Student Equity Plan 2019-22 Executive Summary

2019-22 Student Equity Plan Development

Palomar College worked diligently to develop aggressive equity goals for the 2019-22 Student Equity Plan. With guidance from the Office of Institutional Research & Planning, members of the Student Equity & Achievement Council (SEA), a workgroup consisting of representatives from faculty, staff, students and administrators examined disaggregated data for disproportionately impacted (DI) students by demographics for all for all five metrics.

Achievement gaps for DI students will be reduced by eliminating obstacles and enhancing student engagement and support services in four broad areas:
- Student outreach and recruitment (Access)
- Onboarding and retention (Retention, Transfer Math/English)
- Completion, Transfer and Employment (Transfer to 4yr, VfS Goal)
- Institutional Equity Mindedness

A simplified summary of DI students by metric serves as a reference to campus staff and guides plans and activities.

Table 1. Student Populations Identified as Disproportionately Impacted (DI) for Each Metric

Access	Retention	Transfer Level M/E	Transfer to 4 Year	Vision for Success
Hispanic/Latino (F)			Hispanic/Latino (M)	
Black/African American	Black/African American	Black/African American	Black/African American (M)	Black/African American (M)
		American Indian	American Indian (M)	American Indian
		Hawaiian/PI (M)		Hawaiian/PI
More than One Race (F)				
Other Race	Other Race (F)	Other Race (F)		Other Race
White (F)				
Foster Youth	Foster Youth	Foster Youth (F)	Foster Youth (F)	Foster Youth (M)
	Veteran (M)	Veteran		
		LGBT (M)	LGBT	LGBT (M)
		Disabled		

Focus on Equity Goals

Palomar College has established goals and activities designed to close gaps for disproportionately impacted equity populations. These goals and activities are aligned with *Vision for Success* goal number 5. Palomar College used baseline data provided by the Chancellor's Office and the clear goals in the Vision for Success to establish measurable and achievable disproportionate impact reduction goals.

Metric: Access
Palomar College has identified the profile of students experiencing DI in the area of Access. Key activities to reduce equity gaps include analysis of admissions data, establishing a focused recruitment plan, promoting Palomar Promise, and improving admissions communication to parents, students, employers and our community.

Table 2. Student Populations Identified as Disproportionately Impacted (DI) for Successful Enrollment (Access)

	Population	Gender	Baseline	Goal
Successful Enrollment (Access)	Foster Youth	Male	247	405
	Foster Youth	Female	280	417
	White	Female	2422	3193
	Some other race	Male	221	356
	Some other race	Female	174	264
	More than one race	Female	404	546
	Hispanic or Latino	Female	3954	5171
	Black or African American	Male	5	10
	Black or African American	Female	3	6

Metric: Retention
Palomar College has identified the profile of students experiencing DI in the area of Retention. Retention begins with strong onboarding practices that inform students of available resources early in their academic career. Key activities to reduce equity gaps include establishing an intake process that facilitates connecting new students to campus services, establishing a defined student engagement plan for support in and out of the classroom, and strengthening basic needs support.

Table 3. Student Populations Identified as Disproportionately Impacted (DI) for Retention

Metric	Population	Gender	Baseline	Goal
Retention	Black or African American	Male	254	297
	Black or African American	Female	182	207
	Some other race	Female	193	222
	Foster Youth	Male	107	128
	Foster Youth	Female	142	162
	Veteran	Male	687	761

Metric: Transfer Math/English

Palomar College has identified the profile of students experiencing DI in the area of First Year Completion of both Transfer-Level Math and English. Key activities to reduce equity gaps include mitigation for AB705 impacts by offering math with support and English with support courses. In addition, promoting a focus on "ME First" to encourage students to complete Math and English in their first year. Additional activities include expanded career and employment readiness work to ensure students are aware of how their major area of study results in career outcomes.

Table 4. Student Populations Identified as Disproportionately Impacted (DI) for Transfer Level Math and English Completion

Metric	Population	Gender	Baseline	Goal
Transfer Level Math and English Completion	Black or African American	Male	3	28
	Black or African American	Female	0	12
	American Indian or Alaska Native	Male	0	4
	American Indian or Alaska Native	Female	0	3
	Native Hawaiian or other Pacific Islander	Male	0	3
	Some other race	Female	0	4
	Foster Youth	Female	1	12
	Veteran	Male	3	5
	Veteran	Female	0	2
	LGBT	Male	0	2
	Disabled	Male	3	23
	Disabled	Female	1	14

Metric: Transfer to 4-year

Palomar College has identified the profile of students experiencing DI in the area of Transfer to a 4-Year Institution. Key activities to increase transfer rates to 4-year institutions include an early focus on engaging DI students with information and transfer strategies, expansion of completion communities' model, and categorical and grant-funded programs including Puente, UMOJA, and the HSI Stem grant.

Table 5. Student Populations Identified as Disproportionately Impacted (DI) for Transfer to a 4-Year Institution

Metric	Population	Gender	Baseline	Goal
Transfer to 4-Year Institution	Hispanic or Latino	Male	355	594
	Black or African American	Male	32	53
	American Indian or Alaska Native	Male	2	6
	Foster Youth	Female	15	26
	LGBT	Male	6	8
	LGBT	Female	7	14

Metric: Vision for Success Goal

Palomar College synchronized student equity and Vision for Success (VfS) goal setting work. Key activities to achieve the VfS goals include mapping courses for each major to reduce total unnecessary units taken by students and increasing degree completion and transfer support with more intrusive communication for students in the identified demographic category.

Table 6. Vision for Success Goals for Completion

Metric	Population	Gender	Baseline	Goal
Award Completion/Attained the VfS Completion Definition	Hispanic or Latino	Male	319	531
	Black or African American	Male	24	43
	American Indian or Alaska Native	Male	3	6
	American Indian or Alaska Native	Female	3	6
	Native Hawaiian or other Pacific Islander	Male	4	7
	Native Hawaiian or other Pacific Islander	Female	0	4
	Some other race	Male	22	40
	Some other race	Female	14	28
	Foster Youth	Male	7	15
	LGBT	Male	2	7

Prior Progress

The 2014 Student Equity Plan included 3-year goals for improvement in each area of disproportionate impact. To achieve the established goals, a series of activities were initiated or expanded. In 2017, progress was evaluated and new 2-year goals were established by the SSEC. Results of an updated analysis reveal continued evidence of disproportionate impact among Veterans, Foster Youth, Hispanic Males, 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 equity goals over the span of 5-years (baseline data 2013).

Table 7. Student Equity Goals and Progress (2013-2019)

Success Indicator	Disproportionate Impact	3 Year Goal		Baseline (2013)	Current (2019)	Difference	Starting Gap (2013)	Current Gap (2019)	Gap Change	Moved Out of DI?
Access	Veterans	+ 5%		1,738	1,495	-243	-3.5%	-3.6%	⬇	
Course Completion	Foster Youth	+ 5%		47.8%	57.3%	+ 9.5%	-23.2%	-13.2%	⬇	No
ESL & Basic Skills Completion	African Americans	+ 5%	Eng	22.0%	40.0%	+ 18.0%	-8.6%	-9.6%	⬆	Yes
			Math	13.8%	21.4%	+ 7.6%	-12.7%	-15.5%		Yes
	DSPS Students	+ 2%	Eng	22.5%	43.8%	+ 21.3%	-12.7%	-5.8%	⬇	Yes
	Males	+ 5%	ESL	10.3%	24.7%	+ 14.4%	-3.5%	-1.5%		Yes
			Math	23.0%	35.8%	+ 12.8%	-3.6%	-1.2%	⬇	No
	Hispanics	+ 5%	Eng	26.6%	48.1%	+ 21.5%	-4.0%	-1.5%		Yes
			ESL	9.6%	25.2%	+ 15.6%	-4.3%	-1.6%	⬇	
			Math	22.1%	34.6%	+ 12.5%	-4.4%	-2.3%		
Degree & Certificate Completion	Unprepared Age 25-49	+ 2%		34.2%	39.9%	+ 5.7%	-11.2%	1.2%	⬇	Yes
	African Americans	+ 2%		12.6%	12.9%	+ 0.3%	-5.0%	-6.4%	⬆	No
	DSPS Students	+ 2%		35.1%	34.8%	- 0.3%	-10.3%	-3.9%	⬇	Yes
Transfer to 4-year Inst.	Unprepared Age 25-49	+ 2%		19.5%	19.6%	+ 0.3%	-15.2%	-6.0%	⬇	Yes

Resources

Although significant progress was made to close equity gaps, the Palomar College plans to continue investing in activities and practices that have proven to be impactful. Through shared governance, Palomar College identified the best strategy for investing equity funds to achieve intended outcomes. Nearly $1.7 million dollars in equity funds and $3.4 million dollars in 3SP funds are invested in supporting student equity and success work. A summary of current staffing and program investments *is presented in Figure 1 below:*

Figure 1. Positions Funded through Student Equity & Student Success

STUDENT SUCCESS & EQUITY OPERATIONS		
Director, Student Success & Equity		
Grants Administrative Specialist		
Business Systems Analyst, Student Success		
Hourly Support, Equity		
STUDENT EQUITY	**$**	**198,786**
STUDENT SUCCESS	**$**	**277,555**

COUNSELING & ADVISING		
COUNSELING SERVICES		
Couselor, General (5)		
Counselor, Athletics (0.5)		
Counselor, DSPS		
Adjunct Counselors, General		
Adjunct Counselors, Equity Assignments		
Adjunct Counselors, Athletics		
Faculty Overload, Equity Assignments		
Supervisor, Counseling		
Business Systems Analyst, Degree Planner		
Administrative Specialist, Transfer		
Hourly Supprt, Counseling (4)		
STUDENT EQUITY	**$**	**482,936**
STUDENT SUCCESS	**$**	**1,945,808**

STUDENT SERVICES & SUPPORT		
ORIENTATION & FOLLOW-UP SERVICES		
Business Systems Analyst, Early Alert BSA		
Manager, Orientation & Follow-Up Services		
Peer Mentors (6)		
ENROLLMENT		
Lead Academic Records Analyst		
ASSESSMENT		
Supervisor, Assessment		
Specialist, Assessment		
VETERANS		
Hourly Supprt, VETS Outreach (2)		
Hourly Supprt, VETS (2)		
STUDENT EQUITY	**$**	**165,930**
STUDENT SUCCESS	**$**	**725,937**

INSTRUCTIONAL SUPPORT		
MATH TUTORING CENTER		
Coordinator, Math Tutoring Center		
Instructional Support Asst, Math Tutoring Center		
Student Tutors, Math Tutoring Center		
SERVICE LEARNING		
Coordinator, Service Learning		
ENGLISH SECOND LANGUAGE		
Coodinator, ESL		
Student Support Specialist, ESL		
Hourly Supprt, ESL		
FIRST YEAR EXPERIENCE		
Coordinator, FYE		
FOSTER YOUTH		
Adjunct Support Specialists, FYRST (2)		
Student Ambassadors, FYRST		
TUTORING CENTER		
Student Tutors, STAR		
Student Tutors, Stats Methods		
Student Tutors, TLC		
Student Tutors, Athletics		
STUDENT EQUITY	**$**	**665,513**
STUDENT SUCCESS	**$**	**220,875**

RESEARCH & TECHNICAL		
INSTITUTIONAL RESEARCH		
Research Analyst (2)		
Sr. Application Developer		
STUDENT EQUITY	**$**	**140,685**
STUDENT SUCCESS	**$**	**140,685**

Prior Year Equity Expenditures

Allocations for student equity funds have fluctuated. A summary of expenditures by category for Fiscal Years 2015-16, 2016-17 and 2017-18 is below. Please note the funds for FY17-18 allow a two-year spending period that ended June 30, 2018. Current regulations allow funding to be expended within a two-year authorized cycle.

Object Code	Category	2015-16	2016-17	2017-18* Year 1	2017-18* Year 2	3-Year Totals
1000	Academic Salaries	$ 356,371.18	$ 111,104.32	$ 505,362.31	$ -	$ 972,837.81
2000	Classified and Other Nonacademic Salaries	$ 450,951.98	$ 468,468.50	$ 380,177.91	$ -	$ 1,299,598.39
3000	Employee Benefits	$ 307,138.31	$ 158,232.54	$ 247,782.65	$ -	$ 713,153.50
4000	Supplies & Materials	$ 149,451.34	$ 305,205.26	$ -	$ 89,974.07	$ 544,630.67
5000	Other Operating Expenses and Services	$ 409,474.17	$ 393,221.96	$ -	$ 223,871.65	$ 1,026,567.78
6000	Capital Outlay	$ 242,599.72	$ 324,073.25	$ -	$ 21.00	$ 566,693.97
7000	Other Outgo	$ 3,890.92	$ 55,333.73	$ -	$ 12,975.00	$ 72,199.65
	Student Equity Allocation Totals	**$1,919,878**	**$1,815,640**	**$1,133,323**	**$326,842**	**$ 5,195,681.77**

*FY17/18 reporting cycle ends 6/30/19.

In addition to Student Equity and Achievement categorical allocations, the College will continue to leverage other program and general funds to help disproportionately impacted students achieve their academic goals. These resources include General Fund (GF), EOP&S, DSP&S, TRIO, CARE, Title V - HSI, Grant Funded Student Programs, Financial Aid, and Foundation Scholarship.

Additional Questions:
For questions related to Palomar College's 2019-22 Student Equity Plan, please contact:

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