parts of the District. Located in the center of campus, the new main library—a four-story building with the first and fourth floors dedicated to the Library's functions and offices—will be a beacon on the San Marcos campus. This project will be the culmination of planning efforts that began with the College's *Master Plan 2022*.

### Learning Support Services.

### Tutoring Services.

Tutoring Services is one of the key learning support services for students at Palomar College. Because the College has a large and diverse student population with diverse needs, tutoring resources are offered in a number of locations, in multiple formats, and by a variety of kinds of tutors on the San Marcos campus and at Escondido Center. The overall mission of the Tutoring Services centers is to promote the educational and general development of students and to provide a positive environment for the functioning and professional development of tutors and staff. All Palomar College students are eligible to receive tutoring at no cost.

In 2009, the Math, English, and Reading centers expanded their offerings through funds from the Basic Skills Initiative and Hispanic Serving Institution Title V Grant. The ESL tutoring center was the next to develop, providing support to credit and non-credit students. The Business Administration Department also provides students tutoring and supplemental instruction.

In addition to the tutoring offered in these discipline-specific centers, Palomar offers tutoring in a variety of subjects in centers at both the San Marcos campus and Escondido Center. Students Taking Academic Responsibility (STAR) Tutoring Center, the College's original support service center, provides primarily 30-minute walk-in sessions in the academic areas of social and behavioral sciences, languages, business/accounting, and basic skills (English and Math). Additionally, the STEM Center was developed in 2012 with funds from Stem I and Stem II grants, supporting students with tutoring needs in science, technology, engineering, and mathematics. These centers also provide computers for their students' use. Palomar is currently exploring the use of CCC-Confer as a mechanism for providing online tutoring services to all students (<http://www2.palomar.edu/tutoringservices/>).

Each tutoring center has its own supervisor/program coordinator/or director who oversees the staff in that specific center. These leaders work directly with respective deans in their division, as do the faculty in charge of discipline-specific centers. The STAR Center reports to the Dean of Social and Behavioral Sciences and the STEM Center to the Dean of Math, Natural, and Health Sciences, while all other centers report to the Dean of Languages and Literature. Each tutoring area has a unique staff to meet its needs. This includes tutors who are hired as classified staff, short-term employees, or student employees (who may also be Federal Work-Study students). In addition, some areas also have tutorial specialists and/or instructional support assistants (who help with setting up facilities and scheduling), administrative assistants (for administrative support), and specific counseling support of the center [Ref. [Tutoring Center Details](#)]. Faculty and staff attend local and statewide tutoring conferences in order to remain current in best tutoring practices. Faculty coordinators provide discipline-specific training to tutors to ensure their subject area depth and competency.

All centers have a reception area where students sign in for tracking purposes. The centers provide space to conduct individual and group tutoring sessions and/or studying and space for test proctoring [Ref. [Tutoring Center Chart](#)]. Research conducted by the College's Office of Institutional Research & Planning shows that students' use of tutoring on-campus has increased dramatically and that the overall effect for these students is also positive.

Starting in 2011, a Tutoring workgroup was formed to bring together the leaders of these various centers (and their respective Deans) to encourage dialogue and systemic planning. In Fall 2013, the group became a committee under the Faculty Senate. The current goals of this committee include (a) centralizing support staff and procedures (data measurement, Service Area Outcomes etc.), (b) establishing a system-wide process for vetting tutors, (c) marketing services better to faculty, and (d) hiring more full-time employees. Moreover, the Tutoring Committee has begun a process of integration across the centers and is assisting in exploring new and innovative ways to provide access (online tutoring) and to examine a broad assessment of Tutoring's service area outcomes.

### Teaching and Learning Centers.

The Teaching and Learning Centers (TLC) provide comprehensive support services. These multi-functional spaces offer students places to study, meet with other students or instructors, speak to a counselor, and/or attend workshops. The Teaching and Learning Center at Escondido Center provides tutoring in Math, English, Spanish, and ESL, while the newest facility, the Teaching and Learning Center San Marcos, houses a range of services, including embedded tutoring, counseling, and workshops. Like TLC Escondido, TLC San Marcos serves all Palomar students, with San Marcos putting special focus on students in five programs: Summer Bridge, First-Year Experience, Learning Communities, Village Mentoring, and Former Foster Youth.

### Academic Technology Resource Center.

Palomar College's base for promoting teaching and learning with leading edge technology is the Academic Technology Resource Center (ATRC). The purpose of the ATRC is to facilitate and enhance teaching and learning in a supportive environment for students, faculty, and staff. The Academic Technology Department includes a manager and six support staff that assist not only the faculty and students in DE courses, but all students enrolled in classes. The ATRC provides trainings, classroom tech (A/V) supported by Information Systems, and professional development. The ATRC also offers services such as digitizing media, captioning, graphic creation, and website creation. The ATRC supplies faculty with Blackboard support. The Blackboard environment is used not only by faculty teaching distance education classes but also by faculty teaching face-to-face classes. The Palomar College Academic Technology Resources Center provides 144 academic instruction computers for students. Moreover, it provides specialized hardware and software include course-specific industry and publisher applications and online applications.

## Standard IIC.1.a.

**Relying on appropriate expertise or faculty, including librarians and other learning support services professionals, the institution selects and maintains education equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

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### Descriptive Summary.

#### Selecting and Managing Education Materials and Equipment--Library.

Library faculty are responsible for selecting and managing educational materials and other learning resources in the Library. Meeting the learning needs of students and enhancing student achievement of identified learning outcomes are the guiding principles followed by faculty in the selection process. Several practices support this process:

- (1) the General Resource Materials Selection Policy,
- (2) curriculum review (via CurricUNET and service on the Curriculum Committee), and
- (3) outreach to specific disciplines and departments.

(1) The General Materials Selection Policy was developed per BP4040 titled "Library and Other Instructional Support Services," the Library Mission Statement, and professional guidelines for community college libraries. The General Resource Materials Selection Policy guides the acquisition of general materials, the acceptance of donations, housing of Rare Book items, subscriptions to serials, and the process of reconsideration of library materials [<http://www.palomar.edu/library/General-Resource-Materials-Selection-Policy.pdf>]. This policy is a living document reviewed by the Library staff regularly to meet the changing needs of the students and the evolving nature of information publishing, which increasingly requires technology platforms for access/delivery.

Following this policy, Library faculty proactively consult a variety of sources to assist in the evaluation of titles, including discussions with faculty in other departments, colleagues at other institutions, Palomar Library staff, and professional publications, such as *Choice*, *Library Journal*, *Booklist*, and *Publishers' Weekly*. Library collection management includes an emphasis on diversity in order to serve different groups of the student population and their needs. As an example of this emphasis, the Library instituted a Spanish language collection and a Native American Indian collection to bring together materials of special interest to particular groups of students. In another example, the policy states that media items in the collection must have "Closed captioned" availability in order to accommodate students and staff who have special needs.

(2) In addition to the collection management process described above, another review of library resources takes place whenever a faculty member proposes a new course or makes a

change to a course in CurricUNET. The Library Department Chair must review the adequacy of library materials for all courses and programs. This process takes place weekly through CurricUNET. A Library faculty member serves on the Curriculum Committee and reviews all courses and programs and serves as a liaison for any library related issues. Items are added with each new term/semester to meet curriculum needs and update research tools. On an annual basis, materials are inventoried, and redundant, irrelevant, or damaged materials are removed.

(3) All full-time Library faculty members actively participate in resource development and outreach for designated subject areas. They serve as “subject specialists” in areas of study at Palomar College. The increasing variety and complexity of resources in all subject areas require that more librarians, with a diversity of knowledge, skills and College connections, systematically participate in resource development. As with shared responsibilities for reference and instruction, collaborating with other faculty helps ensure the ongoing relevance of and access to the Library’s resources and services for students and faculty. Librarians strive to communicate with Palomar faculty and solicit their expertise in choosing items that will enhance their curricula [[Palomar College Library Resource Liaisons](http://www.palomar.edu/library/Librarian_Subject_Specialties_10032013.pdf) [http://www.palomar.edu/library/Librarian\\_Subject\\_Specialties\\_10032013.pdf](http://www.palomar.edu/library/Librarian_Subject_Specialties_10032013.pdf)].

### Library Materials.

The Library’s collection consists of more than 144,500 items (117,600 titles) including print and electronic books, periodicals, and media titles. Electronic book acquisition was increased significantly over the last four years. At present, the library owns more than 16,000 ebooks from the vendors such as EBSCO, Gale/Cengage Learning, and Palgrave Connect. The Library subscribes to 69 full-text online databases consisting of periodical articles, reference books, and videos (including streaming videos) covering most disciplines taught at the college. It also maintains subscriptions to a total of 615 unique periodical titles [[Library Annual Report](#)]. A reserve collection makes available both instructor-provided resources and select course textbooks. Reserve materials are offered for limited circulation and housed as “closed stacks,” which require that students specifically request them. The Library has a total of 993 Reserve items at the two library locations, San Marcos and Escondido Center. Students use these materials, especially the textbooks, heavily. The majority of these textbooks are funded by a Palomar College foundation grant. This program is very successful and extremely popular with students. The circulation statistics show that these materials circulated 25,012 times this academic year (2013-2014).

The Library provides access to its resources and information about its services through a library website that is regularly updated. The website directs users to the Library’s catalog, databases, research guides, and information about services, policies, and staff. All materials and services conform to the Library’s Mission Statement [<http://www.palomar.edu/library/libmission.htm>].

In Spring 2014 the Library adopted the Online Computer Library Center’s WorldShare Management Services (WMS). WMS is now the primary technology resource for facilitating access to library materials, allowing users not only to borrow materials from the Library’s collection and access articles in its subscription databases but also check worldwide to locate



books, articles, and other materials through one search interface. This product is a more user-responsive tool than the previous Sirsi Integrated Library System, with additional functionality to track acquisitions and support multiple locations. The Library functions as a “library without walls,” making available numerous online resources that support students and provide access both on- and off-campus at all Palomar College sites. Library faculty and staff strive to provide students with the information they seek for course and research needs and the skills and tools necessary to effectively identify, access, and utilize these resources while at a Palomar campus or at a distance.

### Library Equipment.

At the San Marcos campus, the library houses 34 Internet-access computers, which are located in the Library Academic Research Lab for student use, including a workstation for disabled students, which is equipped with the Kurzweil software attached to a scanner. In addition, 45 laptops are available for scheduled library instruction and workshops. The Escondido Center Library houses 23 Internet-access computers (including one with disability related software), and 14 laptops (stored in 1 cart) for library instruction and workshops.

### Tutoring Services Equipment and Materials.

Each tutoring center has common equipment and material to meet students' needs and achieve the Mission of the College. All of the centers have computer work stations and the ability to print and scan documents. Most have ADA compliant stations available. Supplementary materials and technologies are also available (depending on the center's needs). These technologies include (but are not limited to) specialized discipline-specific software, calculators, Kindles, interactive whiteboards, ESL readers, touch screen monitors, as well as textbooks and reference books to assist tutors with academic content. All centers have access to free WIFI.

### **Self-Evaluation.**

The College meets the Standard.

### Library.

The Library uses the Program Review and Planning cycle to plan the development of its material collection, online resources, and services as well as to continuously evaluate their effectiveness. For the academic year 2013, the Library identified the need for additional electronic resources to support our distance education students. The Library requested and received funding to purchase e-books and streaming media.

The Library assesses its holdings for adequacy in supporting the College's educational programs and enhancing student success through several means. The General Materials Selection policy is continuously updated by Library Faculty to address curricula needs [<http://www.palomar.edu/library/General-Resource-Materials-Selection-Policy.pdf>]. Student

Area Outcomes surveys are conducted annually, and Student Learning Outcome surveys are conducted regularly. These survey results are listed in the [Library Annual Report](#) and are made available in the college's Outcomes database on the [TracDat](#) platform. The Library acquires materials for curriculum support and also for community patrons in a variety of formats. It also uses different approaches to facilitate access to key resources as needed for its various populations.

In addition, a more formal assessment of the library collection took place recently through the established Service Area Outcomes, which included an outcome to evaluate library holdings including print, media, and electronic resources. The results of the Library's first assessment of the *Library's Service Area Outcome (SAO) for Resources & Access* far exceeded the goal of having an 80% success rate in the service period, and the comments received from students related to the questions asked in the survey evidence that the Library provides valuable resources and is valued by the College's students.

The Library must accelerate active weeding of the print collection as it prepares to move into the new building on San Marcos campus.

Also, in 2010 *Technology Master Plan 2016* proposed and approved details of library technology resources (<http://www.palomar.edu/strategicplanning/TMP2016.pdf>).

### Tutoring.

The tutoring centers involve faculty expertise in the selection and maintenance of materials in several ways. Many of the centers are housed in specific disciplines and therefore are guided by the department chairs and deans of specific disciplines (for example, Math, Reading, ESL, and STEM). Requests for materials and equipment come through the Program Review and Planning process, which allows Tutoring Services to examine the needs across disciplines and service areas to determine the most efficient use of funding toward meeting the overall goals of the institution. Finally, faculty can contact the centers individually to make requests that can be evaluated by center directors, deans and the Vice President. Tutoring Services is at an early stage of determining how to measure the degree to which faculty are satisfied with the various materials in the centers and their role in contributing to the process of material acquisition. Tutoring Services intends to address matter through the Tutoring Committee this next year.

### **Actionable Improvement Plans.**

None.

## Standard IIC.1.b.

**The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

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### Descriptive Summary.

#### Library.

In support of its mission, the Palomar College Library collaborates with faculty from various academic departments to assess and improve students' information literacy skills: the “capability to access, evaluate, and use information in fulfillment of coursework and independent study” [[Library Mission Statement](#)]. On the basis of the GE/ILO Assessment the College conducted in Spring 2012 [<http://www2.palomar.edu/slo/ge/2012report.pdf>], the Library faculty worked with a college-wide committee [“**committee**”?] to develop and implement [Dashboard: A Student Guide to Finding and Using Information](#), which is a self-paced tutorial that teaches students how to use information accurately and ethically to support their course assignments. Students, and in particular the Phi Theta Kappa club, participated in developing and naming the tool as well as marketing it to other students.

The Library offers Reference Services, Library Instruction, and an Academic Research Lab to meet the students’ needs and to develop and promote skills in information competency. The Library provides course-related library instruction sessions. In most cases, course instructors and their students visit the Library to learn how to find, evaluate, and use Library resources and other information sources to complete a course assignment. Some instructors schedule a library instruction session to help students become acquainted with and feel comfortable using the Library. Librarians customize each instruction session to meet the specific needs of the instructor and students [<http://www.palomar.edu/library/infocomp/index.htm>].

The Library uses many tools to directly provide Information Literacy assistance to students. They include print handouts, blogs, a social media presence, interactive online activities, passive online tutorials, and information web pages. The most recent addition to our instruction technology has been Course LibGuides. A complete list of LibGuides created is available on the library website [<http://palomar.libguides.com/course-libguides>]. 1

Through the Program Review and Planning process, the librarians requested a number of software products such as EasyBib and LibGuides to enhance library instruction and information competency. The Library also applied for and received special funding through the Palomar College Strategic Planning Priority Funding (SPPF) to further develop [Dashboard](#). Additional modules will focus on helping students develop effective strategies to find and evaluate information. The Library created a set of information literacy student learning outcomes (SLOs) which promote the integration of information literacy across the curriculum (<http://www.palomar.edu/library/infocomp/index.htm>).

The Library has created an Instruction Request form to help faculty more easily request instruction for their students. They complete a questionnaire to provide information about their course objectives for Information Literacy, any specific assignment, and other pertinent details. The request page includes a link to the current instruction calendars (for the San Marcos or Escondido Center location) that Instructors can consult to check availability prior to requesting a specific instruction time (<http://www.palomar.edu/library/infocomp/requestform.htm>).

The Library also offers a course to help students develop information competency skills. LT125 Information Literacy course is a one unit course offered online. This course has also been offered within Learning Communities with English, Counseling and Psychology courses [<http://www.palomar.edu/library/technology/courses/>]. The library continues to use outreach strategies to inform the college about the availability of Information Literacy instruction. These efforts include participation in Plenary events (for Full Time and Part Time Faculty), Professional Development workshops, and the College Events calendar.

The Library faculty and staff have been leaders in the College's efforts to provide Distance Education students learning opportunities to develop information competency skills. As mentioned earlier, the "Ask Us Now" Chat Reference service Question Point resource is used to assist students with research. This service is available equally to students on-site and offsite ("at a distance" whether local or international). Through the *Research Help* page on our library's website both on-site, off-site and distance learners all receive supplemental instruction in Information Literacy [<http://www.palomar.edu/library/refguides.htm>]. The *Research Help* link is available on the Library homepage (<http://www.palomar.edu/library>). There are plans to expand the pilot information literacy tutorial *Dashboard: A Student Guide to Finding and Using Information* to encompass all the areas of need underscored by the results of the General Education/Institutional Learning Outcomes (GE/ILO) survey.

Palomar College librarians also created two videos that are available on the *Research Help* webpage. These local online tools help support the needs of learners for supplemental instruction in information literacy, while offsite. In creating the videos, faculty included closed captioning in order to meet the needs of special populations such as students needing accommodation and second language learners.

### Tutoring Services.

The tutoring centers at Palomar College offer a wide range of services to meet the needs of students and faculty to help develop overall skills and aid in their information literacy [[Tutoring Center Details](#)]. Students' information competency is dependent on the mastery of Basic Skills. The Math, Writing, Reading, ESL, and STAR centers provide support specific to the improvement of Basic Skills. ESL provides individual face-to-face tutoring support to credit and non-credit students. In addition, several centers provide specialized training programs. The Math Center provides self-taught classes in the development of math skills and knowledge, the Writing Center has a self-paced grammar tutorial, and the Reading Center focuses on developing technical reading skills in vocabulary, comprehension, and reading rate. STAR has an English series that English tutors use to help them tutor English students [[Tutoring Center Chart](#)].

In addition, the College offers a Summer Bridge program housed at the TLC San Marcos. The Summer Bridge program is designed to help students with their college-preparedness before their fall semester begins by providing a structured and supportive summer program with direct instruction in math, ESL, and/or English with the goal of students reassessing at a higher level for their first semester of coursework. Students also receive instruction in college readiness counseling and reading. The College's ESL, English, Reading and Math tutors work alongside their respective faculty to provide extra support for the students.

### **Self-Evaluation.**

The College meets the Standard.

#### Library.

In spring 2012, the Library completed a comprehensive assessment of its course-related instruction (<http://www.palomar.edu/library/surveys/>). Librarians used a multiple methods approach to assessing the Library's service area outcome, "After visiting the Library as part of an assigned instruction session, 80% of the students will demonstrate an improvement in their familiarity with Library services and resources."

In Spring 2013, librarians analyzed and discussed the assessment results at department meetings and through use of the collaboration software. Eighty four percent of students surveyed agreed that their ability to use library resources and services improved after attending a library instruction session. One hundred percent of course instructors surveyed felt the library instruction session supported the goals and objectives of the course. The Library will continue to use these assessment results to improve student learning and student use of library resources.

Striving to improve students' information competency, Library faculty continue to introduce innovative techniques and new technology to engage students in research and information literacy skills.

Students can access Dashboard independently via the Library's website. It is also available to all faculty for integration into their Blackboard courses.

#### Tutoring.

With the unique missions and discipline-specific foci of the tutoring centers, Tutoring Services has not (as of yet) developed a common set of Service Area Outcomes that might illuminate how the centers (as a whole) are contributing to students' general education learning outcomes. However, the centers have varied methodologies (quantitative and qualitative) that have been used to examine current work in the centers and to address and make improvements. Tutoring Services intends to address this matter through the Tutoring Committee this next year.

**Actionable Improvement Plans.** None.

## Standard IIC.1.c.

**The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

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### Descriptive Summary.

#### Library.

During regularly scheduled Library Department meetings, the faculty and staff review usage patterns, and develop service hours and staffing patterns to provide maximum service for all locations. The Library also uses the Program Review and Planning cycle to request resources and staff to provide quality services for existing and future library locations.

All library information resources are accessible 24/7 through the Library website. The site is available to any user with Internet access. Some subscription services require a Palomar College ID and password in order to access the information. The Library maintains an open-access website that is ADA compliant and provides access at all times to primary research tools and content, and complete information about Library services, policies, and contacts [<http://www.palomar.edu/library/.htm>].

The library building on the San Marcos campus houses the Library, Academic Research Lab, Tutoring Center, Disability Resources Center [?], Academic Technology Research Lab, and two instruction classrooms. The Escondido Center library provides open access student computers. The Library Instruction and Reference Services are provided in both places with certified librarians and library staff.

The Library's hours are based on the times classes are held to best support students. The San Marcos campus Library is open 64 hours each week: Mon – Thur. 9 a.m. – 9 p.m.; Friday 8 a.m. – 4 p.m.; and Saturday 9 a.m. – 1 p.m. The Escondido Center library is open 56 hours each week: Mon – Thur. 8 a.m. – 8 p.m.; Friday 8 a.m. – 12 noon; and Saturday 9 a.m. – 1 p.m. These hours are modified in the summer and during holiday breaks and intersessions [<http://www.palomar.edu/library/libhours.htm>].

A librarian is on duty at both sites to provide reference and research assistance. In addition, a minimum of two library technicians and/or student assistants at San Marcos and one at Escondido Center staff the public desks during open hours to assist with other needs [<http://www.palomar.edu/library/libhours.htm>].

Facilities, services, and equipment are comparable at each location. Each location is staffed by librarians and staff. The San Marcos and Escondido Center Libraries both make available computers, copiers, scanners, assistive/adaptive equipment, and software.



San Marcos / Escondido Center/ Satellite locations are equally supported by the online resources. The Library's online resources, interlibrary loan service [<http://www.palomar.edu/library/ill.htm>], and participation in SDICCCLRC Media Consortium and North County Higher Education Alliance (NCHEA) reciprocal borrowing privileges are equally available to enrolled students, faculty, and staff.

All print materials are available from any location via a routing system. Users may request and pick up materials from either library. Library faculty and staff transport requested materials when traveling between the San Marcos campus and the Escondido Center.

Library instruction is available at both locations. Faculty may schedule their classes for in-library instruction or request that a librarian come to their classrooms [<http://www.palomar.edu/library/infocomp/requestform.htm>]. The Library provides a number of resources for students with disabilities and consults regularly with faculty and staff of the Disability Resource Center (DRC) to assist in the selection of resources, to learn about new accommodations, and to evaluate accessibility for disabled students. DRC staff and students indicate that the Library meets most needs and expectations. Some of these services include one Internet *DSPS* workstation with a document scanner and software for deaf or visually-impaired users (e.g., JAWS) at the San Marcos campus and Escondido Center; a book scanner/text enlarger viewing machine on the San Marcos campus; closed-captioned audiovisual titles; and an "Evac+Chair" for evacuating persons with limited mobility. All official Library web pages are coded to comply with Section 508 Accessibility standards. When possible, the Library purchases closed-captioned DVDs and has an ongoing program to retroactively closed-caption existing titles in the collection as funds become available. In 2011-12, about 130 VHS and DVD titles were retroactively closed-captioned or replaced with a captioned version in a project funded by grants obtained by the campus Disability Resource Center [[Library Annual Reports](#)].

The Library provides technology for Distance Education (DE) in terms of access to services and open computer labs. The Library recently analyzed the results of the "2012 Library Instruction Service Area Outcome Report" to best understand how students and faculty access information and whether current modalities were best meeting current needs. The result of that analysis assisted the Library faculty and staff in making the decision to migrate from the Sirsi Integrated Library System to OCLC (Online Computer Library Center) WorldShare Management Services (WMS). One of the major benefits of WMS is a user-friendly interface that makes resources identifiable and e-resources accessible from a single access point, reducing the number of menus needed to navigate toward wanted resources. This will make online research smoother for all instruction and particularly for DE students. The San Marcos campus and Escondido Center Libraries are available to all students and provide access to computer workstations (PC and MAC), workstations with ADA accommodations, laptops, video/DVD players, microfilm reader/printer, scanners, headphones, one Sorenson Video Relay Services, one Braille machine, and photo copy machines.

Another way the Library provides access is by creating a setting that celebrates diversity, especially through library displays, such as "Native American Heritage Month," "Hispanic Art," and "Black History Month." One of the highlights of the Library's displays was the AIDS Memorial Quilt. In February 2013, the Library partnered with the Palomar College Pride Center

[[http://www.palomar.edu/pc3h/lgbtq\\_rc.htm](http://www.palomar.edu/pc3h/lgbtq_rc.htm)] and the Health Services Center to host the AIDS Memorial Quilt display in the San Marcos Library. The entire Palomar College community was involved in this week-long event [<http://www2.palomar.edu/telescope/2013/03/11/the-aids-memorial-quilt-is-finally-here/>].

### Tutoring Services.

The tutoring centers' hours are based on the times most students are on the San Marcos campus and at Escondido Center. Students have much access to tutoring services at Palomar College. Each tutoring center has its own hours of operation spanning between 7:30 a.m. and 9:15 p.m. with the majority of centers being open between 9:00 a.m. and 5:00 p.m., Monday through Thursday, with truncated hours on Friday (due to fewer students being on campus). Friday hours are available at the TLC on both campuses from 8:00 a.m. - 4:00 p.m., ESL from 9:00 a.m. - 6:00 p.m., Reading from 8:00 a.m. - 3:45 p.m., STEM from 7:30 a.m. - 3:30 p.m., and MATH from 8:00 a.m. - 2:00 p.m. The STAR, ESL, and Math centers are open on Saturdays from 9:00 a.m. - 12:00 p.m. Summer Hours also tend to be truncated in most centers. Tutoring Services is also currently in the process of exploring online tutoring as an option to expand access to services [Ref. [Tutoring Center Details](#)].

In addition to these foundational services, Tutoring Services offer unique programs that reach out to diverse student interests and needs in hopes of increasing access and retention. Embedded tutors in learning communities at the TLC San Marcos are one such offering. These learning communities are cohorts of students who attend the same classes. The classes are embedded with tutors who attend the relevant content courses alongside the students. **[These imbedded tutors also assist faculty and hold special sessions for students, true? One-on-one meetings too? The imbedded tutors help students stay engaged.]**

The College also has a STEM Scholars Program with over 400 participants who may receive specialized guidance and assistance with the transfer process to CSUSM or any other 4-year university. STEM Scholars who are interested in transferring to CSUSM complete the Guaranteed Transfer Admission and Support Program (GTASP) Student Contract to receive the GTASP fee waiver and guaranteed admission into the student's STEM Major at CSUSM. STEM students can take advantage of Supplemental Instruction (SI), an academic support model that uses peer-assisted study sessions to improve student retention and success. Out-of-class review sessions are led by SI leaders, students who have taken the class and have done well. SI leaders attend all class lectures, take notes, and act as models to those currently taking the respective courses [Ref. [Tutoring Center Chart](#)].

### **Self-Evaluation.**

#### Library.

The Library uses the Program Review and Planning (PRP) process to plan for optimal staffing for the Library. Throughout the PRP cycle, librarians review the Library's Mission,



Vision, and Goals as they relate to staffing and services. The Library includes staffing requests in the PRP documents.

Palomar College is in the process of planning a new main library on the San Marcos campus and two more branch libraries, one in the northern and one in the southern part of the district. Planning efforts will identify staffing, equipment, and software to address students' needs.

A fully staffed library is critical to manage the larger space of the new building, handle more complex operations, and deliver services for our 21st century students. The Library Organization Chart shows the reporting structure for the library staff. The chart outlines the number of faculty (fulltime and part-time), classified staff, and administrators who are employed/or responsible for the Palomar College Library Department. The Library has reorganized operational areas and employee assignments to help ensure critical programs remain relevant for student learning success [*Organization Chart – Library Media Center*].

There is a need for more flexibility in scheduling and designing jobs, particularly at the entry level. This flexibility would help mitigate the effects of shortages as they occur. Solutions proposed by the Library include restoring entry-level positions, such as Library Media Technician I, and having permanent part-time staff [*Library Meeting Minutes*].

#### Tutoring Services.

All of the tutoring centers use the Palomar Attendance Tracking system (PAT) to collect basic data about facility use. The STAR center will be transitioning in Fall 2014. This system was developed to facilitate tracking of student positive attendance hours for FSC320 reporting. The PAT systems are used to record the time a student spends in a lab, tutoring, or study environment in order to satisfy the attendance requirements of a class. This data allows individual centers to track how many students they serve for planning purposes. Tutors also provide individual feedback to center directors based on their observations of the tutoring process to help in planning.

Institutional Research and Planning (IR&P) runs reports to help individual centers know what specific discipline or skill needs are sought at the centers. IRP recently aggregated data to help the College determine the extent of usage of tutoring services. In the last three years, the percent of students who accessed tutoring in some form has increased from 7.6% to 12.5% of all Palomar students [[2007-2013 Tutoring Usage](#)].

In addition to the data derived from the PAT system, the majority of the tutoring centers distribute surveys (quantitative and/or qualitative) to assist in the evaluation of the services, workshops and seminars hosted and delivered by each center. The goal is to be supportive of the student learning outcomes identified by faculty and to continue to offer students what is needed for their success ([Ref [ESL Impact](#), [Math Impact](#), [Star Fall13 Survey](#), [STAR Impact](#), [STEM Impact](#), [TLC Impact](#)]). The STAR and Writing Centers found in annual student surveys that students reported a desire for more tutors and more hours. It is hard to know whether students were knowledgeable of other centers when filling out these surveys or whether they were evaluating the individual centers on their own. Systematic data collection of access to the

centers and the degree to which they are meeting student needs is an area being pursued [*Ref. [Tutoring Center Details](#)*].

Centers continue to request additional support due to the increased use of tutoring on campus. All staffing and resource requests are conducted through the Program Review and Planning process. This process allows each area to request resource and staffing needs, which are then reviewed by the appropriate Planning Council.

**Actionable Improvement Plans.**

None.

## Standard IIC.1.d.

**The institution provides effective maintenance and security for its library and other learning support services.**

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### Descriptive Summary.

#### Library.

One of the themes of the Library's mission statement is to provide a "powerful learning environment in the library." In addressing that theme, the faculty and staff strive to provide a safe and secure atmosphere in the building [<http://www.palomar.edu/library/libmission.htm>]. The Library is aware and vigilant about safety issues. In addition to general safety, the Library is also committed to ensuring the library is welcoming and inclusive of the diverse student body.

On an annual basis the Library invite Campus Safety personnel to address best practices for responding to security issues in a library setting [[Library Faculty Meeting Agenda, Library Department Meeting](#)].

Building security in both the San Marcos and Escondido Center libraries is maintained with key access. The Library staff is responsible for the physical quality and maintenance of the books and library material. The Library's collections are secured with 3M brand security strips and 3M brand security gates on both the first and second floor access doors on the main campus. The Library in the Escondido Center also has a security gate.

More than 16,000 electronic book titles and major donations of books, music CDs, and DVDs have been added to the catalog over the past few years. The Library has established a proxy server with secure and restricted login and access to electronic resources (e-books, databases, and streaming media). Information Services (IS) maintains the proxy server and its configuration.

With the Library's move to the cloud based architecture of WorldShare Management Services (WMS), the Library Systems Specialist is now responsible for maintaining the configuration of this new Library services platform. The Information Services (IS) department supports WMS by providing student and staff patron data used for circulation records. IS continues to maintain the library computers, software, and Internet access. [<http://infoservices.palomar.edu/>]. The Systems Librarian, along with the Library Systems Specialist, assists with managing and troubleshooting the WMS client and server software and database. They work closely with IS to ensure that proper software and equipment updates are done on a regular basis. [[Library Troubleshooting Chart](#)]. IS troubleshoots Library desktop computers, applications, and other equipment and maintains a District-wide firewall to prevent viruses from infecting campus computers and networks.

The Library has specific policies for appropriate behavior in the library. In 2013 the library faculty added a provision to address electronic cigarettes.

[\[http://www.palomar.edu/library/librulesgeneral.htm\]](http://www.palomar.edu/library/librulesgeneral.htm)

#### Tutoring Services.

All doors at the many tutoring centers have locks, including Directors/Coordinators offices, study rooms, proctoring rooms, and staff rooms. Staff members are responsible for opening the main center doors and turning on all lights. All equipment, supplies, and reserved textbooks are stored in locked cabinets. Textbooks (in the STAR center) are fortified with a magnetic strip that triggers an alarm when removed from the library. Any documents that have students' personal information are kept in locked offices. The majority of centers maintain alarm systems for additional security. The math center has a video camera surveillance system (which STAR has also requested) for added security during test proctoring. After normal hours of operation, Palomar College Facilities ensures that doors remain locked. The Palomar College Police Department is charged with overall campus security.

There are also secure methods for keeping and proctoring exams. In areas that proctor exams, exams are kept in locked cabinets when the office is closed. Students taking exams are observed via two one-way glass windows (in STAR), and tutoring staff regularly monitors test-takers by walking through the exam room.

Campus custodial services come to all of the centers and empty trash and maintain the basic cleanliness of the facilities. Instructional Assistants and Tutorial Specialists also regularly monitor and clean equipment when necessary.

#### **Self-Evaluation.**

The College meets the Standard.

#### Library.

The Library will continue to work closely with the Dean, Campus Police, Office of Student Affairs, IS and other partners to ensure the safety and security of students, faculty, staff, community members, equipment, and materials.

#### Tutoring Services.

[---]

#### **Actionable Improvement Plans.**

None.

## Standard IIC.1.e.

**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional program, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

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### Descriptive Summary.

#### Library.

During the Program Planning and Review process, the Library evaluates existing partnerships and explores new collaborations in order to enhance services to the Palomar College community. The Library has several service agreements and participates in many consortia which enhance our services, programs, and resources. These are listed below.

The Library recently contracted with Online Computer Library Center (OCLC) to begin as subscription for the WorldShare Management Services (WMS), which is a library service platform. OCLC WorldShare Management Services offers a new approach to managing library workflows cooperatively, including integrated acquisitions, cataloging, circulation, patron administration, resource sharing, and e-resource management. The WorldShare Management Services applications eliminate traditional operational silos and deliver new efficiencies in library management, freeing libraries from the restrictions of local hardware and software to provide more time to focus on serving users and communities [[http://www.oclc.org/content/dam/oclc/publications/newsletters/nextspace/nextspace\\_021.pdf](http://www.oclc.org/content/dam/oclc/publications/newsletters/nextspace/nextspace_021.pdf)]. This system now provides the Library's public catalog and in-house library management services. Library materials are accessible through the web based WorldCat Local, the foundation for WMS, and thereby increase the visibility of all the Library's resources [<http://www.oclc.org/en-US/worldshare.html>].

WMS's integrated display of print and electronic resources is ideally suited to contemporary students and the anticipated student base that operates Internet devices throughout the day. This new platform will hopefully better engage our students in the research process and complement the planned new library facility. The Library will survey students in the Library Technology classes in order to analyze the effectiveness of the new system.

The Library also contracts directly with commercial and non-profit vendors to host and/or provide annual access to their resources. These include but are not limited to the following: EBSCOHost, ProQuest, Gale Cengage, JSTOR, ARTstor, Palgrave Connect, Alexander Street Press, and Baker & Taylor [<http://www.palomar.edu/library/OnlineDatabases/databases.htm>].

In addition, the Library participates in several consortia to expand and enhance services to its programs and resources: **[In this draft we list only the consortia. The more detailed descriptions that appeared in earlier drafts we can include as Evidence.]**

Community College Library Consortium (CCLC) is an electronic resource review group that negotiates subscriptions and purchases of online research databases for members at reduced prices [<http://www.ccleague.org/i4a/pages/index.cfm?pageid=1>].

Community College Media Collection and Information Services is a joint purchasing and repository program for film, video, and DVD titles [[http://avserve.sdcoe.k12.ca.us/4dcgi/gen\\_2002/Lang=Def/](http://avserve.sdcoe.k12.ca.us/4dcgi/gen_2002/Lang=Def/)].

Other consortia provide a vehicle for communication and promote library services:

Council of Chief Librarians of the California Community Colleges (CCL) [<http://www.cclccc.org/>].

North County Higher Education Alliance (NCHEA) [<http://community.csusm.edu/course/view.php?id=35>].

San Diego and Imperial Counties Community College Learning Resources Collaborative (SDICCCLRC) [<http://interwork.sdsu.edu/main/sdiccca/>] [*SDICCRLRC meeting minutes*].

Reference service/assistance is also made available to Palomar students through the library's participation in "Ask Us Now," a consortia service of the San Diego and Imperial Counties Community College Learning Resources Cooperative. By using Question Point (QP), a subscription based online chat reference service, library faculty are able to interact with students online in real-time. The Web-based chat tool enables seamless integration of chat, follow up, and referral. Via QP, librarians can provide access to materials, assistance in research methods, and guidance for citations—all of which are essential tasks in developing information literacy skills. As a consortia resource, QP provides live around-the-clock reference service, which is especially useful for distance education students. The College received more than 1,000 chat requests for this service during 2012 – 2013. Statistics show that this is a 16% increase over last year's chat requests [[Ask Us Now](#)] [[Library Annual Report](#)].

To comply with vendor license agreements, the Library utilizes a proxy server (EZProxy) to restrict electronic resource access to only enrolled students or college staff. EZProxy allows remote access authentication via user IDs (student identification number or employee username) and password. Upon authentication, users are granted access to databases and other purchased electronic resources such as ebooks and streaming media.

While EZProxy is primarily used to allow remote access to licensed electronic content, it is also the means by which any user accessing resources from non-library computers can view the information. Therefore, students using wireless devices (smart phones, tablets, laptops, etc.) while in the library also must authenticate using the proxy server.

**[Tutoring Services has no contractual agreements.]**

**Self-Evaluation.**

The College meets the Standard.

The Library effected a successful transition to OCLC (Online Computer Library Center) WorldShare Management System. The Library will continue to actively participate with our cooperative partners and collaborating institutions in order to enhance services to the Palomar College community.

**Actionable Improvement Plans.**

None.

## Standard IIC.2.

**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.**

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### Descriptive Summary.

#### Library.

The Library utilizes a number of methods in order to continually evaluate its facilities, collections, programs, courses, and services to ensure support of student learning outcomes.

The Library uses the Program Review and Planning cycle to plan and develop Service Area Outcomes to continuously evaluate the effectiveness of its services in meeting identified student needs. The Library completes the instructional and non-instructional portions of the PRP documents as they relate to Library services and the Library and Information Technology ([PRP Library](#)) [[PRP Library Technology](#)]. The Program Planning and Review documents discuss the Library's SAOACs and the Library and Information Technology Program's SLOACS. They outline the achievements and indicate future plans. The PRP process is successful in assisting the Library to evaluate and enhance its services and is a valuable tool to evaluate Library and Information Technology curriculum.

The *Library Annual Report* is prepared to summarize the activities and services the Library faculty and staff have completed throughout the academic year. It contains statistical data about physical materials, electronic resources, programs and services. It also includes analysis of various surveys and usage reports. The Library uses the Annual Report to evaluate the adequacy of Library resources and services in meeting student needs. This evaluation process is the basis for planning department priorities for the next year.

The Library continually evaluates its collections, programs, courses, and services by collaborating with faculty from various departments. Faculty may earn Professional Development hours by evaluating relevant sections of the Library's collection and making suggestions for purchases and deletions  
.[<http://www.palomar.edu/pd/pdfs/PD%20Manual%20April%202013%2010-1-13.pdf>].

Moreover, the librarians themselves meet regularly—three times a month—to engage in dialogue and evaluate the collection and services. In their evaluation, the librarians consider the following information when evaluating the Library's collection and services:

- (1) Circulation statistics, including usage of materials, areas of high use, items to be considered for discard;



- (2) Annual national and statewide library surveys showing size of collection and staff, open hours, and availability of technology resources  
[[http://nces.ed.gov/surveys/libraries/aca\\_questdefs.asp](http://nces.ed.gov/surveys/libraries/aca_questdefs.asp) Academic Libraries Survey]  
[<http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/LibraryandLearningResources.aspx> Library and Learning Resources Survey];
- (3) Anecdotal information from faculty and students indicating whether the collection is meeting their needs, supporting the curriculum, and contributing to student learning outcomes [Olga Lowenkron Memorial Fund and Carolyn Funes Faculty Requested Fund purchases];
- (4) Observations and informal surveys from the reference and periodical desks indicating the types of materials students are requesting and using;
- (5) Database statistics showing details of use from both campus and remote computers, including specific titles receiving high and low use [[Library Annual Report](#)];
- (6) Reports showing computer use for the San Marcos and Escondido Center Libraries [[Library Annual Report](#)];
- (7) Formal student satisfaction surveys conducted regularly. In 2011, the Library conducted the Palomar College Service Area Survey which asked students to complete a short questionnaire about their satisfaction with the library services.
- (8) In spring 2013, the library conducted student/staff survey in order to assess the Resources/Access Service Area outcome [[Library Annual Report](#)].

The most recent student satisfaction survey results show that over 90% of students who responded to the survey were satisfied with library services such as research assistance, computer availability, and textbook reserves at both the San Marcos campus and the Escondido Center. [[TracDat](#)] Students also indicated that they want more updated computers and additional textbooks.

The Nursing Department annually reviews the nursing section of the collection to help assure currency in this field. At the Escondido Center, faculty from the Emergency Medical Education annually evaluates the relevant sections of that collection for adequacy and currency.

As part of the preparation for the move to a new Library building, the weeding process of the San Marcos collection has been accelerated. San Marcos continues to weed items that are either dated or in poor condition.

Library staff continues to work with the Palomar College Foundation to encourage local donations so materials and library needs can be augmented.

Tutoring Services.

As stated, the primary way that students' needs are assessed is through (a) data collected through the PAT system, (b) yearly surveys, (c) feedback from individual tutors, and (d) reports generated through Institutional Research & Planning. In addition, some centers have developed specific Service Area Outcomes that include both general criteria (improving grades, retention etc.) and discipline-specific criteria to more explicitly define student success [[Tutoring Center Details](#)]. STEM and the TLC do not currently have specific Service Area Outcomes but instead support the specific disciplines through providing resources to achieve their discipline-specific outcomes.

### **Self-Evaluation.**

The College meets the Standard.

#### Library.

The Library continues to collaborate with faculty and staff to determine user needs, to acquire appropriate resources, and to develop programs that address student learning outcomes. Library faculty and staff will be involved with planning the new library building both on the San Marcos campus as well as the new North and South Education Centers to provide students with state-of-the-art facilities.

All library faculty and staff participate in Shared Governance Committees <http://www.palomar.edu/facultysenate/govcommittees.htm> such as Curriculum, Instructional Planning Council (IPC), Student Learning Outcome Council, Basic Skills, Sabbatical Leave, Professional Development, and numerous other college governance councils and operational committees [*Faculty Senate* <http://www.palomar.edu/facultysenate/senatecommittees.htm>].

#### Tutoring Services.

The overall effectiveness of tutoring was assessed by IR&P in 2013. Students who take advantage of this assistance enjoy success rates nearly 8% higher than those who do not (77.7% compared to 70.1%). There was also a positive correlation between the amount of time spent in one of our tutoring centers and success rates. Those students who ranked in the top one-third in regards to the amount of time spent in a center where tutoring was provided enjoyed pass rates more than 12% higher than those who did not access tutoring (82.2% compared to 70.1%). While the magnitude of these values varied slightly between centers and disciplines, the reality that utilization of tutoring centers improves success was surprisingly uniform [[Tutoring Pass Rates Comparison 2007-2013](#)].

Tutoring Services need to examine Service Area Outcomes broadly in order to evaluate tutoring service outcomes as a whole, beyond the data that has been provided by Institutional Research & Planning. The newly formed Tutoring Committee is leading improvements in this area.

There are several mechanisms employed to ensure the reliability of tutoring services. First, tutors hired to work for the different tutoring centers must meet certain criteria. Student tutors need to have passed the specific course(s) for which they are tutoring with a “B” grade or better and be recommended by a Palomar faculty member.

**[This sounds like material on the theme of “quality.” Can it be moved to IIC.1?]**

Palomar College also offers a College Reading and Learning Association Tutor Certification Program designed to train all tutor applicants in the basics of tutoring. This training is administered by the Director of the Mathematics Learning Center and by the Coordinator of the STAR Tutoring Center. Tutors also receive discipline training from the academic department for which they tutor and center training from the staff at their given centers.

Tutor trainees who successfully complete the College Reading and Learning Association (CRLA) Certification Program have the pedagogical foundation and relevant experience using approved methods and materials to be able to work with Palomar College students. Tutor trainees have the opportunity to observe and be observed by experienced tutors. All the centers provide orientations for tutors. The general process for tutor vetting is being explored by the Tutoring Committee to ensure as much consistency as possible across the centers given the differences of tutors in different centers (student peers vs. professional tutors etc.). In addition, the STAR Center has a Tutor Guide which is used for tutor training tips and suggestions [[Tutoring Center Details](#)].

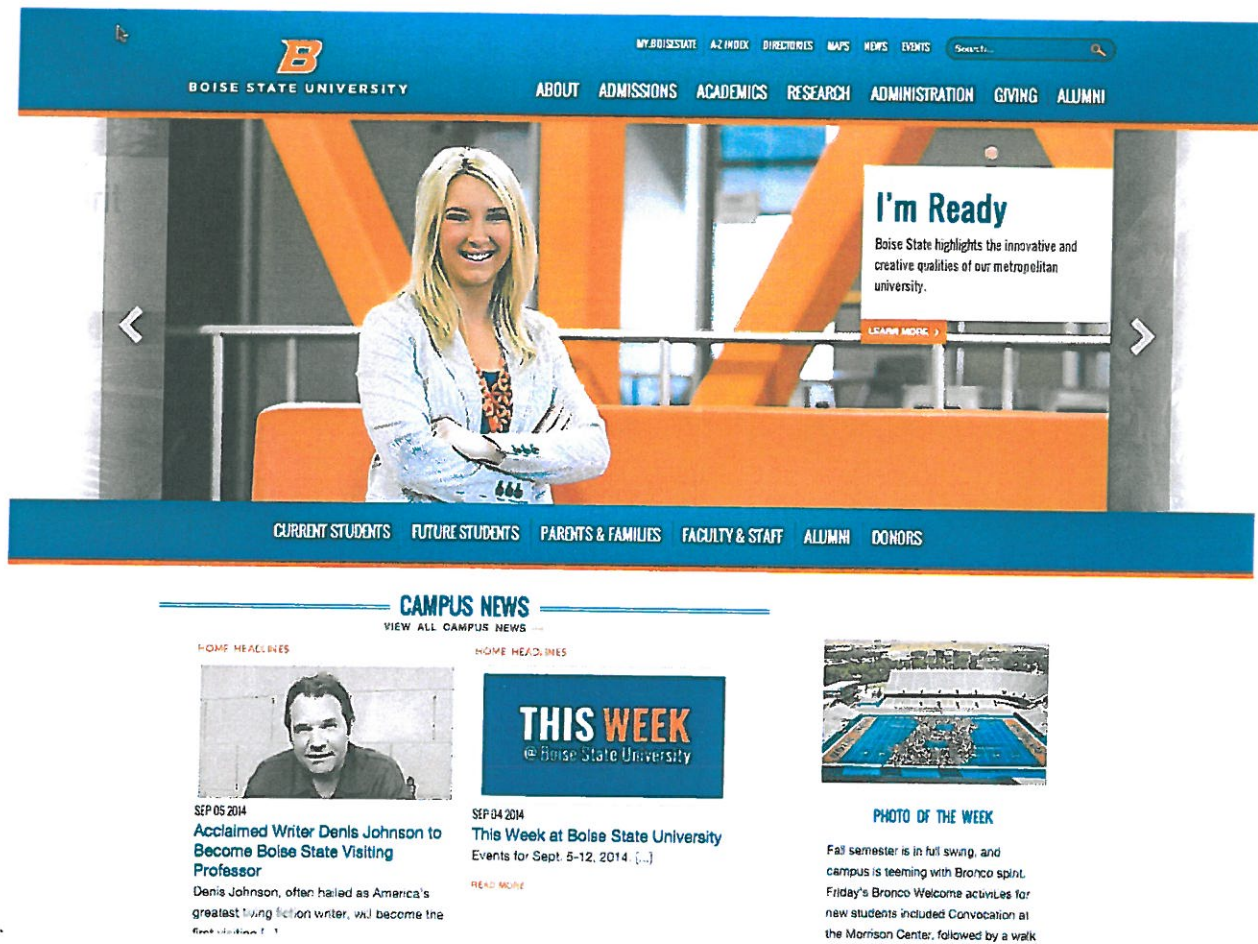
### **Actionable Improvement Plans.**

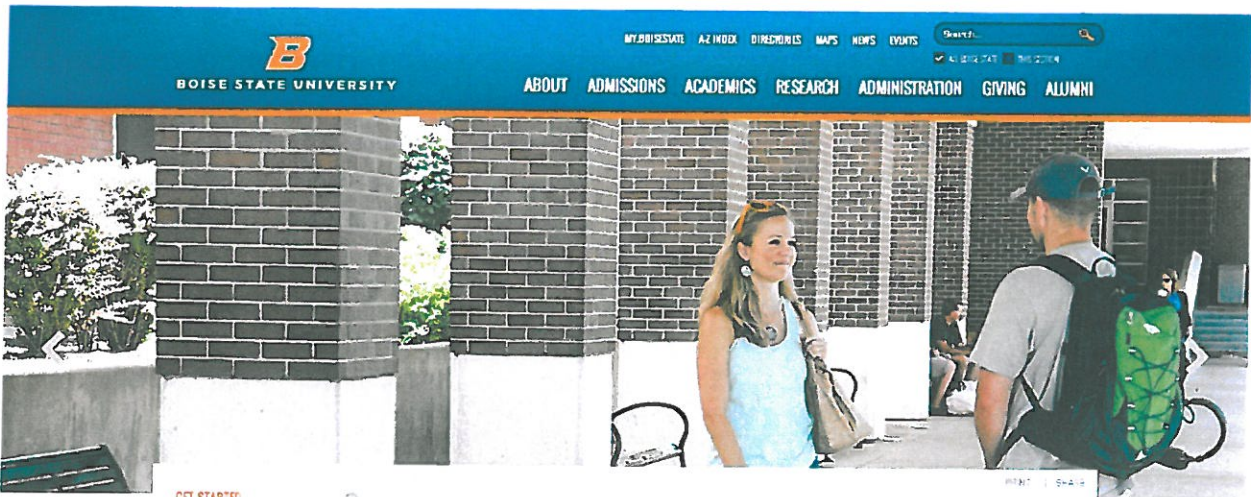
None.

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**\*[All documented evidence is available from this site.](#)**

## Example of Website via WordPress Technology





#### GET STARTED

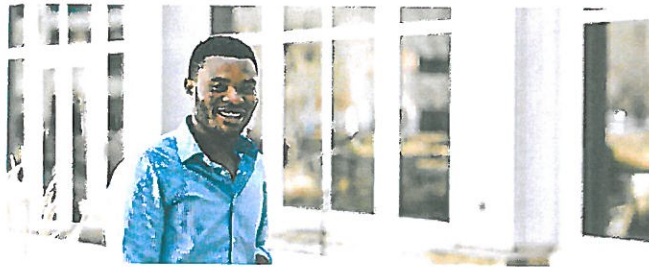
- VIP LOGIN
- REQUEST INFORMATION
- VISIT CAMPUS
- APPLY NOW
- FIND YOUR REPRESENTATIVE

#### WHO ARE YOU?

- APPLICANTS
- YOU'RE ADMITTED
- MONEY MATTERS
- FUTURE STUDENTS
- FREQUENTLY ASKED QUESTIONS
- CONTACT ADMISSIONS

APPLY NOW

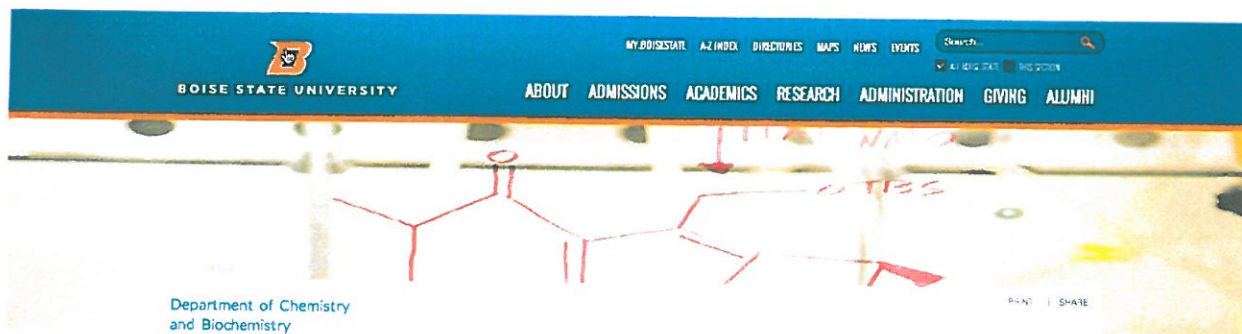
## BOISE STATE ADMISSIONS



### About Boise State University

Boise State University offers what you want in a university — discovery and challenge. We want to build a community with you, where you'll experience real exposure, lifelong learning, an integrated life.





Department of Chemistry  
and Biochemistry

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FOR STUDENTS  
FOR STAFF & FACULTY  
ALUMNI & EMERITI  
SAFETY  
JOBS  
COMMUNITY OUTREACH  
QUICK LINKS  
SEE US ON FACEBOOK

## DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

### New Position Announcement!

The Department of Chemistry and Biochemistry is seeking a tenure-track analytical chemist. Details can be found under the jobs link to the left.

### New Position Announcement!

An analytical/food/agricultural scientist is being sought to use near infrared spectrophotometry to identify and quantitate components of fryer oils used in commercial potato processing. To see full job posting and application instructions go to: <http://his.boisestate.edu/careers/searchcareers/post-doctoral-research-scientist-2>.

### New Course Announcement!

#### CHEM 497/597 & MSE 497/597, Fall 2014

*Selected Topics in Chemistry/Materials Science:  
"Particles for Nanotechnology"*

Instructor: Dr. Kevin Ausman, SCNC 309, 208-426-3476, [kevin.ausman@boisestate.edu](mailto:kevin.ausman@boisestate.edu)

Time and Location: Tuesday/Thursday 1:30 – 2:45 PM, Engineering Building Room 313.

**Course Objective:** Most near-term applications of nanotechnology rely on the development, manipulation, and utilization of nanometer-scale particulates. This course follows a pair of model nanoparticles: quantum dots and carbon nanotubes, from synthesis to application and beyond, exploring the multi-disciplinary considerations necessary to develop and use these unique materials.

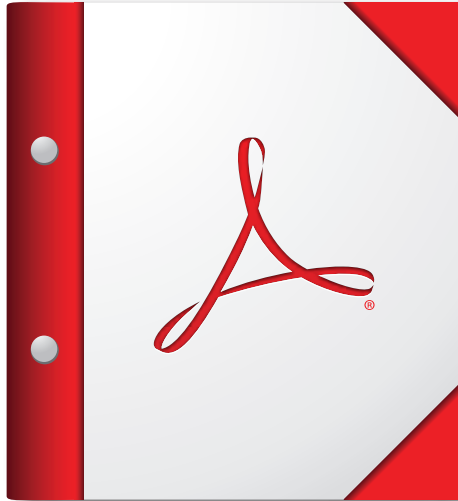
**Prerequisites:** CHEM 112 and PHYS 212 and concurrent enrollment in CHEM 307, ENGR 245, or PHYS 309. Or consent of instructor.

**Text:** The extensive readings for this course will be taken directly from the primary literature and from review.

## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Jack S. Kahn, Ph.D. Dean Social and Behavioral Sciences					<b>Date:</b> 9/9/14		
<b>Proposed Name of Requested Group:</b> Website Revamp Task Force							
	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>	<b>X</b>	<b>Task Force</b>
<b>Action Requested:</b>		<b>Add</b>	<b>Delete</b>	<b>Change</b>			
<p><b>Role:</b> The Website Revamp Task Group will oversee a short-term revamp of the Palomar website, with a commitment of having the project completed before the College's accreditation site visit in March 2015.</p> <p>The goal will be to improve navigation of the website and maintain a consistent look and feel across constituencies, while allowing for some individual customization. The intent is for the Task Force to choose and implement WordPress Templates for the Home Page and all college websites. The Website Revamp Task Force will also develop a process to examine department requests, in case the chosen templates are insufficient for a unique area. In addition, the Task Force will develop a product that will be easily modifiable in a full redesign project. The Task Force will appoint a Working Group (from its membership) to meet weekly to implement suggestions made by the Task Force. The Working Group will also create a website that demonstrates current progress on the project with a feedback mechanism to get ideas from the broader campus community.</p> <p><b>Products:</b> (1) A website to track progress on the project (2) A set of templates that will be used on the Home Page and across all college websites. (3) A site map for the website.</p>							
<b>Reporting Relationship:</b> Strategic Planning Council							
<b>Meeting Schedule:</b> 1 <sup>st</sup> and 3 <sup>rd</sup> Monday from 10:00-11:30 , Workgroup will be meet weekly							
<p><b>Chair:</b> Dean, Social &amp; Behavioral Sciences</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>Manager of Academic Technology</li> <li>Faculty Coordinator of Academic Technology</li> <li>Two teaching faculty representatives appointed by the Faculty Senate</li> <li>One counseling faculty representatives appointed by the Faculty Senate</li> <li>One library faculty representative appointed by the Faculty Senate</li> <li>One student representative appointed by ASG</li> <li>One Disability Resource Center representative appointed by the Vice President of Student Services</li> <li>Four Classified Unit Employee representatives appointed by CCE – one from ATRC, one from the Communications Office and two from Student Services</li> <li>One manager representative from Information Services appointed by AA</li> <li>One Confidential and Supervisory Team representative appointed by CAST</li> </ul>							

Reviewed by Strategic Planning Council:  
First Reading  
Approved



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## Human Resources

REV. 4/4/14

The revisions in yellow highlighting are from legal Update 20 issued by the CCLC in April 2012. The language was revised to correct a typographical error.

**AP 7365 DISCIPLINE AND DISMISSAL – CLASSIFIED EMPLOYEES****References:**

Education Code Section 88013;

Government Code Sections 3300-3313 (Peace Officers' Bill of Rights)

Disciplinary procedures for employees represented by an exclusive bargaining representative, such as CCE/AFT, are contained in the appropriate collective bargaining agreement, and nothing herein applies to such employees.

**Grounds for Formal Discipline**

A permanent member of the classified service shall be subject to disciplinary action, including but not limited to, reduction in pay, demotion, suspension, or discharge, for any of the following grounds:

- Fraud in securing employment or making a false statement on an application for employment
- Incompetence, i.e., inability to comply with the minimum standard of an employee's position for a significant period of time
- Inefficiency or inexcusable neglect of duty, i.e., failure to perform duties required of an employee within his position
- Willful disobedience and insubordination, a willful failure to submit to duly appointed and acting supervision or to conform to duly established orders or directions of persons in a supervisory position or insulting or demeaning the authority of a supervisor or manager
- Dishonesty involving employment
- Being under the influence of alcohol or illegal drugs or narcotics while on duty, being impaired by alcohol or illegal drugs in your biological system while on duty which could impact the ability to do the job
- Excessive absenteeism
- Inexcusable absence without leave
- Abuse of sick leave, i.e., taking sick leave without a doctor's certificate when one is required, or misuse of sick leave
- The conviction of either a misdemeanor or a felony involving moral turpitude shall constitute grounds for dismissal of any employee. The record of conviction shall be conclusive evidence only of the fact that the conviction occurred. The Office of Human Resources may inquire into the circumstances surrounding the commission of the crime in order to fix the degree of discipline or the

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**Date Approved:** SPC 5/17/11; Revised:

determination if such conviction is an offense involving moral turpitude. A plea or verdict of guilty or a conviction showing a plea of nolo contendere made to charge a felony or any offense involving moral turpitude is deemed to be a conviction within the meaning of this section.

- Discourteous treatment of the public or other employees
- Improper or unauthorized use of District property
- Refusal to subscribe to any oath or affirmation that is required by law in connection with District employment
- Any willful act of conduct undertaken in bad faith, either during or outside of duty hours which is of such a nature that it causes discredit to the District, the employee's department, or division
- Inattention to duty, tardiness, indolence, carelessness, or negligence in the care and handling of District property
- Violation of the rules and regulations published in any department
- Inability to perform the essential functions of the job with **or without** reasonable accommodation or without presenting a direct threat to the health and safety of self or others due to mental or physical impairment
- Acceptance from any source of a reward, gift, or other form of remuneration in addition to regular compensation to an employee for the performance of his/her official duties
- The refusal of any officer or employee of the District to testify under oath before any court, grand jury, or administrative officer having jurisdiction over any then pending cause of inquiry in which the District is involved. Violation of this provision may constitute of itself sufficient ground for the immediate discharge of such officer or employee.
- Willful violation of any of the provisions of the ordinances, resolutions or any rules, regulations, or policies which may be prescribed by the District
- Improper political activity. Example: Those campaigning for or espousing the election or non-election of any candidate in national, state, county, or municipal elections while on duty and/or during working hours or the dissemination of political material of any kind while on duty and/or during working hours.
- Working overtime without authorization

### Disciplinary Actions

Where informal discipline fails to adequately address the problem or where otherwise provided in this procedure, formal disciplinary action taken by the District against a permanent member of the classified service may include, but not be limited to the following:

- Reduction in pay or demotion – The District may reduce the pay or demote an employee whose performance of the required duties falls below standard or for misconduct.
- Suspension – An employee may be suspended for disciplinary purposes without pay.

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- Discharge – A permanent member of the classified service may be discharged for just cause at any time. Formal written notice of discharge may be made after considered action during a period of suspension.

### Procedure for Disciplinary Action and Appeal

The District may, for disciplinary purposes, suspend, demote, or terminate any employee holding a position in the classified service. Demotion shall include reduction in pay from a step within the class to one or more lower steps.

For classified employees suspended, demoted or discharged the District shall follow a pre-disciplinary procedure as follows:

**Notice of Intent:** Whenever the District intends to suspend an employee, demote the employee, or dismiss the employee, the employee shall be given a written notice of discipline which sets forth the following:

- The disciplinary action intended
- The specific charges upon which the action is based
- A factual summary of the grounds upon which the charges are based
- A copy of all written materials, reports, or documents upon which the discipline is based
- Notice of the employee's right to respond to the charges either orally or in writing to the appropriate manager
- The date, time, and person before whom the employee may respond in no less than five working days and
- Notice that failure to respond at the time specified shall constitute a waiver of the right to respond prior to final discipline being imposed

**Response by Employee:** The employee shall have the right to respond to the appropriate manager orally or in writing. The employee shall have a right to be represented at any meeting set to hear the employee's response. In cases of suspensions, demotions, or dismissal, the employee's response will be considered before final action is taken.

**Final Notice:** After the response or the expiration of the employee's time to respond to the notice of intent, the appropriate authority shall: 1) dismiss the notice of intent and take no disciplinary action against the employee; or 2) modify the intended disciplinary action; or 3) prepare and serve upon the employee a final notice of disciplinary action.

The final notice of disciplinary action shall include the following:

- The disciplinary action taken
- The effective date of the disciplinary action taken
- Specific charges upon which the action is based
- A factual summary of the facts upon which the charges are based
- The written materials reports and documents upon which the disciplinary action is based and

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- The employee's right to appeal

**Appeal and Request for Hearing:** If a classified employee, having been issued the final notice of disciplinary action, wants to appeal the action, he/she shall within ten calendar days from the date of receipt of the notice, appeal to the Governing Board by filing a written answer to the charges and a request for hearing with the Chief Human Resources Officer.

**Time for Hearing:** The Governing Board shall, within a reasonable time from the filing of the appeal, commence the hearing. The Governing Board may conduct the hearing itself or it may secure the services of an experienced hearing officer or Administrative Law Judge, mutually selected by the District and the employee, to conduct a hearing and render a proposed decision for consideration by the Board. However, in every case, the decision of the Governing Board itself shall be final. The Governing Board may affirm, modify, or revoke the discipline. Any employee, having filed an appeal with the Board and having been notified of the time and place of the hearing, who fails to make an appearance before the Governing Board, may be deemed to have abandoned his/her appeal. In this event, the Board may dismiss the appeal.

**Record of Proceedings and Costs:** All disciplinary appeal hearings may, at the discretion of either party or the Governing Board, be recorded by a court reporter. Any hearing which does not utilize a court reporter shall be recorded by audio tapes. If a court reporter is requested by either party, that party shall pay the cost of the court reporter.

**Conduct of the Hearing:**

- The hearing need not be conducted in accordance with technical rules relating to evidence and witnesses but hearings shall be conducted in a manner most conducive to determination of the truth
- Any relevant evidence may be admitted if it is the type of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rules which might make improper the admission of such evidence over objection in civil actions
- Hearsay evidence may be used for the purpose of supplementing or explaining any direct evidence that shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions
- The rules dealing with privileges shall be effective to the same extent that they are now or hereafter may be recognized in civil actions
- Irrelevant and unduly repetitious evidence may be excluded
- The Governing Board shall determine relevancy, weight, and credibility of testimony and evidence. Decisions made by the Governing Board shall not be invalidated by any informality in the proceedings
- During examination of a witness, all other witnesses, except the parties, shall be excluded from the hearing upon motion of either party

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**Burden of Proof:** In a disciplinary appeal the District has the burden of proof by preponderance of the evidence.

**Proceed with Hearing or Request for Continuance:** Each side should be asked if it is ready to proceed. If either side is not ready and wishes a continuance, good cause must be stated.

**Testimony under Oath:** All witnesses shall be sworn in for the record prior to offering testimony at the hearing. The chairperson will request the witnesses to raise their right hand and respond to the following:

“Do you swear that the testimony you are about to give at this hearing is the truth, the whole truth and nothing but the truth?”

**Presentation of the Case:** The hearing shall proceed in the following order unless the Governing Board, for special reason, directs otherwise:

- The party imposing discipline (District) shall be permitted to make an opening statement.
- The appealing party (employee) shall be permitted to make an opening statement.
- The District shall produce its evidence.
- The party appealing from such disciplinary action (employee) may then offer their evidence.
- The District followed by the appealing party (employee) may offer rebutting evidence.
- Closing arguments shall be permitted at the discretion of the Governing Board. The party with the burden of proof shall have the right to go first and to close the hearing by making the last argument. The Governing Board may place a time limit on closing arguments. The Board or the parties may request the submission of written briefs. After the request for submittal of written briefs, the Governing Board will determine whether to allow the parties to submit written briefs and determine the number of pages of briefs.

**Procedure for the Parties:** The District representative and the employee representative will address their remarks, including objections, to the President of the Board. Objections may be ruled upon summarily or argument may be permitted. The Governing Board reserves the right to terminate argument at any time and issue a ruling regarding an objection or any other matter, and thereafter the representative shall continue with the presentation of their case.

**Right to Control Proceedings:** While the parties are generally free to present their case in the order that they prefer, the Governing Board reserves the right to control the

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proceedings, including, but not limited to, altering the order of witnesses, limiting redundant or irrelevant testimony, or by the direct questioning of witnesses.

**Hearing Demeanor and Behavior:** All parties and their attorneys or representatives shall not, by written submission or oral presentation, disparage the intelligence, ethics, morals, integrity, or personal behavior of their adversaries or members of the Governing Board.

**Deliberation Upon the Case:** The Governing Board should consider all oral and documentary evidence, the credibility of witnesses, and other appropriate factors in reaching their decision. The Board may deliberate at the close of the hearing or at a later fixed date and time. In those cases where the Governing Board has received a proposed decision from a hearing officer or Administrative Law Judge, the proposed decision, the record of the hearing and all documentary evidence shall be available for review by the Board when it deliberates.

**Written Findings, Conclusion, and Decision:** The Governing Board shall render its findings, conclusions, and decision as soon after the conclusion of the hearing as possible. A finding must be made by the Board on each material issue. The Governing Board may sustain or reject any or all of the charges filed against the employee. The Board may sustain, reject, or modify the disciplinary action invoked against the employee. In those cases where the Governing Board has received a proposed decision from a hearing officer or Administrative Law Judge, the Board may adopt the proposed decision, modify the proposed decision, or render a new decision. If the Governing Board recommends reinstatement of the terminated employee, the employee is only entitled to back pay minus the sum the employee has earned during the period of absence.

**Decision of the Board to be Final:** The decision of the Governing Board in all cases shall be final.

**Emergency Suspension:** If an employee's conduct presents an immediate threat to the health and safety of the employee or others, the employee may be suspended without compliance with the provisions of this procedure. However, as soon as possible after suspension, the employee shall be given notice as set forth herein.

**Record Filed:** When final action is taken, the documents shall be placed in the employee's personnel file.

Office of Primary Responsibility: Human Resource Services

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**Date Approved:** SPC 5/17/11; Revised:

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# PALOMAR COLLEGE STUDENT EQUITY PLAN

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### Evaluation Schedule and Process

### Attachments (*Optional*)

***Palomar College  
Student Equity Plan  
Signature Page***

**District:** Palomar Community College District      **Date Approved by Board of Trustees:** \_\_\_\_\_

**College President:** \_\_\_\_\_

**Vice President of Student Services:** \_\_\_\_\_

**Vice President of Instruction:** \_\_\_\_\_

**Academic Senate President:** \_\_\_\_\_

**Student Equity Coordinator/Contact Person:** \_\_\_\_\_



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## **Executive Summary**

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## **EXECUTIVE SUMMARY**

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Will be inserted once goals and activities have been accepted.

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## **Campus-Based Research**

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## Campus-Based Research

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In Spring 2014, the College identified a Student Equity Plan Workgroup and tasked the workgroup with the development of the draft Student Equity Plan. The Student Equity Plan workgroup consisted of faculty, staff, administration, and students (?). The workgroup was chaired by the Vice President for Student Services, Vice President for Instruction and the Faculty Senate President and consisted of faculty, staff, administration and students. [LINK workgroup to Equity Committee.](#)

The Student Equity Plan Workgroup reviewed and discussed campus-based research conducted to determine evidence of disproportionate impact in seven student subpopulations. Based on the research and review of effective strategies for the workgroup developed the Palomar College Student Equity Plan. This section of the plan contains the methods and results of the college-based research.

### METHODS

#### Subpopulations

The following subpopulations were examined to determine evidence of disproportionate impact.

- Gender
- Age
- Race/Ethnicity
- Students with disabilities
- Foster youth
- Economically disadvantaged
- Veterans

#### Success Indicators

The success indicators, identified by the CCCCCO Equity Plan, are given focus in this report. These indicators are described briefly below.

1. Access – Access refers to the proportion of a given subpopulation enrolled in the college relative to that subpopulation's size in the district's service area.
2. Course Completion – Course completion refers to the ratio of successful completion of credit course with a grade of A, B, C, or Pass by subpopulation to the total credit enrollments resulting in a transcript grade.
3. ESL and Basic Skills Completion – This indicator represents the proportion of students in different subpopulations that successfully complete a degree applicable course after having started at levels below transfer.
4. Degree and Certificate Completion – This is the ratio of the number of students within a subpopulation who receive a degree or certificate to the larger subpopulation.
5. Transfer – This is the number of students, by subpopulation, who transfer to a four-year institution.

# Campus-Based Research

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## Data

Three data sources were used for this report. The data used to assess access came from SANDAG and our own MIS files. The Course Completion analysis in this report also relies on MIS data. All other data was from the California Community Colleges' Student Success Scorecard. The Student Success Scorecard data was retrieved through Data on Demand.

Many of the metrics examined are based on cohorts formed six years ago as time must be allotted to track students to completion of basic skills sequences or their studies. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Recently, the College has improved its data collection processes. Therefore, the only foster youth metric the college was able to evaluate was the course success metric. In addition, the identification of the number of the low income and veteran population residing within the district was problematic. Low income students identified in the Scorecard metric are identified by meeting a set of criteria or services received which is different than low income as defined (by San Diego County) within the population served by the College. Therefore, an access metric for low income was not available at the time of the analysis.

## Assessing Disproportionate Impact

Two models are used to assess Disproportionate Impact: Proportionality and the 80% Rule. The *Proportionality Index* is a ratio of the representation of a subpopulation on a given measure relative to the size of the subpopulation within the larger population. For example, females make up 44.8% of our student population, and 50.8% of the population of Palomar College's service area. So, the proportionality of females is  $44.8\% \div 50.8\%$ , or 0.88. A value of less than 1.0 indicates a degree of under-representation.

The *80% Rule* specifies that the category with the highest percentage be used as a standard for a given outcome, and 80% of that standard serves as the threshold to indicate disproportional impact. For example, the successful course completion rate for females is 71.6%, and for males is 70.5%. As 71.6% is the higher value, it is used as the standard, and 80% of that value, that is, 57.3% is used as the threshold to determine if the other subpopulation has been disproportionately impacted.

For the issue of access, the Proportionality Index is used. The advantage of using the Proportionality Index for the access indicator is that it allows for assessing impact while considering other factors that might constrain the use of the college by some populations even if it is accessible. For example, the college may have a number of programs that feed traditionally gendered occupations, such as Fire Technology. The proportionality index could be considered in light of such information. On the other hand, the clear-cut nature of the 80% Rule allows for a more unambiguous interpretation of the results. However, when implementing the 80% Rule, the highest category is not always the most reasonable to use as a standard. Sometimes the largest category, or the overall average, may make more sense, particularly when the highest category is a relatively small subpopulation. Therefore, for all success indicators except access, three disproportionate impact gauges are used: (1) the proportionality index, (2) the 80% rule

## Campus-Based Research

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using the highest category to compute the threshold, and (3) the 80% rule using the overall average to compute the threshold.

When assessing indicators and determining the presence of disproportionate impact, the Student Equity Plan Work Group considered all three gauges. However, if a subpopulation did not meet the 80% threshold using the highest category, the Workgroup did not deem it as evidence of disproportionate impact due to the issues described above. The Workgroup determined that the proportionality index and the 80% rule using the overall average to compute the threshold were better indicators of evidence of disproportionate impact.

In the tables on the following pages, specific subpopulations highlighted in red indicate clear evidence of disproportionate impact. Specific subpopulations highlighted in blue indicate possible or potential disproportionate impact. The Workgroup developed goals for the equity plan for subpopulations that had clear evidence of disproportionate impact. The Workgroup determined that the College would continue to closely monitor those subpopulations showing possible disproportionate impact.

## Campus-Based Research

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- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

<b>Proportionality by Gender, Age, Race &amp; Ethnicity, and Veterans for Fall, 2013</b>			
	Palomar	District*	Proportionality Index
<b>Gender</b>			
Female	44.8%	50.8%	0.88
Male	55.2%	49.2%	1.12
<b>Age</b>			
Under 20	22.0%	4.7%	4.67
20 to 24	38.0%	10.3%	3.68
25 to 49	33.0%	42.3%	0.78
50 or Over	7.0%	42.6%	0.16
<b>Race &amp; Ethnicity</b>			
African American	3.0%	2.0%	1.48
American Indian/ Alaska Native	0.7%	0.7%	1.01
Asian	5.1%	10.0%	0.51
Hispanic	39.6%	28.3%	1.40
White	41.7%	56.6%	0.74
<b>Veterans</b>			
No	95.7%	88.4%	1.08
Yes	4.3%	11.6%	0.37
* Data for Veterans is available only at the county level.			

### Summary

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are in within the district' service area, or the county in the case of Veterans.

It is not realistic to expect a similar representation of students over 50. In addition, a proportionality index of .78 within the 25-49 age group is not necessarily unacceptable given that individuals within this category are more likely to have completed their education and make up the significant portion of the workforce.

The district's service area is very large. Asians residing within the service area are concentrated in the southern portion of the district. The College has plans to open a South education center and will monitor enrollment to see if this affects the proportionality index for our Asian student population.

Note: Economically Disadvantaged as defined in the Scorecard metric is different than Economically Disadvantaged within the population served by the College. Therefore, an access

## **Campus-Based Research**

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metric for low income was not available at the time of the analysis. In addition, the College was not able to identify an accurate count of Foster Youth residing within the district's boundaries. Therefore, access data is not available for Foster Youth and Economically Disadvantaged categories.



## Campus-Based Research

- B. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

### Tables

Successful Course Completion by Gender for Fall 2013				
Gender	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
Female	71.6%	1.01	No	No
Male	70.5%	0.99	No	No
<i>Threshold</i>			57.3%	56.8%

Successful Course Completion by Age Category for Fall 2013				
Age Category	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
Under 20	68.6%	0.97	No	No
20 to 24	68.8%	0.97	No	No
25 to 49	76.2%	1.07	No	No
50 or Over	79.7%	1.12	No	No
<i>Threshold</i>			63.8%	56.8%

Successful Course Completion by Ethnicity for Fall 2013				
Ethnicity	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
African American	59.8%	0.84	Yes	No
Asian or Pacific Islander	76.0%	1.07	No	No
Filipino	68.9%	0.97	No	No
Hispanic	66.6%	0.94	No	No
Multi Ethnic	67.6%	0.95	No	No
Native American	71.3%	1.00	No	No
White	75.5%	1.06	No	No
<i>Threshold</i>			60.8%	56.8%

## Campus-Based Research

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Successful Course Completion by DSPS for Fall 2013				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.1%	1.00	No	No
Yes	69.5%	0.98	No	No
<i>Threshold</i>			56.9%	56.9%

Successful Course Completion by Veteran Status for Fall 2013				
Veteran	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.1%	1.00	No	No
Yes	69.9%	0.98	No	No
<i>Threshold</i>			56.9%	56.9%

Successful Course Completion by Foster Youth for Fall 2013				
Foster	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.4%	1.00	No	No
Yes	47.1%	0.66	Yes	Yes
<i>Threshold</i>			57.1%	56.9%

### Summary

The Student Equity Planning Workgroup noted disproportionate impact for the course success indicator for foster youth. The Workgroup also noted possible disproportionate impact for African Americans.

## Campus-Based Research

- C. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

### Tables

#### *English*

<b>English: Completed Degree Applicable English by Gender for the 2006-2007 Cohort</b>				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	33.8%	1.10	No	No
Male	28.0%	0.91	No	No
<i>Threshold</i>			27.0%	24.5%

<b>English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort</b>				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	32.8%	1.07	No	No
20 to 24	26.1%	0.85	Yes	No
25 to 49	28.3%	0.92	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			26.2%	24.5%

<b>English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort</b>				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	22.0%	0.71	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	59.0%	1.90	No	No
Filipino	34.7%	1.12	Yes	No
Hispanic	26.6%	0.86	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	33.8%	1.09	Yes	No
<i>Threshold</i>			47.2%	24.9%

## Campus-Based Research

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<b>English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort</b>				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	32.0%	1.05	No	No
Yes	22.5%	0.74	Yes	Yes
<i>Threshold</i>			25.6%	24.5%

<b>English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort</b>				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	31.5%	1.03	No	No
Yes	29.2%	0.95	No	No
<i>Threshold</i>			25.2%	24.5%

<b>English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort</b>				
Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	30.0%	0.97	No	No
Yes	N < 40	1.10	No	No
<i>Threshold</i>			24.0%	24.8%

## Campus-Based Research

### Math

<b>Math: Percent Who Completed Degree Applicable Math by Gender for the 2006-2007 Cohort</b>				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	29.7%	1.11	No	No
Male	23.0%	0.86	Yes	No
<i>Threshold</i>			23.8%	21.3%

<b>Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort</b>				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	27.1%	1.01	No	No
20 to 24	27.1%	1.01	No	No
25 to 49	25.6%	0.96	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			21.7%	21.4%

<b>Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort</b>				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	13.8%	0.52	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	37.3%	1.41	No	No
Filipino	35.6%	1.35	No	No
Hispanic	22.1%	0.84	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	30.2%	1.14	No	No
<i>Threshold</i>			29.8%	21.2%

## Campus-Based Research

<b>Math: Percent Who Completed Degree Applicable Math by DSPS for the 2006-2007 Cohort</b>				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.6%	0.99	No	No
Yes	28.0%	1.05	No	No
<i>Threshold</i>			<i>22.4%</i>	<i>21.4%</i>

<b>Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort</b>				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	27.3%	1.02	No	No
Yes	25.8%	0.96	No	No
<i>Threshold</i>			<i>21.8%</i>	<i>21.4%</i>

<b>Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort</b>				
Veterans Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.0%	0.96	Yes	No
Yes	38.0%	1.41	No	No
<i>Threshold</i>			<i>30.4%</i>	<i>21.6%</i>

ESL

<b>ESL: Percent Who Completed Degree Applicable English by Gender for the 2006-2007 Cohort</b>				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	15.8%	1.14	No	No
Male	10.3%	0.75	Yes	Yes
<i>Threshold</i>			<i>12.6%</i>	<i>11.0%</i>

## Campus-Based Research

<b>ESL: Completed Degree Applicable English by Age for the 2006-2007 Cohort</b>				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	34.5%	2.51	No	No
20 to 24	N < 40	N < 40	N < 40	N < 40
25 to 49	6.0%	0.44	Yes	Yes
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			27.6%	11.0%

<b>ESL: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort</b>				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	N < 40	N < 40	N < 40	N < 40
Asian	30.8%	2.21	No	No
Filipino	N < 40	N < 40	N < 40	N < 40
Hispanic	9.6%	0.69	Yes	Yes
White	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			24.6%	11.2%

<b>ESL: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort</b>				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	13.8%	1.00	No	No
Yes	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			11.0%	11.0%

<b>ESL: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort</b>				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	8.0%	0.58	Yes	Yes
Yes	27.2%	1.98	No	No
<i>Threshold</i>			21.8%	11.0%

## Campus-Based Research

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### Summary

Summary of Findings Basic Skills / ESL Completion		
	<i>Disproportionate Impact</i>	
<i>Success Indicator/SubPopulation</i>	<i>Possible</i>	<i>Clear</i>
<b>Basic Skills English Completion</b>		
Age 20-24	✓	
African American		✓
Hispanic	✓	
DSPS		✓
<b>Basic Skills Math Completion</b>		
Males	✓	
African American		✓
Hispanic	✓	
<b>ESL</b>		
Male		✓
25-49		✓
Hispanic		✓

For basic skills course completion, the Workgroup noted clear evidence of disproportionate impact for African American and DSPS students. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored over time and many of the activities identified to address basic skills completion will help the college's Hispanic students.

In regards to ESL, the Workgroup noted clear disproportionate impact for males, Hispanics, and students ages 25-49. The Workgroup noted significant overlap of students within each of these categories. In other words, male ESL students are typically Hispanic and within 25-49 age range.

The basic skills and ESL completion metric is based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, basic skills and ESL completion data are not available for foster youth students at this time.



## Campus-Based Research

**D. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

### **SPAR**

Completion as defined in the first set of tables includes the percentage of students who show intent and then continue on to earn a degree, certificate, transfer, or become transfer prepared within six years of entry. It is the SPAR (Student Progress and Achievement Rate) from the California Community College's Scorecard. Note, the number of Foster Youth in cohorts was deemed too small upon which to make a valid judgment.

<b>Completion by Preparation Level and Gender for Cohort Year 2006-2007</b>					
Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	72.5%	1.06	No	No
	Male	65.0%	0.95	No	No
	<i>Threshold</i>			<i>58.0%</i>	<i>54.6%</i>
Unprepared	Female	48.3%	1.06	No	No
	Male	42.1%	0.93	No	No
	<i>Threshold</i>			<i>38.6%</i>	<i>36.3%</i>

<b>Completion by Preparation Level and Age for Cohort Year 2006-2007</b>					
Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	67.9%	1.00	No	No
	20 to 24	76.2%	1.12	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			<i>61.0%</i>	<i>54.6%</i>
Unprepared	Under 20	46.9%	1.03	No	No
	20 to 24	41.6%	0.92	No	No
	25 to 49	34.2%	0.75	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			<i>37.5%</i>	<i>36.4%</i>

## Campus-Based Research

<b>Completion by Preparation Level and Race for Cohort Year 2006-2007</b>					
Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	81.4%	1.20	No	No
	Filipino	68.2%	1.00	No	No
	Hispanic	64.6%	0.95	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	67.7%	1.00	No	No
	<i>Threshold</i>			<i>65.1%</i>	<i>54.3%</i>
Unprepared	African American	46.6%	1.03	No	No
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	56.2%	1.24	No	No
	Filipino	42.9%	0.95	Yes	No
	Hispanic	39.6%	0.87	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	48.2%	1.06	No	No
	<i>Threshold</i>			<i>45.0%</i>	<i>36.2%</i>

<b>Completion by Preparation Level and Economically Disadvantaged for Cohort Year 2006-2007</b>					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	68.7%	1.48	No	No
	Yes	67.4%	1.46	No	No
	<i>Threshold</i>			<i>55.0%</i>	<i>37.0%</i>
Unprepared	No	46.3%	1.02	No	No
	Yes	44.5%	0.98	No	No
	<i>Threshold</i>			<i>37.0%</i>	<i>36.3%</i>

## Campus-Based Research

Completion by Preparation Level and DSPS Student for Cohort Year 2006-2007					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80%	
				Highest	Overall
Prepared	No	67.9%	1.46	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			54.3%	37.1%
Unprepared	No	46.4%	1.02	No	No
	Yes	35.1%	0.77	Yes	Yes
	<i>Threshold</i>			37.1%	36.3%

Completion by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	68.3%	1.50	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			54.6%	36.3%
Unprepared	No	45.4%	0.99	No	No
	Yes	54.3%	1.19	No	No
	<i>Threshold</i>			43.4%	36.6%

### Count of Degrees and Certificates only

Degree or Certificate % by Gender for the 2006-2007 Cohort					
Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	29.6%	1.21	No	No
	Male	20.4%	0.84	Yes	No
	<i>Threshold</i>			23.7%	19.5%
Unprepared	Female	18.4%	1.05	No	No
	Male	16.7%	0.95	No	No
	<i>Threshold</i>			14.7%	14.1%

## Campus-Based Research

Degree or Certificate % by Age for the 2006-2007 Cohort					
Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	23.2%	0.95	Yes	No
	20 to 24	38.1%	1.56	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			30.5%	19.5%
Unprepared	Under 20	17.3%	0.98	No	No
	20 to 24	19.2%	1.09	No	No
	25 to 49	19.5%	1.10	No	No
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			15.6%	14.1%

Degree or Certificate % by Race for the 2006-2007 Cohort					
Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	24.5%	0.99	No	No
	Filipino	20.5%	0.83	No	No
	Hispanic	25.2%	1.02	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	25.6%	1.03	No	No
	<i>Threshold</i>			20.5%	19.8%
Unprepared	African American	12.9%	0.75	Yes	Yes
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	28.9%	1.67	No	No
	Filipino	14.3%	0.83	Yes	No
	Hispanic	16.3%	0.94	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	17.3%	1.00	Yes	No
	<i>Threshold</i>			23.1%	13.8%

## Campus-Based Research

Degree or Certificate by DSPS for the 2006-2007 Cohort					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	24.3%	1.00	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			<i>19.4%</i>	<i>19.5%</i>
Unprepared	No	17.6%	1.00	No	No
	Yes	18.5%	1.05	No	No
	<i>Threshold</i>			<i>14.8%</i>	<i>14.1%</i>

Degree or Certificate % by Economically Disadvantaged for the 2006-2007 Cohort					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	22.1%	0.91	Yes	No
	Yes	28.8%	1.18	No	No
	<i>Threshold</i>			<i>23.0%</i>	<i>19.5%</i>
Unprepared	No	16.2%	0.92	No	No
	Yes	19.3%	1.09	No	No
	<i>Threshold</i>			<i>15.4%</i>	<i>14.1%</i>

### Summary

See Section E: Transfer for a summary of findings for all completion outcomes.

## Campus-Based Research

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

**See Section D Degrees and Certificates for a review of Disproportionate Impact of the Student Progress and Achievement Rate (SPAR) Scorecard Metric as this metric includes student transfer counts in the outcome.**

### **Count of Transfers or Transfer Prepared only**

<b>Transfer-Related Outcome by Gender for the 2006-2007 Cohort</b>					
Preparation Level	Gender	Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	71.0%	1.07	No	No
	Male	62.7%	0.94	No	No
	<i>Threshold</i>			56.8%	53.1%
Unprepared	Female	46.0%	1.07	No	No
	Male	39.5%	0.92	No	No
	<i>Threshold</i>			36.8%	34.4%

<b>Transfer-Related Outcome by Age Category for the 2006-2007 Cohort</b>					
Preparation Level	Age Category	Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	66.7%	1.01	No	No
	20 to 24	69.8%	1.05	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			55.8%	53.0%
Unprepared	Under 20	45.1%	1.05	No	No
	20 to 24	36.0%	0.84	Yes	No
	25 to 49	28.4%	0.66	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			36.1%	34.4%

## Campus-Based Research

<b>Transfer-Related Outcome by Race for the 2006-2007 Cohort</b>					
Preparation Level	Race	Transfer-Related Outcome	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	80.4%	1.22	No	No
	Filipino	65.9%	1.00	No	No
	Hispanic	64.6%	0.98	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	65.2%	0.99	No	No
	<i>Threshold</i>			<i>64.3%</i>	<i>52.8%</i>
Unprepared	African American	46.6%	1.08	No	No
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	52.9%	1.23	No	No
	Filipino	42.0%	0.98	Yes	No
	Hispanic	36.9%	0.86	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	45.8%	1.07	No	No
	<i>Threshold</i>			<i>42.3%</i>	<i>34.4%</i>

## Campus-Based Research

<b>Transfer-Related Outcome by Economically Disadvantaged for the 2006-2007 Cohort</b>					
Preparation Level	Econ D	Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.9%	1.01	No	No
	Yes	65.3%	0.98	No	No
	<i>Threshold</i>			53.5%	53.0%
Unprepared	No	44.2%	1.03	No	No
	Yes	41.6%	0.97	No	No
	<i>Threshold</i>			35.4%	34.4%

<b>Transfer Related Outcome by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007</b>					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.5%	1.54	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			53.2%	34.5%
Unprepared	No	43.1%	1.00	No	No
	Yes	45.7%	1.06	No	No
	<i>Threshold</i>			36.6%	34.6%

### Summary of ALL Completion Indicators

<b>Summary of Findings SPAR, Degrees and Certificates, and Transfer Outcomes</b>		
<b>Success Indicator/SubPopulation</b>	<b>Disproportionate Impact</b>	
	<i>Possible</i>	<i>Clear</i>
<b>SPAR</b>		
25-49		✓
Hispanic	✓	
DSPS		✓
<b>Degrees and Certificates</b>		
Filipino	✓	
Male	✓	
African American		✓
<b>Transfer Outcome</b>		
20-24	✓	
25-49		✓
Hispanic	✓	
DSPS		✓



## **Campus-Based Research**

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The Workgroup noted disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students, and DSPS students. The DSPS students were close to the cut off and the Workgroup suggested completing follow up research to further break down these students and evaluate their needs. In addition, the Workgroup noted that goals of students vary more within age group 25-49. It is possible that students age 25-49 are more likely to attend Palomar to complete just one or two courses related to their current profession. For example, the College offers a set of two drafting courses that provide instruction on the latest technology in the field. Students often attend these classes to improve their skills in their current profession without the intention of completing a certificate or degree.

The SPAR, degrees and certificates, and transfer related metrics are based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, completion data are not available for foster youth students at this time.

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## **Goals and Activities**

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## Goals and Activities

### A. STUDENT SUCCESS INDICATOR FOR ACCESS

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”*

#### Goal A.1. Increase the percentage of veterans who attend Palomar College by 5% over the next three years.

Activity	Outcome	Persons/Group Responsible	Timeline
A.1.1	Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college.	Number of veterans enrolled at the college will increase by 1-2% annually.	Dir. Enrollment Services, Dean Counseling Services, Dir. Institutional Research & Planning (IR&P) <ul style="list-style-type: none"><li>• Conduct research and identify strategies by Summer 2015</li><li>• Begin to implement strategies by Spring 2016</li></ul>
A.1.2	Examine course rotation and scheduling patterns with special emphasis on evening offerings.	Course rotation and scheduling patterns reviewed and refined to ensure that students can complete their programs within a specified timeframe.	VP Instruction, Instructional Deans and Department Chairs & Directors <b>Need info from Berta and Instruction???</b>
A.1.3	Modify college website making it easier for students to navigate and access campus resources.	Improved structure of college website with simplified navigation and access to campus resources.	Dir. Public Information, Dean Social and Behavioral Sciences (SBS), Mgr. Academic Technology <ul style="list-style-type: none"><li>• Initiate improvement process by July 2015</li><li>• Hire webmaster by July 2015</li><li>• Complete improvement by July 2017</li></ul>
A.1.4	Improve data collection and research on affected student subpopulations in the college's equity plan with a special emphasis on the identification and tracking of veterans and foster youth.	Veterans and foster youth reliably identified and flagged within the college's data system. Ongoing research on student access and completion for affected subpopulations in the college's equity plan.	VP Student Services, Dir. Institutional Research and Planning, Director of Enrollment Services. <ul style="list-style-type: none"><li>• Identify data collection and research needs by Spring 2015</li><li>• Implement processes to ensure accurate identification of veterans and foster youth. by Summer 2015</li><li>• Hire institutional researcher by Summer 2015</li></ul>

Goals and Activities

				<ul style="list-style-type: none"><li>• Conduct appropriate research studies to support the college’s efforts to address student equity. (Ongoing)</li></ul>
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## Goals and Activities

### B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

#### Goal B.1. Increase course success rates of foster youth by 5% over the next three years.

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
B.1.1	Accurately identify foster youth in the college’s database.	Foster youth appropriately flagged within the database and reports generated.	VP Student Services, Dir. Enrollment Services, Dir. IR&P	<ul style="list-style-type: none"> <li>Complete by Spring 2015</li> </ul>
B.1.2	Expand the role and responsibility of the College’s foster youth support liaison.	Foster youth will meet with support liaison(s) twice per year (or semester).	Dean of Counseling, Dir. Enrollment Services	<ul style="list-style-type: none"> <li>Implement by Fall 2015</li> </ul>
B.1.3	Provide extensive outreach and support services for foster youth including but not limited to mentoring, improved access to services, and face-to-face connections and support.	All foster youth will receive appropriate and strategic follow-up services.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, Faculty Resource (FR) Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> <li>Begin implementation Fall 2015</li> </ul>
B.1.4	Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs.	All foster youth will be directed to participate in a first year experience and/or summer bridge program.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> <li>Begin implementation Fall 2016</li> </ul>

## Goals and Activities

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### NOTES to workgroup:

- 1) Recent legislation added a few subcategories to the required disproportionate impact analysis. These groups were Veterans, foster youth, and economically disadvantaged. Many of the metrics we examined are based on cohorts that began six year ago. This was done because they are completion type metrics and we need to allow time for students to get through their studies. Unfortunately, the College's data collection and identification of foster youth six years ago was not very reliable and we did not have enough numbers to really examine completion data for foster youth. HOWEVER, we recently improved our data collection and identification procedures and have somewhat better data. This allowed us to look at course success rates for foster youth. What we found was that our foster youth are potentially our most vulnerable student group. Adrian and Michelle included a goal and activity related to foster youth under course success and listed some ideas. However we need the workgroup's thoughts on them and this goal.
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## Goals and Activities

### C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”*

**Goal C.1. Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.**

<b>Activity</b>		<b>Outcome</b>	<b>Persons/Group Responsible</b>	<b>Timeline</b>
C.1.1	Expand the College’s Summer Bridge and First Year Experience (FYE) programs with a special emphasis on increasing the number of African American students who participate.	Number of African American and students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> <li>Plan for expansion and increased outreach of programs to special populations by Spring 2015</li> <li>Implement Summer and Fall 2015</li> </ul>
C.1.2	Expand the mentor program with an emphasis on increasing participation among African American students and other underrepresented student groups.	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator	<ul style="list-style-type: none"> <li>Plan for expansion and increased outreach to special populations by Spring 2016</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>
C.1.3	Implement a set of mandatory orientation experiences for the College’s underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan’s term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> <li>Develop by Summer 2015</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>

## Goals and Activities

**Goal C.2. Increase the percentage of males, students ages 25-49, and Hispanic students who complete their ESL basic skills sequences by 5% over the next three years. (NEED TO SEND TO ESL for INPUT and ENGAGEMENT on this ACTIVITY. The information below represents suggestions from Adrian and Michelle based on the discussions of the workgroup.)**

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
C.2.1	Increase the number of males, Hispanic, and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs.	Number of males, Hispanics, and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase by X% over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> <li>Plan for expansion and increased outreach of programs to special populations by Spring 2015</li> <li>Implement Summer and Fall 2015</li> </ul>
C.2.2	Expand the mentor program with an emphasis on increasing participation among ESL Students and other underrepresented student groups.	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), FR Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> <li>Plan for expansion and increased outreach to special populations by Spring 2016</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>
C.2.3	Develop and implement a set of mandatory orientation experiences for underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> <li>Develop by Summer 2015</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>



## Goals and Activities

**Goal C.3. Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.**

**(Workgroup did not discuss specifically – The following represents possible ideas from Adrian and Michelle)**

<i>Activity</i>	<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
C.3.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DSPS, Director of Institutional Research and Planning
C.3.2	Utilize research findings and develop and implement strategies to support DSPS students to complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DSPS, DSPS, Basic Skills Committee
C.3.3	Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.	Tools, resources, and professional development opportunities will be developed and provided to faculty.	Dean of Counseling, Faculty Development Coordinator, Dean of LL, Dean of MNHS, VP Instruction, Chairs, and Directors

### **NOTES to workgroup:**

- 1) There were a couple of subcategories that showed disproportionate impact that we did not address specifically in our conversations as our focus seemed to be more global. However, we are required to address all groups where the analysis shows disproportionate impact. Adrian and Michelle inserted some "possible" ideas that are in alignment with the discussions of the group. We need the group's review and suggestions.
- 2) There are no instructional related activities targeted at improving basic skills completion. While the group discussed this, it was not ranked high in priority. It might make sense to add an instructional-related activity to support some of the current work going on to help students complete their sequences as well as allow for innovative ideas and further consideration of what might done instructionally to help/support students. Initial feedback has been we should add an activity in that speaks to instruction/classroom innovations and strategies or provide support for the activities currently underway in specific departments such as math and ESL.
- 3) Professional development related to basic skills completion is something that the group did not discuss, but may merit an activity.

## Goals and Activities

### D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

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

After reviewing the disproportionate impact data and research on best practices related to completion, the Student Equity Workgroup determined that strategic, timely, and ongoing follow-up is critical to help students complete their educational goals. Also, the Workgroup recognized that students in the affected subpopulations often need “high touch” and multiple types of support. However, as configured, the College’s current technology infrastructure and processes cannot support this approach. In order to establish an effective follow-up and strategic support system, the Workgroup recommended that the College complete two significant tasks. First, improve the technology infrastructure it uses to communicate with students. Second, partner this improvement with a strategic follow-up process that utilizes that infrastructure while allowing for significant targeted personal interaction between faculty, staff, and students, especially those students identified as “at risk.”

**Goal D.1A. Increase the percentage of underprepared students ages 25-49 who complete their studies by 2% over the next three years.**

**Goal D.1B. Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years**

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
D.1.1	Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student.	All Students will access and interact with the college’s online system using a single sign on. Upon signing in, students will receive any relevant communication and be directed to support services if needed.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Dir. Information Services, IT Project Manager, Dean of LL, Dean of Social and Behavioral Sciences	<ul style="list-style-type: none"> <li>• Hire IT Project Manager by Summer 2015</li> <li>• Research and identify software tool by Summer 2015</li> <li>• Purchase, install, and test by Fall 2016</li> <li>• Pilot Spring 2017</li> <li>• Implement Fall 2017</li> </ul>

## Goals and Activities

D.1.2	Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals.	Students will use an electronic education system to help plan, track, and monitor their progress to goal completion.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Faculty Senate President, FYE Coordinator Counseling Services, Dean of Information Services, Dean of LL, Basic Skills Committee	<ul style="list-style-type: none"> <li>• Review current planning and degree audit systems by Summer 2015</li> <li>• Identify additional software needs by Summer 2015.</li> <li>• Install and test by Fall 2016</li> <li>• Prototype Spring 2017</li> <li>• Begin implementation Fall 2017</li> </ul>
D.1.3	Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and “high touch” support for students based on their needs. Ensure that the system of follow-up and support “closes the loop” and informs faculty of the support students have received when necessary.	Research completed. Strategies and processes defined and implemented. Faculty notified of follow-up services and support received by students when necessary.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Information Services, Dean of LL, Dean of MNHS, Director of Research and Planning, FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> <li>• Conduct research – initial by Summer 2015 (then ongoing)</li> <li>• Develop strategies by Fall 2016</li> <li>• Prototype Spring 2017</li> <li>• Begin implementation Fall 2017</li> </ul>
D.1.4	Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.	Faculty and staff will participate in training and/or related activities to learn about the support services available to students.	Vice President Student Services, Vice President Instruction, Vice President Human Resource Services, Faculty Senate President, Professional	<ul style="list-style-type: none"> <li>• Develop by Fall 2016</li> <li>• Implement Spring 2017 and ongoing</li> </ul>

## Goals and Activities

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			Development Coordinator, Professional and Staff Development Committee	
D.1.5	Develop, establish, and communicate clear career pathways for students.	<p>X% programs will have defined and established career pathways.</p> <p>Career pathways will be integrated into the Student Success and Support services provided to students.</p>	Vice President Instruction, Dean of Career and Technical Education, Dean of MNHS, Dean of Counseling, Chairs and Directors	<ul style="list-style-type: none"> <li>• Need from Berta and Wilma</li> </ul>

## Goals and Activities

**Goal D.2. Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years. (Workgroup did not discuss specifically – The following represents possible ideas from Adrian and Michelle)**

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
D.2.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DSPS, Director of Institutional Research and Planning, Basic Skills Committee	<ul style="list-style-type: none"> <li>Research completed by Spring 2016 (We really need put on this one) – L. Waite - it is reasonable</li> </ul>
D.2.2	Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DSPS, DSPS, Basic Skills Committee	<ul style="list-style-type: none"> <li>Strategies implemented by Spring 2017(We really need input on this one) – L. Waite - it is reasonable</li> </ul>

## Goals and Activities

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### E. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

**See Section D. Degrees and Certificates for the College’s goals around completion, including transfer.**

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## Budget

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## **Budget**

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### **SOURCES OF FUNDING**

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To be included as goals/strategies are accepted. Budget is outlined in PowerPoint to SPC.



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## **Evaluation Schedule and Process**

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## Evaluation Schedule and Process

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During each spring term, the Student Equity Committee will complete an evaluation of progress on the Plan's goals and activities. The Office of Institutional Research and Planning will collect baseline and performance data to track and monitor progress on activity outcomes and the Plan's stated goals. This information will be provided to teams leading the work on and the Student Equity Committee. Teams leading each activity will provide a progress report describing their efforts to the Committee. In addition to a review of the baseline and performance data, progress reports will address work completed on an activity, resources allocated and expended, and an evaluation of the activity's status.

The Student Equity Committee will discuss the reports and make appropriate recommendations where needed to ensure that adequate progress is made on the plan. The report with recommendations will be presented to the campus community and integrated into the college's overall planning process which includes the preparation and implementation of a strategic plan and program reviews.

The Strategic Planning Council and the College's Board of Trustees annually reviews and discusses the institutional effectiveness of the College. The review includes a report on access, student progress, and completions metrics. In addition to providing data to monitor progress on the Student Equity Plan, the Office of Institutional Research and Planning will incorporate into the College's annual review of institutional effectiveness an ongoing equity report that assesses the disproportionate impact across the subpopulations addressed in this plan.

**NOTE:** We can come up with an actual schedule in a table if needed.

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## **Attachments**

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# STUDENT EQUITY PLAN

Presentation to Strategic Planning Council

September 16, 2014

1

# OVERVIEW

- History
- Legislation/Funding
- Plan requirements
- Our Approach
- Evidence of Disproportionate Impact
- The Big Picture: Equity, 3SP, Strategic Plan
- Equity Plan Goals and Related Activities

# HISTORY

- **1992:** Underrepresented groups should have equal opportunity for access, success, and transfer
- **2005:** Last required equity plan submission
- **2008 – 2013:** Plans suspended due to budget crisis
- **2011:** Student Success Task Force recommendations
- **2012:** Student Success Act and legislation reaffirm equity goals
- **2014:** Governor proposes \$200 million in funding

## LEGISLATION/FUNDING

- Governor Brown and State Legislature provide \$70 million for Student Equity program
- Ed Code 78220: as a condition of receiving 3SP funding each district must maintain a student equity plan
- SB 860: adds low-income, veterans, and foster youth
- Palomar College allocation: \$836k

## ELEMENTS OF THE PLAN

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



# ELEMENTS OF THE PLAN

## ○ Required Populations

- Gender
- Race
- Ethnicity
- Students with disabilities
- Age

## ○ But wait...

- Economically disadvantaged
- Veterans
- Foster youth

# ELEMENTS OF THE PLAN

- Success indicators
  - Access
  - Success
    - Course completion
    - Basic Skills and ESL Completion
  - Completion
    - Degrees and Certificates
    - Transfer

# OUR APPROACH

- Student Equity Plan Workgroup
- Workgroup is a shared governance group
  - Tri-chairs: Faculty Senate President, VPI, VPSS
  - 15 faculty
  - 2 Students
  - 1 Classified
  - 1 CAST
  - 1 AA
  - 2 Deans
  - 1 Sr. Director, Institutional Planning & Research

# OUR APPROACH

- SE Workgroup held 4 three-hour meetings from May – July
  - Background and history
  - Evaluated research and identified subpopulations where there was evidence of disproportionate impact
  - Reviewed current college activities/strategies for improving student success and outcomes, especially those which could affect the success of underrepresented groups
  - Reviewed and discussed resources / good practices
  - Identified goals / topic areas / strategies
  - Refined the goals / topic areas / strategies

# OUR APPROACH

- Drafted initial plan
  - Campus-based research / Disproportionate impact
    - Clear evidence vs. possible evidence
  - Goals, activities, outcomes, timelines
  - Sent to SE Workgroup for initial feedback
  - Incorporated feedback into draft for SPC
- Seeking input from campus community, in particular DRC and ESL
- Challenges
  - Notice to include foster youth, economically disadvantaged, and veterans came late in the process
  - Difficulty identifying and tracking foster youth and veterans (to some extent) in our database
  - Workgroup really talked big picture...we needed to drill that down to fit within the required format of the equity plan

# EVIDENCE OF DISPROPORTIONATE IMPACT

## ○ Clear Evidence of DI

	<i>Evidence of DI</i>
<i>Success Indicator/SubPopulation</i>	<i>Clear</i>
<b>Access</b>	
Veterans	✓
<b>Course Completion</b>	
Foster Youth	✓
<b>Basic Skills Completion</b>	
African American	✓
Students with Disabilities	✓
<b>ESL</b>	
Males, 25-49, Hispanic	✓
<b>Completion</b>	
25-49 (unprepared)	✓
Students with Disabilities (unprepared)	✓
African American (unprepared)	✓

## ○ Possible Evidence of DI throughout the indicators

- Hispanic students

# EQUITY PLAN – THE BIG PICTURE

- Leveraging strategies, interventions and resources across three plans
  - 3SP
  - Strategic Plan 2016
  - Student Equity Plan
- “*Current*” Big Picture Ideas in the Student Equity Plan
  - First Year, Underprepared
    - First Year Experience (FYE)
    - Summer Bridge
    - Mentoring & Peer-to-Peer Support
  - Strategic, early, and timely interventions and support
    - High touch support for students who need it
    - Improved technology infrastructure (student portal, degree audit, on-line SEP, Early Alert)
  - Professional Development (consider building more specifics into the plan)
  - Career Pathways
  - Targeted outreach and retention strategies
  - Research and support
- What is missing?
  - Instructional interventions and innovations (e.g., Math2N1, ESL LeapStart)
  - Professional Development needs can be strengthened

# EQUITY PLAN – THE SPECIFIC GOALS

- Goals address “clear” evidence of disproportionate impact.
- Many of the activities will support all students and subpopulations that showed “possible” evidence.



# EQUITY PLAN – THE SPECIFIC GOALS

- Goal A.1. Increase the percentage of veterans who attend Palomar College by 5% over the next three years.
- Goal B.1. Increase course success rates of foster youth by 5% over the next three years.

# EQUITY PLAN – THE SPECIFIC GOALS

- Goal C.1. Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.
- Goal C.2. Increase the percentage of males, students ages 25-49, and Hispanic students who complete their ESL basic skills sequences by 5% over the next three years.
- Goal C.3. Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.

# EQUITY PLAN – THE SPECIFIC GOALS

- Goal D.1A. Increase the percentage of underprepared students ages 25-49 who complete their studies by 2% over the next three years.
- Goal D.1B. Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years.
- Goal D.2. Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years.

# EQUITY PLAN – BUDGET

## ○ Personnel Needs

- Project Director (50/50 with 3SP)
- Info. Systems Project Manager (50/50 with 3SP)
- Research Analyst (50/50 with 3SP)
- Faculty Support (Stipends, Overload, Backfill)
- Classified Support (Backfill, PT Hourly)
- Student Workers (Ambassadors, Mentor, Tutors)

# EQUITY PLAN - BUDGET

- Instructional & Outreach Materials
  - FYE, Summer Bridge, Career Pathways
- Technology Infrastructure
  - Student Portal, Degree Audit, On-line SEP, Early Alert
- Operational Costs
  - Office supplies, meeting materials, postage, copying & printing, etc.

## EQUITY PLAN – NEXT STEPS

- Presentation to Faculty Senate: Sept. 22<sup>nd</sup>
- 2<sup>nd</sup> Reading at SPC: Sept. 30<sup>th</sup> / Oct. 7<sup>th</sup>
- 1<sup>st</sup> Reading at Governing Board: Oct. 14<sup>th</sup>
- 2<sup>nd</sup> Reading at Governing Board: Nov. 12<sup>th</sup>
- Submission to Chancellor's Office: **Prior to January 1, 2015**

# EQUITY PLAN – NEXT STEPS

- Review Disproportionate Impact Data
- Review Goals and Planned Improvements
- Review Activities and Strategies
- Consider additional instructional intervention strategies
- Provide Input by **September 25<sup>th</sup>**

QUESTIONS?