



## STRATEGIC PLANNING COUNCIL AGENDA

Date: October 17, 2017  
Meeting Time: 2:30p-4:00p  
Place: AA-140

**CHAIR:** Joi Lin Blake

**MEMBERS:** Jenny Akins, Michelle Barton, Colleen Bixler, Lisa Carmichael, Carmelino Cruz, Patti Dixon, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Chris Hopp, Jack Kahn, Teresa Laughlin, Martha Martinez, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq

**RECORDER:** Cheryl Ashour

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|---|------------|--------|
| <b>A. <u>MINUTES</u></b>  |            | 2 min  |
| 1. Approve Minutes of October 3, 2017                             |            |        |
| <br><b>B. <u>ACTION ITEMS/FIRST READING</u></b>                   |            |        |
| 1. 2017-19 Integrated Plan for Review                             | Exhibit B1 | 10 min |
| 2. Instructional Planning Council Governance Structure            | Exhibit B2 |        |
| <br><b>C. <u>INTEGRATED PLANNING MODEL</u></b>                    |            |        |
| 1. 2017-2018 Planning Calendar                                    |            | 5 min  |
| 2. Progress on SEM and Action Plans                               | Exhibit C2 |        |
| <br><b>D. <u>INFORMATION/DISCUSSION</u></b>                       |            |        |
| 1. Guided Pathways Self-Assessment                                |            | 10 min |
| 2. Overview of Substantive Change Report                          |            | 10 min |
| 3. Aramark Follow-Up  |            | 5 min  |
| <br><b>E. <u>ACCREDITATION</u></b>                                |            | 5 min  |
| 1. Accrediting Commission Actions and Policy Updates              |            |        |
| 2. Palomar Accreditation Update                                   |            |        |
| <br><b>F. <u>REPORTS OF PLANNING COUNCILS</u></b>                 |            | 5 min  |
| 1. Finance & Administrative Services Planning Council – Ron Perez |            |        |
| 2. Human Resource Services Planning Council – Shawna Cohen        |            |        |
| 3. Instructional Planning Council – Jack Kahn                     |            |        |
| 4. Student Services Planning Council – Adrian Gonzales            |            |        |
| 5. Foundation – Stacy Rungaitis                                   |            |        |
| <br><b>G. <u>REPORTS OF CONSTITUENCIES</u></b>                    |            | 5 min  |
| 1. Administrative Association – Connie Sterling                   |            |        |
| 2. Associated Student Government – Chris Hopp                     |            |        |
| 3. CCE/AFT – Anel Gonzalez  |            |        |
| 4. Confidential/Supervisory Team – Jenny Akins                    |            |        |
| 5. Faculty Senate – Travis Ritt                                   |            |        |
| 6. PFF/AFT – Teresa Laughlin/Colleen Bixler                       |            |        |
| <br><b>H. <u>OTHER ITEMS</u></b>                                  |            |        |
| 1. Rumor Alert – Hours of Operation                               |            | 5 min  |



**STRATEGIC PLANNING COUNCIL  
MINUTES  
October 17, 2017**

A regular meeting of the Palomar College Strategic Planning Council scheduled October 17, 2017, was held in AA-140. Superintendent/President Joi Blake called the meeting to order at 2:30 p.m.

**ROLL CALL**

Present: Jenny Akins, Michelle Barton, Colleen Bixler, Joi Blake, Shawna Cohen, Patti Dixon, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Chris Hopp, Jack Kahn, Connie Moise, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq  
Absent: Lisa Carmichael, Carmelino Cruz, Teresa Laughlin, Martha Martinez, Brian Stockert  
Guests: Carmen Coniglio, Kendyl Magnuson  
Recorder: Cheryl Ashour

Dr. Blake introduced the new Vice President of Human Resource Services, Lisa Norman. Everyone introduced themselves.

**A. MINUTES**

**1. Approve Minutes of October 3, 2017**

MSC (Titus/Stockert) to approve the October 3, 2017 Minutes (Laughlin, Martinez abstain)

**B. ACTION ITEMS/FIRST READING**

**1. 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program for Review (Exhibit B1)**

Adrian Gonzales stated the Chancellor's Office has combined the Basic Skills, Student Equity, and Student Success and Support Program into one integrated plan. He reviewed the timeline and Plan template and asked members to review and share with their constituents. Travis Ritt reported the Faculty Senate had a first reading and Sherry Titus reported it is on the ASG agenda. This item will return for action/second reading at the next meeting.

**2. Instructional Planning Council Governance Structure (Exhibit B2)**

Jack Kahn reported IPC voted to add the Associate Dean of Workforce Development & Extended Studies and the Apprenticeship Faculty representative to the IPC membership. Having these two representatives will better connect the college with the community and workforce. Margie Fritch stated it is a new area with a large potential for growth and makes sense that those doing it sit at the table. Travis Ritt stated the statewide Faculty Senate is looking at apprenticeships and faculty; this goes well with the State's push to integrate those. Anel Gonzalez requested an additional classified representative to the membership. She was asked to bring the request to IPC. This item will return for action/second reading at the next meeting.

**C. INTEGRATED PLANNING MODEL**

**1. 2017-2018 Planning Calendar**

No discussion.

**2. Progress on SEM and Action Plans (Exhibit C2)**

Michelle Barton stated she is combining the discussion on the Action and SEM plans.

Michelle Barton discussed the progress of the SEM Plan. The SEM Committee has met three times, and has engaged in two significant planning meetings. She reviewed the following progress:

- Targeted enrollment goals were identified
- Focus areas for the SEM Plan were identified
- The Committee brainstormed a list of potential strategies/objectives
- The suggestions were organized by a small writing team and strategies drafted

They decided on their goal and focus areas, named ARC (Access, Retention, and Completion). They reviewed the strategies and possible objectives that were identified.

Ms. Barton led a discussion of using the guided pathways model versus assisting special populations differently. Adrian Gonzalez stated there is specific legislation around DRC, EOPS, and populations like that. The FYE program this year is an example of expanding assistance to practically the entire incoming freshman class. It may force community colleges to change how we do our work. Travis Ritt remarked that if you read the Chancellor's writings and when he speaks publically, he states he would rather not have all these categorical programs. You can see that is integrated throughout, that all the money is being lumped together. If funding is woven, we have to figure out what that looks like and how we apply it.

Ms. Barton stated many of the objectives in the SEM Plan were also in the Action Plan. She asked members if there is a possibility of blending the two. Dr. Blake stated she didn't want duplicative action plans, where we are doing the same thing in both. Since the VPs are primarily responsible, how can we facilitate the process where it makes sense for the institution and the work is meaningful. Discussion ensued.

Dr. Blake recommended quarterly updates with the Action Plan, and on those objectives in the SEM Plan that fall under the items in the strategic plan. The goal is to figure out a way to integrate the plans but not duplicate them.

#### **D. INFORMATION/DISCUSSION**

##### **1. Guided Pathways Self-Assessment**

Adrian Gonzales stated in order to participate in the Guided Pathways program, the District had to submit their interest, attend a workshop and do a self-assessment. A group of about 6-8 people from Palomar are doing the self-assessment, which is due late November.

Dr. Blake reviewed the vision for the pathways and what it looks like for Palomar. She will be speaking to Chancellor Winn to get his perspective and vision of who we are as a Community College system and views on Guided Pathways.

Kelly Falcone stated she brought a book for members, *Redesigning America's Community Colleges*. It transforms one's thinking on community colleges. Ms. Barton agreed and said we have struggled trying to define Guided Pathways, so one of the things this will do is put structure around it.

##### **2. Overview of Substantive Change Report**

Michelle Barton provided a progress report on the South Center Substantive Change Report. ACCJC asked Palomar to pilot the new report form. She discussed the timeline, approach, and gave an overview of the following:

- Description of the change
- Planning for location
- Staffing plan
- Student Services / Library and Tutoring

- Monitoring and evaluating overall effectiveness
- Finances
- Legal Compliance requirements

Dr. Blake stated the plan is for the staffing to be revenue neutral; the Centers will pay for themselves. The District will be hiring new people to staff the Centers; however, the positions are open to existing employees if they are interested.

**3. Aramark Follow-Up**

Dr. Blake reported she met with the Aramark Regional Director. They discussed the College's dissatisfaction with the service, price, and quality of food. She asked them to change the front of the Snack Shack so it is more noticeable and renovate the main building. Aramark will be bringing a marketing and design team to analyze the site.

**E. ACCREDITATION**

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

There was no report.

**2. Palomar Accreditation Update**

There was no report.

**F. REPORTS OF PLANNING COUNCILS**

**1. Finance & Administrative Services Planning Council**

Carmen Coniglio reported FASPC is implementing a PRP process. The auditors will be here the week of October 30 to audit the financials. They completed an audit of our 320 report and federal and state programs.

**2. Human Resource Services Planning Council**

Lisa Norman reported she is aware of the staffing needs and reviewing the hiring process. She asked people to share anything they think is relevant.

**3. Instructional Planning Council**

There was no report.

**4. Student Services Planning Council**

Adrian Gonzales reported SSPC discussed the Integrated Plan and PRPs at their last meeting.

**5. Foundation**

Stacy Rungaitis reported the Foundation Board met yesterday and discussed the Promise and focused on their key funding priorities. She did a development assessment and restructured the team.

Dr. Blake led a discussion on the State Promise and aligning it was Palomar's Promise.

**G. REPORTS OF CONSTITUENCIES**

**1. Administrative Association**

There was no report.

**2. Associated Student Government**

Chris Hopp reported some ASG members attended the CCCSSA Leadership Conference. It was an opportunity for their newer members to learn how other colleges do things.

**3. CCE/AFT**

Anel Gonzalez reported half of the CCE E-Council traveled to Anaheim to the State Classified Senate conference. There were many activities the last few weeks: their new website is up today; an appreciation breakfast for shared governance participants was held; there is now a google form for committee representatives to communicate what happened at their meeting; a new newsletter was distributed; they had a presentation on Starfish; they received an update on parking by Chief Moore; and October 31 is the Fall general meeting.

**4. Confidential/Supervisory Team**

Jenny Akins reported the E-Council will be meeting soon. Ms. Akins met with Chief Moore who indicated the idea of paying for a reserved parking spot in the new parking garage was put aside.

**5. Faculty Senate**

Travis Ritt reported next week is Political Economy Days with 26 speakers scheduled. Mr. Ritt attended the State Senate Area D meeting; members reviewed resolutions and assistance to Santa Rosa, which was affected by the fires in Northern California. This meeting is in preparation for the State meeting the first weekend of November. One main area of discussion will be the Guided Pathways Project. Palomar has never hosted a Senate Area D meeting so he volunteered to host the next meeting. Senate Area D comprises Imperial, Riverside, Orange County, and San Diego.

**6. PFF/AFT**

There was no report.

**H. Other**

**1. Santa Rosa**

Dr. Blake discussed supporting Santa Rosa and Rancho Santiago. Assistance can be given through their Foundations or the Red Cross.

**2. Rumor Alert – Hours of Operation**

Dr. Blake stated the Executive team is reviewing the District's hours of operation to ensure the College is open when students or other departments need access. Connie Moise asked that the switchboard be notified if there are changes outside a department's posted hours.

**3. Celebrate Halloween?**

Dr. Blake asked if the College celebrated Halloween by dressing up in costumes or decorating offices. Sherry Titus stated the College used to dress up; however, it became a safety issue when people wore masks and staff didn't know if the person was a student or staff, so it was stopped. There was also an office decorating contest; after discussion, it was decided to look into resurrecting the decorating contest.

**I. ADJOURNMENT**

There being no remaining items, the meeting was adjourned at 4:15 pm.



# 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

## Part I – Deadlines and Important Information

## Part II – Program Goals and Planning

### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

#### 1. Assess your college's previous program efforts:

- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

#### Student Success & Support Program (SSSP)

Core Service Delivery	Requirement	To Be Calculated 1617	2015-16
Orientation	100% Students (Directed)		45%
Assessment	100% New Students (Directed)		52%
Abbreviated Ed Plan	100% Students by 15th Unit		24%
Comprehensive Ed Plan	100% Students by 30th Unit		

#### Non-Credit Student Success & Support Program (NCSSSP) – [PENDING UPDATE]

#### Student Equity

Success Indicator	Disproportionate Impact	3 Year Goal	Progress
Access	Veterans	+5% Enrollment	-8.8%
Course Completion	Foster Youth	+5% Completion	+6.3%
ESL & Basic Skills Completion	African Americans	+5% Successful Completion	+5.2% Eng +8.8% Math
	DSPS Students	+2% Basic Skills Seq. Comp.	+17.1% Eng
	Males	+5% Successful Completion	+16% ESL +10.6% Math
	Hispanics	+5% Successful Completion	+14% Eng +12.1% ESL +11.7% Math
Degree & Certificate Completion	Unprepared Age 25-49	+2% Completion	-1.5%
	African Americans	+2% Completion	-2.2%
	DSPS Students	+2% Completion	+1.1%
Transfer to 4-year Inst.	Unprepared Age 25-49	+2% Completion	+1.3%



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

BSI 1516 Goals	F13 – Su15	F14 – Su16	Difference
Increase the # of DRC students who pass their basic skills courses.	ESL = 0%	ESL = 0%	0
	English = 32.99%	English = 32.97%	-.02
	Math = 11.54% (for Math 60 = 24.04%)	Math = 5.66% (for Math 60 = 24.53%)	-5.88% (for Math 60 = +.49)
Increase the success rate of first-year students in math courses below transfer level.	Math 15 → Math 60 = 12.66%	Math 15 → Math 60 = 17.38%	+4.72%
Of those students who enroll into ESL 101, increase the percentage who are eligible to enroll in English 100 within 3 years.	43%	58.75%	+15.75%
Pilot activities and programs designed to help students progress successfully through the English sequence.	20.20%	26.64%	+6.44%

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

### Successes

- Increased staffing in key student support service delivery roles
- Greater collaboration among departments
- Expanded use of data/tools to identify students in specific categories and to reach out with targeted information and services.
- DRC support classes and tutoring in Math and English
- 2<sup>nd</sup> year of ESL Leap Start, a one-year learning community



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Student completing reading classes showed a higher level of transfer-level coursework completion in English

### Shortfalls

- Veteran enrollment affected by decrease in military discharged population.
- Unaddressed issues for students with math-related challenges

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase ESL & Basic Skills sequence completion	Provide orientation, assessment, course planning and counseling services.  Early Alert Retention Follow-Up Success Skillshops	Provide prep courses/Skillshops  Mathematics Learning Center First Year Experience Summer Bridge Program STAR Tutoring	Offer first-year experience programs or specific summer bridge programs targeting English 10, ESL 45/55, and Math together with reading and counseling support  ESL Tutoring Math Learning Center Writing Center Support Reading Tutoring Embedded tutoring in DRC Support Classes in Math and English

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Palomar College has focused on providing students with substantive academic and student support services. One significant change in our business practice has been an intentional focus on providing current and incoming students with targeted messaging that connects them with relevant support services. For example, we identify students who are enrolled in math courses and we send them specific information about availability of free math tutoring at our Mathematics Learning Center. Our data show that students who participate in tutoring have consistently higher pass rates than students who do not. For math, that difference is 1.5%. For English, that difference is 6.5%. For ESL, that difference is 11.1%. For other areas, that difference is 6.8%. By using student system data, we can focus messaging to the specific needs of students. This data driven approach to service and support delivery has enabled us to reach students more efficiently.





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. **Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.**

**Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal.**

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Basic Skills Completion	Assess placement through multiple-measures.  Counseling/ Education Planning  Success Skillshops	Tutoring services  Direct Supports to Students  Counseling/ Education Planning  Dual Enrollment  Professional Development	Tutoring (@centers, online, and embedded)  Learning communities among basic skills courses and basic skills w/transfer-level courses  Summer Bridge FYE Success Skillshops Professional Development	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & certificate Completion <input type="checkbox"/> Other: _____
Improve Access for Veterans	Timely Core Service Delivery: -Orientation -Assessment -Counseling/ Education Planning  Designated Veteran Counselors	Outreach Staff / Targeted Marketing  Direct Supports to Students  Designated Veteran Counselors  Transition Services (active duty to vet status)	Offer non-credit low-level math and English classes  Offer English 10 & Math 15 and 50 at Camp Pendleton; research viability of offering Reading as well	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: Employment Placement
Increase Degrees, Certificates and Transfer Rates	Timely Core Service Delivery: -Orientation -Assessment -Counseling/ Education Planning	FYE / Palomar Promise  Direct Supports to Students	Learning Communities  Tutoring  Core Service Delivery via:	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>Early Alert Success Skillshops Peer Mentoring</p>	<p>Counseling/ Education Planning</p> <p>Core Service Delivery via: UMOJA Puente FYE FYRST DPS</p> <p>Service Learning Math Learning Center Transfer Workshops College Tours -HSI, HBCU</p> <p>Professional Development</p>	<p>Summer Bridge FYE Success Skillshops</p> <p>Professional Development related to working with disproportionately impacted students (ADA, cultural competencies, Title IX)</p>	<p>x Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
Guided Student Pathways	<p>Timely Core Service Delivery: -Orientation -Assessment -Counseling/ Education Planning</p> <p>Degree Planner</p> <p>Success Skillshops</p> <p>Develop pathways for all academic programs for 2<sup>nd</sup> year student retention.</p>	<p>Direct Supports to Students</p> <p>Tutoring Faculty Advising Peer Mentoring</p> <p>Include industry input to connect academic and career pathways.</p> <p>Student Engagement: Service Learning Faculty Advising Peer Mentoring</p> <p>Professional Development</p>	<p>K-12/CC Collaboration to assist students in being college ready (articulations, CCAPs, meetings among faculty at all levels)</p>	<p><input type="checkbox"/> Access</p> <p>x Retention</p> <p>x Transfer</p> <p>x ESL/Basic Skills Completion</p> <p>x Degree &amp; Certificate Completion</p> <p>x Other: Career Placement</p>
Increase intervention and retention of students on progress/probation	<p>Establish effective early alert system (Starfish)</p> <p>Communicate probation status and options.</p> <p>Transition students to good standing.</p>	<p>Student Engagement: Tutoring Counseling/Advising Success Skillshops Peer Mentoring</p>	<p>Academic support/tutoring Peer Mentoring</p>	<p><input type="checkbox"/> Access</p> <p>x Retention</p> <p>x Transfer</p> <p>x ESL/Basic Skills Completion</p> <p>x Degree &amp; Certificate Completion</p> <p>Other: _____</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

Palomar College has continuously engaged faculty, staff and students in all college planning of categorical and campus-based programs. The College utilizes a collaborative, shared-governance process which includes research and dialogue in the development of proposed strategies. Funding is prioritized for activities also aligned with strategic plan goals.

The primary planning group coordinating the 2017-19 Integrated Plan was our Student Success and Equity Council (SSEC). The SSEC is comprised of a cross section of campus community representatives including instruction, student services and the student body and tri-chaired by the VP of Student Services, the VP of Instruction and the Faculty Senate President. Members of the SSEC had the foresight to integrate activities within our Student Success and Support Program (SSSP) and the Student Equity Plan three years ago. Integration of our Non-Credit Student Success and Support Program (NCSSSP) began last year with the transfer of oversight from the Dean of Languages and Literature to the Dean of Counseling, who also oversees SSSP. A separate Basic Skills Initiative (BSI) committee has representation on the SSEC and together, we prioritize integrated goals.

As a consistent practice, we incorporate the counseling faculty and counseling division staff into a variety of important roles within all of the College's program plans. For example, our Summer Bridge and FYE programs, both of which support basic skills students, provide participants with orientation, assessment, education planning, and follow up services.

Palomar College has invested in technology upgrades to enhance our retention efforts. We are participating in the second phase implementation of Hobsons Starfish Early Alert. This tool will enable more timely intervention for students who may be struggling. Several academic and student service departments are teaming up to test the kudo and referral features. Expanded use is planned for spring 2016 with full implementation by fall 2018. Concurrently, we are implementing the Hobsons Starfish Degree Planner module to streamline electronic education planning between students and counselors. Implementing these technology projects will enhance the pace at which we are able to support student success.

Additionally, our campus-wide theme of "Better Together" is a reflection of our commitment to effective and efficient business practices. Our professional development programs for faculty, classified and administrative staff were recently merged. Beginning with academic year 2017-18, all employees are afforded an opportunity and encouraged to participate in shared professional development and professional growth activities. This was done to enhance cross-departmental collaboration and program integration between instruction, student services, and general campus



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

support, professional development activities were consolidated into one campus-wide accessible program.

In short, at Palomar College, we work well together and we continuously strive to collaborate across departments and divisions. We recognize that we are indeed “Better Together”.

**5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)**

Palomar College offers noncredit course work, primarily through the ESL Department. Core services including orientation, assessment and education planning are available to all new and returning non-credit students. Services are delivered to students in person through workshops or one-on-one appointments. These services help prepare noncredit students for successful completion of ESL studies. Students also have access to our noncredit ESL counselor or ESL student specialist for follow-up and support.

Palomar College began offering noncredit course work for older adults in Fall 2017; the largest demographic population in our service area. Many additional adult education courses are currently in the curriculum approval process. Plans are underway to offer noncredit modules for the medical professions beginning in summer 2018. These will assist students as they transition into credit nursing and emergency medical education programs. All students interested in transitioning to our credit programs are encouraged to meet with a counselor to plan their path.

**6. Describe your professional development plans to achieve your student success goals. (100 words max)**

Palomar College has a Professional Development Committee (PDC) comprised of members representing all employee groups. A broad range of training opportunities are available to all faculty and staff. A Student Success & Equity training series is under development to enhance campus community practices and provide faculty and staff with the techniques that help students achieve goals. Palomar is also a part of a BSI Partnership focused on professional development for equity, involving identification of biases and applying equity practices to interactions with students, curriculum and hiring.

**7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

Palomar College has developed a culture of inquiry, self-assessment and data driven decision-making. Palomar’s strategic plan includes objectives focused on activities found in SSSP, NCSSSP,



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

BSI and Student Equity plans. Monthly review of MIS data provides program managers with a preliminary measure of service delivery and allows for corrective action of inefficiencies. In addition, the Office of Institutional Research and Planning assists the SSEC with oversight of SSSP, NCSSSP and Student Equity plan goals, by conducting research to monitor variances and progress toward plan goals.

- ~~8. NA For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)~~
9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

[TBD when final allocations are known]

Categorical Program	FY 16-17	FY 17-18
Basic Skills Initiative	\$ 177,532.00	\$ 142,025 (80%)
Student Equity	\$ 1,815,640.00	\$ 1,779,327 (final)
Student Success & Support Program	\$ 3,305,678.00	\$ 2,644,542 (80%)
Non-Credit Student Success & Support Program	\$ 236,319.00	\$ 189,055 (80%)
Total	\$ 5,535,169.00	\$

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

Executive Summary

### *2017-19 Integrated Plan Development*

Palomar College is proud of its work to develop a focused 2017-19 Integrated Plan. The draft plan was crafted by the Student Success & Equity Council (SSEC), a workgroup consisting of representatives from faculty, staff, students and administrators. It was further refined and finalized through our collaborative, shared-governance process which included research, dialogue, and the self-assessment of program strategies.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

This 2017-19 Integrated Plan serves as a reaffirmation of our commitment to address student success and equity issues with targeted interventions. By increasing student support services, enhancing equity dialogue and engaging in continuous self-improvement of processes that support student success and equity, the college will continue to move our students toward successful completion of their individual goals.

The Integrated Plan aligns goals and activities of our College Strategic Plan with four categorical programs including:

- Basic Skills Initiative (BSI)
- Credit Student Success and Support Program (3SP)
- Noncredit Student Success and Support Program (NC3SP)
- Student Equity Plan

To facilitate and monitor the Integrated Plan, the Office of Institutional Research and Planning conducted analysis to measure progress toward eliminating disproportionate impact. Our progress demonstrates highly effective practices to increase student success.

### *Focus on Equity Progress & Goals*

The 2014 Student Equity Plan included 3-year goals, established by the SSEC, for improvement in each area of disproportionate impact. To achieve the established goals, a series of activities were initiated or expanded. Result of an updated analysis reveal continued evidence of disproportionate impact among veterans, foster youth, Latino and African American males, 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 following table summarizes the areas of disproportionate impact and measurable progress toward our 3-year goals. In addition, we address our current gap, and new 2-year plan goals adopted by SSEC members:



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Success Indicator	Disproportionate Impact	3 Year Goal 2013-2016	3 Year Progress	Remaining Gap	Current Gap	2 Year Goal 2017-2019
<b>Access</b>	Veterans	+5% Enrollment	-8.8%			+2% Enrollment
<b>Course Completion</b>	Foster Youth	+5% Completion	+6.3%			+3% Completion
<b>ESL &amp; Basic Skills Completion</b>	African Americans	+5% Successful Completion	+5.2% Eng +8.8% Math			+5% Successful Completion
	DSPS Students	+2% Basic Skills Seq. Comp.	+17.1% Eng			+5% Basic Skills Seq. Comp.
	Males	+5% Successful Completion	+16% ESL +10.6% Math			+5% Successful Completion
	Hispanics	+5% Successful Completion	+14% Eng +12.1% ESL +11.7% Math			+5% Successful Completion
<b>Degree &amp; Certificate Completion</b>	Unprepared Age 25-49	+2% Completion	-1.5%			+2% Completion
	African Americans	+2% Completion	-2.2%			+2% Completion
	DSPS Students	+2% Completion	+1.1%			+3% Completion
<b>Transfer to 4-year Inst.</b>	Unprepared Age 25-49	+2% Completion	+1.3%			+2% Completion

Integrated Plan monitoring and oversight will continue to be provided by the Student Success & Equity Council (SSEC) in partnership with the Basic Skills Initiative committee.

### *Current and Planned Activities to achieve Student Equity Goals*

#### **Campus Wide Initiatives**

##### **Institutionalize 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 equity themed events
- campus/community speaker series
- featured equity event(s) for DI groups
- Region X Equity collaboration

##### **Build Campus Capacity to Address Equity Issues**

- Expand data collection and analysis capabilities (IRP, IT)
- Expand communication tools to access DI students (text reminders, ed plan access)
- Upgrade admissions and retention systems to allow easier access to all, including DI groups

#### **Targeted Initiatives**

##### **Support Successful Programs**

###### Teaching & Learning Center –

- First Year Experience – Double Size
- Summer Bridge - Expand availability
- Learning Communities – Expand and link with Service Learning
- Faculty Resource Center
- Math Learning Center





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Embedded Tutoring

### **Expand Foster Youth Services Resources (FYRST)**

- Fulltime counselor
- Financial Aid counselor focused on FY
- Hire successful FY students as mentors/ambassadors for new FY

### **Expand Disable Student Service Resources**

- Hire successful DRC students as mentors/ambassadors for new DRC students
- Embedded tutoring for DRC students
- Expand counseling services available to DRC students

### **Expand Veteran Access Efforts**

- Hire Veterans to help with Veteran outreach
- Design targeted outreach publications – Veteran Services

### **Support Academic Achievement for DI Students**

- Embedded tutoring for college level English/Math courses
- Hire student equity support specialists

### **Support Personal Needs to Enable Achievement for DI Students**

- Offer direct support (gas vouchers, transit vouchers, book vouchers)
- Campus employment for DI students (priority hiring, work study)

### **Recognition Events (limited budget)**

- Celebrations of success for DI groups (Tarde de Familia, ESL Recognition)

### **Professional Development**

- Curriculum Review for Bias Elimination
- Cultural Competency Training for faculty/staff

### **Student Engagement**

- Educational Excursions to regional cultural sites
- Expand Student Equity, Advocacy & Leadership (SEAL) Center and Programs

### **Student Transfer Success**

- Transfer Center Resources for DI students
- Transfer Center visits to HBCU/HIS locations

### *Resources to Achieve Equity Goals*

In addition to categorical funds for Integrated Plan allocations, the College will continue to leverage other program and general funds to help students achieve their academic goals. These resources include General Fund (GF), EOPS, DSPS, TRIO, CARE, Title V - HSI, Grant Funded Student Programs, Financial Aid and Foundation Scholarship.

[INSERT SUMMARY FISCAL DATA]

CURRENT PLANNED USE OF FUNDS 2017-18

PRIOR USE OF SE FUNDS 2014-15-16





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### *Additional Questions:*

For questions related to Palomar College's 2017-19 Integrated Plan, please contact:

Name	Olga Diaz
Title	Director of Student Success & Equity
Email Address	odiaz@palomar.edu
Phone	(760)744-1150 x3624

### **11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

The following suggestions were gathered from members of our Student Success and Equity Council, Basic Skills Initiative committee members.

- Workshops delivered at college campuses. Webinars to update colleges about legislation changes and key concepts for implementing changes.
- Workshops tailored to instructors that address how to help close achievement gaps.
- Develop consistent way to measure achievement gaps. Provide better descriptions and definitions of data. Offer data collection and data use workshops.
- Encourage inclusion of small populations in disproportionate impact gap analysis.
- Project management software to support long range implementation of substantive programs.
- Easily accessible, reliable, far-reaching data; a wide variety of skillshops on equity and practical application to hiring, curriculum, tutoring, etc.

### **12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**

#### **Point of Contact:**

Name	Olga Diaz
Title	Director of Student Success & Equity
Email Address	odiaz@palomar.edu
Phone	(760)744-1150 x3624

#### **Alternate Point of Contact:**

Name	Adrian Gonzales
Title	Vice President of Student Services
Email Address	adriangonzales@palomar.edu
Phone	(760)744-1150 x2158



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part III – Approval and Signature Page

College: Palomar College

District: Palomar

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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<b>Request submitted by:</b> Jack S. Kahn, Ph.D.					<b>Date:</b> 10/11/17		
<b>Proposed Name of Requested Group:</b> Instructional Planning Council							
X	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>		<b>Task Force</b>
<b>Action Requested:</b>			<b>Add</b>		<b>Delete</b>	X	<b>Change</b>
<p><b>Role:</b></p> <ul style="list-style-type: none"> <li>Develops, implements, evaluates and revises college plans and initiatives relevant to Instruction, both short- and long-term</li> <li>Develops, reviews, updates, and implements the Program Review and Planning (PRP) process for Instruction, including the form and data elements to be used</li> <li>Reviews, summarizes, and provides feedback on PRPs and makes funding recommendations</li> <li>Summarizes and recommends global priorities for Instruction as a result of PRP reviews, including budget allocations, equipment, technology, facilities, and other resources essential to support instruction and the success of students</li> <li>Develops and updates the Staffing Plan for Instruction utilizing PRP and data provided by Human Resource Services</li> <li>Makes recommendations and provides input to the District's Educational Master Plan and the Strategic Plan</li> <li>Implements goals and objectives of the Annual Action Plan as assigned by SPC</li> <li>Makes recommendations on matters relevant to Instruction or the District at the request of SPC</li> <li>Convenes IPC subcommittee to (a) review and update the process [qualitative and quantitative elements and instruments] and timeline for full-time faculty position requests and (b) annually develop and recommend a prioritized list of full-time faculty positions, forwarded to SPC for information</li> </ul> <p><b>Products:</b></p> <ul style="list-style-type: none"> <li>Program Review and Planning summaries and funding recommendations</li> <li>Recommendations for global needs for Instruction, as determined from PRP analysis</li> <li>Progress reports on assigned Annual Action Plans</li> <li>Annual goals and accomplishments</li> <li>Full-time Faculty Position Priority Recommendations</li> <li>Other products as determined through College planning and operational matters</li> </ul>							
<b>Reporting Relationship:</b> Strategic Planning Council							
<b>Meeting Schedule:</b> Second and Fourth Wednesdays, 2:00 to 4:00 p.m. (or more frequently as needed for special tasks)							
<p><b>Chair:</b> * Vice President for Instruction</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>*Five (5) instructional deans</li> <li style="color: red;">*Associate Dean of Workforce Development &amp; Extended Studies</li> <li>*Seven (7) Faculty Members (one each from the five instructional divisions, Library, and Student Services appointed by Faculty Senate)</li> <li style="color: red;">*One Apprenticeship Faculty representative appointed by the CTEE Division</li> <li>*One Faculty Member who is also on the Faculty Senate appointed by the Faculty Senate</li> <li>One SLOAC Coordinator**</li> <li>One Classified Unit Employee from Instruction appointed by CCE/AFT</li> <li>One Student appointed by ASG</li> <li>Director of Occupational and Non-Credit Programs</li> <li>Research Analyst</li> <li>One Confidential and Supervisory Team representative appointed by CAST</li> <li>One Administrator appointed by AA</li> <li>*One Faculty Member appointed by PFF</li> </ul>							

\*The Faculty Position Priority Subcommittee membership includes asterisked members plus two (2) faculty appointed by the Faculty Senate.

If change is requested, attach current structure and list proposed changes.

**Reviewed by Strategic Planning Council:**

9/16/03 First Reading

10/07/03 Approved

03/06/06 Revisions Approved SPC

09/04/13 Revisions Approved by SPC

09/17/13 Revisions Approved by SPC

**SPC  
Progress Report  
SEM PLAN  
VERY Rough DRAFT**

**The college seeks to optimize enrollment across student groups. However, the plan focuses on building infrastructures and processes to manage enrollments from the following groups.**

- High School / Concurrent Enrolled Students – Increase by X%
- Recent High School Graduates – Increase capture rate by X% points
- Career Technical Education Students – Target group 24-39 – increase by X%
- Continuing Students – Increase by X%
- Asian/Pacific Islander / American Indian / Current Military / International Students
- Older Adults – Reestablish program and enroll X students

**GOAL: ACCESS**

**TENTATIVE Strategies (See Action Plan for specific objectives)**

1. Increase access through new locations, partnerships, and programs. **(5.1, 5.2)**
2. Develop and implement integrated, targeted, and comprehensive outreach, marketing, and communications plans aligned with instructional programs, offerings, and calendars. **(3.1)**
3. Simplify enrollment and registration processes (Make college coursework the toughest part of going to Palomar). **(2.4)**

**GOAL: RETENTION AND COMPLETION**

**TENTATIVE Strategies (See Action Plan for specific objectives)**

1. Implement Guided Pathways inclusive of the four pillars and associated elements identified in the state's model. **(2.2, 2.3)**
2. Simplify access and use of student support services (Covered/addressed above in Guided Pathways – but here just in case) **(2.4 - kind of)**
3. Expand integrated enrollment, support, and completion programs (Palomar Promise, FYE) to include more students. **(2.6)**
4. Examine general education course offering and create schedules to meet student need/interest.
5. Ensure students see themselves in the faces and diversity of our faculty and staff. **(4.2)**
6. Develop and implement strategies that facilitate student completion and decrease time to completion.

## **GOAL: CONTINUED COMMUNITY ENGAGEMENT**

### **TENTATIVE Strategies (See Action Plan for specific objectives)**

1. Engage former students in the success of the college. (Can fit elsewhere?)

## **TENTATIVE GOAL: IMPROVED INFRASTRUCTURE AND FISCAL STABILITY**

### **TENTATIVE Strategies (See Action Plan for specific objectives)**

1. Improve operations and budgeting to ensure continued fiscal stability (Align expenditures to revenues). **(5.4)**
2. Implement model that integrates enrollment forecasting, scheduling, and budget.
3. Implement approaches that facilitate the use of data to make informed decisions.
4. Develop and align facilities to meet the needs of students and our community.

<b>SEM PLAN Goal/Strategy</b>	<b>Strategic Plan Goal - Objective</b>
	<b>Goal 1- Teaching and Learning</b>
	1. Reintroduce Campus Explorations.
	2. Update ILOs
	3. Identify strategies to strengthen and promote cultural fluency.
	<b>Goal 2 – Strengthen efforts to improve outreach, persistence, and student success.</b>
A2	1. Identify and implement targeted recruitment strategies for college programs.
RC1, RC2	2. Establish clear educational pathways with integrated student support services.
A2 (kind of) / RC6 (accel)	3. Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.
A3	4. Implement user-friendly tools that allow students to easily enroll, persist, and complete their studies.
	5. To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution,
RC3	6. To address opportunity gaps among the college's diverse student body, strengthen existing programs focused on persistence and student success such as FYE, Summer Bridge, Learning Communities...
	<b>Goal 3 – Strengthen the college's message to our community.</b>
A2, CC1	1. Evaluate our current marketing and messaging strategies and implement an integrated communications plan that reflects...
	<b>Goal 4 – Maintain and support a diverse workforce.</b>
	1. Identify and address areas with critical staffing needs in relation to achieving growth strategies.
RC5	2. Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.
	3. Develop and implement a comprehensive PD plan for all staff.
	<b>Goal 5 – Ensure the fiscal stability of the college and increase enrollments.</b>
A1	1. Increase course offering in the southern portion of the district while maximizing enrollment on the main campus.
A1	2. Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.
A1	3. Strengthen existing relationships and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and success.

FS1	4. Taking into account that the college is in stability, develop an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.
ALL	5. Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.
PS5	6. Explore alternative revenue streams that align with the college's mission such as international education and contract education.

<b>Strategic Plan/Goal Objective</b>	<b>SEM PLAN GOAL: ACCESS</b>
5.1 / 5.2	1. Increase access through new locations, partnerships, and programs.
3.1	2. Develop and implement <u>integrated, targeted, and comprehensive</u> outreach, marketing, and communications plans aligned with instructional programs, offerings, and calendars.
2.4	3. Simplify enrollment and registration processes (Make college coursework the toughest part of going to Palomar).
	<b>SEM PLAN GOAL: Retention and Completion</b>
2.2 / 2.3	1. Implement Guided Pathways inclusive of the following four pillars and associated elements:
2.4 (kind of)	2. Simplify access and use of student support services (Covered/addressed above in Guided Pathways – but here just in case)
2.6	3. Expand integrated enrollment, support, and completion programs (Palomar Promise, FYE) to include more students.
	4. Examine general education course offering and create schedules to meet student need/interest.
4.2	5. Ensure students see themselves in the faces and diversity of our faculty and staff. (IN STRATEGIC PLAN)
	6. Develop and implement strategies that facilitate student completion and decrease time to completion.
	<b>SEM PLAN GOAL: Community Engagement</b>
	1. Engage former students in the success of the college
	<b>SEM PLAN GOAL: Infrastructure and Fiscal Stability</b>
5.4	1. Improve operations and budgeting to ensure continued fiscal stability.



	2. Implement model that integrates enrollment forecasting, scheduling, and budget.
	3. Implement approaches that facilitate the use of data to make informed decisions.
	4. Develop and align facilities to meet the needs of students and our community.