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.**

    Individual categorical programs had established goals based on legislative requirements or campus based strategies.

Student Success & Support Program (SSSP)

Core Service Delivery	Requirement	2015-16	2016-17
Orientation	100% Students (Directed)	45%	6%
Assessment	100% New Students (Directed)	52%	76%
Abbreviated Ed Plan	100% Students by 15th Unit	24%	6%
Comprehensive Ed Plan	100% Students by 30th Unit		21%

Non-Credit Student Success & Support Program (NCSSSP)

Semester	Program	Total	Completed	Pending Completion	% Completed
Spring 2015	ESL	156	52	104	33%
Fall 2015	INEA	6	6	0	100%
Fall 2015	ESL	156	48	108	31%
Spring 2016	ESL	184	55	129	30%
Fall 2016	INEA	9	9	0	100%
Fall 2016	ESL	158	49	109	31%

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%

Basic Skills Initiative

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
- 2nd year of ESL Leap Start, a one-year learning community
- 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 <u>one</u> 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 <u>one</u> 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.

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	☐ Access x Retention ☐ Transfer x ESL/Basic Skills Completion x Degree & certificate Completion ☐ 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	X Access X Retention ☐ Transfer X ESL/Basic Skills Completion X Degree & Certificate Completion X Other: Employment Placement
Increase Degrees, Certificates and Transfer Rates	Timely Core Service Delivery: -Orientation -Assessment -Counseling/ Education Planning Early Alert Success Skillshops Peer Mentoring	FYE / Palomar Promise Direct Supports to Students Counseling/ Education Planning Core Service Delivery via: UMOJA Puente	Learning Communities Tutoring Core Service Delivery via: Summer Bridge FYE Success Skillshops Professional Development related to	☐ Access x Retention x Transfer X ESL/Basic Skills Completion X Degree & Certificate Completion ☐ Other:_____

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

4. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish you 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. An expansion of use will take place in 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 recently merged. Beginning with academic year 2017-18, all employees will have an opportunity to participate in shared professional development and professional growth activities. To enhance cross-departmental collaboration and program integration between instruction, student services, and general campus operations, 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, 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, NCSSSP 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.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	$ 128,982	$ 408,668	$ 1,022,681	$ 2,400,000	$ -		
2000	Classified and Other Nonacademic Salaries	$ 267,944	$ 610,148	$ 999,671	$ 340,000	$ 162,110	$ 163,610	
3000	Employee Benefits	$ 29,400	$ 348,127	$ 822,154	$ 1,135,000	$ 68,100	$ 68,100	
4000	Supplies & Materials	$ 8,000						
5000	Other Operating Expenses and Services	$ 20,000				$ 1,500		
6000	Capital Outlay	$ 60,000						
7000	Other Outgo	$ 34,910	$ 412,384	$ 295,888				
	Program Totals	$ 549,236	$ 1,779,327	$ 3,140,394	$ 3,875,000	$ 231,710	$ 231,710	
					Match		**Match**	
					BSI, SE, & SSSP Budget Total			$ 5,700,667

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: [Insert Link to Exec Summary Upon Approval]**

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.

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. Results 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:

Success Indicator	Disproportionate Impact	Starting Gap	3 Year Goal 2015-2017	3 Year Progress	Current Gap	2 Year Goal 2017-2019
Access	Veterans	-3.5%	+5% Enrollment	-8.8%	-3.4%	+2% Enrollment
Course Completion	Foster Youth	-23.2%	+5% Completion	+6.3%	-16.2%	+3% Completion
ESL & Basic Skills Completion	African Americans	-8.6% -12.7%	+5% Successful Completion	+5.2% Eng +8.8% Math	-15.9% -13.6%	+5% Successful Completion
	DSPS Students	-12.7%	+2% Basic Skills Seq. Comp.	+17.1% Eng	-13.6%	+5% Basic Skills Seq. Comp.
	Males	-3.5% -3.6%	+5% Successful Completion	+16% ESL +10.6% Math	1.9% -2.6%	+5% Successful Completion

	Hispanics	-4.0% -4.3% -4.4%	+5% Successful Completion	+14% Eng +12.1% ESL +11.7% Math	-2.5% -2.9% -2.4%	+5% Successful Completion
Degree & Certificate Completion	Unprepared Age 25-49	-11.2%	+2% Completion	-1.5%	-12.6%	+2% Completion
	African Americans	-5.0%	+2% Completion	-2.2%	-8.6%	+2% Completion
	DSPS Students	-10.3%	+2% Completion	+1.1%	-9.1%	+3% Completion
Transfer to 4-year Inst.	Unprepared Age 25-49	-15.2%	+2% Completion	+1.3%	-12.0%	+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.

Although significant progress was made to close equity gaps, the college plans to continue investing in activities and practices that have proven to be impactful. Through our shared governance structure, we have identified the best strategy for investing equity funds to achieve intended outcomes. A summary of broad *activity areas is below:*

Campus Wide & Community Initiatives	Anticipated Investment
Institutional and Regional Equity Activities	$ 150,000.00
Build Campus Capacity to Address Equity Issues	$ 359,327.00
Targeted Initiatives Support Successful DI Student Programs	
Teaching & Learning Center (FYE, Bridge)	$ 300,000.00
Expand Foster Youth Services Resources (FYRST)	$ 75,000.00
Expand Disabled Student Service Resources	$ 80,000.00
Expand Veteran Access Efforts	$ 150,000.00
Support Academic Achievement for DI Students (Tutoring/Service Learning)	$ 350,000.00
Direct Supports to Enable Achievement for DI Students	$ 100,000.00
Recognition Events	$ 30,000.00
Professional Development & Training (Faculty/Staff/Students)	$ 100,000.00
Student Engagement Activities (SEAL Center, Educational Excursions)	$ 75,000.00
Student Transfer Success	$ 10,000.00
Total	$ 1,779,327.00

Additional Resources to Achieve Equity Goals

In addition to funds of Integrated Plan Categorical 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.

Prior fiscal year allocation amounts for student equity funds have fluctuated. A summary of expenditures by category for Fiscal Years 2014-15, 2015-16 and 2016-17 is below. Please note the funds for FY16-17 allow a two-year spending period that will end on June 30, 2018. Funds will be expended by the end of the two-year authorized cycle.

Object Code	Category	2014-15	2015-16	2016-17* Year 1	2016-17* Year 2	3-Year Totals
1000	Academic Salaries	$ 34,840	$ 356,371	$ 111,104	$ -	$ 502,315
2000	Classified and Other Nonacademic Salaries	$ 81,393	$ 450,951	$ 344,044	$ 3,147	$ 879,535
3000	Employee Benefits	$ 42,028	$ 307,161	$ 102,185	$ 175	$ 451,549
4000	Supplies & Materials	$ 187,432	$ 149,452	$ 62,894	$ 175,000	$ 574,778
5000	Other Operating Expenses and Services	$ 143,040	$ 462,747	$ 93,808	$ 206,000	$ 905,595
6000	Capital Outlay	$ 239,533	$ 296,700	$ 9,367	$ 200,000	$ 745,600
7000	Other Outgo	$ 108,060	$ 4,091	$ 4,174	$ 503,742	$ 620,067
	Student Equity Allocation Totals	**$ 836,326**	**$ 2,027,473**	**$ 727,576**	**$1,088,064**	**$4,679,439**

*FY1617 reporting cycle ends 6/30/18.

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

Part III – Approval and Signature Page

College: Palomar College   District: Palomar

Board of Trustees Approval Date: January 9, 2018

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.

Dr. Joi Lin Blake, Ed.D.	1/29/18	jblake@palomar.edu
Superintendent/President	Date	Email Address

Ron Perez	1/29/18	rperez@palomar.edu
Chief Business Officer	Date	Email Address

Dr. Jack Kahn	1/29/18	jkahn1@palomar.edu
Chief Instructional Officer	Date	Email Address

Adrian Gonzales	1/29/18	adriangonzales@palomar.edu
Chief Student Services Officer	Date	Email Address

Dr. Travis Ritt	1/29/18	tritt@palomar.edu
President, Academic Senate	Date	Email Address