

Student Equity Plan Summary

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Details

Assurances

• I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

To ensure equity goals are achieved, Palomar College will establish review teams comprised of Student Equity and Achievement (SEA) council members to monitor progress of each of the five student equity metrics. In addition, the SEA Council will establish a Budget Team to ensure that fiscal resources are aligned with activities and practices. The SEA hosts an annual summer retreat to prepare for the coming academic year. In Summer 2019, the SEA will establish the teams and determine evaluation procedures for evaluating the progress made towards meeting the College's student equity goals. The proposed timeline for AY 19-20 will begin in July 2019 with the SEA Retreat that will involve establishment of teams (including one researcher) and timelines/processes for evaluation. In particular, activities related to reducing equity gaps will be evaluated monthly with data reviewed and presented to the SEA council at three points each semester: start (August 2019), midpoint (October 2019), and end (December 2019). At the end of the term (February 2020), the SEA will review end-of-term results and consider suggestions to modify activities to ensure functionality. This timeline will be similar for the spring term (2019), followed by a review of progress for the entire academic year (2019-2020). Teams will review and discuss findings with the SEA Council and propose changes, as needed. In addition, Palomar College Office of Institutional Research and Planning (IR&P), in coordination with the SEA Council, conducts an annual Disproportionate Impact (DI) study to assess overall progress in meeting student equity goals and presents it to the SEA Council on an annual basis to help to inform additional modifications and evaluate equity needs. The College has also implemented new campus technology (e.g., Starfish Early Alert) for early identification of student support needs and to track student progress. This technology will help to reduce equity gaps on a college-wide basis by informing student services specialists when students are struggling, therefore leading to better retention and completion. Finally, the College is in Year 2 of Guided Pathways implementation. The Guided Pathways plan includes a number of activities and measurable outcomes that have been developed with an equity lens. Altogether, the College is dedicated to implementing processes to evaluate progress toward meeting our equity goals on multiple levels.

Success Criteria

The primary planning group coordinating across student equity-related categorical and campus-based programs is our Student Equity and Achievement (SEA) Council. From inception of both the Student Success and Support Program (SSSP) and Student Equity Plan, members of the SEA had the foresight to integrate program activities. The Council engages faculty, staff, and students in all college planning of categorical and campus-based programs and uses a collaborative, shared-governance process which includes research and dialogue in the development of proposed strategies. As a consistent practice, Palomar incorporates the counseling faculty and division staff into a variety of important roles within all of the College's program plans. For example, our FYE and Promise programs provide students with orientation, placement guidance, education planning, and follow up services. The College is also fully engaged in Guided Pathways, which will reduce equity gaps by assuring students have access, are retained, complete appropriate courses, and reach their goals. This process involves recruiting DI students, using culturally-relevant practices and disaggregated data, providing equity-minded professional development for faculty and staff, and introducing DI students to completion and transfer options early in their careers. To enhance cross-departmental collaboration and program integration between instruction, student services, and general campus operations, professional development activities were consolidated in 2017-18 into one campus-wide accessible program. All employees have an opportunity to participate in shared professional development and growth activities. In addition, Palomar recently invested in technology upgrades to enhance coordination of our retention efforts. These tools (e.g., Starfish Early Alert) allow student service specialists and program staff to work together to provide timely intervention for students who are struggling. Concurrently, Palomar implemented the Hobsons Starfish Degree Planner module to streamline electronic education planning between students and counselors. This technology has enhanced the rate at which Palomar staff are able to support student success. Early on, Palomar College built a foundation that coordinates student-equity and campus-based programs by integrating the work of faculty, staff, and students to assure reduction of equity gaps and improve student outcomes.

Executive Summary

<https://www2.palomar.edu/pages/sse/files/2019/06/Palomar-College-Equity-Plan-2019-Executive-Summary.pdf>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	15539	19936	+28.3%
Retained from Fall to Spring at the Same College	16723	17941	+7.28%
Completed Both Transfer-Level Math and English Within the District in the First Year	350	1090	+211.43%
Attained the Vision Goal Completion Definition	1921	2188	+13.9%
Transferred to a Four-Year Institution	2553	2753	+7.83%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Hispanic or Latino	Male	Transferred to a Four-Year Institution	355	594	+67.32% ▮▮◀
Black or African American	Male	Transferred to a Four-Year Institution	32	53	+65.63% ▮▮◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	2	6	+200% ▮▮◀
Foster Youth	Female	Transferred to a Four-Year Institution	15	26	+73.33% ▮▮◀
LGBT	Female	Transferred to a Four-Year Institution	7	14	+100% ▮▮◀
LGBT	Male	Transferred to a Four-Year Institution	6	8	+33.33% ▮▮◀
Some other race	Female	Retained from Fall to Spring at the Same College	193	222	+15.03% ▮▮◀
Black or African American	Female	Retained from Fall to Spring at the Same College	182	207	+13.74% ▮▮◀
Black or African American	Male	Retained from Fall to Spring at the Same College	254	297	+16.93% ▮▮◀
Foster Youth	Female	Retained from Fall to Spring at the Same College	142	162	+14.08% ▮▮◀
Foster Youth	Male	Retained from Fall to Spring at the Same College	107	128	+19.63% ▮▮◀
Veteran	Male	Retained from Fall to Spring at the Same College	687	761	+10.77% ▮▮◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	14	+1300% ▮▮◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	3	23	+666.67% ▮▮◀
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	12	+1100% ▮▮◀
American Indian or Alaska Native	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ◀ ▮ ▮
Some other race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	+300% ▮▮◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	3	28	+833.33% ◀
American Indian or Alaska Native	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	+300% ◀
Native Hawaiian or other Pacific Islander	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ◀ ▶
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	12	+1100% ◀
LGBT	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ◀ ▶
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ◀ ▶
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	3	5	+66.67% ◀ ▶
Some other race	Female	Attained the Vision Goal Completion Definition	14	28	+100% ◀
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	3	6	+100% ◀
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	0	4	+300% ◀
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	319	531	+66.46% ◀
Black or African American	Male	Attained the Vision Goal Completion Definition	24	43	+79.17% ◀
Some other race	Male	Attained the Vision Goal Completion Definition	22	40	+81.82% ◀
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	3	6	+100% ◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	4	7	+75% ▮▮◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	7	15	+114.29% ▮▮◀
LGBT	Male	Attained the Vision Goal Completion Definition	2	7	+250% ▮▮◀
Foster Youth	Male	Enrolled in the Same Community College	247	405	+63.97% ▮▮◀
Foster Youth	Female	Enrolled in the Same Community College	280	417	+48.93% ▮▮◀
White	Female	Enrolled in the Same Community College	2422	3193	+31.83% ▮▮◀
Some other race	Male	Enrolled in the Same Community College	221	356	+61.09% ▮▮◀
Some other race	Female	Enrolled in the Same Community College	174	264	+51.72% ▮▮◀
More than one race	Female	Enrolled in the Same Community College	404	546	+35.15% ▮▮◀
Hispanic or Latino	Female	Enrolled in the Same Community College	3954	5171	+30.78% ▮▮◀
Black or African American	Male	Enrolled in the Same Community College	5	10	+100% ▮▮◀
Black or African American	Female	Enrolled in the Same Community College	3	6	+100% ▮▮◀
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	37	49	+32.43% ▮▮◀
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	21	33	+57.14% ▮▮◀

Additional Categories

No population groups selected.

Activities

Establish Enrolled Student Profile

Brief Description of Activity

Analyze historical admissions data to fully understand the profile and origin point of new Palomar College students. This research work will support enrollment management projects and help ensure equitable access to enrollment for disproportionately impacted populations.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- More than one race : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College

Focused Admissions & Recruitment Plan

Brief Description of Activity

Identify the most likely sources of disproportionately impacted students who need access to Palomar College. Leverage admissions and recruitment staff to engage these DI students and support enrollment.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- More than one race : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College

Improved Admissions & Onboarding Communication

Brief Description of Activity

Standardize admissions and on-boarding process instructions. Ensure communication to students, parents (when applicable), employees and community members. Offer content in bilingual formats to address language barriers.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- More than one race : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Strengthen Palomar Promise

Brief Description of Activity

Continue to promote college access through Palomar Promise program (free tuition and book assistance).

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- More than one race : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Create Student Intake Process

Brief Description of Activity

Use existing technology to solicit student needs information from new applicants. This "intake" process will allow early referral to student support services including counseling, disabled student resources, veteran services, and other special programs. Students will have targeted support available more quickly, resulting in greater retention opportunity.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College

UMOJA Program

Brief Description of Activity

Support growth of UMOJA program to enhance engagement and retention of African-American students.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
 - Black or African American : Male : Transferred to a Four-Year Institution
 - Black or African American : Female : Retained from Fall to Spring at the Same College
 - Black or African American : Male : Retained from Fall to Spring at the Same College
 - Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Black or African American : Male : Attained the Vision Goal Completion Definition
-

Puente Program

Brief Description of Activity

Support growth of Puente program to enhance engagement and retention of Hispanic/Latino students.

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
 - Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
-

Student Engagement Plan

Brief Description of Activity

Establish and implement a student engagement plan for incoming students. This may include a "caseload" model for ensuring students have an identified counselor, peer mentor, faculty advisor to contact with questions and for support.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
 - Some other race : Female : Retained from Fall to Spring at the Same College
 - Black or African American : Female : Retained from Fall to Spring at the Same College
 - Black or African American : Male : Retained from Fall to Spring at the Same College
 - Foster Youth : Female : Retained from Fall to Spring at the Same College
 - Foster Youth : Male : Retained from Fall to Spring at the Same College
 - Veteran : Male : Retained from Fall to Spring at the Same College
-

Basic Needs Support

Brief Description of Activity

Strengthen Basic Needs programs to support students with housing and food insecurities.

Related Metrics

- Overall : All : Enrolled in the Same Community College
 - Overall : All : Retained from Fall to Spring at the Same College
 - Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
 - Overall : All : Attained the Vision Goal Completion Definition
 - Overall : All : Transferred to a Four-Year Institution
-

College Level Math & English Courses with Support

Brief Description of Activity

To support implementation of AB705, Palomar established college level courses with support for students who wish to benefit from extra instruction time and tutoring.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

ME First Program

Brief Description of Activity

Establish and promote the ME First (Math & English First) program to encourage enrollment and completion of college level math and English courses within the first year.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Early Career Exploration & Connection to Math/English

Brief Description of Activity

Establish career exploration opportunity for students early with emphasis on math and English skills necessary for employment in the student's field of interest. This helps to establish the importance of math and English skills so that students

can understand the relevance of these course and prioritize completion early.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Attained the Vision Goal Completion Definition

Completion Communities

Brief Description of Activity

Expand completion community course offerings that help expedite completion of a course or program series that offers convenient and predictable course offerings.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Some other race : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition

HBCU Visits

Brief Description of Activity

Offer transfer ready students opportunities to visit and interact with Historically Black Colleges & Universities (HBCUs).

Related Metrics

- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Attained the Vision Goal Completion Definition

Maximize Participation in Student Support Programs

Brief Description of Activity

Campus programs such as EOPS, TRiO SSS offer counseling, direct student supports such as book assistance. Maximizing participation in these programs will increase retention and completion rates.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Some other race : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College

Map Major Programs

Brief Description of Activity

Mapping major patterns to guide students toward degree applicable courses will achieve the goal of reducing total units by 6.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition



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