PALOMAR COLLEGE
Learning for Success

STRATEGIC PLANNING COUNCIL
AGENDA

Date:	December 1, 2015
Starting Time:	2:00 p.m.
Ending Time:	3:45 p.m.
Place:	**AA-140**

CHAIR: Gonzales
MEMBERS: Barton, Dryden, Falcone, Furch, Gonzales, Holmes/Schoneman, Larson, Laughlin, Lienhart, Moore, Nagtalon, Navarro, Perez, Popielski, San Juan, Sivert, Smiley, Sourbeer, Spence, Stockert, Talmo, Titus, Wick
RECORDER: Ashour

		Attachments	Time
A.	**MINUTES**		2 min
	1. Approve Minutes of November 3, 2015		
B.	**ACTION ITEMS/SECOND READING**		
	1. Student Services Governance Structure	Exhibit B1	5 min
	2. Board Policies: BP 5500-Standards of Student Conduct; BP 6700-Civic Center and Other Facilities;	Exhibit B2	5 min
	3. Administrative Procedures: AP 3750-Use of Copyrighted Material; AP 5500-Standards of Student Conduct; AP 6700-Other Facilities Use	Exhibit B3	5 min
	4. Policies and Procedures Reference changes	Exhibit B4	5 min
	5. Student Equity Plan 2014-2017	Exhibit B5	5 min
C.	**ACTION ITEMS/FIRST READING**		
	1. Budget Committee Governance Structure	Exhibit C1	5 min
D.	**INTEGRATED PLANNING MODEL**		
	1. Review of 2015-2016 SPC Timeline		5 min
	2. $50,000 SPPF Allocation	Exhibit D2	15 min
	3. $150,000 SPPF Allocation		30 min
	a. Marketing/Outreach Review		
	b. Discussion/planning		
E.	**ACCREDITATION**		5 min
	1. Accrediting Commission Actions and Policy Updates		
	2. Palomar Accreditation Update		
F.	**REPORTS OF PLANNING COUNCILS**		5 min
	1. Finance & Administrative Services Planning Council – Ron Perez		
	2. Human Resource Services Planning Council – Mike Popielski		
	3. Instructional Planning Council – Dan Sourbeer		
	4. Student Services Planning Council – Kendyl Magnuson		

G. <u>**REPORTS OF CONSTITUENCIES**</u>   5 min
   1. Administrative Association – Justin Smiley
   2. Associated Student Government – Malik Spence
   3. CCE/AFT –Dan Dryden
   4. Confidential/Supervisory Team – Zeb Navarro
   5. Faculty Senate – Greg Larson
   6. PFF/AFT – Shannon Lienhart/Teresa Laughlin

H. <u>**OTHER ITEMS**</u>

A regular meeting of the Palomar College Strategic Planning Council scheduled December 1, 2015, was held in AA-140. Interim President Adrian Gonzales called the meeting to order at 2:00 p.m.

ROLL CALL

Present: Barton, Dryden, Falcone, Furch, Gonzales, Larson, Laughlin, Lienhart, Moore, Nagtalon, Navarro, Perez, Popielski, San Juan, Sivert, Smiley, Sourbeer, Stockert, Talmo, Titus, Wick

Absent: Holmes, Magnuson

Guests: Mea Daum, Olga Diaz, Laura Gropen, Jack Kahn, Najib Manea, Bernard Sena

Recorder: Cheryl Ashour

A. **MINUTES**
   1. **Approve Minutes of November 17, 2015**
      MSC (Laughlin/Talmo) to approve the Minutes of November 17, 2015

B. **ACTION ITEMS/SECOND READING**
   1. **Student Services Council Governance Structure (Exhibit B1)**
      MSC (Stockert/Laughlin) to approve the revisions to the Student Services Council governance structure as presented

   2. **Board Policies 5500-Standards of Student Conduct; 6700-Civic Center and other Facilities (Exhibit B2)**
      MSC (Dryden/Stockert) to approve Board Policy 5500-Standards of Student Conduct, as presented
      MSC (Laughlin/Titus) to approve Board Policy 6700-Civic Center and other Facilities, as amended to include notation to BP 6700

   3. **Administrative Procedures 3750-Use of Copyrighted Materials; 5500-Standards of Student Conduct; 6700-Other Facilities Use (Exhibit B3)**
      MSC (Sourbeer/Titus) to approve Administrative Procedure 3750-Use of Copyrighted Materials, as presented
      MSC (Titus/Sourbeer) to approve Administrative Procedure 5500-Standards of Student Conduct, as presented
      MSC (Sourbeer/Stockert) to approve Administrative Procedure 6700-Other Facilities Use, as presented

   4. **Policies and Procedures Reference Changes (Exhibit B4)**
      MSC (Stockert/Larson) to approve the Policies and Procedures Reference Changes, as presented

   5. **Student Equity Plan 2014-2017 (Exhibit B5)**
      MSC (Larson/Sourbeer) to approve the Student Equity Plan 2014-2017, as presented

C. **ACTION ITEMS/FIRST READING**
   1. **Budget Committee Governance Structure**
      Ron Perez stated that the Director of Enrollment Services is being added to the membership of the Budget Committee. This item will return action/second reading at the next SPC meeting.

D. **INTEGRATED PLANNING MODEL**
   1. **Review of 2015-2016 SPC Timeline**
      Michelle Barton reviewed the timeline through spring.

   2. **$50,000 SPFF Allocation**
      Sherry Titus reviewed the SPPF request for the Student Union Outdoor Digital Signage Upgrades. Discussion ensued. Ms. Titus was asked to find out the cost to purchase software that can be integrated with what is used for the marquee in the front of the campus; if funding is available through other sources; and the cost to install digital signage at other areas of the campus.

MSC (Lienhart/Sourbeer) to table this item until the next meeting pending detail on software, integration and other funding (Titus, Nagtalon, Stockert, Smiley voted nay)

Marty Furch reviewed the SPPF request for the Learning Outcomes Assessment Day. Ron Perez stated that the use of $1500 for food could not come from the general fund. It was decided that the money for food will be taken out of the vending account. Everyone agreed to continue to fund the request at $7,500.00.

MSC (Sourbeer/Barton) to approve the Learning Outcomes Assessment Day SPPF request at $7,500.00, and use $1,500 from the vending account to purchase food for the event.

3. **$150,000 SPPF Allocation**
   a. **Marketing/Outreach Review**
      Laura Gropen presented a PowerPoint regarding the four components of the marketing plan for Palomar College. She discussed the goal, objectives, and challenges of marketing. Media/ market research and the traditional and new media strategies were reviewed. Ms. Gropen outlined the concept and content of the marketing campaign for Fall/Spring/Summer.

   b. **Discussion/Planning**
      Adrian Gonzales led a discussion on ideas regarding recruitment and community perception. It was acknowledged that the College does a good job presenting a global message, but members would also like more personalized messages about specific programs. Laura Gropen will write a RFP and bring it to SPC based on ideas given by members on what they would like a consultant firm to research regarding Palomar's marketing and outreach.

Items E, F, and G were skipped due to lack of time.

G. **OTHER**
   1. **College Planning**
      Adrian Gonzales reported that the Governing Board decided not to choose either of the two presidential finalists. A new search will be conducted in the spring. The College will move forward with important plans during this time.

H. **ADJOURNMENT**
   There being no remaining items, the meeting was adjourned at 4:00 p.m.

		GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Adrian Gonzales				**Date:** November 17, 2015	
Proposed Name of Requested Group: Student Services Planning Council					
X	**Council**		**Committee**		**Subcommittee**		**Task Force**

Action Requested:		**Add**		**Delete**	x	**Change**

Role:
- Develops, implements, evaluates and revises Student Services' plans and initiatives, both short- and long term.
- Develops, reviews, and updates the process (qualitative and quantitative elements and instrument) and establishes the timeline for the 2-year Institutional Program Review and Planning (IPR&P) cycle for Student Services.
- Reviews and summarizes IPR&P documents and utilizes them to develop and guide recommendations for priorities for Student Services, including budget, staffing needs, equipment, technology, facilities, and other resources essential to support Student Services and the success of students.
- Utilizes the District's Strategic Plan and the Annual Implementation Plan to guide and outline its goals, tasks and actions to be accomplished in the academic year.
- Make recommendations relevant to any matters or issues that impact Student Services and/or by request from SPC.
- Provides guidance, direction, and oversight to these committees: Academic Review Committee, Behavioral Health & Campus Wellness Committee, Campus Police Committee, Registration Committee, Scholarship Committee, Student Program Eligibility Appeals Committee
- Convenes a subcommittee to review and update the process (qualitative and quantitative elements and instrument) and timeline for requesting full-time positions and to prioritize each year's list of full-time positions for discussion and endorsement by SSPC, forwarding the recommendation to SPC as information.

Products:
- Institutional Program Review and Planning documents, summaries and recommendations, including budget, staffing needs, equipment, technology, and facilities priorities
- Progress report on Strategic Plan and AIP
- Annual goals and accomplishments
- Full-time Position Priority Recommendations

Reporting Relationship: Strategic Planning Council

Meeting Schedule: Second and Fourth Wednesday of the month from 9:30 a.m. to 11:00 a.m.

Chair: Vice President, Student Services
Members:
- Dean, Counseling Services   • Director, Career Services   • One EOP&S Faculty
- Director, Health Services   • Director, Athletics   • One DRC Faculty
- Director, Enrollment Services   • Chief of Police   • Chair, Counseling (or designee)
- Director, Student Affairs   • Research Analyst   • Director, Transfer Center
- One Faculty representative appointed by Faculty Senate from Instructional Areas
- One Faculty representative who is also on the Faculty Senate
- One Palomar Faculty Federation representative appointed by PFF
- Two Classified Unit Employee representatives appointed by CCE/AFT (one from Student Services)
- One Student representative appointed by ASG
- One Confidential and Supervisory Team representative from Student Services appointed by CAST
- One Administrative Association representative appointed by AA
- One faculty representative from the Pride Center, appointed by the Faculty Senate

Reviewed by Strategic Planning Council:

10-07-03 Approved	04-04-06 Revised	11-17-09 Revised	
03-15-05 Revised	03-03-09 Revised	02-03-15 Revised	Approved by PAC: 10/2/01

1	**STUDENT SERVICES**
2	**REV11/6/15**
3	

4 **BP 5500   STANDARDS OF STUDENT CONDUCT**

5

6 **References:**
7   Education Code Sections 66300 and 66301;
8   ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)

9

10 The Superintendent/President shall establish procedures for the imposition of
11 discipline ~~on~~ of students in accordance with the requirements for due process of the
12 federal and state law and regulations.

13

14 The~~se~~ procedures shall clearly define the conduct that is subject to discipline (academic
15 matters being spelled out in AP 5500 Standards of Student Conduct) and shall identify
16 potential disciplinary actions, including but not limited to the removal, suspension, or
17 expulsion of a student.

18

19 The Board shall consider any recommendation from the Superintendent/President for
20 expulsion. The Board shall consider an expulsion recommendation in closed session
21 unless the student requests that the matter be considered in a public meeting. Final
22 action by the Board on the expulsion shall be taken at a public meeting.

23

24 The procedures shall be made widely available to students through the college catalog,
25 class schedule, website, and other means.

26

27 ~~**BP 305 ACADEMIC INTEGRITY CODE OF CONDUCT (92-15739)**~~

28

29 ~~Academic Integrity is a code of conduct for students that requires honest and ethical~~
30 ~~academic endeavor. It is an integral part of the spirit embodied in an academic~~
31 ~~community. Violations of this code of conduct are considered serious and may result in~~
32 ~~penalties ranging from failing a test or assignment to expulsion from the College. The~~
33 ~~Governing Board of the Palomar Community College District supports the principles of~~
34 ~~the Academic Integrity Code and supports the efforts of faculty and staff to ensure that~~
35 ~~these principles are upheld. GB 5-25-93~~

36

37 ~~**RULES AND REGULATIONS FOR STUDENT CONDUCT (81-8778)**~~
38 ~~**BP 420.1 GENERAL APPLICATION**~~

39

40 ~~Palomar College students are responsible for regulating their own conduct and for~~
41 ~~respecting the rights and privileges of others. They are expected to conduct themselves~~
42 ~~in a manner compatible with the function of the College as an educational institution and~~

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*NOTE: This policy is **legally required**. The text in **blue** is recommended by the CCLC The text in **black** is current policy/procedure. Highlighted text suggested by OSA or Faculty Senate. Aqua from P&P 11/6/15.*

Date Adopted: BP 305 adopted 5-25-93; BP 420, 420.2, 421, BP 422, BP 423, BP 423.1 adopted 1-12-82, AP 305 no date. Revised: MM/DD/YYYY

(Replaces Palomar College Policies 305, 420.1, 420.2, 421, 422, 423, 423.1 and Procedure 305)

43 respect and obey all civil and criminal laws. Failure to abide by the standards as set
44 forth by Palomar College is cause for disciplinary action. EC 66300, 66017, 87708,
45 76030 et seq; 5 CAC 41301, 41302; PC 415.5; GB 1-12-82
46
47 **BP 420.2 APPLICATION OF POLICY TO CONDUCT OF APPLICANTS FOR**
48 **ADMISSION OR READMISSION**
49
50 Admission or readmission may be denied to any person who, while not enrolled as a
51 student, commits such acts which, were he/she enrolled as a student, would be the
52 basis for disciplinary proceedings under this policy. In addition, admission or
53 readmission may be denied to any person who, while a student, commits acts which are
54 subject to disciplinary action pursuant to this policy. Any conduct for which admission or
55 readmission may be denied must be College related. 5 CAC 41303
56
57 **BP 421 CONFIDENTIALITY**
58
59 Unless the student and the College determine otherwise, proceedings under this policy
60 shall be confidential and all hearings held hereunder shall be closed to everyone other
61 than the person(s) conducting the hearing, the student charged, the College
62 representative, a single advisor of the person(s) conducting the hearing, an advisor for
63 each of the parties, a witness while presenting evidence, and a person designated to
64 record or otherwise make a record of the proceeding.
65
66 **BP 422 DELEGATION**
67
68 Whenever a power or duty is granted to an employee or officer by this policy, the power
69 or duty may be exercised or performed by another officer or employee who is
70 authorized to do so by delegation from the first officer or employee. Notwithstanding this
71 provision, the authority of an instructor to suspend a student from a class may not be
72 delegated to any other person.
73
74 **BP 423 RECORD OF DISCIPLINARY ACTION**
75
76 The fact of disciplinary action and the reasons therefor shall be recorded on the student
77 discipline records subject to access, review, and comment by the student as authorized
78 by the Federal Family Educational Rights and Privacy Act [20 U.S.C. 1232 (g)] and the
79 administrative regulations adopted thereto (45 CFR Sections 99 et seq.) and similar
80 provisions of state law (Education Code Section 76200 et seq.) and the administrative
81 regulations adopted pursuant thereto. 5 CAC 54600 et seq.
82
83 The information shall remain recorded on the student records unless expunged in
84 accordance with state or federal law but shall not be released to prospective employers

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85 unless the student consents in writing to such release. EC 76210, 76220 et seq.; 5 CAC
86 54600 et seq.

87

88 In addition, such information will be released to other third parties, including law
89 enforcement agencies, as required or authorized by the state and federal law referred to
90 above.

91

92 For a period of two calendar years after the recording of such information, the
93 information may be used by appropriate College officials in determining the appropriate
94 sanction of any subsequent disciplinary action or for any other College-related
95 purposes.

96

97 **BP 423.1 TECHNICAL DEPARTURES**

98

99 Technical departures from this policy and errors in their application shall not be grounds
100 to void the College's right to take disciplinary action against a student unless, in the
101 opinion of the College President or designees, the technical departure or error
102 prevented a fair determination of the issue.

103

104 **AP 305 ACADEMIC INTEGRITY CODE OF CONDUCT**

105

106 Academic Integrity is a code of conduct for students that requires honest and ethical
107 academic endeavor.

108

109 **Violations**

110

111 Violations of the Academic Integrity Code include:
112   • Cheating, plagiarism or false representation of another's work as one's own.
113   • Forgery, alteration, or misuse of college documents or records.
114   • Use of false identification.
115   • Knowingly furnishing false information to the District.
116   • Unauthorized use or misuse of District equipment.
117   • Unauthorized access, use, or alteration of computer hardware, software, or data.
118   • Obstruction or disruption of the educational process.
119   • Soliciting or assisting another to do any of the above.

120

121 **Consequences**

122

123 Consequences for violating this code may result in any or all of the following:
124   A. At the discretion of the instructor the student may receive:
125   1. A failing grade for the assignment
126   2. A failing grade for the course

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(Replaces Palomar College Policies 305, 420.1, 420.2, 421, 422, 423, 423.1 and Procedure 305)

127   3. ~~Short-term suspension as described in Section IV A of the Rules and~~
128   ~~Regulations for Student Behavior~~
129   B. ~~Long-term suspension or expulsion may be applied following the procedures~~
130   ~~described in the Rules and Regulations for Student Behavior.~~
131
132 ~~In the event that District-level sanctions, including suspension or expulsion, are applied,~~
133 ~~the procedures described in the Rules and Regulations for Student Behavior will be~~
134 ~~employed. The code of conduct that details the standards is administered by the~~
135 ~~Director of Student Affairs.~~
136

1   **FINANCE AND ADMINISTRATIVE SERVICES**
2   **REV 9/14/15**
3

4   # BP 6700 CIVIC CENTER AND OTHER FACILITIES USE

5
6   **References:**
7   Education Code Sections 82537 and 82542
8
9
10 The Superintendent/President shall establish procedures regarding the use of District
11 property and facilities by community groups, outside contractors, and others.
12
13 The administrative procedures shall include reasonable rules regarding the time, place,
14 and manner of use of District facilities. They shall assure that persons or organizations
15 using District property are charged such fees as are authorized by law. Public use of
16 District property shall not interfere with scheduled instructional programs or other
17 activities.
18
19 ~~No group or organization may use District property for purposes that discriminate on the~~
20 ~~basis of race, color, religion, ancestry, national origin, disability, sex (i.e., gender), or~~
21 ~~sexual orientation, or the perception that a person has one or more of the foregoing~~
22 ~~1characteristics.~~
23
24 No group or organization may use District property to unlawfully discriminate on the
25 basis of race, color, religion, ancestry, national origin, military or veteran status,
26 disability, gender, gender identity, gender expression, or sexual orientation, or the
27 perception that a person has one or more of the foregoing characteristics, or because a
28 person associates with a person or group with one or more of these actual or perceived
29 characteristics, or on any basis prohibited by law.
30
31 Use of the District's Civic Centers will be only for the purposes described by the
32 California Legislature in Education Code Section 82537(a). These purposes include
33 use by associations "formed for recreational, educational, political, economic, artistic, or
34 moral activities of the public school districts" in order to "engage in supervised
35 recreational activities" or "meet and discuss, from time to time, as they may desire, any
36 subjects and questions which in their judgment appertain to the educational, political,
37 economic, artistic, and moral interests of the citizens of the communities in which they
38 reside" (Education Code Section 82537(a)). In granting permission to use the Civic
39 Centers, the District will not discriminate on the basis of viewpoint with regard to
40 organizations engaging in expressive activities on the topics and subject matters
41 articulated above.
42
43 See AP 6700 titled Civic Center and Other Facilities Use.

Underlined text represents suggested CCLC language. Other text is current PCCD policy language.

Date Adopted: 5/13/2008, Revised: MM/DD/YYYY

AP 3750   USE OF COPYRIGHTED MATERIAL

References:
>   Education Code Sections 32360 and 67302
>   U. S. Code Title 17, Copyright Act of 1976
>   The TEACH (Technology, Education and Copyright Harmonization) Act

Notice of Copyright Policy

Instructional materials presented under the auspices of Palomar College may contain copyrighted materials subject to the United States copyright laws (U.S. Code Title 17). Palomar College intends to fully comply with US copyright laws and promote full compliance on the part of its faculty members, staff, and students. "Online" or web-based instructional materials presented within the palomar.edu domain may contain copyrighted materials. Such materials may only be used legally as specified in the United States copyright law. Where instructional content uses copyrighted materials, the materials may not be duplicated, retained or redistributed in any manner contrary to law.

Additional information about United States copyright laws can be found at the web site of the United States Copyright Office.

Online Courses

The Teach Act provides instructors greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

- The online instruction is mediated by an instructor.
- The transmission of the material is limited to receipt by students enrolled in the course.
- Technical safeguards are used to prevent retention of the transmission for longer than the class session.
- The performance is either of a non-dramatic work or a "reasonable and limited portion" of any other work that is comparable to that displayed in a live classroom session.
- The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.
- The District does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.

This procedure is suggested by CCLC as good practice; it is considered optional. Text in **black** suggested by CCLC, purple by District, purple with highlights by District's legal counsel.

Date Adopted:

44 • The District notifies students that the works may be subject to copyright
45   protection and that they may not violate the legal rights of the copyright holder.
46

47 **Streaming Media Server Workflow**
48

49 The District will rely on processes the Academic Technology Resource Center will
50 develop and maintain. The streaming server workflow processes will comply with the
51 TEACH (Technology, Education and Copyright Harmonization) Act.
52

53 Office of Primary Responsibility: Instructional Services

This procedure is suggested by CCLC as good practice; it is considered optional. Text in **black** suggested by CCLC, purple by District, purple with highlights by District's legal counsel.

Date Adopted:

AP 5500   STANDARDS OF STUDENT CONDUCT

References:
  Education Code Sections 66300 and 66301;
  ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)

The following student conduct shall constitute good cause for discipline (academic, administrative or both) including but not limited to the removal, suspension or expulsion of a student, and applies to all students.

1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by the Faculty Senate. Academic sanctions are the sole responsibility of the faculty member involved, further disciplinary sanctions are the prevue of the Office of Student Affairs.

2. Causing, attempting to cause, or threatening to cause physical injury to another person. including but not limited to sexual assault or physical abuse as listed in AP 3540 Sexual Assaults on Campus.

3. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Police Chief. See AP 3530 Weapons on Campus for further details.

4. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

5. Committing or attempting to commit robbery, burglary or extortion.

6. Causing or attempting to cause damage to District property or to private property on campus including but not limited to arson and vandalism.

Blue text is recommended by CCLC. Plain **black** text is current AP 5500. Underlined black text is District recommended. Highlighted text is Faculty Senate or OSA recommended. Highlights discussed at October and/or November 2015 P&P.

Date Adopted: 4/8/2008, Revised MM/DD/YYYY

42 7. Stealing or attempting to steal District property or private property on campus, or
43   knowingly receiving stolen District property or private property on campus.
44
45 8. Willful or persistent smoking or vaping in any area where these smoking has have
46   been prohibited by law or by regulation of the college or the District. (Refer to AP
47   3570 Smoking and/or Other Tobacco Use.)
48
49 9. Committing sexual harassment as defined by law or by District policies and
50   procedures. (Refer to AP 3540 Sexual Assaults on Campus.)
51
52 10. Engaging in harassing or discriminatory behavior based on disability, gender, gender
53   identity, gender expression, nationality, race or ethnicity, religion, sexual orientation,
54   or any other status protected by law. See AP 3430 Prohibition of Harassment and
55   BP 3410 Nondiscrimination for further details.
56
57 11. Engaging in intimidating conduct or bullying on District-owned or controlled property,
58   or at District sponsored or supervised functions through words or actions, including
59   direct physical contact; verbal assaults, such as teasing or name-calling; social
60   isolation or manipulation; and cyberbullying. See AP 3430 Prohibition of Harassment
61   and BP 3410 Nondiscrimination for further details.
62
63 12. Willful misconduct that results in injury or death to a student or to District personnel
64   or which results in cutting, defacing, or other injury to any real or personal property
65   owned by the District or on campus.
66
67 13. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open
68   and persistent defiance of the authority of, or persistent abuse of, college personnel.
69
70 14. Dishonesty; forgery; alteration or misuse of District documents, records or
71   identification; or knowingly furnishing false information to the District.
72
73 15. Failure to comply with directions of staff members of the District who are acting
74   within the scope of their employment.
75
76 16. Engaging in physical or verbal disruption of administrative procedures, public service
77   functions, authorized curricular, co-curricular, and extra-curricular activities or
78   preventing authorized guests from carrying out the purpose for which they are on
79   District property.
80
81 17. Unauthorized entry upon or use of District facilities.
82

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text is District recommended. Highlighted text is Faculty Senate or OSA recommended.
Highlights discussed at October and/or November 2015 P&P.

_____

Date Adopted: 4/8/2008, Revised MM/DD/YYYY

83 18. Lewd, indecent or obscene conduct or expression on District-owned or controlled
84   property, or at District sponsored or supervised functions.
85
86 19. Engaging in expression which is obscene, libelous or slanderous, or which so incites
87   students as to create a clear and present danger of the commission of unlawful acts
88   on District premises, or the violation of lawful District regulations, or the substantial
89   disruption of the orderly operation of the District.
90
91 20. Persistent, serious misconduct where other means of correction have failed to bring
92   about proper conduct.
93
94 21. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any
95   commercial purpose, of any contemporaneous recording of an academic
96   presentation in a classroom or equivalent site of instruction, including but not limited
97   to handwritten or typewritten class notes, except as permitted by any District policy
98   or administrative procedure.
99

100 **Discipline**
101 Students who engage in any of the above are subject to the procedures outlined in
102 AP 5520 titled Student Discipline Procedures. Students should contact the Office of
103 Student Affairs for additional information.
104

105 **Hearings/Holds**
106 Students failing to meet with the chief administrative officer or designee for a due
107 process hearing will have an administrative disciplinary hold placed on their record until
108 such hearing is conducted.
109

110 **Loss of Financial Aid**

111 In accordance with Education Code section 69810 a student who disrupts the peaceful
112 conduct of the activities of the campus including but not limited to those listed above
113 may become ineligible for state and federal financial aid if found to be in violation of
114 Standards of Student Conduct.

115

116 The Superintendent/President shall designate the Director of Student Affairs with the
117 responsibility to administer the Standards of Conduct as described in Board Policy
118 5500.

119 Students may contact the Office of Student Affairs or Governing Board Office if they
120 wish to obtain a copy of specific Education Code sections.

121 Office of Primary Responsibility: Student Affairs Services

Blue text is recommended by CCLC. Plain **black** text is current AP 5500. Underlined black text is District recommended. Highlighted text is Faculty Senate or OSA recommended. Highlights discussed at October and/or November 2015 P&P.

Date Adopted: 4/8/2008, Revised MM/DD/YYYY

1   **FINANCE AND ADMINISTRATIVE SERVICES**
2   **REV 10/2/15**
3
4
5   **AP 6700   OTHER FACILITIES USE (CIVIC CENTER ACT)**

6   **References:**
7   Education Code Sections 82537 and 82542;
8   Public Resources Code Section 42648.3
9   *Clark v. Community For Creative Non–Violence* (1984) 468 U.S. 288, 104 S.Ct.
10   3065, 82 L.Ed.2d 221
11

12   **General Provisions**
13   District facilities ~~identified as Civic Centers or as designated public forums~~ are available
14   for community use when such use does not conflict with District programs and
15   operations. Facility use shall be limited to places and times identified by the Chief
16   Business Officer, so as to allow meaningful use by outside groups. Except as provided
17   in this procedure or as authorized by law, no organizations shall be denied the use of
18   District facilities because of the content of the speech to be undertaken during the use.

19   The Chief Business Officer is responsible for the coordination and implementation of
20   these procedures. The Chief Business Officer shall determine all applicable fees to be
21   charged.

22   **Reservations**
23   All user groups having filled out an Application for Use of District Facilities request form
24   shall be required to provide the District with a hold harmless and indemnification
25   agreement acknowledging that they will be financially responsible for any losses,
26   damages, or injuries incurred by any person as a result of their use of the facilities. All
27   user groups shall also be required to provide a certificate of insurance with limits
28   acceptable to the District and/or other proof of financial responsibility acceptable to the
29   District.

30   **~~Civic Centers~~**
31   Eligible persons or groups (as defined in BP 6700) may use District buildings or grounds
32   ~~designated as the Civic Center~~ for public, literary, scientific, recreational, or educational
33   meetings, or for discussion of matters of general or public interest, subject to this
34   procedure.

35   The groups identified in Education Code Section 82542(a) will be permitted, "when an
36   alternative location is not available," as described in the statute, to use District facilities
37   upon payment only of the following:

38   • the cost of opening and closing the facilities, if no District employees would
39   otherwise be available to perform that function as a part of their normal duties;

40   • the cost of a District employee's presence during the organization's use of the
41   facilities if it is determined that the supervision is needed, and if that employee
42   would not otherwise be present as part of his/her normal duties;

43   • the cost of custodial services, if the services are necessary and would not have
44   otherwise been performed as part of the custodian's normal duties; and

45   • the cost of utilities directly attributable to the organization's use of the facilities.

46   Except as provided herein, other groups shall be charged an amount not to exceed the
47   direct costs of District facilities. Direct costs shall include costs of supplies, utilities,
48   custodial services, services of any other District employees, and salaries paid District
49   employees necessitated by the organization's use of District facilities. ==Additionally,==
50   ==except for classroom-based programs that operate after school hours and organizations==
51   ==retained by the college or District to provide instruction or instructional activities to==
52   ==students during school hours, direct costs shall also include the costs for maintenance,==
53   ==repair, restoration and refurbishment of college facilities and grounds used by the group.==

54   The following shall be charged fair rental value for the use of District facilities:

55   • Any church or religious organization for the conduct of religious services for
56   temporary periods where the church or organization has no suitable meeting
57   place for the conduct of such services.

58   • Entertainments or meetings where admission fees are charged or contributions
59   are solicited and the net receipts of the admission fees or contributions are not
60   expended for the welfare of the students of the District or for charitable purposes.

61   The American Red Cross or other public agencies may use District facilities, grounds,
62   and equipment for mass care and welfare shelters during disasters or other
63   emergencies affecting the public health and welfare, and the District will cooperate with
64   these agencies in furnishing and maintaining services deemed by the Governing Board
65   to be necessary to meet the needs of the community.

66   **Rules for Facilities Use**
67   Requests for use of District facilities ==should== be made ==a minimum of 21== days in advance
68   of the first date of use being requested. ==Requests made less than 21 days in advance==
69   ==will be processed on a case by case basis==. Requests shall be on forms provided by the
70   District. ~~Permission~~ ==Authorization== to use facilities shall be granted by the Chief Business
71   Officer, ==or designee.==

72   *This request requirement does not apply to groups intending to use available*
73   *designated public forums for expressive activities. In those circumstances, only three*

==Yellow== text represents language suggested by CCLC. <mark>Aqua</mark> text suggested by President's office. Black text
is current PCCD procedure language. <mark>Pink</mark> from P&P committee 10/2/15

Date Approved: SPC 3/18/2008; SPC 10/18/2011

74 *business days' notice is required, as described in AP* ~~5550~~ *3900 titled Speech: Time,*
75 *Place, and Manner.*

76 Others areas on the campuses may be utilized as free speech areas in special
77 circumstances if approved in writing by the Vice President of Student Services.
78
79 Permission to use District facilities shall not be granted for a period to exceed one fiscal
80 year. No person or organization may be granted a monopoly on any facility.

81 All charges for the use of District facilities will be billed accordingly after the conclusion
82 of the event.

83 Any persons applying for use of District property on behalf of any groups shall be a
84 member of the groups and, unless he/she is an officer of the group, must present
85 written authorization to represent the group. Each person signing an application shall,
86 as a condition of use, agree to be held financially responsible in the case of loss or
87 damage to District property.

88 The District may require security personnel as a condition of use whenever it is deemed
89 to be in the District's best interests.

90 No person applying for use of District property shall be issued a key to District facilities.
91 Future facility requests may be denied on grounds including, but not limited to, abuse or
92 misuse of District property and failure to pay promptly for any damage to District
93 property.

94 No alcoholic beverages, intoxicants, controlled substances, or tobacco in any forms
95 shall be brought onto the property of the District. Persons under the influence of alcohol,
96 intoxicants, or controlled substances shall be denied participation in any activity.

97 No structures, electrical modifications, or mechanical apparatus may be erected or
98 installed on District property without specific written approval by the Chief Business
99 Officer.

100 **Priority for the Use of District Facilities**
101 Priority for the use of District Civic Center facilities will be as follows:

102 • Instructional programs

103 • District-sponsored events, including student clubs and organizations and
104 fundraising

105 • Community use or events sponsored by external organizations

106 **Recycling**

Date Approved: SPC 3/18/2008; SPC 10/18/2011

107   The Palomar Community College District provides recycling services for District
108   operations and any events under the Civic Center Act through the Facilities Office.

109   Office of Primary Responsibility: Finance and Administrative Services

Date Approved: SPC 3/18/2008; SPC 10/18/2011

	Reference Changes	
	FROM	TO
BP 1200 District Mission	Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges Standard I: Institutional Mission and Effectiveness	ACCJC Accreditation Standard I.A
BP 2010 Board Membership	Education Code Sections 72023, 72103, and 72104	Education Code Sections 72023, 72103, and 72104; ACCJC Accreditation Standard IV.C.6
BP 2200 Board Duties and Responsibilities (Emailed Jane Wright re: Ed Code ref MIA)	Education Code Section 70902; Accreditation Standard IVB.1.d	ACCJC Accreditation Standard IV (formerly IV.B.1.d)
BP 2410 Board Policies and Administrative Procedures	Education Code Section 70902; Accreditation Standard IV.B.1.b and e	Education Code Section 70902; ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly IV.B.1.b and e)
BP 2430 Delegation of Authority to the Superintendent/President	Education Code Sections 70902(d) and 72400; Accreditation Standards IV.B.1.j and IV.B.2	Education Code Sections 70902(d) and 72400; ACCJC Accreditation Standards IV.B.5, IV.C.12, and IV.D.1 (formerly IV.B.1.j and IV.B.2)
BP 2431 Superintendent/President Selection	Title 5 Sections 53000 et seq. Accreditation Standards IV.B.1 and IV.B.1.j.;	Title 5 Sections 53000 et seq.; ACCJC Accreditation Standards IV.B and IV.C.3 (formerly IV.B.1 and IV.B.1.j)
BP 2435 Evaluation of the Superintendent/President	Accreditation Standard IV.B.1	ACCJC Accreditation Standard IV.C.3 (formerly IV.B.1)
BP 2510 Participation in Local Decision-Making	Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq. (Faculty Senate), 51023.5 (staff), and 51023.7 (students); Accreditation Standard IV.A	Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7 (Students); ACCJC Accreditation Standards IV.A and IV.D.7
BP 2715 Code of Ethics/Standards of Practice	Accreditation Standards IV.B.1.a, e, and h	ACCJC Accreditation Standard IV.C.11 (formerly IV.B.1.a, e, and h)
BP 2740 Board Education	Accreditation Standard IV.B.1.f	ACCJC Accreditation Standard IV.C.9 (formerlyIV.B.1.f)
BP 2745 Board Self-Evaluation	Accreditation Standards IV.B.1.e and g	ACCJC Accreditation Standard IV.C.10 (formerly IV.B.1.e and g)
BP 3250 Institutional Planning	Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, and 56270 et seq.; Accreditation Standard I.B	Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, and 56270 et seq. ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5 (formerly I.B);

CCLC Updates 25 26 Proposed changes to references

	Reference Changes	
	FROM	TO
BP 3501 Campus Security and Access	34 Code of Federal Regulations Part 668.46(b)(3)	34 Code of Federal Regulations Part 668.46(b)(3); ACCJC Accreditation Standard III.B.1
BP 3510 Workplace Violence	Cal/OSHA: Labor Code Sections 6300 et seq; 8 California Code of Regulations Section 3203; "Workplace Violence Safety Act of 1994" (Code of Civil Procedure Section 527.8 and Penal Code Sections 273.6 and 12021)	Cal/OSHA: Labor Code Sections 6300 et seq; 8 California Code of Regulations Section 3203; "Workplace Violence Safety Act of 1994" (Code of Civil Procedure Section 527.8 and Penal Code Sections 273.6)
BP 3540 Sexual and Other Assaults on Campus	Education Code Sections 67385 and 67385.7; 20 US. Code Section 1092(f); 34 Code of Federal Regulations Section 668.46(b)(11)	Education Code Sections 67382, 67385, and 67386; 20 U.S. Code Section 1092(f); 34 Code of Federal Regulations Section 668.46(b)(11)
BP 4020 Program, Curriculum, and Course Development	Education Code Sections 70902(b) and 78016; Title 5 Sections 51022, 55100, 55130, and 55150; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8	Education Code Sections 70901(b), 70902(b), and 78016; Title 5 Sections 51000, 51022, 55100, 55130 and 55150; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9
BP 4025 Philosophy and Criteria for Associate Degree and General Education	Title 5 Sections 55002, 55061, and 55063; Accreditation Standard II.A.3	Title 5 Section 55061; ACCJC Accreditation Standard II.A (formerly II.A.3)
BP 4030 Academic Freedom	Education Code Section 7050 et seq.; Title 5 Section 51023; Accreditation Standard II.A.7	Title 5 Section 51023; ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard I.C.7 (formerly II.A.7)
BP 4050 Articulation	Title 5 Section 51022(b)	Education Code Sections 66720-66744; Title 5 Section 51022(b); ACCJC Accreditation Standard II.A.10

CCLC Updates 25 26 Proposed changes to references

	Reference Changes	
	FROM	TO
BP 6200 Budget Preparation	Education Code Section 70902(b)(5); Title 5 Sections 58300 et seq.	Education Code Section 70902(b)(5); Title 5 Sections 58300 et seq.; ACCJC Accreditation Standard III.D
BP 6300 Fiscal Management	Education Code Section 84040(c); 4 Title 5 Section 58311; 5 California Community Colleges Budget and Accounting Manual (BAM)	Education Code Section 84040(c); Title 5 Section 58311; ACCJC Accreditation Standard III.D
BP 6330 Purchasing	Education Code Section 81656; Public Contract Code Section 20650	Education Code Section 81656; Public Contract Code Sections 20650 and 20651
BP 6340 Bids and Contracts	Education Code Sections 81641 et seq.; Public Contracts Code Sections 20650 et seq. Government Code Section 53060	Education Code Sections 81641 et seq.; Public Contract Code Sections 20650 et seq.; Government Code Section 53060; ACCJC Accreditation Standard III.D.16
BP 6400 Audits (Also for consideration is a title change - From: Audits To: Financial Audits)	Education Code Sections 15278 and 84040(b); Government Code Section 53060	Education Code Section 84040(b); ACCJC Accreditation Standard III.D.7
BP 6520 Security for District Property	Education Code Sections 81600 et seq.; Accreditation Standard III.B.1	Education Code Sections 81600 et seq.; ACCJC Accreditation Standard III.B.1
AP 2410 Board Policies and Administrative Procedures	Education Code Section 70902; Accreditation Standard IV.B.1.b and e	Education Code Section 70902; ACCJC Accreditation Standards I.B.7; I.C.5; IV.C.7; and IV.D.4 (formerly IV.B.1.b and e)
AP 2435 Evaluation of the Superintendent/President	Accreditation Standard IV.A	ACCJC Accreditation Standard IV.C.3 (formerly IV.A)
AP 2510 Participation in Local Decision-Making	Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq., 51023.5, and 51023.7; Accreditation Standards IV.A.2 and IV.A.5	Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq., 51023.5, and 51023.7; ACCJC Accreditation Standards IV.A and IV.D.7 (formerly IV.A.2, IV.A.5)

CCLC Updates 25 26 Proposed changes to references

	Reference Changes	
	FROM	TO
AP 3500 Campus Safety (Chg adds Ed. Code Section 67386 in the legal references and in the text of the document.)	Education Code Sections 212, 67380, and 87014; Penal Code Section 245; 20 U.S. Code Sections 1232g, 1292(f); 34 Code of Federal Regulations 668.46; 34 Code of Federal Regulations 99.31(a)(13), (14); Campus Security Act of 1990	Education Code Sections 212, 67380, and 87014; Penal Code Section 245; 20 U.S. Code Sections 1092(f) and 1232g; 34 Code of Federal Regulations 668.46; 34 Code of Federal Regulations 99.31(a)(13), (14); Campus Security Act of 1990
AP 4020 Program and Curriculum Development	Title 5 Sections 51021, 55000 et seq., and 55100 et seq.; ACCJC Accreditation Standard II.A; U.S. Department of Education regulations on the Integrity of Federal Student 6 Financial Aid Programs under Title IV of the Higher Education Act of 1965, as 7 amended.	Title 5 Sections 51021, 55000 et seq., and 55100 et seq.; ACCJC Accreditation Standards II.A; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.
AP 4025 Philosophy and Criteria for Associate Degree and General Education	Title 5 Sections 55002, 55061, and 55063; Accreditation Standard II.A.3	Title 5 Section 55061; ACCJC Accreditation Standard II.A (formerly II.A.3)

Student Equity Plan
2014 – 2017

Approved by the Governing Board on
Month XX, 2015

PALOMAR COLLEGE STUDENT EQUITY PLAN

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Signature Page

Palomar College
Student Equity Plan Signature Page

District: Palomar   **Board of Trustees Approval Date**:   XX/XX/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

	adriangonzales@palomar.edu
Adrian Gonzales, Interim President, VP Student Services	Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]	rperez@palomar.edu
Ron Perez, VP Administrative Services	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]	*adriangonzalez@palomar.edu*
Adrian Gonzales, Interim President, VP Student Services	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]	*dsourbeer@palomar.edu*
Daniel Sourbeer, Instructional Dean	Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]	*glarson@palomar.edu*
Gregory Larson, Faculty Senate President	Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]	*ddryden@palomar.edu*
Dan Dryden, Classified Employee President	Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]	*mspence@palomar.edu*	
Malik Spence, Associated Student Government, President	Email	

[Signature]	odiaz@palomar.edu	760-744-1150 x3624
Olga Diaz, Director of Student Success & Equity	Email	Phone

Executive Summary

EXECUTIVE SUMMARY

In developing Palomar College's Student Equity Plan for 2014 - 2017, as well as the 2015 Plan updated, the College utilized a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of disproportionate impact. In the Spring of 2014 the College established a workgroup that was tasked with the development of the Student Equity Plan. This workgroup consisted of representatives from faculty, staff, students and administrators. Mindful of the Student Success Act (SB 1456), the Student Equity Plan was developed to align with the district's Student Success and Support Program Plan and the College's Strategic Plan 2016. To facilitate and monitor the implementation of the Student Success and Support Program plan and the Student Equity Plan, the college integrated two existing governance groups into a single oversight committee, the Student Success & Equity Council (SSEC).

To assist the SSEC with their charge, the Office of Institutional Research and Planning conducted research as prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. Two models were used to assess disproportionate impact across subgroups: 1) Proportionality and 2) the 80% Rule. For proportionality a cut-off of .85 was established for identifying presence of disproportionate impact. In addition, the 80% rule was applied to two rates 1) the overall performance rate and 2) the highest rate earned by a particular subgroup. These two primary gauges were used to determine *clear* evidence of disproportionate impact where the proportionality index and the 80% rule applied to overall performance rates. [See Attachment A for complete description of methodology].

The result of the research analysis revealed clear evidence of disproportionate impact among veterans, foster youth, African Americans, and students with disabilities. Specific areas of impact included: *Access* (Veterans), *Course Completion* (Foster Youth), *ESL and Basic Skills Completion* (African Americans, students with disabilities, males, and Hispanics), and *Degree and Certificate Completion* (African Americans, students with disabilities, and students who entered college unprepared for college level work). The 2014 Student Equity Plan included 3-year goals, established by the SSEC, for improvement in each area of disproportionate impact.

In preparation for the 2015 update to the Student Equity Plan, Institutional Research and Planning staff reassessed disproportionate impact across subgroups. Minimal shifts were detected. The SSEC agreed to monitor annual variances but maintain the baseline year research findings and goals. This helps the college achieve stability in program design, implementation and review for effectiveness. To achieve the established goals, a series of activities have been planned or initiated. Effectiveness will be evaluated annually and future Student Equity Plan updates will include progress measurements for each impact area.

The following table summarizes the areas of disproportionate impact identified in our baseline analysis as well as 3-year goals established as a result of dialogue among SSEC members:

Success Indicator	Disproportionate Impact (2014-15 Baseline)	3 Year Goal
Access	Veterans	+5% Enrollment
Course Completion	Foster Youth	+5% Successful Completion
ESL & Basic Skills Completion	African Americans	+5% Successful Completion
	Students w/Disabilities	+2% Basic Skills Seq. Comp.
	Males	+5% Successful Completion
	Hispanics	+5% Successful Completion
Degree & Certificate Completion	Unprepared Age 25-49	+2% Completion
	African Americans	+2% Degree Completion
	Students w/Disabilities	+2% Completion
Transfer to 4-year Inst.	Unprepared Age 25-49	+2% Completion

Palomar College, through its shared governance process, has arrived at a plan to positively impact sub-populations experiencing disproportionate impact. This 2015 update to our Student Equity Plan contains a reaffirmation of our commitment to address equity issues with targeted interventions, increased student support services, enhanced equity dialogue and continuous self-improvement of processes that support student success and equity.

Resources to be Utilized

In addition to Student Equity funding, sources of funding that will be leveraged to achieve the College's Student Equity goals include: general fund, EOPS, DSPS, TRIO, CARE, Title V - HSI, Student Success and Support Program (both credit and non-credit), Grant Funded Student Programs, and Financial Aid and Scholarship.

Contact Persons

Adrian Gonzales, Interim President/Vice President for Student Services (Tri-Chair)
Dan Sourbeer, Dean of Instruction (Tri-Chair)
Gregory Larson, Faculty Senate President (Tri-Chair)
Michelle Barton, Senior Director for Institutional Research and Planning
Olga Diaz, Director of Student Success & Equity

Planning Committee and Collaboration

In developing Palomar College's Student Equity Plan, the College utilized a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of disproportionate impact. The College established a workgroup that was tasked with the development of the Student Equity Plan. This workgroup, the Student Success and Equity Council (SSEC), consisted of representatives from faculty, staff, students and administrators.

The Office of Institutional Research and Planning conducted research as prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. Two models were used to assess disproportionate impact across subgroups: 1) Proportionality and 2) the 80% Rule. The workgroup recognized that the 80% rule applied to the highest performing group is not always the best indicator of disproportionate impact. Therefore, the two primary gauges to determine *clear* evidence of disproportionate impact were the proportionality index and the 80% rule applied to overall performance rates. See the Methodology section for a more detailed description of the models used. [See Attachment A for complete description of methodology].

The study of disproportionate impact was updated in 2015-16 to confirm impacts identified in the previous year. The committee concluded that remaining focused and consistent with program development to support the disproportionate impact groups identified in 2014-15 was appropriate. In addition, the committee expressed interest in continued and frequent assessment of campus data in order to carefully monitor changes. Including, the presence of additional disproportionate impact groups over time.

In order to allocate Student Equity funds in a manner consistent with needs identified in the Student Equity Plan, the committee designed a Funding Request Form (Attachment B) to be completed for program proposals that link directly to plan goals. Completed forms are reviewed by the committee for consideration. Committee approved requests are delegated to the Director of Student Success & Equity for implementation and monitoring effectiveness.

Student Equity Plan Committee Membership List

Student Success & Equity Council

Name	Title	Stakeholder Group
Gregory Larson	President	Faculty Senate
Dan Sourbeer	Interim VP Instruction	Instruction
Adrian Gonzales	President	Student Services
Jorge Villalobos	Faculty	Basic Skills Committee
Cynthia Anfinson	Faculty	Basic Skills Committee
Wendy Nelson	Faculty	Instructional Planning Council
Rosie Antonecchia	Faculty	Student Services Planning Council
Michael Large	Faculty	Student Services Planning Council
Katy French	Faculty	Reading Department
Martha Martinez	Faculty	Math Department
Monica Rodriguez	Faculty	English Department
Larry Lawson	Faculty	ESL department
Gary Sosa	Faculty	ESL Department
Lori Waite	Faculty	Disability Resource Center
Elvia Nunez-Riebel	Faculty	Counseling Department
Lisa Romain	Faculty	Counseling Department
Annette Squires	Faculty	Instruction
Glyn Bongolan	Faculty	Student Services
Ellen Weller	Senator	Faculty Senate
P.J. DeMaris	Senator	Faculty Senate
Kendyl Magnuson	Dir. Enrollment Services	Administrators Associations
Jennifer Nelson	Representative	CAST
Anel Gonzalez	Representative	CCE
Marti Snyder	Representative	CCE
Brian Stockert	Dean	Student Services
Jack Kahn	Dean	Instruction
Shayla Sivert	Dean	Instruction
Jose Luis Ramirez	Assessment Supervisor	Counseling Department
Michelle Barton	Sr. Director	Instructional Research & Planning
Olga Diaz	SSSP Coordinator	Counseling Department
Matthew Baugh	Student Representative	Associated Student Government

http://www2.palomar.edu/pages/ssec/membership/

Access

A. ACCESS.

Access refers to the proportion of a given sub-population enrolled in the college relative to that sub-population's size in the district's service area. The following campus-based research summary compares the percentage of each sub-population group enrolled to the percentage of each group in the adult population within the community served.

Proportionality by Gender, Age, Race & Ethnicity, and Veterans for Fall, 2013			
	Palomar	District*	Proportionality Index
Gender			
Female	44.8%	50.8%	0.88
Male	55.2%	49.2%	1.12
Age			
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
Race & Ethnicity			
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
Veterans			
No	95.7%	88.4%	1.08
Yes	4.3%	11.6%	0.37
* Data for Veterans is available only at the county level.			

Conclusion

There is clear evidence of disproportionate impact among veterans enrolled in the district service area.

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are within the district's service area, or the county in the case of Veterans. It is not realistic to expect a similar representation of students over the age of 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.

Furthermore, 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 is making progress toward the opening of our South education center and will monitor enrollment to determine if this affects the proportionality index for our Asian student population.

GOAL A.

Veterans have been identified through campus-based research as a subpopulation experiencing disproportionate impact. Our goal is to improve access for veterans in the Palomar College service area.

Target Population(s)	Current gap, year	Goal %	Goal Year
Veterans	7.3% in 2014	5% Increase in Enrollment	2017

ACTIVITIES: A. ACCESS

A.1

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
A.1	Veterans	200

Activity Implementation Plan

The planned activities will support our goal of increasing educational access to Veterans by 1-2% annually leading to a 5% increase in 3-year enrollment.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
A.1.1 Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college.	Conduct research and identify strategies by Summer 2015 Begin to implement strategies by Spring 2016	X	GF, FDN	Number of veterans enrolled at the college will increase by 1-2% annually, with a 5% overall increase in three years.
A.1.2 Examine course rotation and scheduling patterns with special emphasis on evening offerings.	Complete review by Summer 2016 Identify refinements Fall 2016		X	Course rotation and scheduling patterns reviewed and refined to ensure that veterans can complete their programs within a specified timeframe.
A.1.3 Modify college website making it easier for students to navigate and access campus resources.	Initiated improvement process by July 2015 Hire webmaster by January 2016 Complete improvement by January 2017	X		Improved structure of college website with simplified navigation and access to campus resources.
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.	Identify data collection and research needs by Spring 2016 Implement processes to ensure accurate identification of veterans by Summer 2016 Hire institutional researcher by Spring 2016 Conduct appropriate research studies to support the college's efforts to address student equity. (Ongoing)	IRP, IT X		Veterans 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.
A.1.5 Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2015 Expand implementation Spring 2016	 X		Veterans will receive appropriate and strategic follow-up services.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in veteran access to the college as well as progress toward achieving plan goals. In addition, data collection and data quality activities will be refined to ensure accurate analysis supports plan success measurements.

Success Indicator: Course Completion

B. COURSE COMPLETION.

Course Completion refers to the ratio of successful completion of credit courses with a grade of A, B, C or Pass by sub-population to the total credit enrollments at census day resulting in a transcript grade. The following campus-based research summary compares course completion rates for each sub-populations group within the total enrollment of the college.

Tables

Successful Course Completion by Gender for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Gender	Rate	Index	Highest	Overall
Female	71.6%	1.01	No	No
Male	70.5%	0.99	No	No
Threshold			*57.3%*	*56.8%*

Successful Course Completion by Age Category for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Age Category	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
Threshold			*63.8%*	*56.8%*

Successful Course Completion by Ethnicity for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Ethnicity	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
Threshold			*60.8%*	*56.8%*

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
Threshold			*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
Threshold			*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
Threshold			*57.1%*	*56.9%*

Conclusion

There is clear evidence of disproportionate impact among foster youth enrolled at the college.

The SSEC also noted possible disproportionate impact for African Americans and will monitor course completion rates for this sub-population.

GOAL B.

Foster Youth have been identified through campus-based research as a subpopulation experiencing disproportionate impact. Our goal is to improve successful course completion rates for former foster youth enrolled at Palomar College.

Target Population(s)	Current gap, year	Goal	Goal Year
Foster Youth	24.3% in 2014	5% Increase in Course Completion	2017

ACTIVITIES: B. COURSE COMPLETION

B.1

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	Foster Youth	75

Activity Implementation Plan

The planned activities will support our goal of increasing successful course completion for former Foster Youth by 1-2% annually leading to a 5% increase in 3-year successful course completion among former foster youth enrolled at Palomar College.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
B.1.1 Accurately identify foster youth in the college's database.	Complete by Spring 2016	IT	GF	Foster youth identified within the database and reports generated.
B.1.2 Expand the role and responsibility of the College's foster youth support liaison.	Implemented by Fall 2015 Expand Spring 2016	X		Foster youth will meet with support liaison(s) twice per year (or semester).
B.1.3 Provide extensive outreach and support services for foster youth including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiated dialogue and identified related activities; Spring 2015 Began implementation Fall 2015	X		All foster youth will receive appropriate and strategic follow-up services.
B.1.4 Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs.	Begin implementation Fall 2016	X		All foster youth will be directed to participate in a first year experience and/or summer bridge program.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful course completion among former Foster Youth enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

Success Indicator: ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION.
The ESL and Basic Skills Completion indicator represents the proportion of students in different sub-populations that successfully complete a degree applicable course after having started at a level below transfer. The following campus based research summary compares the percentage of ESL and basic skills students who complete degree-applicable courses.

Tables
    English

English: Completed Degree Applicable English by Gender for the 2006-2007 Cohort				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	33.8%	1.10	No	No
Male	28.0%	0.91	No	No
Threshold			*27.0%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort				
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
Threshold			*26.2%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort

Race	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold 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
Threshold			*47.2%*	*24.9%*

English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort

DSPS	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
No	32.0%	1.05	No	No
Yes	22.5%	0.74	Yes	Yes
Threshold			*25.6%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort

Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
No	31.5%	1.03	No	No
Yes	29.2%	0.95	No	No
Threshold			*25.2%*	*24.5%*

English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort

Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
No	30.0%	0.97	No	No
Yes	N < 40	1.10	No	No
Threshold			*24.0%*	*24.8%*

Math

Math: Percent Who Completed Degree Applicable Math by Gender for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
Gender	Rate	Index	Highest	Overall
Female	29.7%	1.11	No	No
Male	23.0%	0.86	Yes	No
Threshold			*23.8%*	*21.3%*

Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
Age	Rate	Index	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
Threshold			*21.7%*	*21.4%*

Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
Race	Rate	Index	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
Threshold			*29.8%*	*21.2%*

Math: Percent Who Completed Degree Applicable Math by DSPS for the 2006-2007 Cohort				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.6%	0.99	No	No
Yes	28.0%	1.05	No	No
Threshold			*22.4%*	*21.4%*

Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort				
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
Threshold			*21.8%*	*21.4%*

Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort				
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
Threshold			*30.4%*	*21.6%*

ESL

ESL: Percent Who Completed Degree Applicable English by Gender for the 2006-2007 Cohort				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	15.8%	1.14	No	No
Male	10.3%	0.75	Yes	Yes
Threshold			*12.6%*	*11.0%*

ESL: Completed Degree Applicable English by Age for the 2006-2007 Cohort

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
Threshold			*27.6%*	*11.0%*

ESL: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort

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
Threshold			*24.6%*	*11.2%*

ESL: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort

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
Threshold			*11.0%*	*11.0%*

ESL: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort

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
Threshold			*21.8%*	*11.0%*

Conclusion

Summary of Findings Basic Skills / ESL Completion		
	Disproportionate Impact	
Success Indicator/SubPopulation	*Possible*	*Clear*
Basic Skills English Completion		
Age 20-24	✓	
African American		✓
Hispanic	✓	
DSPS		✓
Basic Skills Math Completion		
Males	✓	
African American		✓
Hispanic	✓	
ESL		
Male		✓
25-49		✓
Hispanic		✓

For basic skills course completion, there is clear evidence of disproportionate impact among African American and DSPS students enrolled at the college. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored. Activities identified to address basic skills completion may also help the college's Hispanic students.

In regards to ESL, SSEC members noted clear disproportionate impact for males, Hispanics, and students ages 25-49. Also noted was the 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 student cohort tracked six years to completion. 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.

GOAL C.

Campus-based research has detected African Americans, Hispanic males and students with disabilities as a subpopulations experiencing disproportionate impact in the area of ESL and basic skills course completion. Our goal is to improve successful ESL and Basic Skills sequence completion rates for African American and Hispanic males, as well as students with disabilities at Palomar College.

Specifically:

Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.

Increase the percentage of males, students ages 25 - 49, and Hispanic students who complete the ESL basic skills sequences by 5% over the next three years.

Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.

Target Population(s)	Current gap, year	Goal	Goal Year
African Americans	37%, 2014	+5% Successful Completion	2017
Students w/Disabilities	9.5%, 2014	+2% Basic Skills Seq. Comp.	2017
Males	5.5%, 2014	+5% Successful Completion	2017
Hispanics	21.2%, 2014	+5% Successful Completion	2017

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

<u>**C.1**</u>

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group(s)	# of Students Affected
C.1	African American students enrolled in basic skills courses	150

Activity Implementation Plan

The planned activities will support our goal of increasing successful completion of the basic skills sequence for African American students by 1-2% annually leading to a 5% increase in 3-year successful completion of the basic skills sequence among African American students enrolled at Palomar College.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
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.	Expanded outreach of programs to special populations beginning Spring 2016 Implemented Summer and Fall 2016	X		Number of African American students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years.
C.1.1 Provide extensive outreach and support services to African American students including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Summer 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	X	3SP	African American students enrolled in basic skills will receive appropriate and strategic follow-up services.
C.1.3 Implement a set of mandatory orientation activities for the College's underprepared students.	Develop by Spring 2016 Begin implementation Fall 2016		3SP	80% of entering underprepared first-year students will complete a set of mandatory activities by the end of the plan's term.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among African American students enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

C.2

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
C.2	Hispanic Males	125

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
C.2.1 Increase the number of Hispanic males and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs.	Plan for expansion and increased outreach of programs to special populations by Spring 2016 Implement Summer and Fall 2016	X		Number of Hispanic males and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase over the next three years.
C.2.2 Provide extensive outreach and support services for ESL students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016	X		ESL students in the affected group will receive strategic follow-up services.
C.2.3 Develop and implement a set of mandatory orientation activities for underprepared students.	Develop by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	X		80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among Hispanic male students enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

C.3

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
C.3	Students w/Disabilities	50

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
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 by Spring 2016		X	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.
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.	Strategies implemented by Spring 2017	X		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%.
C.3.3 Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.	Develop by Summer 2016 Begin implementation Fall 2016	X		Tools, resources, and professional development opportunities will be developed and provided to faculty.
C.3.4 Provide extensive outreach and support services for DSPS students enrolled in basic skills English courses including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Fall 2015 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016	X		DSPS students enrolled in English basic skills courses will receive appropriate and strategic follow-up services.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among students with disabilities enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

Success Indicator: Degree and Certificate Completion

D. DEGREE AND CERTIFICATE COMPLETION.

The Degree and Certificate success indicator represents the ratio of the number of students within a sub-population who receive a degree or certificate to the number of students in that group with the same matriculation goal documented in their student education plan. The following campus based research summarizes students degree or certificate completion rates.

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.

Completion by Preparation Level and Gender for Cohort Year 2006-2007					
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
	Threshold			*58.0%*	*54.6%*
Unprepared	Female	48.3%	1.06	No	No
	Male	42.1%	0.93	No	No
	Threshold			*38.6%*	*36.3%*

Completion by Preparation Level and Age for Cohort Year 2006-2007

Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Highest	Below 80% 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
	Threshold			*61.0%*	*54.6%*
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
	Threshold			*37.5%*	*36.4%*

Completion by Preparation Level and Race for Cohort Year 2006-2007

Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold 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
	Threshold			*65.1%*	*54.3%*
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
	Threshold			*45.0%*	*36.2%*

Completion by Preparation Level and Economically Disadvantaged for Cohort Year 2006-2007

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
	Threshold			*55.0%*	*37.0%*
Unprepared	No	46.3%	1.02	No	No
	Yes	44.5%	0.98	No	No
	Threshold			*37.0%*	*36.3%*

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
	Threshold			*54.3%*	*37.1%*
Unprepared	No	46.4%	1.02	No	No
	Yes	35.1%	0.77	Yes	Yes
	Threshold			*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
	Threshold			*54.6%*	*36.3%*
Unprepared	No	45.4%	0.99	No	No
	Yes	54.3%	1.19	No	No
	Threshold			*43.4%*	*36.6%*

Count of Degrees and Certificates only

Degree or Certificate % by Gender for the 2006-2007 Cohort					
				Below 80% Threshold	
Preparation Level	Gender	Completion Rate	Proportionality Index	Highest	Overall
Prepared	Female	29.6%	1.21	No	No
	Male	20.4%	0.84	Yes	No
	Threshold			*23.7%*	*19.5%*
Unprepared	Female	18.4%	1.05	No	No
	Male	16.7%	0.95	No	No
	Threshold			*14.7%*	*14.1%*

Degree or Certificate % by Age for the 2006-2007 Cohort					
				Below 80% Threshold	
Preparation Level	Age	Completion Rate	Proportionality Index	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
	Threshold			*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
	Threshold			*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	Below 80% Threshold 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
	Threshold			*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
	Threshold			*23.1%*	*13.8%*

Degree or Certificate by DSPS for the 2006-2007 Cohort

Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
Prepared	No	24.3%	1.00	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	Threshold			*19.4%*	*19.5%*
Unprepared	No	17.6%	1.00	No	No
	Yes	18.5%	1.05	No	No
	Threshold			*14.8%*	*14.1%*

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
	Threshold			*23.0%*	*19.5%*
Unprepared	No	16.2%	0.92	No	No
	Yes	19.3%	1.09	No	No
	Threshold			*15.4%*	*14.1%*

Conclusion

There is evidence of clear disproportionate impact among unprepared students ages 25-49, African American and DSPS students.

The DSPS students were close to the cut off; therefore, SSEC members 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, without the intention of completing a certificate or degree.

The SPAR, degrees and certificates, and transfer related metrics are based on a student cohort tracked six years 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. Completion data are not available for foster youth students at this time.

After reviewing the disproportionate impact data and research on best practices related to completion, SSEC members determined that strategic, timely, and ongoing follow-up is critical to help students complete their educational goals. Also, SSEC members recognized that students in the affected subpopulations often need "high touch" and multiple types of support. The College will expand technology infrastructure to support expanded communication and an interactive approach.

GOAL D.

Unprepared students ages 25-49, African American students and students with disabilities have been identified through campus-based research as subpopulations experiencing disproportionate impact in the area of degree and certificate completion. Our goal is to improve successful degree and certificate completion rates for these students enrolled at Palomar College.

Target Population(s)	Current gap, year	Goal	Goal Year
Unprepared Ages 25-49	12.7%, 2014	2% Increase in Completion	2017
African Americans	16%, 2014	2% Increase in Completion	2017
Students w/Disabilities	11.3%, 2014	2% Increase in Completion	2017

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.1A	Unprepared Students Ages 25-49	200
D.1B	African American students	150

Activity Implementation Plan

In order to establish an effective follow-up and strategic support system, SSEC members recommend 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."

The planned activities will support our goal of increasing successful degree and certificate completion among unprepared students ages 25-49 and African American enrolled at Palomar College by 2% over 3 years.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
D.1.1 Implement a student portal that will provide students with a single sign-on access point to allow for direct communication between the college and the student.	Hire IT Project Manager by Summer 2016 Research and identify software tool by Summer 2016 Purchase, install, and test by Fall 2016 Pilot Spring 2017 Implement Fall 2017	X	3SP	All students will access and interact with the college's online system using a single sign on. Upon signing in, students will receive information and be directed to support services if needed.
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.	Review current planning and degree audit systems by Summer 2016 Identify additional software needs by Summer 2016 Install and test by Fall 2016 Prototype Spring 2017 Begin implementation Fall 2017	X	3SP	Students will use an electronic education system to help plan, track, and monitor their progress to goal completion.
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	Conduct research – initial by Spring 2016 (then ongoing) Develop strategies by Fall 2016 Prototype Spring 2017	X		Define strategies and processes. Train Faculty about follow-up and support services. Formalize faculty advising as "high touch" activity for student engagement.

of the support students have received when necessary.	Begin implementation Fall 2017			
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.	Develop by Fall 2016 Implement Spring 2017 and ongoing	X		Faculty and staff will participate in training and/or related activities to learn about the support services available to students.
D.1.5 Develop, establish, and communicate clear career pathways for students.	Identify high demand CTE programs by Spring 2016 Develop pathways by Summer 2016 Develop outreach materials to communicate pathways with students by Fall 2016	X		The number of programs that will have defined career pathways will increase. Career pathways will be integrated into the Student Success and Support services provided to students.
D.1.6 Provide extensive outreach and support services for students in affected groups including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	X		Students in affected group will receive appropriate and strategic follow-up services to help them complete their studies.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful degree and certificate completion among Unprepared students ages 25-49 and African American students at Palomar College, as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

D.2

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
D.2	Students w/Disabilities	50

Activity Implementation Plan

The planned activities will support our goal of increasing successful degree and certificate completion among students with disabilities enrolled at Palomar College by 2% over 3 years.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
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 by Spring 2016	x		Describe needs and barriers. Identify strategies to address needs and barriers.
D.2.2 Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college.	Strategies implemented by Spring 2017	x		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%.
D.2.3 Provide extensive outreach and support services for DSPS students with education goal to earn a degree, certificate or transfer including but not limited to advising, mentoring, and tutoring; improved access to	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Spring 2016	x		DSPS students with a completion goal will receive appropriate and strategic follow-up services to help them complete their studies.

services; and face-to-face connections and support with faculty.	Begin implementation Fall 2016 Continue implementation Spring 2017			

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful degree and certificate completion among students with disabilities at Palomar College, as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER.

The Transfer success related outcomes include two associated measures: transfer and transfer prepared. *Transfer* refers to enrollment at any four-year institution after attending Palomar College. A student is *transfer-prepared* if they have earned 60 or more transferable units with a GPA of 2.0 or higher.

The following campus-based research summary compares ratios of students who transfer to a four-year institution, or are transfer-prepared.

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

Transfer-Related Outcome by Gender for the 2006-2007 Cohort					
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
	Threshold			*56.8%*	*53.1%*
Unprepared	Female	46.0%	1.07	No	No
	Male	39.5%	0.92	No	No
	Threshold			*36.8%*	*34.4%*

Campus-Based Research

Transfer-Related Outcome by Age Category for the 2006-2007 Cohort					
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
	Threshold			*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
	Threshold			*36.1%*	*34.4%*

Campus-Based Research

Transfer-Related Outcome by Race for the 2006-2007 Cohort

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
	Threshold			*64.3%*	*52.8%*
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
	Threshold			*42.3%*	*34.4%*

Campus-Based Research

Transfer-Related Outcome by Economically Disadvantaged for the 2006-2007 Cohort

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
	Threshold			*53.5%*	*53.0%*
Unprepared	No	44.2%	1.03	No	No
	Yes	41.6%	0.97	No	No
	Threshold			*35.4%*	*34.4%*

Transfer Related Outcome 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	66.5%	1.54	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	Threshold			*53.2%*	*34.5%*
Unprepared	No	43.1%	1.00	No	No
	Yes	45.7%	1.06	No	No
	Threshold			*36.6%*	*34.6%*

Summary of ALL Completion Indicators

Summary of Findings SPAR, Degrees and Certificates, and Transfer Outcomes

	Disproportionate Impact	
Success Indicator/SubPopulation	*Possible*	*Clear*
SPAR		
25-49		✓
Hispanic	✓	
DSPS		✓
Degrees and Certficates		
Filipino	✓	
Male	✓	
African American		✓
Transfer Outcome		
20-24	✓	
25-49		✓
Hispanic	✓	
DSPS		✓

Campus-Based Research

As noted in section *D. Degree & Certificate Completion*, there is clear disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students and DSPS students. This impact is also clear among transfer students who are underprepared and in the 25-49 age range.

The SSEC members believes that planned activities to improve degree and certificate completion will also benefit transfer and transfer-prepared students in completing their degree objectives.

See Section D. Degrees and Certificates for the College's goals regarding completion, including transfer.

Other College-wide Initiatives Affecting Several Indicators

F.   OTHER COLLEGE-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS

The consistent work of the Student Success & Equity Council has resulted in a series of goals and actions designed to increase student equity among disproportionate impact groups. The main strategy for allocating equity funding is to invest in expansion of existing campus programs to impact student outcomes. To this end, the SSEC members will focus resources on staffing to expand outreach to students and to increase opportunities for personal interaction and direct services. Proposed activities including expanding counseling and advising availability, tutoring and other direct supports.

Staff positions and activities funded will be embedded among existing services areas where more students will receive support services. Concurrently, the campus will increase opportunities for dialogue around achieving equity. Campus-wide events and professional development activities will support a learning climate for all students, faculty and staff at Palomar College to become familiar with equity related concepts.

The following list consists of eligible student equity activities. The draft budget reflects investment in these general areas.

Activities under consideration by Student Success & Equity Council members. Budget reflects investment of allocation among these action areas.

Student Equity Funding 2015-16
$1,919,000

Campus Wide Initiatives
Define Equity
Explore "Equity" Concepts
        -Campus climate survey
        -Student equity survey (m2c3, HERI)
        -Analysis of campus self- image
        -Campus focus groups (m2c3)
        - Identify PD focus areas to address deficiencies
Equity Dialogue Series
        -Campus wide/community wide reading (equity themed text)
        -Campus/community speaker series
        -Featured equity event(s) for DI groups
Region X Equity
        -Pool funds within region X to sponsor regional equity activities

Build Campus Capacity to Address Equity Issues
        -Expand Data Collection & Analysis capabilities (IRP, IT)
        -Add communication tools to access DI student groups (text reminders, ed plan access)

-Upgrade website to allow better communication with DI groups (allowable)
-Upgrade admissions system to allow easier access to all, including DI groups

Targeted Initiatives
Support Successful Programs (examples include)
Teaching & Learning Center – expand tutoring availability
    First Year Experience – Double Size
    Summer Bridge – expand to DI groups
    Learning Communities – Add Veteran's Learning Community + tutors
    Faculty Resource Center – Add PD opportunities
    Village Mentoring –
EOPS – Expand service delivery by supplementing staffing and resources.
Instructional Faculty Advising – formalize activity, implement and expand

Expand Foster Youth Services Resources
    -Additional Counselor
    -Financial Aid Specialist focused on DI populations

Expand Disabled Student Service Resources
    -Hire successful DRC students as mentors/ambassadors for new DRC students
    -Embedded tutoring for DRC students

Support Academic Achievement for DI Students
    -Embedded tutoring for college level English/Math courses
    -Hire Student Equity Support Specialist (case manage DI students)

Support Personal Needs to Enable Achievement for DI Students
    -Travel Support (gas vouchers, NCTD vouchers)
    -Campus Child Care (for DI students 10 spaces)
    -Campus employment for DI students (priority hiring, work study)

Recognition Events (limited budget)
    -Celebrations of success for DI groups (Tarde, ESL Recognition)

Additional Options
Targeted Outreach Publications
Transfer Center Resources for DI students
Career Center Resources for DI students

Summary Budget

2015-16 Student Equity Plan Summary Budget
Palomar CCD
Palomar College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**											
	Adj. Instruction/Overload	3.00	C,D	$ -	$ 200,000	$ -	$ -	$ -	$ 25,000	$ 25,000	$ -	250,000
	Counselors	1.00	A,C	$ -	$ 105,000	$ -	$ -	$ -	$ 10,000	$ -	$ -	115,000
	Adj. Counseling/Overload	3.00	A-F	$ -	$ 200,000	$ -	$ -	$ -	$ 25,000	$ 25,000	$ -	250,000
				$ -		$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ -	$ 505,000	$ -	$ -	$ -	$ 60,000	$ 50,000	$ -	**$ 615,000**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adpatation	Professional Development	Instructional Support	Direct Student Support	Total
	Director of Student Success & Equity	0.50	A-F	$ -	$ -	$ -	$ 42,500	$ -	$ -	$ -	$ -	42,500
	I.S. Project Manager	0.50	A-F	$ -	$ -	$ 41,000	$ -	$ -	$ -	$ -	$ -	41,000
	Programmer	0.50	A-F	$ -	$ -	$ 45,000	$ -	$ -	$ -	$ -	$ -	45,000
	Research Analyst	1.00	A-F	$ -	$ -	$ 68,000	$ -	$ -	$ -	$ -	$ -	68,000
	Support Specialists	3.00	A-F	$ 20,000	$ 40,000	$ 25,000	$ 25,000	$ -	$ 20,000	$ 20,000	$ -	150,000
	Tutoring Support Specialist	1.00	B-D	$ -	$ -	$ -	$ 46,000	$ -	$ -	$ -	$ -	46,000
	Peer Ambassadors/Mentors	2.00	A-F	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ 40,000	$ -	60,000
	Hourly Support/Academic Tutoring	3.00	A-F	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -	100,000
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ 40,000	$ 40,000	$ 179,000	$ 113,500	$ -	$ 20,000	$ 160,000	$ -	**$ 552,500**

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	1000 Positions	A-F	$ -	$ 121,500	$ -	$ -	$ -	$ -	$ -	$ -	121,500
	2000 Positions (consolidated)	A-F	$ -	$ 220,000	$ -	$ -	$ -	$ -	$ -	$ -	220,000
	2000 Positions (hourly)	A-D	$ -	$ 15,000	$ -	$ -	$ -	$ -	$ -	$ -	15,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
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			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ 356,500	$ -	$ -	$ -	$ -	$ -	$ -	**$ 356,500**

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Targetted Outreach Materials/Supplies	A-F	$ 20,000	$ 20,000	$ -	$ 10,000	$ -	$ -	$ -	$ 5,000	55,000
	Research Materials/Equity Surveys	F	$ -	$ -	$ 25,000	$ -	$ -	$ 75,000	$ -	$ -	100,000
	Student Equity Events/Supplies	A-F	$ 15,000	$ -	$ -	$ 10,000	$ -	$ 15,000	$ -	$ -	40,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 35,000	$ 20,000	$ 25,000	$ 20,000		$ 90,000		$ 5,000	**$ 195,000**

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Targetted Outreach Activities	F	$ 20,000	$ 20,000	$ -	$ -	$ -	$ -	$ 10,000	$ -	50,000
	Equity Information/Activities	F	$ 20,000	$ 20,000	$ -	$ -	$ -	$ -	$ 10,000	$ -	50,000
	Direct Student Supports		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	100,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 40,000	$ 40,000	$ -	$ -	$ -	$ -	$ 20,000	$ 100,000	$ 200,000

2015-16 Student Equity Plan Summary Budget
Palomar CCD

Palomar College

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

| | **Grand Total** | | $ 115,000 | $ 961,500 | $ 204,000 | $ 133,500 | $ - | $ 170,000 | $ 230,000 | $ 105,000 | $ 1,919,000 |

2015-16 Student Equity Plan Summary Budget
Palomar CCD
Palomar College

Part II: Planned Student Equity (SE) Expenditures

Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:
1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:
1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

During each spring term, the Student Success and Equity Council will complete an evaluation of progress on the Plan's goals and activities. The Office of Institutional Research and Planning collects baseline and performance data to track and monitor progress on activity outcomes and the Plan's stated goals. This information will be provided to SSEC members for a review of the baseline and performance data. In addition, progress reports will address work completed on an activity, resources allocated and expended, and an evaluation of the activity's status.

The SSEC members 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 including preparation and implementation of a strategic plan and program reviews.

In addition to providing data to monitor progress on the Student Equity Plan, the Office of Institutional Research and Planning has incorporated 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. The review includes a report on access, student progress, and completion metrics as well as an explanation of strategies to address deficiencies. The Strategic Planning Council and the College's Board of Trustees discuss the institutional effectiveness of the College and provide oversight of measurable outcomes.

Attachment A
Campus-Based Research

Attachment A: Campus-Based Research Methodology

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.

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, 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 CCCCO 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.

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.

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% ÷ 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*, only 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 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 ambiguous interpretation of the results. Therefore, for all success indicators except *Access,* both the proportionality index, and the 80% rule using the overall average were used to indicate disproportionate impact.

In the tables included in this report show specific subpopulations highlighted in red indicate clear evidence of disproportionate impact. In these cases, the subpopulation's performance fell below the proportionality index cutoff (as established by the workgroup) of .85, fell below the 80% threshold compared to overall performance, and fell below the 80% threshold compared to the highest performing group.

Specific subpopulations highlighted in blue indicate possible or potential disproportionate impact. In these cases, the subpopulation's performance fell below the 80% threshold compared to the highest performing group, but was slightly above the .85 cutoff established for proportionality index and did not fall below the 80% threshold compared to the overall performance rate. 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.

Measurement

Course Completion

Course Completion is indicated by receiving a transcript grade of A, B, C, or P. In this report it is referred to as successful course completion.

ESL and Basic Skills Completion

ESL and Basic Skills Completion was assessed using the Scorecard data. The *completion rate* here is the Remedial Progress from the Scorecard. It reflect the number of students to complete successfully a college-level course in math for math Basic Skills students, a college-level course in English for English basic skills students relative to the total number in cohort. The Cohorts contain all the students in a given academic year who attempt their first course at "levels below transfer." Cohorts are given a six-year window within which to complete the college-level course.

Degree and Certificate Completion and Scorecard Momentum Points

Persistence is achieved if a student enrolls in the first three consecutive primary terms anywhere in the California Community College (CCC) system. The 30 *units* rate refers to the percentage of students who have completed at least 30 units in the CCC system within a six-year window. *Completion* refers to earning a degree, certificate, transfer, or achieving transfer prepared status (earning 60 or more transferable units with a GPA of 2.0 or greater) within the six-year window. Students are considered *Economically Disadvantage* if they meet any of the following criteria: (a) WIA status, (b) CalWORKs eligibility status, (c) received a BOGW or a Pell Grant, (d) have VTEA economically disadvantage status, (e) the student SSN matched with the Department of Social Services

Preparation Level was indicated by the lowest level attempted for English and math. Students were regarded as "Prepared for College" in math if the lowest level of math they attempted was degree applicable or transfer level math. They were regarded as "Unprepared for College" if their lowest level of math was designated as two or more levels below college. Students were regarded as "Prepared for College" in English if their lowest attempted level of English was transfer level English. They were regarded as "Unprepared for College" if their lowest level of English was designated as below college level.
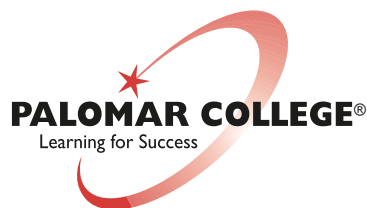
Transfer-Related Outcomes

Transfer-related outcomes include two associated measures: transfer and transfer prepared. *Transfer* refers to enrollment at any four-year institution after attending Palomar College. A student is *transfer-prepared* if they have earned 60 or more transferable units with a GPA of 2.0 or higher.

Attachment B
Student Success & Equity Council
Request for Funding Form

Student Success Equity Council
REQUEST FOR FUNDING FORM

The purpose of the Student Success & Equity Council is to serve as the steering committee that contributes to the development and implementation of the Student Success and Support Program (3SP) and Student Equity plans for the District. In this role, the SSEC will support, monitor and review the College's progress toward meeting the goals and activities listed within each plan.

To this end, the SSEC will support efforts that seek to positively impact the success of students identified as part of the "disproportionate impact" groups within the Student Equity Plan. SSEC workgroups should utilize this form to outline proposed intervention strategies and to request access to Student Equity funding. Additionally, faculty and staff outside of the SSEC who would like to develop and implement intervention strategies for identified "disproportionate impact" groups may also utilize this form to request Student Equity funding.

Process to Request Funds

Prior to submitting a request for funding, requestors must review the Acceptable and Unacceptable Uses of Student Equity Funds for FY 2014 - 2015 as provided by the Chancellor's Office prior to submitting a request for funding support. http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student%20Equity%20Expenditure%20Guidelines%202014-15.pdf

Step 1:   Review Student Equity Plan:
            http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf

Step 2:   Identify research-based intervention strategies that will address identified goals/activities within the Student Equity Plan

Step 3:   Complete the SSEC Funding Request Form

Step 4:   Submit Form to SSEC for Review and Approval

Deadline to Request Funding

SSEC workgroups may submit funding requests at any point throughout the academic year. Once a request is submitted, it will be reviewed at the next scheduled SSEC meeting.

Funding requests submitted by faculty and staff outside of the SSEC workgroups should be submitted in the semester prior to the proposed date of implementation. Funding requests for fall semester implementation will be reviewed at the first SSEC meeting in March. Funding requests for spring implementation will be reviewed at the first SSEC meeting in October. They will need to be submitted to SSEC at least two weeks prior to the respective meetings.

Contact for Questions:
- Olga Diaz, Director of Student Success and Student Equity – odiaz@palomar.edu or x3624
- Michelle LaVigueur, Executive Assistant to the VP of Student Services – mlavigueur@palomar.edu or x2826

Student Success Equity Council
REQUEST FOR FUNDING FORM

Primary Contact Person(s): _____ Ext.: _____

Program/Workgroup/Department(s): _____

List of Partners/Participants:

Name

1. Project Title:

2 Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

3. Identify the proposed target "disproportionate impact" group(s) to be impacted:

- Veterans
- Foster Youth
- African-American
- Latino
- Ages 25-49
- Students with Disabilities

4. Identify the specific goals/activities from SE Plan that you will address:
   http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf

5. Describe your proposed intervention strategies/activities:

6. Describe your implementation timeline:

7. Reference and explain the research studies that support your proposed intervention(s):

8. Describe your anticipated outcome(s):

9. Describe how you plan to evaluate progress toward these outcome(s):

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

Student Success Equity Council
REQUEST FOR FUNDING FORM

Funding Requested from Student Equity:

- I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2014 – 2015.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff			
Identify pay rate/ hours/benefits			
(link to Fiscal Services benefits worksheet below): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html			
Hourly Employees			
Classified Staff			
Faculty			
Consultants			
2. Supplies/Materials			
3. Equipment			
4. Services			
5. Printing			
6. Mailing			
7. Travel			
8. Food			
9. Facilities Needed			
10. Other			

Total Cost of Project:

Student Equity Plan
2014 – 2017
2015 DRAFT Update

Approved by the Governing Board on
Month XX, 2015

PALOMAR COLLEGE STUDENT EQUITY PLAN

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Goals, Activities, Funding and Evaluation

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Indicator Definitions and Data
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Activities to Improve Degree and Certificate Completion for Target Student Groups
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Attachment A: Campus-Based Research Methodology
Attachment B: Funding Request Form

Signature Page

Palomar College
Student Equity Plan Signature Page

District: _Palomar_   **Board of Trustees Approval Date**: _XX/XX/2015_

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

                                    adriangonzales@palomar.edu

Adrian Gonzales, Interim President, VP Student Services	Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]   rperez@palomar.edu

Ron Perez, VP Administrative Services	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]   *adriangonzalez@palomar.edu*

Adrian Gonzales, Interim President, VP Student Services	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]   *dsourbeer@palomar.edu*

Daniel Sourbeer, Instructional Dean	Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]   *glarson@palomar.edu*

Gregory Larson, Faculty Senate President	Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]   *ddryden@palomar.edu*

Dan Dryden, Classified Employee President	Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]	*mspence@palomar.edu*	
Malik Spence, Associated Student Government, President	Email	

[Signature]	odiaz@palomar.edu	760-744-1150 x3624
Olga Diaz, Director of Student Success & Equity	Email	Phone

Executive Summary

EXECUTIVE SUMMARY

In developing Palomar College's Student Equity Plan for 2014 - 2017, as well as the 2015 Plan updated, the College utilized a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of disproportionate impact. In the Spring of 2014 the College established a workgroup that was tasked with the development of the Student Equity Plan. This workgroup consisted of representatives from faculty, staff, students and administrators. Mindful of the Student Success Act (SB 1456), the Student Equity Plan was developed to align with the district's Student Success and Support Program Plan and the College's Strategic Plan 2016. To facilitate and monitor the implementation of the Student Success and Support Program plan and the Student Equity Plan, the college integrated two existing governance groups into a single oversight committee, the Student Success & Equity Council (SSEC).

To assist the SSEC with their charge, the Office of Institutional Research and Planning conducted research as prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. Two models were used to assess disproportionate impact across subgroups: 1) Proportionality and 2) the 80% Rule. For proportionality a cut-off of .85 was established for identifying presence of disproportionate impact. In addition, the 80% rule was applied to two rates 1) the overall performance rate and 2) the highest rate earned by a particular subgroup. These two primary gauges were used to determine *clear* evidence of disproportionate impact where the proportionality index and the 80% rule applied to overall performance rates. [See Attachment A for complete description of methodology].

The result of the research analysis revealed clear evidence of disproportionate impact among veterans, foster youth, African Americans, and students with disabilities. Specific areas of impact included: *Access* (Veterans), *Course Completion* (Foster Youth), *ESL and Basic Skills Completion* (African Americans, Students with Disabilities, males, and Hispanics), and *Degree and Certificate Completion* (African Americans, students with disabilities, and students who entered college unprepared for college level work). The 2014 Student Equity Plan included 3-year goals, established by the SSEC, for improvement in each area of disproportionate impact.

In preparation for the 2015 update to the Student Equity Plan, Institutional Research and Planning staff reassessed disproportionate impact across subgroups. Minimal shifts were detected. The SSEC agreed to monitor annual variances but maintain the baseline year research findings and goals. This helps the college achieve stability in program design, implementation and review for effectiveness. To achieve the established goals, a series of activities have been planned or initiated. Effectiveness will be evaluated annually and future Student Equity Plan updates will include progress measurements for each impact area.

The following table summarizes the areas of disproportionate impact identified in our baseline analysis as well as 3-year goals established as a result of dialogue among SSEC members:

Success Indicator	Disproportionate Impact (2014-15 Baseline)	3 Year Goal
Access	Veterans	+5% Enrollment
Course Completion	Foster Youth	+5% Successful Completion
ESL & Basic Skills Completion	African Americans	+5% Successful Completion
	Students w/Disabilities	+2% Basic Skills Seq. Comp.
	Males	+5% Successful Completion
	Hispanics	+5% Successful Completion
Degree & Certificate Completion	Unprepared Age 25-49	+2% Completion
	African Americans	+2% Degree Completion
	Students w/Disabilities	+2% Completion
Transfer to 4-year Inst.	Unprepared Age 25-49	+2% Completion

Palomar College, through its shared governance process, has arrived at a plan to positively impact subpopulations experiencing disproportionate impact. This 2015 update to our Student Equity Plan contains a reaffirmation of our commitment to address equity issues with targeted interventions, increased student support services, enhanced equity dialogue and continuous self-improvement of processes that support student success and equity.

Resources to be Utilized

In addition to Student Equity funding, sources of funding that will be leveraged to achieve the College's Student Equity goals include: General Fund (GF), EOPS, DSPS, TRIO, CARE, Title V - HSI, Student Success and Support Program (3SP both credit and non-credit), Grant Funded Student Programs, Financial Aid and Foundation Scholarship.

Contact Persons

Adrian Gonzales, Interim President/Vice President for Student Services (Tri-Chair)
Dan Sourbeer, Dean of Instruction (Tri-Chair)
Gregory Larson, Faculty Senate President (Tri-Chair)
Michelle Barton, Senior Director for Institutional Research and Planning
Olga Diaz, Director of Student Success & Equity

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

In developing Palomar College's Student Equity Plan, the College utilized a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of disproportionate impact. The College established a workgroup that was tasked with the development of the Student Equity Plan. This workgroup, the Student Success and Equity Council (SSEC), consisted of representatives from faculty, staff, students and administrators.

The Office of Institutional Research and Planning conducted research as prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. Two models were used to assess disproportionate impact across subgroups: 1) Proportionality and 2) the 80% Rule. The workgroup recognized that the 80% rule applied to the highest performing group is not always the best indicator of disproportionate impact. Therefore, the two primary gauges to determine *clear* evidence of disproportionate impact were the proportionality index and the 80% rule applied to overall performance rates. See the Methodology section for a more detailed description of the models used. [See Attachment A for complete description of methodology].

The study of disproportionate impact was updated in 2015-16 to confirm impacts identified in the previous year. The committee concluded that remaining focused and consistent with program development to support the disproportionate impact groups identified in 2014-15 was appropriate. In addition, the committee expressed interest in continued and frequent assessment of campus data in order to carefully monitor changes. Including, the presence of additional disproportionate impact groups over time.

In order to allocate Student Equity funds in a manner consistent with needs identified in the Student Equity Plan, the committee designed a Funding Request Form (Attachment B) to be completed for program proposals that link directly to plan goals. Completed forms are reviewed by the committee for consideration. Committee approved requests are delegated to the Director of Student Success & Equity for implementation and monitoring effectiveness.

Student Success & Equity Council

Name	Title	Stakeholder Group
Gregory Larson	President	Faculty Senate
Dan Sourbeer	Interim VP Instruction	Instruction
Adrian Gonzales	President	Student Services
Jorge Villalobos	Faculty	Basic Skills Committee
Cynthia Anfinson	Faculty	Basic Skills Committee
Wendy Nelson	Faculty	Instructional Planning Council
Rosie Antonecchia	Faculty	Student Services Planning Council
Michael Large	Faculty	Student Services Planning Council
Katy French	Faculty	Reading Department
Martha Martinez	Faculty	Math Department
Monica Rodriguez	Faculty	English Department
Larry Lawson	Faculty	ESL department
Gary Sosa	Faculty	ESL Department
Lori Waite	Faculty	Disability Resource Center
Elvia Nunez-Riebel	Faculty	Counseling Department
Lisa Romain	Faculty	Counseling Department
Annette Squires	Faculty	Instruction
Glyn Bongolan	Faculty	Student Services
Ellen Weller	Senator	Faculty Senate
P.J. DeMaris	Senator	Faculty Senate
Kendyl Magnuson	Dir. Enrollment Services	Administrators Associations
Jennifer Nelson	Representative	CAST
Anel Gonzalez	Representative	CCE
Marti Snyder	Representative	CCE
Brian Stockert	Dean	Student Services
Jack Kahn	Dean	Instruction
Shayla Sivert	Dean	Instruction
Jose Luis Ramirez	Assessment Supervisor	Counseling Department
Michelle Barton	Sr. Director	Instructional Research & Planning
Olga Diaz	SSSP Coordinator	Counseling Department
Matthew Baugh	Student Representative	Associated Student Government

http://www2.palomar.edu/pages/ssec/membership/

Access

A. ACCESS.

Access refers to the proportion of a given sub-population enrolled in the college relative to that sub-population's size in the district's service area. The following campus-based research summary compares the percentage of each sub-population group enrolled to the percentage of each group in the adult population within the community served.

Proportionality by Gender, Age, Race & Ethnicity, and Veterans for Fall, 2013			
	Palomar	District*	Proportionality Index
Gender			
Female	44.8%	50.8%	0.88
Male	55.2%	49.2%	1.12
Age			
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
Race & Ethnicity			
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
Veterans			
No	95.7%	88.4%	1.08
Yes	4.3%	11.6%	0.37
* Data for Veterans is available only at the county level.			

Conclusion

There is clear evidence of disproportionate impact among veterans enrolled in the district service area.

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are within the district's service area, or the county in the case of veterans. It is not realistic to expect a similar representation of students over the age of 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.

Furthermore, 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 is making progress toward the opening of our South education center and will monitor enrollment to determine if this affects the proportionality index for our Asian student population.

GOAL A.

Veterans have been identified through campus-based research as a subpopulation experiencing disproportionate impact. Our goal is to improve access for veterans in the Palomar College service area.

Target Population(s)	Current gap, year	Goal %	Goal Year
Veterans	7.3% in 2014	5% Increase in Enrollment	2017

ACTIVITIES: A. ACCESS

A.1

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
A.1	Veterans	200

Activity Implementation Plan

The planned activities will support our goal of increasing educational access to veterans by 1-2% annually leading to a 5% increase in 3-year enrollment.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
A.1.1 Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college.	Conduct research and identify strategies by Summer 2015 Begin to implement strategies by Spring 2016	Outreach Pool $115,000	GF & Foundation	Number of veterans enrolled at the college will increase by 1-2% annually, with a 5% overall increase in three years.
A.1.2 Examine course rotation and scheduling patterns with special emphasis on evening offerings.	Complete review by Summer 2016 Identify refinements Fall 2016	Rsrch/Eval/ Coord. Pool $337,500	GF	Course rotation and scheduling patterns reviewed and refined to ensure that veterans can complete their programs within a specified timeframe.
A.1.3 Modify college website making it easier for students to navigate and access campus resources.	Initiated improvement process by July 2015 Hire webmaster by January 2016 Complete improvement by January 2017	X	GF	Improved structure of college website with simplified navigation and access to campus resources.
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.	Identify data collection and research needs by Spring 2016 Implement processes to ensure accurate identification of veterans by Summer 2016 Hire institutional researcher by Spring 2016 Conduct appropriate research studies to support the college's efforts to address student equity. (Ongoing)	Rsrch/Eval/ Coord. Pool $337,500	GF	Veterans 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.
A.1.5 Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2015 Expand implementation Spring 2016	Stdnt./Instr./Dir. Support Pool $940,000	GF 3SP EOPS, TLC	Veterans will receive appropriate and strategic follow-up services.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in veteran access to the college as well as progress toward achieving plan goals. In addition, data collection and data quality activities will be refined to ensure accurate analysis supports plan success measurements.

Success Indicator: Course Completion

B. COURSE COMPLETION.

Course Completion refers to the ratio of successful completion of credit courses with a grade of A, B, C or Pass by sub-population to the total credit enrollments at census day resulting in a transcript grade. The following campus-based research summary compares course completion rates for each subpopulations group within the total enrollment of the college.

Tables

Successful Course Completion by Gender for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Gender	Rate	Index	Highest	Overall
Female	71.6%	1.01	No	No
Male	70.5%	0.99	No	No
Threshold			*57.3%*	*56.8%*

Successful Course Completion by Age Category for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Age Category	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
Threshold			*63.8%*	*56.8%*

Successful Course Completion by Ethnicity for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Ethnicity	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
Threshold			*60.8%*	*56.8%*

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
Threshold			*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
Threshold			*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
Threshold			*57.1%*	*56.9%*

Conclusion

There is clear evidence of disproportionate impact among foster youth enrolled at the college.

The SSEC also noted possible disproportionate impact for African Americans and will monitor course completion rates for this sub-population.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

Foster Youth have been identified through campus-based research as a subpopulation experiencing disproportionate impact. Our goal is to improve successful course completion rates for former foster youth enrolled at Palomar College.

Target Population(s)	Current gap, year	Goal	Goal Year
Foster Youth	24.3% in 2014	5% Increase in Course Completion	2017

ACTIVITIES: B. COURSE COMPLETION

B.1

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group(s)	# of Students Affected
B.1	Foster Youth	75

Activity Implementation Plan

The planned activities will support our goal of increasing successful course completion for former Foster Youth by 1-2% annually leading to a 5% increase in 3-year successful course completion among former foster youth enrolled at Palomar College.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
B.1.1 Accurately identify foster youth in the college's database.	Complete by Spring 2016	Rsrch/Eval/ Coord. Pool $337,500	GF	Foster youth identified within the database and reports generated.
B.1.2 Expand the role and responsibility of the College's foster youth support liaison.	Implemented by Fall 2015 Expand Spring 2016	Stdnt./Instr./Dir. Support Pool $75,000 (in pool)	GF	Foster youth will meet with support liaison(s) twice per year (or semester).
B.1.3 Provide extensive outreach and support services for foster youth including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiated dialogue and identified related activities; Spring 2015 Began implementation Fall 2015	Stdnt./Instr./Dir. Support Pool $940,000	GF 3SP EOPS TLC	All foster youth will receive appropriate and strategic follow-up services.
B.1.4 Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs.	Begin implementation Fall 2016	Stdnt./Instr./Dir. Support Pool $940,000	GF 3SP EOPS TLC	All foster youth will be directed to participate in a first year experience and/or summer bridge program.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful course completion among former Foster Youth enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

Success Indicator: ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION.

The ESL and Basic Skills Completion indicator represents the proportion of students in different subpopulations that successfully complete a degree applicable course after having started at a level below transfer. The following campus based research summary compares the percentage of ESL and basic skills students who complete degree-applicable courses.

Tables

English

English: Completed Degree Applicable English by Gender for the 2006-2007 Cohort				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
Female	33.8%	1.10	No	No
Male	28.0%	0.91	No	No
Threshold			*27.0%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort				
Age	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold 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
Threshold			*26.2%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort

Race	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold 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
Threshold			*47.2%*	*24.9%*

English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort

DSPS	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
No	32.0%	1.05	No	No
Yes	22.5%	0.74	Yes	Yes
Threshold			*25.6%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort

Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
No	31.5%	1.03	No	No
Yes	29.2%	0.95	No	No
Threshold			*25.2%*	*24.5%*

English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort

Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
No	30.0%	0.97	No	No
Yes	N < 40	1.10	No	No
Threshold			*24.0%*	*24.8%*

Math

Math: Percent Who Completed Degree Applicable Math by Gender for the 2006-2007 Cohort

Gender	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold Overall
Female	29.7%	1.11	No	No
Male	23.0%	0.86	Yes	No
Threshold			*23.8%*	*21.3%*

Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort

Age	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold 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
Threshold			*21.7%*	*21.4%*

Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort

Race	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold 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
Threshold			*29.8%*	*21.2%*

Math: Percent Who Completed Degree Applicable Math by DSPS for the 2006-2007 Cohort

DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.6%	0.99	No	No
Yes	28.0%	1.05	No	No
Threshold			*22.4%*	*21.4%*

Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort

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
Threshold			*21.8%*	*21.4%*

Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort

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
Threshold			*30.4%*	*21.6%*

ESL

ESL: Percent Who Completed Degree Applicable English by Gender for the 2006-2007 Cohort

Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	15.8%	1.14	No	No
Male	10.3%	0.75	Yes	Yes
Threshold			*12.6%*	*11.0%*

**ESL: Completed Degree Applicable English by Age
for the 2006-2007 Cohort**

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
Threshold			*27.6%*	*11.0%*

**ESL: Percent Who Completed Degree Applicable English by Race
for the 2006-2007 Cohort**

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
Threshold			*24.6%*	*11.2%*

**ESL: Percent Who Completed Degree Applicable English by DSPS
for the 2006-2007 Cohort**

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
Threshold			*11.0%*	*11.0%*

**ESL: Percent Who Completed Degree Applicable English by
Economically Disadvantaged for the 2006-2007 Cohort**

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
Threshold			*21.8%*	*11.0%*

Conclusion

Summary of Findings Basic Skills / ESL Completion		
	Disproportionate Impact	
Success Indicator/SubPopulation	*Possible*	*Clear*
Basic Skills English Completion		
Age 20-24	✓	
African American		✓
Hispanic	✓	
DSPS		✓
Basic Skills Math Completion		
Males	✓	
African American		✓
Hispanic	✓	
ESL		
Male		✓
25-49		✓
Hispanic		✓

For basic skills course completion, there is clear evidence of disproportionate impact among African American and DSPS students enrolled at the college. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored. Activities identified to address basic skills completion may also help the college's Hispanic students.

In regards to ESL, SSEC members noted clear disproportionate impact for males, Hispanics, and students ages 25-49. Also noted was the 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 student cohort tracked six years to completion. 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.

GOAL C.

Campus-based research has detected African Americans, Hispanic males and students with disabilities as a subpopulations experiencing disproportionate impact in the area of ESL and basic skills course completion. Our goal is to improve successful ESL and Basic Skills sequence completion rates for African American and Hispanic males, as well as students with disabilities at Palomar College.

Specifically:

Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.

Increase the percentage of males, students ages 25 - 49, and Hispanic students who complete the ESL basic skills sequences by 5% over the next three years.

Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.

Target Population(s)	Current gap, year	Goal	Goal Year
African Americans	37%, 2014	+5% Successful Completion	2017
Students w/Disabilities	9.5%, 2014	+2% Basic Skills Seq. Comp.	2017
Males	5.5%, 2014	+5% Successful Completion	2017
Hispanics	21.2%, 2014	+5% Successful Completion	2017

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group(s)	# of Students Affected
C.1	African American students enrolled in basic skills courses	150

Activity Implementation Plan

The planned activities will support our goal of increasing successful completion of the basic skills sequence for African American students by 1-2% annually leading to a 5% increase in 3-year successful completion of the basic skills sequence among African American students enrolled at Palomar College.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
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.	Expanded outreach of programs to special populations beginning Spring 2016 Implemented Summer and Fall 2016	Stdnt./Instr./Dir. Support Pool $940,000	GF 3SP EOPS TLC	Number of African American students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years.
C.1.2 Provide extensive outreach and support services to African American students including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Summer 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	Stdnt./Instr./Dir. Support Pool $940,000	GF 3SP EOPS TLC	African American students enrolled in basic skills will receive appropriate and strategic follow-up services.
C.1.3 Implement a set of mandatory orientation activities for the College's underprepared students.	Develop by Spring 2016 Begin implementation Fall 2016	Stdnt./Instr./Dir. Support Pool $940,000	GF 3SP EOPS TLC	80% of entering underprepared first-year students will complete a set of mandatory activities by the end of the plan's term.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among African American students enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

C.2

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
C.2	Hispanic Males	125

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
C.2.1 Increase the number of Hispanic males and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs.	Plan for expansion and increased outreach of programs to special populations by Spring 2016

Implement Summer and Fall 2016 | Stdnt./Instr./Dir. Support Pool $940,000 | GF 3SP EOPS TLC | Number of Hispanic males and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase over the next three years. |
| **C.2.2** Provide extensive outreach and support services for ESL students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty. | Initiate dialogue and identify related activities by Spring 2016

Plan for expansion and increased outreach to special populations by Spring 2016

Begin implementation Fall 2016 | Stdnt./Instr./Dir. Support Pool $940,000 | GF 3SP EOPS TLC | ESL students in the affected group will receive strategic follow-up services. |
| **C.2.3** Develop and implement a set of mandatory orientation activities for underprepared students. | Develop by Spring 2016 Begin implementation Fall 2016

Continue implementation Spring 2017 | Stdnt./Instr./Dir. Support Pool $940,000 | GF 3SP EOPS TLC | 80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term. |

Evaluation (C.2 Continued)

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among Hispanic male students enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

C.3

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
C.3	Students w/Disabilities (DSPS)	50

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
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 by Spring 2016	Rsrch/Eval/ Coord. Pool $337,500	GF DSPS	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.
C.3.2 Utilize research findings to develop and implement strategies to support DSPS students to complete their studies, including the English basic skills course sequences, at the college.	Strategies implemented by Spring 2017	Rsrch/Eval/ Coord. Pool $337,500	GF DSPS TLC	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%.
C.3.3 Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.	Develop by Summer 2016 Begin implementation Fall 2016	Prof. Dev. Pool $170,000		Tools, resources, and professional development opportunities will be developed and provided to faculty.
C.3.4 Provide extensive outreach and support services for DSPS students enrolled in basic skills English courses including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Fall 2015 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016	Stdnt./Instr./Dir Support Pool $940,000	GF 3SP DSPS TLC	DSPS students enrolled in English basic skills courses will receive appropriate and strategic follow-up services.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among students with disabilities enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

Success Indicator: Degree and Certificate Completion

D. DEGREE AND CERTIFICATE COMPLETION.

The Degree and Certificate success indicator represents the ratio of the number of students within a sub-population who receive a degree or certificate to the number of students in that group with the same matriculation goal documented in their student education plan. The following campus based research summarizes students degree or certificate completion rates.

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.

Completion by Preparation Level and Gender for Cohort Year 2006-2007					
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
	Threshold			*58.0%*	*54.6%*
Unprepared	Female	48.3%	1.06	No	No
	Male	42.1%	0.93	No	No
	Threshold			*38.6%*	*36.3%*

Completion by Preparation Level and Age for Cohort Year 2006-2007

Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Highest	Below 80% 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
	Threshold			*61.0%*	*54.6%*
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
	Threshold			*37.5%*	*36.4%*

Completion by Preparation Level and Race for Cohort Year 2006-2007

Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Below 80% Threshold 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
	Threshold			*65.1%*	*54.3%*
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
	Threshold			*45.0%*	*36.2%*

Completion by Preparation Level and Economically Disadvantaged for Cohort Year 2006-2007

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
	Threshold			55.0%	37.0%
Unprepared	No	46.3%	1.02	No	No
	Yes	44.5%	0.98	No	No
	Threshold			37.0%	36.3%

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
	Threshold			54.3%	37.1%
Unprepared	No	46.4%	1.02	No	No
	Yes	35.1%	0.77	Yes	Yes
	Threshold			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
	Threshold			54.6%	36.3%
Unprepared	No	45.4%	0.99	No	No
	Yes	54.3%	1.19	No	No
	Threshold			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
	Threshold			*23.7%*	*19.5%*
Unprepared	Female	18.4%	1.05	No	No
	Male	16.7%	0.95	No	No
	Threshold			*14.7%*	*14.1%*

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
	Threshold			*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
	Threshold			*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
	Threshold			*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
	Threshold			*23.1%*	*13.8%*

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
	Threshold			*19.4%*	*19.5%*
Unprepared	No	17.6%	1.00	No	No
	Yes	18.5%	1.05	No	No
	Threshold			*14.8%*	*14.1%*

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
	Threshold			*23.0%*	*19.5%*
Unprepared	No	16.2%	0.92	No	No
	Yes	19.3%	1.09	No	No
	Threshold			*15.4%*	*14.1%*

Conclusion

There is evidence of clear disproportionate impact among unprepared students ages 25-49, African Americans and students with disabilities.

The DSPS students were close to the cut off; therefore, SSEC members 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 without the intention of completing a certificate or degree.

The SPAR, degrees and certificates, and transfer related metrics are based on a student cohort tracked six years 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. Completion data are not available for foster youth students at this time.

After reviewing the disproportionate impact data and research on best practices related to completion, SSEC members determined that strategic, timely, and ongoing follow-up is critical to help students complete their educational goals. Also, SSEC members recognized that students in the affected subpopulations often need "high touch" and multiple types of support. The College will expand technology infrastructure to support expanded communication and an interactive approach.

GOAL D.

Unprepared students ages 25-49, African American students and students with disabilities have been identified through campus-based research as subpopulations experiencing disproportionate impact in the area of degree and certificate completion. Our goal is to improve successful degree and certificate completion rates for these students enrolled at Palomar College.

Target Population(s)	Current gap, year	Goal	Goal Year
Unprepared Ages 25-49	12.7%, 2014	2% Increase in Completion	2017
African Americans	16%, 2014	2% Increase in Completion	2017
Students w/Disabilities	11.3%, 2014	2% Increase in Completion	2017

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group(s)	# of Students Affected
D.1A	Unprepared Students Ages 25-49	200
D.1B	African American students	150

Activity Implementation Plan

In order to establish an effective follow-up and strategic support system, SSEC members recommend 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."

The planned activities will support our goal of increasing successful degree and certificate completion among unprepared students ages 25-49 and Africans American enrolled at Palomar College by 2% over 3 years.

Activity Description	*Planned Timeline*	*St. Equity Funds*	*Other Funds*	*Link to Goal*
D.1.1 Implement a student portal that will provide students with a single sign-on access point to allow for direct communication between the college and the student.	Hire IT Project Manager by Summer 2016 Research and identify software tool by Summer 2016 Purchase, install, and test by Fall 2016 Pilot Spring 2017 Implement Fall 2017	Rsrch/Eval/ Coord. Pool $337,500	GF 3SP	All students will access and interact with the college's online system using a single sign on. Upon signing in, students will receive information and be directed to support services if needed.
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.	Review current planning and degree audit systems by Summer 2016 Identify additional software needs by Summer 2016 Install and test by Fall 2016 Begin implementation Fall 2017	Rsrch/Eval/ Coord. Pool $337,500	GF 3SP	Students will use an electronic education system to help plan, track, and monitor their progress to goal completion.
D.1.3 Conduct research on effective follow-up and early alert practices. Implement strategic follow-up systems that provide timely interaction and "high touch" based on student needs. Ensure that the system of follow-up and support "closes the loop" and informs faculty of the support students have received when necessary.	Conduct research – initial by Spring 2016 (then ongoing) Develop strategies by Fall 2016 Prototype Spring 2017 Begin Implementation Fall 2017	Rsrch/Eval/ Coord. Pool $337,500 Prof. Dev. Pool $170,000	GF 3SP	Define strategies and processes. Train Faculty about follow-up and support services. Formalize faculty advising as "high touch" activity for student engagement.

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.	Develop by Fall 2016 Implement Spring 2017 and ongoing	Prof. Dev. Pool $170,000		Faculty and staff will participate in training and/or related activities to learn about the support services available to students.
D.1.5 Develop, establish, and communicate clear career pathways for students.	Identify high demand CTE programs by Spring 2016 Develop pathways by Summer 2016 Develop outreach materials to communicate pathways with students by Fall 2016	Rsrch/Eval/ Coord. Pool $337,500	GF 3SP	The number of programs that will have defined career pathways will increase. Career pathways will be integrated into the Student Success and Support services provided to students.
D.1.6 Provide extensive outreach and support services for students in affected groups including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	Stdnt./Instr./Dir Support Pool $940,000	GF 3SP EOPS TLC DSPS	Students in affected group will receive appropriate and strategic follow-up services to help them complete their studies.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful degree and certificate completion among Unprepared students ages 25-49 and African American students at Palomar College, as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

D.2

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
D.2	Students w/Disabilities (DSPS)	50

Activity Implementation Plan

The planned activities will support our goal of increasing successful degree and certificate completion among students with disabilities enrolled at Palomar College by 2% over 3 years.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
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 by Spring 2016	Rsrch/Eval/ Coord. Pool $337,500	GF	Describe needs and barriers. Identify strategies to address needs and barriers.
D.2.2 Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college.	Strategies implemented by Spring 2017	Rsrch/Eval/ Coord. Pool $337,500	GF	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%.
D.2.3 Provide extensive outreach and support services for DSPS students with education goal to earn a degree, certificate or transfer including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	Stdnt./Instr./Dir Support Pool $940,000	GF 3SP EOPS TLC DSPS	DSPS students with a completion goal will receive appropriate and strategic follow-up services to help them complete their studies.

Evaluation (D.2 continued)

A disproportionate impact analysis will be conducted annually to monitor changes in successful degree and certificate completion among students with disabilities at Palomar College, as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

Transfer

E. TRANSFER.

The Transfer success related outcomes include two associated measures: transfer and transfer prepared. *Transfer* refers to enrollment at any four-year institution after attending Palomar College. A student is *transfer-prepared* if they have earned 60 or more transferable units with a GPA of 2.0 or higher.

The following campus-based research summary compares ratios of students who transfer to a four-year institution, or are transfer-prepared.

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

Transfer-Related Outcome by Gender for the 2006-2007 Cohort					
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
	Threshold			*56.8%*	*53.1%*
Unprepared	Female	46.0%	1.07	No	No
	Male	39.5%	0.92	No	No
	Threshold			*36.8%*	*34.4%*

		Transfer-Related Outcome by Age Category for the 2006-2007 Cohort				
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
	Threshold			*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
	Threshold			*36.1%*	*34.4%*

Transfer-Related Outcome by Race for the 2006-2007 Cohort

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
	Threshold			*64.3%*	*52.8%*
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
	Threshold			*42.3%*	*34.4%*

Transfer-Related Outcome by Economically Disadvantaged for the 2006-2007 Cohort

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
	Threshold			*53.5%*	*53.0%*
Unprepared	No	44.2%	1.03	No	No
	Yes	41.6%	0.97	No	No
	Threshold			*35.4%*	*34.4%*

Transfer Related Outcome 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	66.5%	1.54	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	Threshold			*53.2%*	*34.5%*
Unprepared	No	43.1%	1.00	No	No
	Yes	45.7%	1.06	No	No
	Threshold			*36.6%*	*34.6%*

Summary of ALL Completion Indicators

Summary of Findings SPAR, Degrees and Certificates, and Transfer Outcomes		
	Disproportionate Impact	
Success Indicator/SubPopulation	*Possible*	*Clear*
SPAR		
25-49		✓
Hispanic	✓	
DSPS		✓
Degrees and Certficates		
Filipino	✓	
Male	✓	
African American		✓
Transfer Outcome		
20-24	✓	
25-49		✓
Hispanic	✓	
DSPS		✓

Conclusion

As noted in section *D. Degree & Certificate Completion*, there is clear disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students and DSPS students. This impact is also clear among transfer students who are underprepared and in the 25-49 age range.

The SSEC members believes that planned activities to improve degree and certificate completion will also benefit transfer and transfer-prepared students in completing their degree objectives.

See <u>Section D. Degrees and Certificates</u> for the College's goals regarding completion, including transfer.

Other College-wide Initiatives Affecting Several Indicators

F.   OTHER COLLEGE-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS

The consistent work of the Student Success & Equity Council has resulted in a series of goals and actions designed to increase student equity among disproportionate impact groups.

The investment strategy for allocating equity funding is expand existing campus programs to increase positive student outcomes. To this end, the SSEC members focused resources on staffing to expand targeted outreach to students and to increase opportunities for personal interaction and direct services. Proposed activities including expanding counseling and advising availability, tutoring and other direct supports.

Staff positions and activities funded will be embedded among existing services areas where more students will receive support services. Concurrently, the campus will increase opportunities for equity dialogue. Campus-wide events and professional development activities will support a learning climate for all students, faculty and staff at Palomar College to become familiar with equity related concepts.

The following list details eligible student equity activities supported by Student Success & Equity Council members. The attached budget reflects investment in for our allocation in these action areas. (Student Equity Funding 2015-16 $1,919,000.)

Campus Wide Initiatives
Define Equity
Explore "Equity" Concepts
        -Campus climate survey
        -Student equity survey/focus groups (m2c3)
        -Analysis of campus self- image
        - Identify PD focus areas to address deficiencies
Equity Dialogue Series
        -Campus wide/community wide reading (equity themed text)
        -Campus/community speaker series
        -Featured equity event(s) for DI groups
Region X Equity
        -Pool funds within region X to sponsor regional equity activities

Build Campus Capacity to Address Equity Issues
        -Expand Data Collection & Analysis capabilities (IRP, IT)
        -Add communication tools to access DI student groups (text reminders, ed plan access)
        -Upgrades to website that allow better communication with DI groups

Targeted Initiatives
Support Successful Programs
Teaching & Learning Center (TLC) – expand tutoring availability
        First Year Experience – Double Size
        Summer Bridge – expand to DI groups
        Learning Communities – Add Veterans Learning Community + tutors

Faculty Resource Center – Add PD opportunities
EOPS – Expand service delivery by supplementing staffing and resources.
Instructional Faculty Advising – formalize activity, implement and expand.

Expand Foster Youth Services Resources
-Additional Counselor & Financial Aid Support Specialist focused on DI populations

Expand Disabled Student Service Resources
-Hire successful DRC students as mentors/ambassadors

Support Academic Achievement for DI Students
-Expand tutoring access for college level English/Math courses
-Hire Student Equity Support Specialist to coordinate services to DI

Support Personal Needs to Enable Achievement for DI Students
-Travel Support (gas vouchers, NCTD vouchers)
- Explore Campus Child Care (for demonstrated need DI students)
-Campus employment for DI students (priority hiring, work study)

Recognition Events (limited budget)
-Celebrations of success for DI groups (Tarde, ESL Recognition)

Additional Allowable Options
Targeted Outreach Publications
Transfer Center Resources for DI students
Career Center Resources for DI students

GOAL F.

Palomar College will increase opportunities for dialogue related to achieving equity for students. Campus-wide events and professional development activities will support a learning climate for all students, faculty and staff at Palomar College to become familiar with equity related concepts. In addition, we will supplement existing categorical and institutional services available to students in disproportionate impact areas.

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity*

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
F.1	Faculty/Staff/Students	30,000 +

Activity Implementation Plan

The planned activities will support our goal of increasing campus-wise awareness and knowledge of equity topics. Increased capacity to collect and analyze data will also support informed dialogue around equity topics and allow for targeted implementation of activities to address specific needs.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
F.1.1 Explore equity concepts through campus-wide, participation in equity related campus surveys (M2C3), focus groups, professional development opportunities.	Spring 2016, Ongoing	Prof. Dev. Pool $170,000	GF	Create dialogue to enhance campus initiatives support success of students in disproportionate impact groups.
F.1.2 Build capacity to address equity issues. Expand data analysis capabilities.	Spring 2016, Ongoing	Rsrch/Eval/ Coord. Pool $337,500	GF	Support informed dialogue and activities to address equity issues on campus.
F.1.3 Build capacity to collect and track student participation data for planned activities including: support services, advising, mentoring, tutoring, face-to-face connections.	Spring 2016, Ongoing	Rsrch/Eval/ Coord. Pool $337,500	GF	Track student participation in planned activities, analyze impact of participation.

Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in success measures among students at Palomar College. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts. Campus surveys and focus groups will be conducted to measure baseline awareness of equity topics. Additional goals may be developed after analysis of survey results.

F.2

- *Indicators/Goals to be affected by the activity*

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected:

ID	Target Group	# of Students Affected
F.2	DI Students	1,000

Activity Implementation Plan

The planned activities will support our goal of offering targeted interventions to assist students experiencing disproportionate impact. Students will have expanded access to resources that help them complete a course of study at Palomar College. These activities are referenced throughout the plans for sections A-D but have significant impact on multiple initiatives areas.

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
F.2.1 Provide extensive outreach and support services for students experiencing disproportionate impact including: support services, advising, mentoring, tutoring, face-to-face connections.	Spring 2016, Ongoing	Stdnt./Instr./Dir Support Pool $940,000	GF 3SP TLC	Support student academic efforts with tutoring, mentoring, advising, engagement and at-risk intervention.
F.2.2 Expand existing categorical/institutional programs that focus on disproportionate impact student groups.	Spring 2016, Ongoing	Stdnt./Instr./Dir Support Pool $940,000	3SP EOPS DSPS	Supplement resources in categorical program areas that services DI students (ex. EOPS, DSPS, BSI).
F.2.3 Provide direct support to disproportionate impact students with specific financial needs (travel support, gas vouchers, book vouchers, childcare).	Spring 2016, Ongoing	Stdnt./Instr./Dir Support Pool $940,000	Fdn. EOPS	Track student access to direct support and analyze impact of participation.
F.2.4 Support recognition activities that celebrate success among DI students and encourage additional students to utilize campus resources.	Began Fall 2015, Ongoing	Stdnt./Instr./Dir Support Pool $940,000	X	Recognize successful DI students and increase visibility of services available to support students.

Evaluation

By supplementing categorical and institutional programs that already support disproportionate impact students, we leverage our resources to offer services to a greater numbers of students. A disproportionate impact analysis will be conducted annually to monitor progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Palomar CCD
Palomar College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**											
	Adj. Instruction/Overload	3.00	C,D	$ -	$ 200,000	$ -	$ -	$ -	$ 25,000	$ 25,000	$ -	250,000
	Counselors	1.00	A,C	$ -	$ 105,000	$ -	$ -	$ -	$ 10,000	$ -	$ -	115,000
	Adj. Counseling/Overload	3.00	A-F	$ -	$ 200,000	$ -	$ -	$ -	$ 25,000	$ 25,000	$ -	250,000
				$ -		$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
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				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ -	$ 505,000	$ -	$ -	$ -	$ 60,000	$ 50,000	$ -	**$ 615,000**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Director of Student Success & Equity	0.50	A-F	$ -	$ -	$ -	$ 42,500	$ -	$ -	$ -	$ -	42,500
	I.S. Project Manager	0.50	A-F	$ -	$ -	$ 41,000	$ -	$ -	$ -	$ -	$ -	41,000
	Programmer	0.50	A-F	$ -	$ -	$ 45,000	$ -	$ -	$ -	$ -	$ -	45,000
	Research Analyst	1.00	A-F	$ -	$ -	$ 68,000	$ -	$ -	$ -	$ -	$ -	68,000
	Support Specialists	3.00	A-F	$ 20,000	$ 40,000	$ 25,000	$ 25,000	$ -	$ 20,000	$ 20,000	$ -	150,000
	Tutoring Support Specialist	1.00	B-D	$ -	$ -	$ -	$ 46,000	$ -	$ -	$ -	$ -	46,000
	Peer Ambassadors/Mentors	2.00	A-F	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ 40,000	$ -	60,000
	Hourly Support/Academic Tutoring	3.00	A-F	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -	100,000
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ 40,000	$ 40,000	$ 179,000	$ 113,500	$ -	$ 20,000	$ 160,000	$ -	**$ 552,500**

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	1000 Positions	A-F	$ -	$ 121,500	$ -	$ -	$ -	$ -	$ -	$ -	121,500
	2000 Positions (consolidated)	A-F	$ -	$ 220,000	$ -	$ -	$ -	$ -	$ -	$ -	220,000
	2000 Positions (hourly)	A-D	$ -	$ 15,000	$ -	$ -	$ -	$ -	$ -	$ -	15,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ 356,500	$ -	$ -	$ -	$ -	$ -	$ -	**$ 356,500**
4000	**Supplies & Materials**	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Targetted Outreach Materials/Supplies	A-F	$ 20,000	$ 20,000	$ -	$ 10,000	$ -	$ -	$ -	$ 5,000	55,000
	Research Materials/Equity Surveys	F	$ -	$ -	$ 25,000	$ -	$ -	$ 75,000	$ -	$ -	100,000
	Student Equity Events/Supplies	A-F	$ 15,000	$ -	$ -	$ 10,000	$ -	$ 15,000	$ -	$ -	40,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 35,000	$ 20,000	$ 25,000	$ 20,000		$ 90,000		$ 5,000	**$ 195,000**
5000	**Other Operating Expenses and Services**	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Targetted Outreach Activities	F	$ 20,000	$ 20,000	$ -	$ -	$ -	$ -	$ 10,000	$ -	50,000
	Equity Information/Activities	F	$ 20,000	$ 20,000	$ -	$ -	$ -	$ -	$ 10,000	$ -	50,000
	Direct Student Supports		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	100,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 40,000	$ 40,000	$ -	$ -	$ -	$ -	$ 20,000	$ 100,000	$ 200,000

2015-16 Student Equity Plan Summary Budget
Palomar CCD
Palomar College

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

| | **Grand Total** | | $ 115,000 | $ 961,500 | $ 204,000 | $ 133,500 | $ - | $ 170,000 | $ 230,000 | $ 105,000 | $ 1,919,000 |

2015-16 Student Equity Plan Summary Budget
Palomar CCD
Palomar College

Part II: Planned Student Equity (SE) Expenditures

<div align="center">

Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions

</div>

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:
1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:
1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

During each spring term, the Student Success and Equity Council will complete an evaluation of progress on the Plan's goals and activities. The Office of Institutional Research and Planning collects baseline and performance data to track and monitor progress on activity outcomes and the Plan's stated goals. This information will be provided to SSEC members for a review of the baseline and performance data. In addition, progress reports will address work completed on an activity, resources allocated and expended, and an evaluation of the activity's status.

The SSEC members 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 including preparation and implementation of a strategic plan and program reviews.

In addition to providing data to monitor progress on the Student Equity Plan, the Office of Institutional Research and Planning has incorporated 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. The review includes a report on access, student progress, and completion metrics as well as an explanation of strategies to address deficiencies. The Strategic Planning Council and the College's Board of Trustees discuss the institutional effectiveness of the College and provide oversight of measurable outcomes.

Attachments

Attachment A
Campus-Based Research

Attachment A: Campus-Based Research Methodology

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.

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, 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 CCCCO 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.

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.

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% ÷ 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*, only 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 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 ambiguous interpretation of the results. Therefore, for all success indicators except *Access,* both the proportionality index, and the 80% rule using the overall average were used to indicate disproportionate impact.

In the tables included in this report show specific subpopulations highlighted in red indicate clear evidence of disproportionate impact. In these cases, the subpopulation's performance fell below the proportionality index cutoff (as established by the workgroup) of .85, fell below the 80% threshold compared to overall performance, and fell below the 80% threshold compared to the highest performing group.

Specific subpopulations highlighted in blue indicate possible or potential disproportionate impact. In these cases, the subpopulation's performance fell below the 80% threshold compared to the highest performing group, but was <u>slightly</u> above the .85 cutoff established for proportionality index and did not fall below the 80% threshold compared to the overall performance rate. 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.

Measurement

Course Completion

Course Completion is indicated by receiving a transcript grade of A, B, C, or P. In this report it is referred to as successful course completion.

ESL and Basic Skills Completion

ESL and Basic Skills Completion was assessed using the Scorecard data. The *completion rate* here is the Remedial Progress from the Scorecard. It reflect the number of students to complete successfully a college-level course in math for math Basic Skills students, a college-level course in English for English basic skills students relative to the total number in cohort. The Cohorts contain all the students in a given academic year who attempt their first course at "levels below transfer." Cohorts are given a six-year window within which to complete the college-level course.

Degree and Certificate Completion and Scorecard Momentum Points

Persistence is achieved if a student enrolls in the first three consecutive primary terms anywhere in the California Community College (CCC) system. The 30 *units* rate refers to the percentage of students who have completed at least 30 units in the CCC system within a six-year window. *Completion* refers to earning a degree, certificate, transfer, or achieving transfer prepared status (earning 60 or more transferable units with a GPA of 2.0 or greater) within the six-year window. Students are considered *Economically Disadvantage* if they meet any of the following criteria: (a) WIA status, (b) CalWORKs eligibility status, (c) received a BOGW or a Pell Grant, (d) have VTEA economically disadvantage status, (e) the student SSN matched with the Department of Social Services

Preparation Level was indicated by the lowest level attempted for English and math. Students were regarded as "Prepared for College" in math if the lowest level of math they attempted was degree applicable or transfer level math. They were regarded as "Unprepared for College" if their lowest level of math was designated as two or more levels below college. Students were regarded as "Prepared for College" in English if their lowest attempted level of English was transfer level English. They were regarded as "Unprepared for College" if their lowest level of English was designated as below college level.
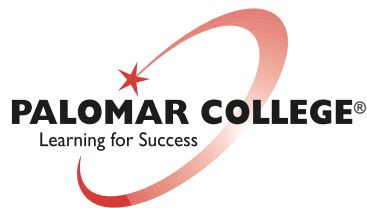
Transfer-Related Outcomes

Transfer-related outcomes include two associated measures: transfer and transfer prepared. *Transfer* refers to enrollment at any four-year institution after attending Palomar College. A student is *transfer-prepared* if they have earned 60 or more transferable units with a GPA of 2.0 or higher.

Attachment B
Student Success & Equity Council
Request for Funding Form

Student Success Equity Council
REQUEST FOR FUNDING FORM

The purpose of the Student Success & Equity Council is to serve as the steering committee that contributes to the development and implementation of the Student Success and Support Program (3SP) and Student Equity plans for the District. In this role, the SSEC will support, monitor and review the College's progress toward meeting the goals and activities listed within each plan.

To this end, the SSEC will support efforts that seek to positively impact the success of students identified as part of the "disproportionate impact" groups within the Student Equity Plan. SSEC workgroups should utilize this form to outline proposed intervention strategies and to request access to Student Equity funding. Additionally, faculty and staff outside of the SSEC who would like to develop and implement intervention strategies for identified "disproportionate impact" groups may also utilize this form to request Student Equity funding.

Process to Request Funds

Prior to submitting a request for funding, requestors must review the Acceptable and Unacceptable Uses of Student Equity Funds for FY 2014 - 2015 as provided by the Chancellor's Office prior to submitting a request for funding support. http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student%20Equity%20Expenditure%20Guidelines%202014-15.pdf

Step 1:   Review Student Equity Plan:
           http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf

Step 2:   Identify research-based intervention strategies that will address identified goals/activities within the Student Equity Plan

Step 3:   Complete the SSEC Funding Request Form

Step 4:   Submit Form to SSEC for Review and Approval

Deadline to Request Funding

SSEC workgroups may submit funding requests at any point throughout the academic year. Once a request is submitted, it will be reviewed at the next scheduled SSEC meeting.

Funding requests submitted by faculty and staff outside of the SSEC workgroups should be submitted in the semester prior to the proposed date of implementation. Funding requests for fall semester implementation will be reviewed at the first SSEC meeting in March. Funding requests for spring implementation will be reviewed at the first SSEC meeting in October. They will need to be submitted to SSEC at least two weeks prior to the respective meetings.

Contact for Questions:
- Olga Diaz, Director of Student Success and Student Equity – odiaz@palomar.edu or x3624
- Michelle LaVigueur, Executive Assistant to the VP of Student Services – mlavigueur@palomar.edu or x2826

Student Success Equity Council
REQUEST FOR FUNDING FORM

Primary Contact Person(s): _____ Ext.: _____

Program/Workgroup/Department(s): _____

List of Partners/Participants:

Name

1. Project Title:

2 Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

3. Identify the proposed target "disproportionate impact" group(s) to be impacted:

- Veterans
- Foster Youth
- African-American
- Latino
- Ages 25-49
- Students with Disabilities

4. Identify the specific goals/activities from SE Plan that you will address:
   http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf

5. Describe your proposed intervention strategies/activities:

6. Describe your implementation timeline:

7. Reference and explain the research studies that support your proposed intervention(s):

8. Describe your anticipated outcome(s):

9. Describe how you plan to evaluate progress toward these outcome(s):

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

Student Success Equity Council
REQUEST FOR FUNDING FORM

Funding Requested from Student Equity:

- I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2014 – 2015.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff Identify pay rate/ hours/benefits (link to Fiscal Services benefits worksheet below): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html Hourly Employees Classified Staff Faculty Consultants			
2. Supplies/Materials			
3. Equipment			
4. Services			
5. Printing			
6. Mailing			
7. Travel			
8. Food			
9. Facilities Needed			
10. Other			

Total Cost of Project:

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Ron Ballesteros-Perez	**Date:** August 25, 2015

Proposed Name of Requested Group: Budget Committee

	Council	X	**Committee**		**Subcommittee**		**Task Force**
Action Requested:		**Add**		**Delete**	X	**Change**	

Role: The Budget Committee (BC) recommends the process for development of the guidelines for the preparation of the unrestricted and designated budgets. Through the development of annual fiscal plans, the BC recommends budgeting parameters that aligns the college's priorities to budgets and institutional planning. The committee reviews revenue projections for the upcoming fiscal year based upon estimated and reported FTES. In times of fiscal instability, the BC reviews and recommends to SPC reallocation and reductions of expenditures. Annually the BC, along with SPC, reviews budgets developed at the unit level and submitted through the appropriate planning council and makes recommendations as necessary. The BC members are responsible for communicating information related to budgeting to their appropriate constituency groups; however, Tentative and Adopted Budgets are approved by the Governing Board.

Products:
• Recommends process for development of Guidelines for Budget Development
• Reviews annually the budget development timeline as proposed by Fiscal Services
• Recommends budgeting parameters to align college priorities to annual budgets
• Recommends an annual fiscal plan to SPC for its approval and implementation

Process:
• Reviews revenue estimates based upon reported FTES
• Reviews budgets as developed at the unit level and submitted through appropriate planning council

Reporting Relationship:
• Strategic Planning Council
• Committee members responsible for communicating information to appropriate constituency group

Meeting Schedule: Second and Fourth Tuesday of the month from 2:00 p.m. to 3:30 p.m.

Chair: Vice President, Finance and Administrative Services

Members
• President, Vice President, and Secretary of the Faculty Senate (or designee)
• Past President, Faculty Senate
• Co-Presidents, PFF (or designees)
• One Palomar Faculty Federation representative appointed by PFF
• Vice President, Instruction
• Vice President, Student Services
• Vice President, Human Resource Services
• Director, Enrollment Services
• One Administrative Association representative appointed by AA
• One Confidential and Supervisory Team representative appointed by CAST
• Five Classified Unit Employee representative appointed by CCE/AFT
• One Student representative appointed by ASG

Reviewed by Strategic Planning Council:

02-18-03 Approved	12-04-07 Revised
05-20-05 Revised	03-03-09 Revised
10-04-05 Revised	

Palomar College Strategic and Master Planning Request Form for Strategic Planning Priority Funding (SPPF):
Strategic Plan 2016 Draft Action Plan – Year 3 (2015-2016)

1. **Strategic Plan 2016 Draft Action Plan Year 3:** Prior to completing this form, read *Strategic Plan 2016 Draft Action Plan Year 3* to review the goals, objectives, and person(s) responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please send your request to just **one** of them. For example, if there are a few VPs listed, submit your request to the VP of your division but copy the others listed as leaders on your email submission.You can find the Action Plan at: http://www.palomar.edu/strategicplanning/102815%20Action%20Plan%20Y3mb%20DRAFT.pdf

2. **NOTE:** All requests must be one-time funding requests.

3. **Due Date:** Submit completed form to the person assigned responsibility for the objective by **November 16, 2015 at 4:00 p.m.**

4. **General Information:** Fill in the information below.

Person submitting request:	**Wendy Nelson & Marty Furch**
Title of project/request:	**Learning Outcomes Assessment Day**
Requested total amount:	**$7500**
Project start date:	**Spring 2016**
Project end date:	**Fall 2016**

Designate the Objective # being addressed in this project from the Strategic Plan 2016 Draft Action Plan for Year 3 2015-2016. Each individual request can be submitted to ONLY ONE objective — **1.5**

5. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2016 Draft Action Plan - Year 3* 2015-2016.
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   E. Other resources to fund the activity are limited.

Other Funding Sources and Work on an Objective: SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been sought or identified to fund this or similar requests? (Check One)

| | YES | **x** | NO | | DON'T KNOW |

If yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing each section below.

Identify the objective from *Strategic Plan 2016 Draft Action Plan - Year 3* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2016 - Year 3 Draft Action Plan objective. (*Funded projects will require a year-end report of progress*)
1.5 Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.	*Need:* *While we have come a long way in SLO & ILO assessment at Palomar College more information on faculty-led research of student learning would increase understanding and participation.* *We need to provide training for more effective and meaningful outcome assessment.* *Project Steps:* 1) Select a date 2) Select speakers and workshops 3) Invite faculty, staff, administration	This Assessment Day will directly address objective 1.5. Bringing in speakers and offering workshops on assessment will improve understanding among faculty, staff and administration.	$6,000 Speakers $1,500 refresh-ments	We will provide evaluations of the speakers and workshops.

PRIORITY # (Assigned by the reviewer group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext. 2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Palomar College Strategic and Master Planning Request Form for Strategic Planning Priority Funding (SPPF):
Strategic Plan 2016 Draft Action Plan – Year 3 (2015-2016)

1. **Strategic Plan 2016 Draft Action Plan Year 3:** Prior to completing this form, read *Strategic Plan 2016 Draft Action Plan Year 3* to review the goals, objectives, and person(s) responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please send your request to just **one** of them. For example, if there are a few VPs listed, submit your request to the VP of your division but copy the others listed as leaders on your email submission.You can find the Action Plan at: http://www.palomar.edu/strategicplanning/102815%20Action%20Plan%20Y3mb%20DRAFT.pdf

2. **NOTE:** All requests must be one-time funding requests.

3. **Due Date:** Submit completed form to the person assigned responsibility for the objective by **November 16, 2015 at 4:00 p.m.**

4. **General Information:** Fill in the information below.

Person submitting request:	**Sherry M. Titus**
Title of project/request:	**Student Union Outdoor Digital Signage Upgrades**
Requested total amount:	**Range from: $29,000 to $32,000**
Project start date:	**May 2016**
Project end date:	**July 2016**

Designate the Objective # being addressed in this project from the Strategic Plan 2016 Draft Action Plan for Year 3 2015-2016. Each individual request can be submitted to ONLY ONE objective	**Goal 2** **Objective 2.1**

5. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2016 Draft Action Plan - Year 3* 2015-2016.
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   E. Other resources to fund the activity are limited.

Other Funding Sources and Work on an Objective: SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been sought or identified to fund this or similar requests? (Check One)

☐ YES   **x** NO   ☐ DON'T KNOW

If yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing each section below.

Identify the objective from *Strategic Plan 2016 Draft Action Plan - Year 3* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2016 - Year 3 Draft Action Plan objective. (*Funded projects will require a year-end report of progress*)
Goal 2 Objective 2.1	*Need:* Current Student Union outdoor signage is outdated and needs constant repair. We propose replacing the 2 exterior signs on the west and south brick walls of the student union. *Project Steps:* Secure funding, enter into the contract with Alpha-American Programmable Signs, and work with facilities to be certain we have the 150 watt power supply, install signage, and promote internal outreach strategies. Submit the Project Report.	Meets all 5 criteria.	Estimated costs are provided by Alpha-American Programmable Sign company. 2 signs: **16mm** Full-Color 64 pixels high x 160 pixels wide Single-Sided Outdoor Digital Display (3' 11"H x 8' 8"W x 5"D; 310 lbs.) **$31,920.00.**	The District has been attempting to find approaches/strategies to increase enrollment, engagement, access, retention, and completion, just to name a few. The student union is the hub of student engagement and exterior signage is one avenue of a coordinated outreach (and in-reach) effort to share important information with students, their families and campus visitors. Outdoor digital signage is one very visible way to reach our campus community and add to

Identify the objective from *Strategic Plan 2016 Draft Action Plan - Year 3* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2016 - Year 3 Draft Action Plan objective. (*Funded projects will require a year-end report of progress*)
			OR 2 signs: **20mm** Full-Color 64 pixels high x 126 pixels wide Single-Sided Outdoor Digital Display (4' 9"Hx 8' 8"W x 5"D, 333 lbs.) **$28,840.00**	internal outreach strategies. The revamping of marketing and messaging strategies will improve our overall messaging plan. Signage will help with targeted themes and populations, as well as consistency of our message. An idea for a unique feature may be a monthly, "what make Palomar Unique message'. The old signage is outdated and is in need of repair and upgrading.

PRIORITY # (Assigned by the reviewer group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext. 2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

PALOMAR COLLEGE 2015-2016 SPPF REQUESTS

	Submitted By	Title	Obj.	Short Description	Requested Amount	Amount Recom.	Amount Approved
IPC							
1	Wendy Nelson & Marty Furch	Learning Outcomes Assessment Day	1.5	Provide a one-day learning outcomes assessment training day with speakers brought in for workshops, to improve understanding among faculty, staff and administration for more meaningful outcome assessment.	$7,500	$7,500	
SSPC							
1	Sherry M. Titus	Student Union Outdoor Digital Signage Upgrades	2.1	Replace the exterior signs on the west and south brick walls of the sudent union.	Range: $29,000 to $32,000	Range: $29,000 to $32,000	
				TOTAL	**$39,500**	**$39,500**	