



**STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
AGENDA
January 23, 2015**

MEETING TYPE:

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| X |
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| |

Staff

Product/Project

Special

Date: **January 23, 2015**

Starting Time: **9:00 a.m.**

Ending Time: **11:00 a.m.**

Place: **AA-140**

CHAIR: **Adrian Gonzales**

MEMBERS: Anfinson, Antonecchia, Barton, Bongolan, Carrillo, French, Goldsmith, Gonzalez, Large, Lawson, Magnuson, Moss, Nunez, Ramirez, Romain, Sivert, Snyder, Sosa, Sourbeer, Stockert, Villalobos and Zolliker

RECORDER: **Michelle LaVigueur**

| Order of Agenda Items | Attachments | Time Allotted |
|--|-------------|---------------|
| A. <u>WELCOME</u> - Introductions | | 5 minutes |
| B. <u>ACTION ITEMS</u> | | |
| C. <u>INFORMATIONAL ITEMS</u> | | |
| 1. Purpose of the Student Success and Equity Council | | 20 minutes |
| 2. Overview of Institutional Plans | | 35 minutes |
| a. Student Success and Support Program (3SP) | Exhibit A | |
| b. Student Equity | Exhibit B | |
| c. Strategic Plan 2016 | Exhibit C | |
| 3. Committee Meeting Schedule | | 20 minutes |
| a. Full Council | | |
| b. Council Subcommittees | | |
| 4. Proposed Subcommittees | | 40 minutes |
| a. Counseling & Advising | | |
| b. Technology | | |
| c. Follow-up Services (Outreach/In-reach) | | |
| d. Orientation | | |
| e. Policies & Procedures | | |
| f. Research & Evaluation | | |
| D. <u>OTHER BUSINESS</u> | | |

Next Meeting: February 27, 2015



Student Success and Support Program Plan (Credit Students)

2014-15

District: Palomar Community College District
College: Palomar College

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Palomar College

District Name: Palomar Community College

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: B. Stockert

Name: Brian Stockert Date: 10/15/14

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: Adrian Gonzales

Name: Adrian Gonzales Date: 10/15/14

Signature of the Chief Instructional Officer: B. Cuaron

Name: Berta Cuaron Date: 10/15/14

Signature of College Faculty Senate President: Greg Larson

Name: Greg Larson Date: 10/16/14

Signature of College President: Robert Deegan

Name: Robert Deegan Date: 10/16/14

Signature of District Chancellor: _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: Brian Stockert Title: Dean, Counseling Services
Email: bstockert@palomar.edu Phone: (760) 744-1150, Ext. 2184

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services**i. Orientation**

- Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Our Target Student Audience

We estimate we will be serving 4619 first-time students annually.

Types of Activities & Delivery Methods

- A comprehensive orientation needs to be provided to all new Palomar College students, excluding only those students classified as exempt. This comprehensive orientation will include:
 - Academic expectations and progress and probation standards pursuant to section 55031
 - How to maintain registration priority pursuant to section 58108
 - The prerequisite or co-requisite challenge process pursuant to section 55003
 - Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612
 - Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed
 - Academic calendar and important timelines
 - Registration and college fees
 - Available education planning services.
- *Student Support Service Orientations* (Financial Aid, Veterans' Services, etc.)
 - The comprehensive and Student Support Service orientations will be offered through our Early Acceptance Program or prior to a student's enrollment in classes.
 - Other orientations that meet Title 5, Section 55531 requirements are provided by ESL, FYE, and Summer Bridge.
 - The information will be available through regularly scheduled presentations or online.
 - Students will be able to print important deadlines directly from the online orientation.

- Field of Study Orientations
- Career Orientations
 - Major and career searches will be made available to students from the time of their application until their completion of study at Palomar College.
 - The information will be available through regularly scheduled presentations, in specially designed curriculum, and online.
- Department Orientations
 - “Departmental specific” orientations should enhance the comprehensive orientation. Students can be sent an invite at the time they register for particular class or when they declare their major.
 - We will develop a comprehensive list of departmental orientations at the completion of the comprehensive orientation. Special attention would need to be given so that students are not inundated with orientation invites. For example, if a student signs up for 3 Graphic Communications classes, they should not receive 3 separate Graphic Communication orientation invites.
- Campus Tours
 - Tours will be scheduled at regular intervals throughout the semester.
 - Online, virtual tours will be made a part of the online orientation.
- Outreach
 - Investigate various communication methods to apprise students of orientation services offered.

The MIS group will determine how to track completion of orientations directly to PeopleSoft, whether done in person or online.

Partnerships with high schools, colleges, workforce agencies, or community partners

Palomar College is now a part of the San Diego North Adult Education Partnership, developed from our work on AB86. As we continue to meet with our area advisory councils over the course of the next year, we will see a coordinated effort among all participants with respect to providing students with orientations, assessments, and information on career and academic pathways.

PLAN

- Assemble an Orientation Workgroup.
- Identify orientations being offered that don't meet the required Title 5 elements.
- Determine which orientations should meet the required Title 5 elements.
 - Determine a means for tracking attendance at those orientations.
- Developing comprehensive list of departmental orientations.
- Determine whether we need to go off-site to provide services.
 - Determine which locales in the district will require our going to them to provide orientations, assessments, and educational planning.
- Investigate various communication methods to apprise students of orientation services offered.
 - Incorporate into college's marketing plan
- Continue to develop a comprehensive online orientation available for all students, including

access for students with disabilities.

- Identify position to develop and manage related website.
- Tighten our tracking system to ensure accuracy and comprehensiveness.

1. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Comprehensive Orientation (in-person)

Counselors – 22 full-time; 19 part-time; to provide academic, career, and personal counseling for all students at Palomar College

DRC Counselor – 1.75 full-time; 1 part-time; to provide academic, career, and personal counseling for all students with disabilities at Palomar College

EOPS Counselor – 2.25 full-time; 3 part-time; to provide academic, career, and personal counseling for students enrolled in EOPS program

TRIO Counselor – 4 part-time; to provide academic, career, and personal counseling for students enrolled in the TRIO program

Supervisor Orientation Services - .5 FTE; provide leadership in implementing orientation activities to include arranging for facilities use, scheduling of staff and development of materials

ESL Student Specialist (1) – provides advising and orientation to students moving from non-credit to credit

ESL Non-credit Matriculation Assistant (1) – manages non-credit matriculation and provides orientation to students moving from non-credit to credit

2. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Comprehensive Orientation (online)

Developing an online comprehensive orientation will require input from our Orientation Workgroup, which will include instructional and counseling faculty and student services staff. We will need someone with website development and maintenance skills. We will need to develop tracking as well.

The current online orientation (Cynosure) needs to be updated to include all 8 of the required items on the Orientation Checklist. We will need to develop a system that would track the understanding and completion of the orientation requirement. We feel this would save staff from multiple departments a lot of time in having to enter manually the student orientation data into the PeopleSoft system.

Carrying out this task will require an additional Functional Specialist position.

3. Describe the college's plans for developing and implementing orientation services. The following eight policies

and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

Our college will be developing a comprehensive online orientation that includes all 8 of the required items on the Orientation Checklist. We have previously been conducting in-person comprehensive orientations as described earlier in this section and have a limited online orientation at present. To ensure that all students have access to a comprehensive orientation, the college will be offering online, departmental, and in-person orientations that meet Title 5 requirements and the local needs of Palomar College Students.

The Orientation Workgroup will be charged with further developing the online comprehensive orientation, training departments in meeting the requirements for a comprehensive orientation, and continuing and enhancing access to in-person orientations.

To promote student access to and completion of a comprehensive orientation program, the college is implementing a SSSP dashboard showing student completion of assessment, orientation, and student education plans.

For the dashboard, we will leverage PeopleSoft and place the dashboard at the top of the existing form so that the employee meeting with a student will have easy access to the student's status with respect to all 3 data elements (assessment, orientation, and education planning).

We continue to leverage Cynosure and may choose to build out the program to reach its maximum potential in assisting students. For example, we could develop a Veterans' Services Program Module, which would provide the standard comprehensive orientation to any student who is a part of the Veterans' Services Program.

Again, the Functional Specialist position is key to providing ongoing development and maintenance.

4. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

We are also working on a process to ensure that department and program orientations for students meet the requirements for a comprehensive orientation as well under Title 5 regulations. This will be accomplished by training from College Student Success and Support Program staff and use of a college-wide online comprehensive orientation. We believe this will result in decreased repetition

of providing information for students and requiring multiple orientations that are not applicable or necessary.

5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

See attached spreadsheet

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Our Target Audience

Our intention is to assess and place every potential student who does not have eligibility through other means such as AP scores, SAT, ACT, CSUSM ready placement or transcripts from another college. Potential students include new, current, or continuing students.

The estimated numbers of students to be assessed are 10,000 testing on campus and approximately 3,000 Early Acceptance Students (EAP students) testing both here on campus and at their local high schools.

A median number of 726 of ESL students are assessed annually on the San Marcos Campus. In 2012-2013 the Escondido Center tested 548 ESL students using ACT Compass/ESL (version 3.0 for Windows, 2000 compliant).

We also test and place ESL students at the Fallbrook location using the CELSA.

2. Describe the method(s) by which assessment and placement will be delivered.

Delivery Methods

We administer the ACT Compass/ESL test, which allows us to place students into English, Math, Reading, and ESL. It is a computerized test that has no time limit.

Each department administers its own challenge test:

- the Math department gives the Accuplacer, which is a computerized test;
- the ESL Department administers CELSA for Grammar and Reading challenges;
- the ESL Department allows students to write an essay in response to a predetermined topic; the essay is then read and graded holistically by two independent faculty.

3. Describe at what points assessment and placement are provided.

The ACT Compass Assessment test is given regularly throughout the year. However, the groups we test vary depending on the specific time of the year:

- EAP students are tested from January through April
- Regular students are tested throughout the entire year.
- Special circumstance students are tested throughout the entire year. These groups include Veterans, EOP&S, Fire Fighters and EMT.
- ESL Department tests every semester: in July and August for fall, in Dec and Jan for spring; and in May and June for summer.

4. Describe any partnerships (colleges, high schools, community groups).

The assessment office has partnerships with 44 local district high school counselors for the EAP program. The assessment office also has partnerships with CSUSM for eligibility purposes for English, reading, and math.

PLAN

- Review process by which student groups come to campus to assess
- Review paper options of test for accessibility issues and process regarding administration of tests to DRC students

5. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment and related research services.

Current Staffing

Assessment Office (Main Campus)

- Assessment Coordinator/School Relations, who provides Administration, coordination, office management
- 2 FT Counseling Support Specialists, who schedule and proctor assessments

Assessment Office (Escondido)

1 Assessment Technician, who proctors assessments and provides technical support

ESL Department (Main Campus)

The following staff provide assessment and placement:

- ESL Student Specialist
- ESL Program Specialist
- ESL Lab ISA

ESL Department (Escondido Center)

The following staff provide assessment and placement:

- ESL Program Specialist
- Hourly Assistant

PLAN

Desired Staffing

Assessment Office (Main Campus)

- Assessment Coordinator/School Relations
- 2 Counseling Support Specialists, who schedule and proctor assessments
- *Counseling Support Specialist*, who schedules, proctors, and provides assessments; links students to appropriate resources identified as a result of a student's placement (split schedule between San Marcos & Escondido)
- 4 STH employees who assist with all testing, processing of results, and student service inquiries

Assessment Office (Escondido Center)

- 1 Assessment Technician, who proctors assessments and provides technical support
- *Counseling Support Specialist*, who schedules, proctors, and provides assessments; links students to appropriate resources identified as a result of a student's placement (split schedule between San Marcos & Escondido)

6. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Assessment and Challenge Tests Used for English, Reading, Math, and ESL

The Assessment Office uses the ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) for all of our in-house testing at the San Marcos, Escondido, and Camp Pendleton locations. We use the Compass/ESL (2013 Internet Version: Windows 7 Conversion) for the high school testing done offsite and for large group sessions who come to the school.

For the challenge test for English, we use the Asset paper and pencil test (Form C-2). The math department uses Accuplacer. The ESL Department uses CELSA or a handwritten essay form for a challenge test.

Method and Delivery

We use the internet version of the ACT COMPASS/ ESL test when we test at the local high schools and when we test large numbers of prospective high school seniors for our EAP program on the San Marcos Campus on Saturdays. For in-house testing in our Assessment Office, we use a downloaded Windows version ACT Compass/ESL (version 3.0 for Windows, 2000 compliant.) This version gives us the ability to print out scores directly and to give a copy to the students. The English challenge test (Asset) is proctored individually in our office. The Math challenge test (Accuplacer) is given individually and in groups in the math lab.

7. Describe the use of multiple measures.

Compass/ESL test uses Act Compass/ESL Grammar Usage and Act Compass/ESL Reading. Students must take both tests. The scores from the two tests are averaged (Test1Score + Test2Score). Placements are then made based on that average score. (No additional multiple measures points are added to that average score.)

- English: ACT Compass Writing
- Mathematics: ACT Compass
 - Numerical Skills/Pre-Algebra
 - Algebra
 - College Algebra
 - Trigonometry

The four math tests are employed “adaptively” – based on students’ answers; students are moved up to a higher test or down to a lower one to achieve placement.

- Reading: ACT Compass Reading

Multiple Measures

Multiple measures for regular ACT testing for English, reading and math are listed below:

- All three disciplines (ENGLISH, MATH & READING) award multiple measures credit to students who self-report a high school GPA of 3.0 or higher (aka “B+ or better”). The GPA used is as the student reports it on her/his Application for Admission.
- English and Math award additional multiple measures credit to students who score “highly” (84 or more points) on the Reading Placement Test -- ACT Compass Reading.

8. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Acceptance of assessment scores from outside district

Our Assessment Office accepts the following:

- College Readiness scores from CSUSM.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test.

- CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:
 - PASSED English: Student will be cleared to enroll in English 100
 - PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
 - PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120,

Psy/Soc 205* only if they prove they are taking a math class their senior year in high school.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable.

- Our college accepts scores from other California Community Colleges using an equivalency grid.

9. Describe college or district policies and practices on:

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

Assessment has pre-test practice available on our website. The Math Department has prepared different math practice problems with answers from Pre-algebra to Calculus I level. Study guides for above college level have not been completed. To access these test practice problems, students go to the quick links drop down menu and scroll to assessment. On the left hand side of this page they will see study guides, where the practice problems are available.

For English test practice, the counseling department has put up practice ACT Compass problems and also some basic guides for grammar and punctuation.

- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

Students may re-take the ACT Compass test once a year, but an entire calendar year must have gone by in order to retake the computerized test. Challenge tests for math and English are offered throughout the year however students may only take a challenge test once a year.

- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Student test scores from the ACT Compass Test are good for two years. After two years, the scores become inactivated.

10. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college

placement test in English? In math?

Acceptance of assessment scores from outside district. Assessment takes SAT scores, ACT scores, AP scores and College readiness scores from CSUSM.

- SAT scores
 - Writing 500 or higher: Student will be cleared to enroll in English 100
 - Math 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
- ACT scores
 - Writing 22 or higher: Student will be cleared to enroll in English 100
 - Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
- AP scores
 - 3 or higher for English Lit/Comp or Lang/Comp, Statistics, Calculus AB or BC

Use of other 3rd party assessments/test (EAP, SAT, ACT, etc.) See the chart listed above for the cut-off scores. Assessment takes placements meeting these cutoffs for all of these tests.

Palomar College does accept an EAP result of "college ready" to exempt students from the college placement test in math and English.

11. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

See attached spreadsheets

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

Our Target Student Audience

The target student audience is comprised of all currently enrolled students.

Annual Number of Students to be Provided For

- Counseling
 - 33,125 educational plan entries by all District counselors in 2012-2013
- Advising
 - no positions currently exist on campus with exclusive academic advising responsibility
- Other educational planning services
 - 699 probation workshop attendees in 2012-2013

- 213 group counseling attendees in 2012-2013 through General Counseling Office
- 1,622 counselor contacts by phone (General Counseling) in 2012-2013
- 1,158 counselor contacts via email (General Counseling) in 2012-2013
- 1,336 students attended EAP events in 2012-2013
- 139 students attended counseling- topic workshops through General Counseling Office in 2012-2013
- 108 students attended Career Center Workshops in 2013-2014
- 747 attended Transfer Center Workshops in 2013-2014
- 226 students attended TLC student success topic workshops in 2013-2014
- 120 students participated in registration assistance days in 2013-2014
- 93 students participated in FYE orientations in 2013-2014

Delivery Method (in person, workshops, classes, online)

- A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email
- In person workshops are offered throughout the year. Topics that are offered include student success strategies and helping students who are on academic or progress probation.
- EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration
- Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.

Partnerships (colleges, high schools, community groups)

- EAP activities are provided for all District high schools
- Counselors attended outreach and college night activities at local District high schools to provide pre-enrollment advisement
- University Links with UCSD
- CSUSM and UCSD and other universities who regularly send outreach representatives to meet with Palomar students
- UC Transfer Admission Guarantee with UCD, UCI, UCR, UCSC, UCSB, UCM

Points Services/Activities at Which Service are Provided

- Ongoing counseling services occur at multiple points per the needs of the students
- EAP occurs at 0-15 units
- Group counseling occurs at multiple points as needed.
- DRC, SEC occurs at 0-15 units

- Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Delivery Method (in person, workshops, classes, online)

- A majority of educational plans and other counseling services are provided in individual

counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email

- In person workshops are offered throughout the year. Topics that are offered include student success strategies and helping students who are on academic or progress probation.
- EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration
- Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District

Drop-In Counseling VS Appointments

- Appointments are offered in General Counseling as well as answering of quick questions on a drop-in basis.
- DRC has walk-in times available 3 hours per day at various times

Adequacy of Access to Counseling and Advising Services

- Students may wait up to 1 - 2 weeks to see a counselor in General Counseling
- All students have access through the Counseling Department website to "quick" email interactions with a counselor with a response time of twenty-four to forty-eight hours
- All counselors regularly respond to student phone and email inquiries
- EOPS students generally wait 1 week for an appointment in the beginning of the semester and may wait up to 1 month as the semester progresses
- DRC access to individual appointments range 3 days to 2 weeks

Use of Academic and/or Paraprofessional Advising

Currently, Palomar College does not have any position whose exclusive responsibility it is to provide academic advising. However, the following departments did respond to a survey and indicated the use of some staff or faculty where academic advising is a regular portion of their job responsibilities:

- Nursing
- Dental Assisting
- Music
- Child Development
- Graphic Communication
- ESL
- Construction Inspection, Public Works Management, Water and Wastewater Technology and Apprenticeship Certificate programs
- AIS
- Others- TBD

All full time and adjunct instructional faculty provide discipline specific advising to students

- ADAs in Academic Departments
- Classified Staff with Advisor titles:
 - Evaluations- Academic Evaluators/Advisors
 - Financial Assistance Advisors (Veterans, Financial Aid Departments)
 - GEAR UP/Upward Bound Guidance Services Coordinators
- Degree Audit

- Foster Youth
- Transfer Center
- Career Center

The College will provide opportunities for discussion between instructional and counseling faculty regarding the definition of academic advising vs. counseling, the scope of activities related to academic advising and the professional development activities needed to support academic advising. In addition, the College will also provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft

2. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

Scope and Content of the Plan

- Counselors use professional judgment to determine the appropriateness of developing an abbreviated or comprehensive educational plan
- Abbreviated educational plans will list 1-2 terms worth of recommended coursework, the students goal (if known), the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.
- Students will have a number of options for receiving counseling:
 1. Individual appointment basis – 45 minutes
 2. Quick-question/drop-in sessions
 3. Workshops, group counseling, online counseling
- Discipline specific advising is available through academic departments

3. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

Addressing the student goal, course of study, and courses, services and programs used to achieve the goal

- Counselors work with students to develop comprehensive educational plans which list 2 or more terms (as needed) to take students from their current term to the projected closure term with the students' goal, recommended coursework, desired transfer institutions for transfer students and career information and guidance for CTE students, the general educational pattern recommended, recommended support services, and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.
- The Course Outline of Record for Counseling 110 addresses the development of an educational plan.
- Instructional faculty and department chairs offer academic advising providing discipline-specific information to assist students with formulating academic goals

Plan

- Explore options for addressing educational plans in addition to the one-on-one model, e.g., group model, online model, etc.
- Explore ways to increase student access to counseling services for quick questions.
- Explore use of degree audit evaluation of individual student records as fulfillment of requirements for an abbreviated educational plan
- Students who are undecided with respect to major or career goals enroll in Major Search and Career Search counseling courses in their first semester at Palomar College.
- Evaluate the effectiveness of each model in terms of numbers of students served, student satisfaction, etc.
- Explore ways in which counselors can increase knowledge of specific discipline requirements.
- Explore ways in which counselors can serve as liaisons to assigned academic departments in an effort to build collaboration that assists in the increase of the number of touch points among faculty, counselors, and students
- Evaluate effectiveness of the collaboration
- Provide opportunities for discussion between instructional and counseling faculty regarding the definition of academic advising vs. counseling, the scope of activities related to academic advising and the professional development activities needed to support academic advising
- Provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft

4. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

General Counselors – 20 – Contract Full-Time – 19 Part-Time (12.07 FTE)

- 4 Counselors – reassigned time for coordinating functions (Department Chair, Transfer Center Director, Career Center Director, and Articulation Officer)
- Assigned 30 hours per week. 25 hours per week are direct student contact.
- Responsible for providing academic, career, and personal counseling to new and continuing students.

Special Program Counselors – 4 Permanent Full-Time – 2 Part-Time (.67 FTE)

- EOPS Counselors provide academic, career, and personal counseling for students enrolled in the EOPS.
- DSPS (DRC) provide academic, career, and personal counseling for students with disabilities and complete required student education contracts.
- TRIO provide academic, career, and personal counseling for students enrolled in TRIO.

Grand total of FT and PT (adjunct counseling hours for all Counselors-regardless of programs=

- Full Time: 16(GC) + 4 x 25 student contact hours/week= 500 student contact hours/week
- Part Time : 12.74 FTE counselors @ 20 hours/week = 254.8 student contact hours/week
- Grand Total= 754.8 student contact hours per week

Faculty Academic Advisors

- Provide discipline-specific academic advising

- Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.
- PeopleSoft -- entry and development of educational plans
- Other support of counseling, advising, and other educational planning services
 - SARS appointment system -- schedules and tracks of students
 - On Base Imaging Software -- makes educational records, including transcripts, directly available to counselors
 - SKYPE -- online counseling
 - TES (Transcript Evaluation Service) -- allows for the lookup of course equivalents across colleges nationwide
 - Kurzweil & Jaws -- alternative media technology to assist students with disabilities to access counseling information

PLAN

- Continue vetting and development of degree audit program.
- Continue vetting and development of comprehensive online orientation.
- Continue vetting and development of online counseling, including use of online educational planning tool for students and counselors.
- Provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft

5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

See attached spreadsheets.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Our Target Audience

The target student audience for at-risk follow up services at Palomar College includes students enrolled in a basic skills course, students who do not have an identified educational goal or course

of study, students who are on academic probation, students who are on progress probation, and students who are facing dismissal. The estimate of the annual number of students to be served is as follows:

Students enrolled in basic skills courses

- 3804 Students

Students who do not have an identified educational goal and course of study

- 2888 Students

Students on academic probation

- 4187 Students (Spring 2013/Fall 2013)

Students on progress probation

- 115 Students (Spring 2013/Fall 2013)

Students facing dismissal

- 601 Students (Spring 2013)

Identifying Students in Need

Palomar College utilizes Early Alert, with which we identify students in need of at-risk services. This program focuses on students enrolled in basic skills courses. Our Athletics, FYE, and EOPS programs request academic and attendance updates of its students as well. FYE follows up with students by recommending support services which might best serve students and follows up with instructors.

Enrollment Services currently runs academic and progress probation status reports each full academic term. Students are notified by email of any probation status and are advised to seek services. Students at probation level 2 have a hold placed on their account and are required to meet with a counselor.

Students who have been dismissed for academic or progress reasons are eligible to return after one semester by petition to the Academic Review Committee. The petition can be obtained from a counselor or the Evaluations Office.

The Counseling Services Division and Enrollment Services are currently working on an at-risk assessment tool consisting of a comprehensive list of all students eligible for enrollment in a given term. This tool will comprise data elements including course completion; term GPA; cumulative GPA; probation status including academic and lack of progress probation; completion of assessment, abbreviated or comprehensive education plans; and basic demographic information.

Addressing the Needs of Identified Students

- Multiple administrative student support services including course evaluations, grade adjustment, and academic renewal forms.
- Assessment and counseling for students to determine appropriate math, English, and reading courses to take.

- Academic, career, transfer, and personal counseling to assist students in persisting and succeeding with their educational goals and career pathways.
- Support services for students with documented disabilities, including development of Student Education Contracts and arranging applicable disability-related accommodations
- Priority registration for at-risk students, including students with disabilities, and also to include EOPS and Foster Youth
- Financial aid assistance, scholarships, and workshops
- EOPS book vouchers for textbook purchases or rentals
- Health Services Center offering health education and health services
- Comprehensive reading program and small group support in spelling, phonics, and study skills
- DRC support class for English 10
- Mental Health Services Program for distressed students to increase coping skills and applicable campus and community resources to promote student retention.
- A designated counselor for athletes
- Summer Bridge focused on basic skills classes including math, English, ESL, reading, and study skills; for incoming students
- FYE with English, ESL, and math tracks
- A multi-level noncredit and credit ESL program
- Career and transfer-related workshops
- Major search classes
- Career search classes
- Test anxiety workshops and classes
- Study skill workshops and classes
- Academic advising, supplemental instruction workshops, and embedded tutoring
- Utilizing Degree Audit to identify students not making progress toward their declared course of study.

Notification of At-Risk Students -- How and when

At-risk students are notified of available services during their initial assessment and orientation through group orientations and/or pre-advising video. At-risk students are also notified about available support services via the college website, by instructional faculty in classes, and by counselors during appointments and drop-in sessions. We also provide campus in-reach via flyers promoting services and workshops. Other ways we notify students of services include:

- Early Admissions Program Orientation and packet for incoming high school students
- Palomar College website
- Social media, Facebook and Twitter
- Counselors, faculty, and staff campus-wide
- On-campus in-reach via signs and flyers promoting services and upcoming workshops
- Student Union marquee
- Local high school outreach
- Palomar email
- Phone calls

- Transfer Fair (primarily fall)
- Career Fair
- Tarde de Familia (2 times a year)
- EAP Parent Nights (spring)
- College Fairs (primarily fall)

Efforts are ongoing throughout the year unless otherwise noted.

Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study

- Probation workshops
- Career workshops for undecided students
- Counseling
 - Traditional appointments (scheduled, 45-min each, one-on-one)
 - Quick question
 - Phone appointments
 - Skype appointments
 - Career Center
 - Transfer Center
- Counseling 165, 170, and 115 for undecided students
- Other Counseling classes (48-Test Anxiety, 110-College Success, 120-Quest for Identity/Life Skills)
- Counseling participation in Summer Bridge (basic skills in reading, ESL, English, math; SB serves higher level math students as well)
- Counseling participation in FYE
- Math Success While Reducing Anxiety workshops
- Career and Personality Inventories
- Stress Reduction Workshops for Students in the RN Nursing Program
- Classroom presentations by Career and Transfer Center

How the services identified in “a” and “b” above are provided (online, in groups, etc.).

- Pre-Advising Orientation video during their initial assessment
- Early Admissions Program Orientation and packet for incoming high school students in April and May
- Palomar College website
- Counseling and Instructional faculty in class or in the counseling office
- On-campus in-reach via large (2’x3’) signs and flyers promoting services and upcoming workshops
- Local High School counselors
- Palomar email
- Admissions/Records/Financial Aid staff

How teaching faculty are involved or encouraged to monitor student progress and develop or

participate in early alert systems

- Census Rosters – Teaching faculty drops students based on the attendance policy listed in their syllabus and census certification requirements.
- Early Alert Rosters -- English & Math Basic Skills Instructors Only
 - VPI sends out a memo at Week 5 asking for identification of students who may need extra guidance or support to be returned to her by Week 7. Historically, few faculty members have replied. Those who have never know what happens with the information that they send out.
- International Student Progress Report
 - Students bring report to instructors for signatures and grade estimation
- FYE Alert
 - The First-Year Experience Coordinator sends out a form requesting feedback from instructors of FYE students at Week 4. The coordinator follows up with all instructors as a reminder for a request for their participation and with those who provide feedback in order to let them know what action has been taken on behalf of the student. Participation is stronger than with Early Alert, but the process is very time intensive for the FYE coordinator.
- Athletic Alert
 - Instructors of Palomar College athletes are asked to provide information on student progress to date.
- Roster with FA notation
 - Instructors are asked to provide last date of attendance for any student receiving FA.

PLAN

- Developing strategies for more effective ongoing contact with at-risk students in an effort to guide them to appropriate services in a timely manner
- Explore centralization of in-reach efforts to avoid duplication
- Exploring "Lead Counselor" for quick questions at the counseling office front desk.
- Providing training to leverage existing data identifying at-risk students
- Exploring purposeful mentoring in conjunction with the Village Mentoring Program
- Developing In-Reach campaigns geared to the needs of each specific group
- Continue search for an effective Customer Relationship Management software package to allow us to manage and evaluate In-Reach effectiveness.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

- Dean of Counseling Services (1)
 - General Funded
 - Serves as College's SSSP Coordinator
- Counselors FT (24) Counselors PT (22 = 11 FTEs)
 - SSSP & General and Categorically Funded (1 FT position = new, 3SP)
 - Provide counseling and educational planning to promote student persistence and subsequent success

- *Director of Student Success and Student Equity (.5FTE)*
 - *Categorically Funded (3SP & Student Equity)*
 - *Assists in the planning and coordination and implementation of support programs and services associated with the college SSSP plan*
- *Functional Specialist (1)*
 - *SSSP Funded*
 - *Makes it possible for student data to be used effectively and efficiently to enhance student retention activities*
- *Information Systems Project Manager (.5FTE)*
 - *SSSP Funded*
 - *IT Assistance for implementing technological solutions and providing MIS reporting support*
- *Institutional Research Analyst (.5FTE)*
 - *Categorically Funded*
 - *Provides assistance for requested research regarding SSSP including student access, persistence and success for at-risk students*
- *Student Ambassadors (6)*
 - *SSSP-Funded*
 - *Campus In-reach to include working with students to increase persistence and subsequent student success*
- *Counseling Support Specialists (2)*
 - *SSSP Funded*
 - *Assist with follow-up activities for students including use of email, text, social media and scheduling/planning of on-campus In-reach events*
 - *Assist with follow-up activities for students to include scheduling of in-reach activities and Early Alert notifications*

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

- **Counseling Department**
 - SARS Booking system
 - SARS Call Appointment reminder (24 hours prior)
 - People Soft
 - Ed Plans, assessment results, transcripts, Early Alert, FYE Alert, Athletic Alert
 - Singularity
 - records from other colleges
 - Skype Counseling
 - Video Conferencing
 - Utilize educational planning tool from a sister community college district
 - Phone Appointments
 - Email Correspondence
 - Online Resources used:
 - TES – College Catalogs
 - Career and Transfer links (ASSIST.org – ONET – etc.)

- Resume Tutorial (Career Center website)
- Online Assessments (Personality – Interests – Values)
- Financial Aid (FAFSA – BOGW – Scholarships)
- University Applications (CSU Mentor – UC)
- Job Search / Internships
- Transfer Counselor Website (CCCtransfer.org)
- Counselor Reference Page
 - Online Probation Workshops
- Student eservices
 - Online classes (COUN 110 – 115 – 165 – 101 – 170)
 - Counseling Website Resources (Student Success Strategies – Parent Information)
- Career and Transfer Centers
- Twitter/Facebook
 - Research / Career - Transfer Info Links
 - Event Calendars (College Fairs / Job Expos / University Reps)
 - Announcements of upcoming deadlines (TC)
 - Cross Enrollment Opportunities (TC)
 - Transfer Admission Guarantee Info (TC)
- GPA Calculator (TC)
 - Interview Tutorial (CC)
- Articulation
 - GE patterns (AA – CSU – IGETC – out-of-state- Private)
 - SDSU / CSUSM Major Prep NOT on ASSIST
 - AP/ IB / CLEP charts
 - Local College Major lists
 - Degree Audit/PeopleSoft
 - Automated Transfer Articulation via PeopleSoft
 - Utilize On Base Imaging to expedite transcript processing

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See attached spreadsheets.

IIb. Related Direct Program Services (District Match Funds only)

i. Institutional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Our IRP department also completes Institutional Effectiveness Reports, which include data obtained from monitoring institutional effectiveness indicators over time. These are organized by college strategic goals and help our college's Strategic Planning Council (SPC) to monitor and discuss the extent to which college efforts are affecting student success and student equity and improving organizational processes.

IRP has also completed an Early Acceptance Program (EAP) Tracking Study in order to track, for EAP students, priority registration usage, student persistence from fall to spring semesters, and academic progress achieved by their first spring of enrollment. Our SSSP will be requesting research on an on-going basis pertaining to access, persistence, and success for at-risk students and to attempt to mitigate disproportionate impact for students in conjunction with the college's Student Equity Plan.

We have an MIS workgroup that has been working on data mapping as pertaining to the SS indicators as part of the Student Success and Support Program (SSSP).

Plan

We will develop a list of queries that will be used to gather data on our effectiveness at serving our students in each of the areas listed in this plan, e.g.:

- Orientation
 - Track attendance at orientation
 - Effectiveness of orientation, differentiated by traditional, online, smaller area orientations
- Assessment and Placement
 - Track # of and reasons for challenges and results
 - Track long-term success of students who challenge and that of those who don't
- Counseling, Advising, Ed Planning Services
 - # of students with ed plans
 - # of students who follow their ed plans
 - Compare those whose ed plans are developed in person vs those developed on line
- Follow-up for At-Risk
 - Evaluate effectiveness of Early Alert System
 - Evaluate effectiveness of services provided by various Student Support Services Programs.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.
 - Enrollment Services is implementing an On Base Imaging and workflow system to enhance and speed up the transcript evaluation and degree audit processing.

- Palomar College is seeking Customer Relations Management (CRM) software to improve our retention activities for general and special populations in support of SSSP and Student Equity activity.
- The college is completing the implementation of the Transfer Credit Articulation module and Degree Audit later in the year in an effort to provide students, staff, and faculty with meaningful information on student progress towards meeting their stated educational goals.
- The college is also investigating on line educational planning software to enable students, faculty and counselors with the ability to build, share, and implement short and long term educational plans. These tools will also provide the underlying data for the college to begin to plan and build class schedules based on what students need to complete their educational goals.
- We have also conducted a pilot distance counseling program and are investigating possible implementation of an online student portal that would assist students to communicate more effectively with college faculty and staff. By utilizing a student portal, we believe that we can provide targeted and meaningful information for students at the time it is needed.

PLAN

- We will be implementing in the next year an online orientation using the Cynosure platform that enables students to meet the requirements for a comprehensive college orientation.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.
 - Palomar College will be providing the following transitional services as part of our district match:
 - Institutional Research
 - Admissions and Records (enrollment & registration assistance)
 - career counseling
 - Transfer Center

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT**1. Exemption Policy**

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

New, returning, or transfer students who may be exempted from the matriculation process are students who:

- 1) Already have an associate's degree

- 2) Are attending Palomar College for personal enrichment
- 3) Are enrolled only in noncredit community education courses
- 4) Are taking classes only to upgrade job skills
- 5) Are enrolled in apprenticeship or other special vocational education programs
- 6) Are concurrently enrolled in another college or university
- 7) Foster Youth and former Foster Youth (up to age 25)

Exempted students are not required to participate in the matriculation process but are encouraged to see a counselor at any time.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Palomar College uses Administrative Procedure 5055 to administer the appeal process for Priority Registration. A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances or where a student with a disability applied for but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Palomar College uses Administrative Procedure 4260 which describes how we establish, review, and provide for student challenges to prerequisites as follows:

This procedure calls for caution and careful scrutiny in establishing prerequisites. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. For these reasons, the District has sought to foster the appropriate balance between these two concerns.

Prerequisite Challenge Process

Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

- a. If space is available in a course when a student files a challenge to the pre-requisite or co-

requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.

b. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students register for that subsequent term.

The grounds for challenge specified in Title 5 Section 55003 and include the following:

- a) The prerequisite or co-requisite has not been established in accordance with the district's process for establishing prerequisites and requisites.
- b) The prerequisite or co-requisite is in violation of this section.
- c) The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- d) The student has knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite.
- e) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been reasonably made available.

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Palomar College has developed a comprehensive Student Success and Support Task Force with campus-wide participation and input from approximately seventy administrators, classified staff, students, and faculty. The task force utilized workgroups focusing on the following components of the Student Success and Support Program Plan: Assessment, Counseling, Follow-Up for at-risk students, Orientation, and Policies and Procedures.

The college is considering examining re-organizing existing shared governance committees pertaining to implementation of the Student Success and Support Program elements and how to coordinate effectively with our Student Equity Plan.

Our Student Services Division has conducted discovery meetings to identify and understand the meaning and intent of the new MIS SS data elements. The results of these trainings included data mapping, enhancement for data collection, and culminated in the development of a Student Success and Support Program "Dashboard."

The college will work with its PD Coordinator to identify faculty and staff professional opportunities regarding follow up for at-risk students. We will also work to identify and develop professional development activities for emerging student issues pertaining to student access, persistence, and success.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SSSP Coordinator has served on both the SSSP Task Force and Student Equity Committee at Palomar. Throughout the process of developing Palomar College's SSSP Plan, our groups have discussed means of mitigating disproportionate impact to ensure that all students have equal opportunity to access applicable support services that will help increase their rate of persistence and subsequent success.

We are planning on utilizing best practices from existing programs, i.e., FYE, STEM, and EOP&S, and current research to bring "to scale" methods and services to positively impact student success for all enrolled services; for example, developing a focused mentoring program for at-risk students and underrepresented student populations, online tutoring, and leveraging technology to connect with students throughout their course of study to enhance course completion, certificate and degree completion, and transfer.

We are currently preparing for our accreditation site visit later this year, and this provides us with a unique opportunity to coordinate our SSSP Plan with college strategic planning, student learning outcomes, and service area outcomes.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

This section is not applicable as the Palomar Community College District is a single college district.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Stakeholder Group: SSSP Task Force

Name: Title:

Tri-Chairs

| | |
|-----------------|-------------------------------------|
| Berta Cuaron | Vice President for Instruction |
| Adrian Gonzales | Vice President for Student Services |
| Greg Larson | Faculty Senate President |

Members

| | |
|-----------------|--|
| Michelle Barton | Director, Institutional Research and Planning |
| Colleen Bixler | Associate Professor, ESL |
| P.J. DeMaris | Professor/Counselor, Counseling Department |
| Jose Fernandez | Professor/Counselor, Counseling Department |
| Norma Miyamoto | Dean, Arts, Media, Business and Computer Sciences |
| Jamie Moss | Supervisor, Admissions |
| Mollie Smith | Director, Occupational & Non Credit Programs - Community Education |
| Marti Snyder | Enrollment Services Specialist |
| Brian Stockert | Dean, Counseling Services |
| Ellen Weller | Professor, Performing Arts |

Stakeholder Group: Assessment Workgroup

Name: Title:

Co-Chairs

| | |
|-------------------|--|
| Colleen Bixler | Associate Professor, ESL |
| Jose Luis Ramirez | Coordinator, Assessment and School Relations |

Members

| | |
|---------------------|--|
| Sandre Andre | Associate Professor, Design and Consumer Education |
| Rosie Antonecchia | Professor/Counselor, Counseling Department |
| Monica Castillo | Counseling Services Specialist – Assessment Center |
| Carmelino Cruz | Noncredit Matriculation Assistant, ESL |
| Rick Gommel | Systems Module Functional Specialist, Student Services |
| Catherine Parshalle | Counseling Services Specialist – Assessment Center |
| Jay Wiestling | Professor, Mathematics Department |

Stakeholder Group: Counseling/Advising Workgroup

Name: Title:

Co-Chairs

P.J. Demaris Professor/Counselor, Counseling Department
 Ellen Weller Professor, Performing Arts

Members

Angelina Arzate Systems Module Functional Specialist, Financial Aid & Scholarships
 Hope Farquharson Professor, Nursing Education
 Rick Gommel Systems Module Functional Specialist, Student Services
 Karan Huskey Professor/Counselor, Counseling Department
 Lorena Lomeli-Hixon Assistant Professor/Counselor, Counseling Department
 Karen McGurk Associate Professor, Nursing Education
 Elvia Nunez Professor/Counselor, Counseling Department
 Renee Roth Professor/Counselor, Counseling Department
 Gabriel Sanchez Associate Professor/Counselor, Counseling Department
 Elizabeth Schoneman Counseling Services Specialist, Counseling Department
 Shayla Sivert Dean, Languages and Literature
 Brian Stockert Dean, Counseling Services
 Lori Waite Assistant Professor/Counselor, Disability Resource Center

Stakeholder Group: Follow-Up Workgroup

Name: Title:

Co-Chairs

Shayla Sivert Dean, Languages and Literature
 Brian Stockert Dean, Counseling Services

Members

Rick Gommel Systems Module Functional Specialist, Student Services
 Anel Gonzalez Teaching & Learning Center Specialist
 Tim Hernandez Professor/Counselor, Counseling Department
 Lawrence Lawson Assistant Professor, ESL
 Katie Morris Assistant Professor/Counselor, Counseling Department
 Patrick O'Brien Professor/Counselor, Counseling Department
 Wilma Owens Dean, Career Technical and Extended Education
 Pippa Pierce Career Center Coordinator
 Gabriel Sanchez Associate Professor/Counselor, Counseling Department
 Dan Sourbeer Dean, Mathematics & the Natural and Health Sciences
 Tom Ventimiglia Professor/Counselor, Counseling Department

Stakeholder Group: Orientation Workgroup

Name: Title:

Co-Chairs

Jose Fernandez Professor/Counselor, Counseling Department

Jamie Moss Supervisor, Admissions

Members

Cindy Anfinson Professor, Mathematics

Mark Bealo Associate Professor, Graphic Communications

P.J. DeMaris Professor/Counselor, Counseling Department

Hope Farquharson Professor, Nursing Education

Lisa Filice Supervisor, Counseling Services

Karmi Minor-Flores Adjunct Professor/Counselor, Counseling Department

Rick Gommel Systems Module Functional Specialist, Student Services

Mayra Hernandez Adjunct Faculty, Mathematics

Janet Hoffman Manager Education Center/Counselor

Sierra Lovelace Assistant Professor/Counselor, Counseling Department

Trong Nguyen Associate Professor/Counselor, EOP&S

Dana O'Callaghan Assistant Professor/Counselor, Counseling Department

Bob Sasse Professor/Child Development

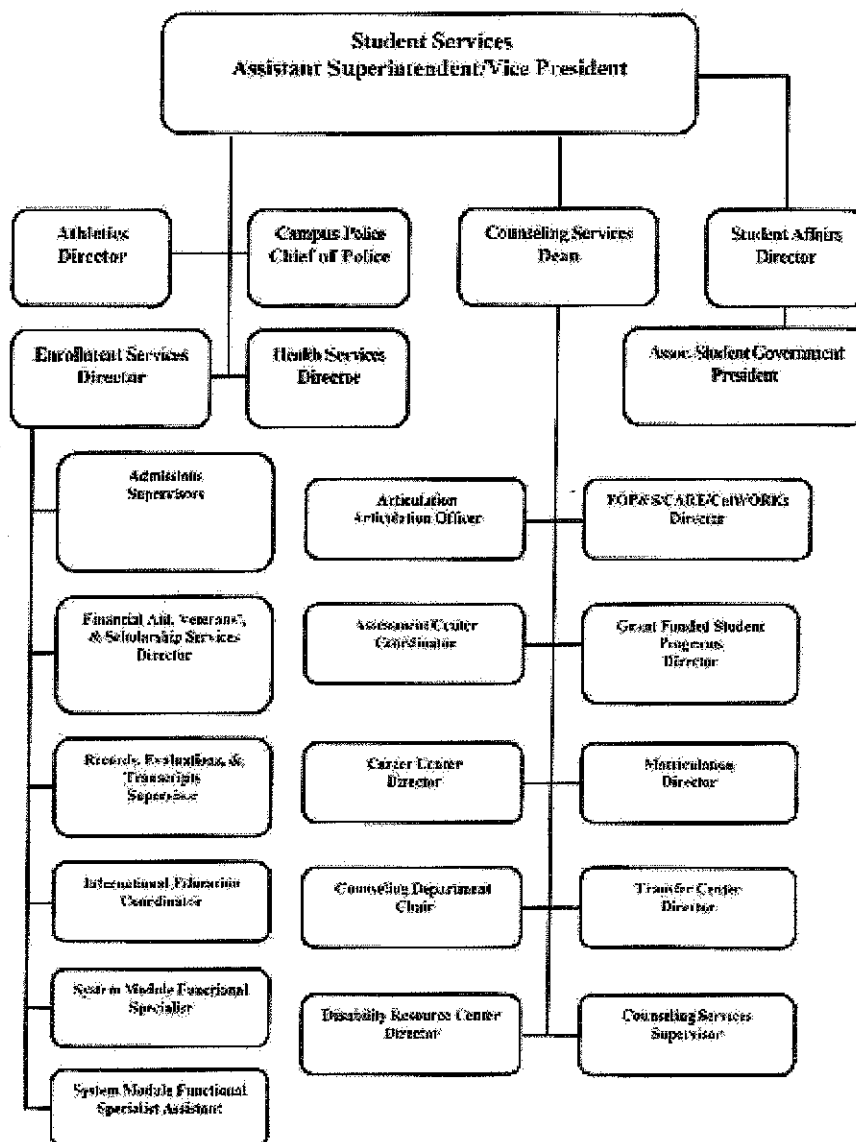
Elizabeth Schoneman Counseling Services Specialist, Counseling Department

Mollie Smith Director, Occupational & Non Credit Programs - Community Education

Marti Snyder Enrollment Services Specialist

ATTACHMENT B

Student Support Services Organization Chart



ATTACHMENT C

| |
|---|
| MATRICULATION AND TRANSFER COMMITTEE |
|---|

Role

The purpose of the Matriculation and Transfer Committee is to review and support the activity of the Matriculation and Transfer programs.

Products

Matriculation and Transfer Committee members are responsible for articulating the Palomar College Matriculation Plan and the Transfer Center Plan, goals, objectives, budget revisions and accomplishments to the constituencies they represent.

Reporting Relationship

Student Services Planning Council

Meeting Schedule:

Once per semester, the first, second, third, or fourth Thursday of October/November and March/April depending on availability, from 2:00 p.m. to 3:30 p.m.

Co-Chairs:

Dean, Counseling Services and Transfer Center Director

Members

- Vice President, Instruction
- Vice President, Student Services
- Non-Credit Matriculation Coordinator
- One Faculty representative from Counseling appointed by Faculty Senate
- One Faculty representative from ESL appointed by Faculty Senate
- One Faculty representative from Math appointed by Faculty Senate
- One Faculty representative from English appointed by Faculty Senate
- One Faculty representative from Reading appointed by Faculty Senate
- Director, EOP&S
- Director, Information Services
- Director, DRC
- Director, Enrollment Services
- Director, Institutional Research and Planning
- Assessment and School Relations Supervisor
- One Instructional Dean
- One Classified Unit Employee representative appointed by CCE/AFT
- One Student representative appointed by ASG
- One representative from a four year institution
- One at large Part-Time Faculty Member appointed by Faculty Senate

Approved by SPC 12-03-02

Latest Revision 10-20-10

RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site



Student Equity Plan

2014 – 2017

Approved by the Governing Board on
November 12, 2014

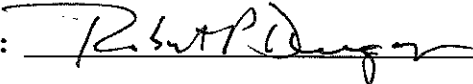
PALOMAR COLLEGE STUDENT EQUITY PLAN

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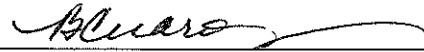
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***Palomar College
Student Equity Plan
Signature Page***

District: Palomar Community College District **Date Approved by Board of Trustees:** 11/12/14

College President, Robert P. Deegan: 

Vice President of Student Services, Adrian Gonzales: 

Vice President of Instruction, Berta Cuaron: 

Faculty Senate President, Gregory Larson: 

Student Equity Contact Person, Michelle Barton: 

Executive Summary

EXECUTIVE SUMMARY

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

To assist the workgroup with their charge, the Office of Institutional Research and Planning conducted research as prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. The workgroup utilized two models to assess disproportionate impact across subgroups: Proportionality and the 80% Rule. For proportionality a cut-off of .85 was established for judging presence of disproportionate impact. In addition, the workgroup applied the 80% rule to two rates 1) the overall performance rate and 2) the highest rate earned by a particular subgroup. Importantly, the workgroup recognized that the 80% rule applied to the highest performing group is not always the best indicator of disproportionate impact. Therefore, the two primary gauges to determine *clear* evidence of disproportionate impact were the proportionality index and the 80% rule applied to overall performance rates. See the Methodology section for a more detailed description of the models used.

The result of the research analysis by the members of the workgroup revealed that there was clear evidence of disproportionate impact among veterans, foster youth, African Americans, and students with disabilities. Specific areas of impact included: *Access* (Veterans), *Course Completion* (Foster Youth), *ESL and Basic Skills Completion* (African Americans, students with disabilities, males, and Hispanics), and *Degree and Certificate Completion* (African Americans, students with disabilities, and students who entered college unprepared for college level work).

There were some instances where a subgroup's performance fell below the 80% threshold compared to the highest performing group. However, the subgroup's performance was slightly above the .85 cutoff and did not fall below the 80% threshold compared to overall performance. In these cases, the workgroup established the need to closely monitor the subgroup's performance throughout the duration of the plan and make adjustments to the plan if necessary. It is of note, that Hispanic subgroups were the groups that typically fell into this category.

As a result of the analysis and dialogue among workgroup members, the following goals and activities were established:

Access

Goal A.1: Increase the percentage of veterans who attend Palomar by 5% over the next three years.

- Identify and implement outreach strategies to increase the number of veterans who apply and enroll in the College.
- Examine course rotation and scheduling patterns with special emphasis on evening offerings.
- Modify college website making it easier for students to navigate and access campus resources.
- Improve data collection and research on affected student subpopulations in the College's equity plan with special emphasis on the identification and tracking of veterans and foster youth.
- Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

Course Completion

Goal B.1: Increase course success rates of foster youth by 5% over the next three years.

- Accurately identify foster youth in the College's database.
- Expand the role and responsibility of the College's foster youth support liaison.
- Provide extensive outreach and support services for foster youth including but not limited to mentoring and advising, improved access to services, and face-to-face connections and support with faculty.
- Integrate support for foster youth in the Summer Bridge and First Year Experience programs.

ESL and Basic Skills Completion

Goal C.1: Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.

- Expand the College's Summer Bridge and First Year Experience programs with a special emphasis on increasing the number of African Americans students who participate.
- Provide extensive outreach and support services for African American students including but not limited to mentoring and advising, improved access to services, and face-to-face connections and support with faculty.
- Implement a set of mandatory orientation experiences for the College's underprepared students.

Goal C.2: Increase the percentage of males, students ages 25 - 49, and Hispanic students who complete the ESL basic skills sequences by 5% over the next three years.

- Increase the number of males, Hispanic, and students ages 20 - 24 who participate in the ESL Summer Bridge and First Year Experience programs.
- Expand the mentor program with an emphasis on increasing participation among ESL students and other underrepresented student groups.
- Develop and implement a set of mandatory orientation experiences for underprepared students.
- Provide extensive outreach and support services for ESL students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

Goal C.3: Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.

- Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.
- Utilize research findings and develop and implement strategies to support DSPS students to complete their studies including the basic skills course sequences at the College.
- Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.
- Provide extensive outreach and support services for DSPS students enrolled in basic skills English courses including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

Degree and Certificate Completion

Goal D.1A: Increase the percentage of underprepared students ages 25 - 49 who complete their studies by 2% over the next three years.

Goal D.1B: Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years.

- Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student.
- Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals.
- Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and "high touch" support for students based on their needs. Ensure that the system of follow up and support "closes the loop" and informs faculty of the support students have received when necessary.

- Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.
- Develop, establish, and communicate clear career pathways for students.
- Provide extensive outreach and support services for students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

Goal D2: Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years.

- Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.
- Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the College.
- Provide extensive outreach and support services for DSPS students with education goal to earn a degree, certificate or transfer including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

Resources to be Utilized

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

Contact Persons

Adrian Gonzales, Assistant Superintendent/Vice President for Student Services (Tri-Chair)
 Berta Cuaron, Assistant Superintendent/Vice President for Instruction (Tri-Chair)
 Greg Larson, Faculty Senate President (Tri-Chair)
 Michelle Barton, Senior Director for Institutional Research and Planning

Campus-Based Research

Campus-Based Research

In Spring 2014, the College identified a Student Equity Plan Workgroup and tasked the workgroup with the development of the draft Student Equity Plan. The Student Equity Plan workgroup consisted of faculty, staff, administration, and students. The workgroup was chaired by the Vice President for Student Services, Vice President for Instruction and the Faculty Senate President.

The Student Equity Plan Workgroup reviewed and discussed campus-based research conducted to determine evidence of disproportionate impact in seven student subpopulations. Based on the research and review of effective strategies, the workgroup developed the Palomar College Student Equity Plan. This section of the plan contains the methods and results of the college-based research.

METHODS

Subpopulations

The following subpopulations were examined to determine evidence of disproportionate impact.

- Gender
- Age
- Race/Ethnicity
- Students with disabilities
- Foster youth
- Economically disadvantaged
- Veterans

Success Indicators

The success indicators, identified by the CCCCCO Equity Plan, are given focus in this report. These indicators are described briefly below.

1. Access – Access refers to the proportion of a given subpopulation enrolled in the college relative to that subpopulation's size in the district's service area.
2. Course Completion – Course completion refers to the ratio of successful completion of credit course with a grade of A, B, C, or Pass by subpopulation to the total credit enrollments resulting in a transcript grade.
3. ESL and Basic Skills Completion – This indicator represents the proportion of students in different subpopulations that successfully complete a degree applicable course after having started at levels below transfer.
4. Degree and Certificate Completion – This is the ratio of the number of students within a subpopulation who receive a degree or certificate to the larger subpopulation.
5. Transfer – This is the number of students, by subpopulation, who transfer to a four-year institution.

Campus-Based Research

Data

Three data sources were used for this report. The data used to assess Access came from SANDAG and our own MIS files. The Course Completion analysis in this report also relies on MIS data. All other data was from the California Community Colleges' Student Success Scorecard. The Student Success Scorecard data was retrieved through Data on Demand.

Many of the metrics examined are based on cohorts formed six years ago as time must be allotted to track students to completion of basic skills sequences or their studies. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Recently, the College has improved its data collection processes. Therefore, the only foster youth metric the college was able to evaluate was the course success metric. In addition, the identification of the number of the low income and veteran population residing within the district was problematic. Low income students identified in the Scorecard metric are identified by meeting a set of criteria or services received which is different than low income as defined by SANDAG within the population served by the College. Therefore, an access metric for low income was not available at the time of the analysis.

Assessing Disproportionate Impact

Two models are used to assess Disproportionate Impact: Proportionality and the 80% Rule. The *Proportionality Index* is a ratio of the representation of a subpopulation on a given measure relative to the size of the subpopulation within the larger population. For example, females make up 44.8% of our student population, and 50.8% of the population of Palomar College's service area. So, the proportionality of females is $44.8\% \div 50.8\%$, or 0.88. A value of less than 1.0 indicates a degree of under-representation.

The *80% Rule* specifies that the category with the highest percentage be used as a standard for a given outcome, and 80% of that standard serves as the threshold to indicate disproportional impact. For example, the successful course completion rate for females is 71.6%, and for males is 70.5%. As 71.6% is the higher value, it is used as the standard, and 80% of that value, that is, 57.3% is used as the threshold to determine if the other subpopulation has been disproportionately impacted.

For the issue of access, the Proportionality Index is used. The advantage of using the Proportionality Index for the access indicator is that it allows for assessing impact while considering other factors that might constrain the use of the college by some populations even if it is accessible. For example, the college may have a number of programs that feed traditionally gendered occupations, such as Fire Technology. The proportionality index could be considered in light of such information. On the other hand, the clear-cut nature of the 80% Rule allows for a more unambiguous interpretation of the results. However, when implementing the 80% Rule, the highest category is not always the most reasonable to use as a standard. Sometimes the largest category, or the overall average, may make more sense, particularly when the highest category is a relatively small subpopulation. Therefore, for all success indicators except access, three disproportionate impact gauges are used: (1) the proportionality index, (2) the 80% rule

Campus-Based Research

using the highest category to compute the threshold, and (3) the 80% rule using the overall average to compute the threshold.

When assessing indicators and determining the presence of disproportionate impact, the Student Equity Plan Work Group considered all three gauges. However, if a subpopulation did not meet the 80% threshold using the highest category, the Workgroup did not deem it as evidence of disproportionate impact due to the issues described above. The Workgroup determined that the proportionality index and the 80% rule using the overall average to compute the threshold were better indicators of evidence of disproportionate impact.

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

Specific subpopulations highlighted in blue indicate possible or potential disproportionate impact. In these cases, the subpopulation's performance fell below the 80% threshold compared to the highest performing group, but was slightly above the .85 cutoff established for proportionality index and did not fall below the 80% threshold compared to the overall performance rate. The Workgroup developed goals for the equity plan for subpopulations that had clear evidence of disproportionate impact. The Workgroup determined that the College would continue to closely monitor those subpopulations showing possible disproportionate impact.

Campus-Based Research

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

| Proportionality by Gender, Age, Race & Ethnicity, and Veterans for Fall, 2013 | | | |
|--|---------|-----------|-----------------------|
| | Palomar | District* | Proportionality Index |
| Gender | | | |
| Female | 44.8% | 50.8% | 0.88 |
| Male | 55.2% | 49.2% | 1.12 |
| Age | | | |
| Under 20 | 22.0% | 4.7% | 4.67 |
| 20 to 24 | 38.0% | 10.3% | 3.68 |
| 25 to 49 | 33.0% | 42.3% | 0.78 |
| 50 or Over | 7.0% | 42.6% | 0.16 |
| Race & Ethnicity | | | |
| African American | 3.0% | 2.0% | 1.48 |
| American Indian/ Alaska Native | 0.7% | 0.7% | 1.01 |
| Asian | 5.1% | 10.0% | 0.51 |
| Hispanic | 39.6% | 28.3% | 1.40 |
| White | 41.7% | 56.6% | 0.74 |
| Veterans | | | |
| No | 95.7% | 88.4% | 1.08 |
| Yes | 4.3% | 11.6% | 0.37 |
| * Data for Veterans is available only at the county level. | | | |

Summary

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are in within the district's service area, or the county in the case of Veterans.

It is not realistic to expect a similar representation of students over 50. In addition, a proportionality index of .78 within the 25-49 age group is not necessarily unacceptable given that individuals within this category are more likely to have completed their education and make up the significant portion of the workforce.

The district's service area is very large. Asians residing within the service area are concentrated in the southern portion of the district. The College has plans to open a South education center and will monitor enrollment to see if this affects the proportionality index for our Asian student population.

Note: Economically Disadvantaged as defined in the Scorecard metric is different than Economically Disadvantaged within the population served by the College. Therefore, an access

Campus-Based Research

metric for low income was not available at the time of the analysis. In addition, the College was not able to identify an accurate count of Foster Youth residing within the district's boundaries. Therefore, access data is not available for Foster Youth and Economically Disadvantaged categories.

Campus-Based Research

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Tables

| Successful Course Completion by Gender for Fall 2013 | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Gender | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| Female | 71.6% | 1.01 | No | No |
| Male | 70.5% | 0.99 | No | No |
| <i>Threshold</i> | | | 57.3% | 56.8% |

| Successful Course Completion by Age Category for Fall 2013 | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Age Category | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| Under 20 | 68.6% | 0.97 | No | No |
| 20 to 24 | 68.8% | 0.97 | No | No |
| 25 to 49 | 76.2% | 1.07 | No | No |
| 50 or Over | 79.7% | 1.12 | No | No |
| <i>Threshold</i> | | | 63.8% | 56.8% |

| Successful Course Completion by Ethnicity for Fall 2013 | | | | |
|---|-----------------|-----------------------|---------------------|---------|
| Ethnicity | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| African American | 59.8% | 0.84 | Yes | No |
| Asian or Pacific Islander | 76.0% | 1.07 | No | No |
| Filipino | 68.9% | 0.97 | No | No |
| Hispanic | 66.6% | 0.94 | No | No |
| Multi Ethnic | 67.6% | 0.95 | No | No |
| Native American | 71.3% | 1.00 | No | No |
| White | 75.5% | 1.06 | No | No |
| <i>Threshold</i> | | | 60.8% | 56.8% |

Campus-Based Research

| Successful Course Completion by DSPS for Fall 2013 | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| DSPS | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 71.1% | 1.00 | No | No |
| Yes | 69.5% | 0.98 | No | No |
| <i>Threshold</i> | | | 56.9% | 56.9% |

| Successful Course Completion by Veteran Status for Fall 2013 | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Veteran | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 71.1% | 1.00 | No | No |
| Yes | 69.9% | 0.98 | No | No |
| <i>Threshold</i> | | | 56.9% | 56.9% |

| Successful Course Completion by Foster Youth for Fall 2013 | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Foster | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 71.4% | 1.00 | No | No |
| Yes | 47.1% | 0.66 | Yes | Yes |
| <i>Threshold</i> | | | 57.1% | 56.9% |

Summary

The Student Equity Planning Workgroup noted disproportionate impact for the course success indicator for foster youth. The Workgroup also noted possible disproportionate impact for African Americans.

Campus-Based Research

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Tables

English

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

| English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort | | | | |
|---|-----------------|-----------------------|---------------------|---------|
| Age | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| Under 20 | 32.8% | 1.07 | No | No |
| 20 to 24 | 26.1% | 0.85 | Yes | No |
| 25 to 49 | 28.3% | 0.92 | No | No |
| 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| <i>Threshold</i> | | | 26.2% | 24.5% |

| English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Race | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| African American | 22.0% | 0.71 | Yes | Yes |
| American Indian/ Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| Asian | 59.0% | 1.90 | No | No |
| Filipino | 34.7% | 1.12 | Yes | No |
| Hispanic | 26.6% | 0.86 | Yes | No |
| Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| White | 33.8% | 1.09 | Yes | No |
| <i>Threshold</i> | | | 47.2% | 24.9% |

Campus-Based Research

| English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort | | | | |
|--|--------------------|--------------------------|---------------------|---------|
| DSPS | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 32.0% | 1.05 | No | No |
| Yes | 22.5% | 0.74 | Yes | Yes |
| <i>Threshold</i> | | | 25.6% | 24.5% |

| English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort | | | | |
|--|--------------------|--------------------------|---------------------|---------|
| Economically Disadvantaged | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 31.5% | 1.03 | No | No |
| Yes | 29.2% | 0.95 | No | No |
| <i>Threshold</i> | | | 25.2% | 24.5% |

| English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort | | | | |
|---|--------------------|--------------------------|---------------------|---------|
| Veteran Benefits Received | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 30.0% | 0.97 | No | No |
| Yes | N < 40 | 1.10 | No | No |
| <i>Threshold</i> | | | 24.0% | 24.8% |

Campus-Based Research

Math

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

| Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort | | | | |
|---|-----------------|-----------------------|---------------------|---------|
| Age | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| Under 20 | 27.1% | 1.01 | No | No |
| 20 to 24 | 27.1% | 1.01 | No | No |
| 25 to 49 | 25.6% | 0.96 | No | No |
| 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| <i>Threshold</i> | | | 21.7% | 21.4% |

| Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Race | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| African American | 13.8% | 0.52 | Yes | Yes |
| American Indian/ Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| Asian | 37.3% | 1.41 | No | No |
| Filipino | 35.6% | 1.35 | No | No |
| Hispanic | 22.1% | 0.84 | Yes | No |
| Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| White | 30.2% | 1.14 | No | No |
| <i>Threshold</i> | | | 29.8% | 21.2% |

Campus-Based Research

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

| Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Economically Disadvantaged | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 27.3% | 1.02 | No | No |
| Yes | 25.8% | 0.96 | No | No |
| <i>Threshold</i> | | | 21.8% | 21.4% |

| Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort | | | | |
|--|-----------------|-----------------------|---------------------|---------|
| Veterans Benefits Received | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 26.0% | 0.96 | Yes | No |
| Yes | 38.0% | 1.41 | No | No |
| <i>Threshold</i> | | | 30.4% | 21.6% |

ESL

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

Campus-Based Research

| ESL: Completed Degree Applicable English by Age for the 2006-2007 Cohort | | | | |
|---|--------------------|--------------------------|---------------------|---------|
| Age | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| Under 20 | 34.5% | 2.51 | No | No |
| 20 to 24 | N < 40 | N < 40 | N < 40 | N < 40 |
| 25 to 49 | 6.0% | 0.44 | Yes | Yes |
| 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| <i>Threshold</i> | | | 27.6% | 11.0% |

| ESL: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort | | | | |
|--|--------------------|--------------------------|---------------------|---------|
| Race | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| African American | N < 40 | N < 40 | N < 40 | N < 40 |
| Asian | 30.8% | 2.21 | No | No |
| Filipino | N < 40 | N < 40 | N < 40 | N < 40 |
| Hispanic | 9.6% | 0.69 | Yes | Yes |
| White | N < 40 | N < 40 | N < 40 | N < 40 |
| <i>Threshold</i> | | | 24.6% | 11.2% |

| ESL: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort | | | | |
|--|--------------------|--------------------------|---------------------|---------|
| DSPS | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 13.8% | 1.00 | No | No |
| Yes | N < 40 | N < 40 | N < 40 | N < 40 |
| <i>Threshold</i> | | | 11.0% | 11.0% |

| ESL: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort | | | | |
|--|--------------------|--------------------------|---------------------|---------|
| Economically Disadvantaged | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | Highest | Overall |
| No | 8.0% | 0.58 | Yes | Yes |
| Yes | 27.2% | 1.98 | No | No |
| <i>Threshold</i> | | | 21.8% | 11.0% |

Campus-Based Research

Summary

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

For basic skills course completion, the Workgroup noted clear evidence of disproportionate impact for African American and DSPS students. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored over time and many of the activities identified to address basic skills completion will help the college's Hispanic students.

In regards to ESL, the Workgroup noted clear disproportionate impact for males, Hispanics, and students ages 25-49. The Workgroup noted significant overlap of students within each of these categories. In other words, male ESL students are typically Hispanic and within 25-49 age range.

The basic skills and ESL completion metric is based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, basic skills and ESL completion data are not available for foster youth students at this time.

Campus-Based Research

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

SPAR

Completion as defined in the first set of tables includes the percentage of students who show intent and then continue on to earn a degree, certificate, transfer, or become transfer prepared within six years of entry. It is the SPAR (Student Progress and Achievement Rate) from the California Community College's Scorecard. Note, the number of Foster Youth in cohorts was deemed too small upon which to make a valid judgment.

| Completion by Preparation Level and Gender for Cohort Year 2006-2007 | | | | | |
|---|------------------|-----------------|-----------------------|---------------------|---------|
| Preparation Level | Gender | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | Female | 72.5% | 1.06 | No | No |
| | Male | 65.0% | 0.95 | No | No |
| | <i>Threshold</i> | | | 58.0% | 54.6% |
| Unprepared | Female | 48.3% | 1.06 | No | No |
| | Male | 42.1% | 0.93 | No | No |
| | <i>Threshold</i> | | | 38.6% | 36.3% |

| Completion by Preparation Level and Age for Cohort Year 2006-2007 | | | | | |
|--|------------------|-----------------|-----------------------|---------------------|---------|
| Preparation Level | Age | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | Under 20 | 67.9% | 1.00 | No | No |
| | 20 to 24 | 76.2% | 1.12 | No | No |
| | 25 to 49 | N < 40 | N < 40 | N < 40 | N < 40 |
| | 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | 61.0% | 54.6% |
| Unprepared | Under 20 | 46.9% | 1.03 | No | No |
| | 20 to 24 | 41.6% | 0.92 | No | No |
| | 25 to 49 | 34.2% | 0.75 | Yes | Yes |
| | 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | 37.5% | 36.4% |

Campus-Based Research

| Completion by Preparation Level and Race for Cohort Year 2006-2007 | | | | | |
|---|-------------------------------|-----------------|-----------------------|---------------------|---------|
| Preparation Level | Race | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | African American | N < 40 | N < 40 | N < 40 | N < 40 |
| | American Indian/Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| | Asian | 81.4% | 1.20 | No | No |
| | Filipino | 68.2% | 1.00 | No | No |
| | Hispanic | 64.6% | 0.95 | Yes | No |
| | Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| | White | 67.7% | 1.00 | No | No |
| | <i>Threshold</i> | | | 65.1% | 54.3% |
| Unprepared | African American | 46.6% | 1.03 | No | No |
| | American Indian/Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| | Asian | 56.2% | 1.24 | No | No |
| | Filipino | 42.9% | 0.95 | Yes | No |
| | Hispanic | 39.6% | 0.87 | Yes | No |
| | Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| | White | 48.2% | 1.06 | No | No |
| | <i>Threshold</i> | | | 45.0% | 36.2% |

| Completion by Preparation Level and Economically Disadvantaged for Cohort Year 2006-2007 | | | | | |
|---|----------------------------|-----------------|-----------------------|---------------------|---------|
| Preparation Level | Economically Disadvantaged | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | No | 68.7% | 1.48 | No | No |
| | Yes | 67.4% | 1.46 | No | No |
| | <i>Threshold</i> | | | 55.0% | 37.0% |
| Unprepared | No | 46.3% | 1.02 | No | No |
| | Yes | 44.5% | 0.98 | No | No |
| | <i>Threshold</i> | | | 37.0% | 36.3% |

Campus-Based Research

| Completion by Preparation Level and DSPS Student for Cohort Year 2006-2007 | | | | | |
|---|------------------|--------------------|--------------------------|-----------|---------|
| Preparation Level | DSPS | Completion Rate | Proportionality Index | Below 80% | |
| | | | | Highest | Overall |
| Prepared | No | 67.9% | 1.46 | No | No |
| | Yes | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | 54.3% | 37.1% |
| Unprepared | No | 46.4% | 1.02 | No | No |
| | Yes | 35.1% | 0.77 | Yes | Yes |
| | <i>Threshold</i> | | | 37.1% | 36.3% |

| Completion by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007 | | | | | |
|--|------------------------------|--------------------|--------------------------|------------------------|---------|
| Preparation Level | Veteran Benefits Received | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | No | 68.3% | 1.50 | No | No |
| | Yes | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | 54.6% | 36.3% |
| Unprepared | No | 45.4% | 0.99 | No | No |
| | Yes | 54.3% | 1.19 | No | No |
| | <i>Threshold</i> | | | 43.4% | 36.6% |

Count of Degrees and Certificates only

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

Campus-Based Research

| Degree or Certificate % by Age for the 2006-2007 Cohort | | | | | |
|---|------------------|-----------------|-----------------------|---------------------|---------|
| Preparation Level | Age | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | Under 20 | 23.2% | 0.95 | Yes | No |
| | 20 to 24 | 38.1% | 1.56 | No | No |
| | 25 to 49 | N < 40 | N < 40 | N < 40 | N < 40 |
| | 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | 30.5% | 19.5% |
| Unprepared | Under 20 | 17.3% | 0.98 | No | No |
| | 20 to 24 | 19.2% | 1.09 | No | No |
| | 25 to 49 | 19.5% | 1.10 | No | No |
| | 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | 15.6% | 14.1% |

| Degree or Certificate % by Race for the 2006-2007 Cohort | | | | | |
|--|-----------------------------------|-----------------|-----------------------|---------------------|---------|
| Preparation Level | Race | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | African American | N < 40 | N < 40 | N < 40 | N < 40 |
| | American Indian/ Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| | Asian | 24.5% | 0.99 | No | No |
| | Filipino | 20.5% | 0.83 | No | No |
| | Hispanic | 25.2% | 1.02 | No | No |
| | Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| | White | 25.6% | 1.03 | No | No |
| | <i>Threshold</i> | | | 20.5% | 19.8% |
| Unprepared | African American | 12.9% | 0.75 | Yes | Yes |
| | American Indian/ Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| | Asian | 28.9% | 1.67 | No | No |
| | Filipino | 14.3% | 0.83 | Yes | No |
| | Hispanic | 16.3% | 0.94 | Yes | No |
| | Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| | White | 17.3% | 1.00 | Yes | No |
| | <i>Threshold</i> | | | 23.1% | 13.8% |

Campus-Based Research

| Degree or Certificate by DSPS for the 2006-2007 Cohort | | | | | |
|---|------------------|-----------------|-----------------------|---------------------|--------------|
| Preparation Level | DSPS | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | No | 24.3% | 1.00 | No | No |
| | Yes | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | <i>19.4%</i> | <i>19.5%</i> |
| Unprepared | No | 17.6% | 1.00 | No | No |
| | Yes | 18.5% | 1.05 | No | No |
| | <i>Threshold</i> | | | <i>14.8%</i> | <i>14.1%</i> |

| Degree or Certificate % by Economically Disadvantaged for the 2006-2007 Cohort | | | | | |
|---|----------------------------|-----------------|-----------------------|---------------------|--------------|
| Preparation Level | Economically Disadvantaged | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | No | 22.1% | 0.91 | Yes | No |
| | Yes | 28.8% | 1.18 | No | No |
| | <i>Threshold</i> | | | <i>23.0%</i> | <i>19.5%</i> |
| Unprepared | No | 16.2% | 0.92 | No | No |
| | Yes | 19.3% | 1.09 | No | No |
| | <i>Threshold</i> | | | <i>15.4%</i> | <i>14.1%</i> |

Summary

See Section E: Transfer for a summary of findings for all completion outcomes.

Campus-Based Research

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

See Section D Degrees and Certificates for a review of Disproportionate Impact of the Student Progress and Achievement Rate (SPAR) Scorecard Metric as this metric includes student transfer counts in the outcome.

Count of Transfers or Transfer Prepared only

| Transfer-Related Outcome by Gender for the 2006-2007 Cohort | | | | | |
|---|-----------|----------------------------|-----------------------|---------------------|---------|
| Preparation Level | Gender | Transfer-Related Outcome % | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | Female | 71.0% | 1.07 | No | No |
| | Male | 62.7% | 0.94 | No | No |
| | Threshold | | | 56.8% | 53.1% |
| Unprepared | Female | 46.0% | 1.07 | No | No |
| | Male | 39.5% | 0.92 | No | No |
| | Threshold | | | 36.8% | 34.4% |

| Transfer-Related Outcome by Age Category for the 2006-2007 Cohort | | | | | |
|---|--------------|----------------------------|-----------------------|---------------------|---------|
| Preparation Level | Age Category | Transfer-Related Outcome % | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | Under 20 | 66.7% | 1.01 | No | No |
| | 20 to 24 | 69.8% | 1.05 | No | No |
| | 25 to 49 | N < 40 | N < 40 | N < 40 | N < 40 |
| | 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| | Threshold | | | 55.8% | 53.0% |
| Unprepared | Under 20 | 45.1% | 1.05 | No | No |
| | 20 to 24 | 36.0% | 0.84 | Yes | No |
| | 25 to 49 | 28.4% | 0.66 | Yes | Yes |
| | 50 or Over | N < 40 | N < 40 | N < 40 | N < 40 |
| | Threshold | | | 36.1% | 34.4% |

Campus-Based Research

| Transfer-Related Outcome by Race for the 2006-2007 Cohort | | | | | |
|--|--------------------------------|--------------------------|-----------------------|---------------------|--------------|
| Preparation Level | Race | Transfer-Related Outcome | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | African American | N < 40 | N < 40 | N < 40 | N < 40 |
| | American Indian/ Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| | Asian | 80.4% | 1.22 | No | No |
| | Filipino | 65.9% | 1.00 | No | No |
| | Hispanic | 64.6% | 0.98 | No | No |
| | Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| | White | 65.2% | 0.99 | No | No |
| | <i>Threshold</i> | | | <i>64.3%</i> | <i>52.8%</i> |
| Unprepared | African American | 46.6% | 1.08 | No | No |
| | American Indian/ Alaska Native | N < 40 | N < 40 | N < 40 | N < 40 |
| | Asian | 52.9% | 1.23 | No | No |
| | Filipino | 42.0% | 0.98 | Yes | No |
| | Hispanic | 36.9% | 0.86 | Yes | No |
| | Pacific Islander | N < 40 | N < 40 | N < 40 | N < 40 |
| | White | 45.8% | 1.07 | No | No |
| | <i>Threshold</i> | | | <i>42.3%</i> | <i>34.4%</i> |

Campus-Based Research

| Transfer-Related Outcome by Economically Disadvantaged for the 2006-2007 Cohort | | | | | |
|--|------------------|-------------------------|--------------------------|------------------------|---------|
| Preparation Level | Econ D | Related Outcome % | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | No | 66.9% | 1.01 | No | No |
| | Yes | 65.3% | 0.98 | No | No |
| | <i>Threshold</i> | | | 53.5% | 53.0% |
| Unprepared | No | 44.2% | 1.03 | No | No |
| | Yes | 41.6% | 0.97 | No | No |
| | <i>Threshold</i> | | | 35.4% | 34.4% |

| Transfer Related Outcome by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007 | | | | | |
|--|------------------------------|--------------------|--------------------------|------------------------|---------|
| Preparation Level | Veteran Benefits Received | Completion Rate | Proportionality Index | Below 80% Threshold | |
| | | | | Highest | Overall |
| Prepared | No | 66.5% | 1.54 | No | No |
| | Yes | N < 40 | N < 40 | N < 40 | N < 40 |
| | <i>Threshold</i> | | | 53.2% | 34.5% |
| Unprepared | No | 43.1% | 1.00 | No | No |
| | Yes | 45.7% | 1.06 | No | No |
| | <i>Threshold</i> | | | 36.6% | 34.6% |

Summary of ALL Completion Indicators

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

Campus-Based Research

The Workgroup noted disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students, and DSPS students. The DSPS students were close to the cut off and the Workgroup suggested completing follow up research to further break down these students and evaluate their needs. In addition, the Workgroup noted that goals of students vary more within age group 25-49. It is possible that students age 25-49 are more likely to attend Palomar to complete just one or two courses related to their current profession. For example, the College offers a set of two drafting courses that provide instruction on the latest technology in the field. Students often attend these classes to improve their skills in their current profession without the intention of completing a certificate or degree.

The SPAR, degrees and certificates, and transfer related metrics are based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, completion data are not available for foster youth students at this time.

Goals and Activities

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

Goal A.1. Increase the percentage of veterans who attend Palomar College by 5% over the next three years.

| Activity | | Outcome | Persons/Group Responsible | Timeline |
|-----------------|---|---|---|---|
| A.1.1 | Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college. | Number of veterans enrolled at the college will increase by 1-2% annually. | Dir. Enrollment Services, Dean Counseling Services, Dir. Institutional Research & Planning (IR&P) | <ul style="list-style-type: none"> • Conduct research and identify strategies by Summer 2015 • Begin to implement strategies by Spring 2016 |
| A.1.2 | Examine course rotation and scheduling patterns with special emphasis on evening offerings. | Course rotation and scheduling patterns reviewed and refined to ensure that students can complete their programs within a specified timeframe. | VP Instruction, Instructional Deans and Department Chairs & Directors | <ul style="list-style-type: none"> • Complete review by Summer 2016 • Identify refinements Fall 2016 |
| A.1.3 | Modify college website making it easier for students to navigate and access campus resources. | Improved structure of college website with simplified navigation and access to campus resources. | Dir. Public Information, Dean Social and Behavioral Sciences (SBS), Mgr. Academic Technology | <ul style="list-style-type: none"> • Initiate improvement process by July 2015 • Hire webmaster by July 2015 • Complete improvement by July 2017 |
| A.1.4 | Improve data collection and research on affected student subpopulations in the college's equity plan with a special emphasis on the identification and tracking of veterans and foster youth. | Veterans and foster youth reliably identified and flagged within the college's data system. Ongoing research on student access and completion for affected subpopulations in the college's equity plan. | VP Student Services, Dir. Institutional Research and Planning, Director of Enrollment Services. | <ul style="list-style-type: none"> • Identify data collection and research needs by Spring 2015 • Implement processes to ensure accurate identification of veterans and foster youth by Summer 2015 • Hire institutional researcher by Summer 2015 • Conduct appropriate research studies to support the college's efforts to address student equity. (Ongoing) |

Goals and Activities

| | | | | |
|-------|---|---|--|--|
| A.1.5 | Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty. | Veterans will receive appropriate and strategic follow-up services. | Dean of Counseling, Dir. Financial Aid (FA), Dean of LL, Dean of MNHS, FYE Coordinator, Faculty Resource (FR) Coordinator, and Basic Skills Committee, Dir EOPS, President Faculty Senate | <ul style="list-style-type: none"> • Initiate dialogue and identify related activities by Spring 2015 • Begin implementation Fall 2015 |
|-------|---|---|--|--|

Goals and Activities

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

Goal B.1. Increase course success rates of foster youth by 5% over the next three years.

| <i>Activity</i> | | <i>Outcome</i> | <i>Persons/Group Responsible</i> | <i>Timeline</i> |
|-----------------|--|---|--|--|
| B.1.1 | Accurately identify foster youth in the college's database. | Foster youth appropriately flagged within the database and reports generated. | VP Student Services, Dir. Enrollment Services, Dir. IR&P | <ul style="list-style-type: none"> Complete by Spring 2015 |
| B.1.2 | Expand the role and responsibility of the College's foster youth support liaison. | Foster youth will meet with support liaison(s) twice per year (or semester). | Dean of Counseling, Dir. Enrollment Services | <ul style="list-style-type: none"> Implement by Fall 2015 |
| B.1.3 | Provide extensive outreach and support services for foster youth including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty. | All foster youth will receive appropriate and strategic follow-up services. | Dean of Counseling, Foster Youth Support Liaison, Dir FA, Dean of LL, Dean of MNHS, FYE Coordinator, Faculty Resource (FR) Coordinator, and Basic Skills Committee, Dir EOPS, President Faculty Senate | <ul style="list-style-type: none"> Initiate dialogue and identify related activities by Spring 2015 Begin implementation Fall 2015 |
| B.1.4 | Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs. | All foster youth will be directed to participate in a first year experience and/or summer bridge program. | Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee | <ul style="list-style-type: none"> Begin implementation Fall 2016 |

Goals and Activities

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

Goal C.1. Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.

| Activity | | Outcome | Persons/Group Responsible | Timeline |
|-----------------|---|--|--|--|
| C.1.1 | Expand the College’s Summer Bridge and First Year Experience (FYE) programs with a special emphasis on increasing the number of African American students who participate. | Number of African American students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years. | Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee | <ul style="list-style-type: none"> Plan for expansion and increased outreach of programs to special populations by Spring 2015 Implement Summer and Fall 2015 |
| C.1.2 | Provide extensive outreach and support services to African American students including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty | African American students enrolled in basic skills will receive appropriate and strategic follow-up services. | Dean of Counseling, Dir FA, Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator, Director EOPS, Faculty Senate President | <ul style="list-style-type: none"> Initiate dialogue and identify related activities by Fall 2015 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017 |
| C.1.3 | Implement a set of mandatory orientation experiences for the College’s underprepared students. | 80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan’s term. | Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee | <ul style="list-style-type: none"> Develop by Summer 2015 Begin implementation Fall 2016 Continue implementation Spring 2017 |

Goals and Activities

Goal C.2. Increase the percentage of males, students ages 20-24, and Hispanic students who complete their ESL basic skills sequences by 5% over the next three years.

| <i>Activity</i> | | <i>Outcome</i> | <i>Persons/Group Responsible</i> | <i>Timeline</i> |
|-----------------|--|---|--|--|
| C.2.1 | Increase the number of males, Hispanic, and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs. | Number of males, Hispanics, and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase over the next three years. | Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee | <ul style="list-style-type: none"> Plan for expansion and increased outreach of programs to special populations by Spring 2015 Implement Summer and Fall 2015 |
| C.2.2 | Provide extensive outreach and support services for ESL students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty. | ESL students in the affected group will receive appropriate and strategic follow-up services. | Dean of Counseling, Dir FA, Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator, Director EOPS, Faculty Senate President | <ul style="list-style-type: none"> Initiate dialogue and identify related activities by Fall 2015 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017 |
| C.2.3 | Develop and implement a set of mandatory orientation experiences for underprepared students. | 80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term. | Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee | <ul style="list-style-type: none"> Develop by Summer 2015 Begin implementation Fall 2016 Continue implementation Spring 2017 |

Goals and Activities

Goal C.3. Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.

| <i>Activity</i> | | <i>Outcome</i> | <i>Persons/Group Responsible</i> | <i>Timeline</i> |
|-----------------|--|--|--|---|
| C.3.1 | Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences. | Research completed. Needs and barriers described. Strategies identified to address needs and barriers. | Dean of Counseling, Director DRC/DSPS, Director of Institutional Research and Planning | <ul style="list-style-type: none">Research completed by Spring 2016 |
| C.3.2 | Utilize research findings and develop and implement strategies to support DSPS students to complete their studies, including the English basic skills course sequences, at the college. | By the end of the plan’s term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%. | Dean of Counseling, Director DRC/DSPS, DRC/DSPS, Basic Skills Committee | <ul style="list-style-type: none">Strategies implemented by Spring 2017 |
| C.3.3 | Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals. | Tools, resources, and professional development opportunities will be developed and provided to faculty. | Dean of Counseling, Faculty Development Coordinator, Dean of LL, Dean of MNHS, VP Instruction, Chairs, and Directors | <ul style="list-style-type: none">Develop by Summer 2015Begin implementation Fall 2016Continue implementation Spring 2017 |
| C.3.4 | Provide extensive outreach and support services for DSPS students enrolled in basic skills English courses including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty. | DSPS students enrolled in English basic skills courses will receive appropriate and strategic follow-up services. | Dir. DRC, Dean of Counseling, Dir FA, Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator, Director EOPS, Faculty Senate President | <ul style="list-style-type: none">Initiate dialogue and identify related activities by Fall 2015Plan for expansion and increased outreach to special populations by Spring 2016Begin implementation Fall 2016Continue implementation Spring 2017 |

Goals and Activities

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

After reviewing the disproportionate impact data and research on best practices related to completion, the Student Equity Workgroup determined that strategic, timely, and ongoing follow-up is critical to help students complete their educational goals. Also, the Workgroup recognized that students in the affected subpopulations often need “high touch” and multiple types of support. However, as configured, the College’s current technology infrastructure and processes cannot support this approach. In order to establish an effective follow-up and strategic support system, the Workgroup recommended that the College complete two significant tasks. First, improve the technology infrastructure it uses to communicate with students. Second, partner this improvement with a strategic follow-up process that utilizes that infrastructure while allowing for significant targeted personal interaction between faculty, staff, and students, especially those students identified as “at risk.”

Goal D.1A. Increase the percentage of underprepared students ages 25-49 who complete their studies by 2% over the next three years.

Goal D.1B. Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years

| <i>Activity</i> | | <i>Outcome</i> | <i>Persons/Group Responsible</i> | <i>Timeline</i> |
|-----------------|--|---|---|---|
| D.1.1 | Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student. | All students will access and interact with the college’s online system using a single sign on. Upon signing in, students will receive any relevant communication and be directed to support services if needed. | Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Dir. Information Services, IT Project Manager, Dean of LL, Dean of Social and Behavioral Sciences | <ul style="list-style-type: none"> • Hire IT Project Manager by Summer 2015 • Research and identify software tool by Summer 2015 • Purchase, install, and test by Fall 2016 • Pilot Spring 2017 • Implement Fall 2017 |
| D.1.2 | Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals. | Students will use an electronic education system to help plan, track, and monitor their progress to goal completion. | Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Faculty Senate President, FYE Coordinator Counseling Services, Dean of Information Services, Dean of LL, Basic Skills Committee | <ul style="list-style-type: none"> • Review current planning and degree audit systems by Summer 2015 • Identify additional software needs by Summer 2015. • Install and test by Fall 2016 • Prototype Spring 2017 • Begin implementation Fall 2017 |

Goals and Activities

| <i>Activity</i> | | <i>Outcome</i> | <i>Persons/Group Responsible</i> | <i>Timeline</i> |
|-----------------|--|---|---|--|
| D.1.3 | Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and “high touch” support for students based on their needs. Ensure that the system of follow-up and support “closes the loop” and informs faculty of the support students have received when necessary. | Research completed. Strategies and processes defined and implemented. Faculty notified of follow-up services and support received by students when necessary. | Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Information Services, Dean of LL, Dean of MNHS, Director of Research and Planning, FYE Coordinator, Basic Skills Committee | <ul style="list-style-type: none">• Conduct research – initial by Summer 2015 (then ongoing)• Develop strategies by Fall 2016• Prototype Spring 2017• Begin implementation Fall 2017 |
| D.1.4 | Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services. | Faculty and staff will participate in training and/or related activities to learn about the support services available to students. | Vice President Student Services, Vice President Instruction, Vice President Human Resource Services, Faculty Senate President, Professional Development Coordinator, Professional and Staff Development Committee | <ul style="list-style-type: none">• Develop by Fall 2016• Implement Spring 2017 and ongoing |
| D.1.5 | Develop, establish, and communicate clear career pathways for students. | <p>The number of programs that will have defined career pathways will increase.</p> <p>Career pathways will be integrated into the Student Success and Support services provided to students.</p> | Vice President Instruction, Dean of Career and Technical Education, Dean of MNHS, Dean of Counseling, Chairs and Directors | <ul style="list-style-type: none">• Identify high demand CTE programs by Fall 2015• Develop pathways by Summer 2016• Develop outreach materials to communicate pathways with students by Fall 2016 |

Goals and Activities

| | | | | |
|-------|--|---|--|--|
| D.1.6 | Provide extensive outreach and support services for students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty. | Students in affected group will receive appropriate and strategic follow-up services to help them complete their studies. | Dean of Counseling, Dir FA, Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator, Director EOPS, Faculty Senate President | <ul style="list-style-type: none"> • Initiate dialogue and identify related activities by Fall 2015 • Plan for expansion and increased outreach to special populations by Spring 2016 • Begin implementation Fall 2016 • Continue implementation Spring 2017 |
|-------|--|---|--|--|

Goals and Activities

Goal D.2. Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years.

| <i>Activity</i> | | <i>Outcome</i> | <i>Persons/Group Responsible</i> | <i>Timeline</i> |
|-----------------|---|--|--|--|
| D.2.1 | Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences. | Research completed. Needs and barriers described. Strategies identified to address needs and barriers. | Dean of Counseling, Director DRC/DSPS, Director of Institutional Research and Planning, Basic Skills Committee | <ul style="list-style-type: none"> Research completed by Spring 2016 |
| D.2.2 | Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college. | By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%. | Dean of Counseling, Director DRC/DSPS, DRC/DSPS, Basic Skills Committee | <ul style="list-style-type: none"> Strategies implemented by Spring 2017 |
| D.2.3 | Provide extensive outreach and support services for DSPS students with education goal to earn a degree, certificate or transfer including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty. | DSPS students with a completion goal will receive appropriate and strategic follow-up services to help them complete their studies. | Dir. DRC, Dean of Counseling, Dir FA, Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator, Director EOPS, Faculty Senate President | <ul style="list-style-type: none"> Initiate dialogue and identify related activities by Fall 2015 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017 |

Goals and Activities

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

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

Budget

SOURCES OF FUNDING

Sources of Funding

The sources of funding that will be utilized to support the proposed goals and activities will include both internal and external funding sources.

Funding sources will include: general fund, EOPS, DSPS, TRIO, CARE, Title V - HSI, Student Success and Support Program (both credit and non-credit), Grant Funded Student Programs, Financial Aid and Scholarship, and College Strategic Planning funds.

Evaluation Schedule and Process

Evaluation Schedule and Process

During each spring term, the Student Equity Committee will complete an evaluation of progress on the Plan's goals and activities. The Office of Institutional Research and Planning will collect baseline and performance data to track and monitor progress on activity outcomes and the Plan's stated goals. This information will be provided to teams leading the work on the plans and strategies and the Student Equity Committee. Teams leading each activity will provide a progress report describing their efforts to the Committee. In addition to a review of the baseline and performance data, progress reports will address work completed on an activity, resources allocated and expended, and an evaluation of the activity's status.

The Student Equity Committee will discuss the reports and make appropriate recommendations where needed to ensure that adequate progress is made on the plan. The report with recommendations will be presented to the campus community and integrated into the college's overall planning process which includes the preparation and implementation of a strategic plan and program reviews.

The Strategic Planning Council and the College's Board of Trustees annually reviews and discusses the institutional effectiveness of the College. The review includes a report on access, student progress, and completion metrics. In addition to providing data to monitor progress on the Student Equity Plan, the Office of Institutional Research and Planning will incorporate into the College's annual review of institutional effectiveness an ongoing equity report that assesses the disproportionate impact across the subpopulations addressed in this plan.

Attachments

**Palomar College
Student Equity Task Force
Spring 2014**

Membership List

Chairs:

Greg Larson, Faculty Senate President
Berta Cuaron, Vice President for Instruction
Adrian Gonzales, Vice President for Student Services

Members:

Sandra Andre, Faculty, Design & Consumer Education
Cynthia Anfinson, Faculty, Mathematics
Rosie Antoneccia, Faculty, Counseling
Michelle Barton, Senior Director, Institutional Research and Planning
Melinda Carrillo, Faculty, Reading
Shayla Fox, Specialist, Counseling Center
Anel Gonzalez, Specialist, Teaching and Learning Center
Mireya Gutierrez-Aguero, Supervisor, Title V-HSI (STEM)
Nimoli Madan, Faculty, English as a Second Language
Martha Martinez, Faculty, Mathematics
Wendy Nelson, Faculty, Communications
Patrick O'Brien, Faculty, Counseling
James Odom, Manager, ETV & KKSM Radio Operations
Wilma Owens, Dean, Career, Technical & Extended Education
Kathleen Sheahan, Faculty, World Languages
Gary Sosa, Faculty, English as a Second Language
Brian Stockert, Dean, Counseling Services
Diane Studinka, Faculty, Child Development
Rocco Versaci, Faculty, English
Lorie Waite, Faculty, DRC/DSPS

Palomar College Strategic Plan 2016 – Action Plan Year Two

October 14, 2014

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.
Student Direction and Progress

Objective 1.1: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|--|---|--|---|
| VPI | Dept Chairs – English, ESL, Math, Reading, Counseling, Basic Skills Comm. STEM Workgroup | <ol style="list-style-type: none"> Take inventory of various strategies already in place campus wide. For those strategies that have already been assessed: <ol style="list-style-type: none"> Discuss results. Determine additional data desired. Discuss any changes to be made to achieve desired outcomes. Determine support needed. For those strategies that have not yet been assessed: <ol style="list-style-type: none"> Discuss data desired. Determine measurable outcomes (need starting points from IRP, departments will work to determine endpoints and timeline). Determine support needed. For each strategy, determine data to be gathered regularly. Determine goals regarding the scaling up of successful strategies. Define any new strategies Develop a timetable for check-ins. | Steps will be completed through Spring 2015. | <ul style="list-style-type: none"> Review and add to, if necessary, the list of all activities taking place on campus in support of Objective 1.1 (See SP 2016, Year 1 Progress Report). The following outcomes will be completed within the departments: <ul style="list-style-type: none"> Assessments of strategies completed and discussed. Plans established for regular data collections and review. Options/Needs for scaling successful strategies discussed. New strategies identified. Timetable established for check-ins. |

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Student Direction and Progress

Objective 1.2: Develop and implement a model for establishing career pathways for all disciplines and programs.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|--|--|--|---|
| VPI | CTE Transitions Group. Career Pathways Pilot Project (STEM), Career Center Director, Department Chairs | <ol style="list-style-type: none"> 1. Identify two additional Industry Sectors from Statewide Career Pathways publications and do research and collect data for target careers in programs offered at Palomar. 2. Develop marketing plan and marketing brochure templates to promote Industry Sectors career pathways in programs offered at Palomar and integrate with 3SP outreach/marketing group. 3. Use marketing materials and brochures in Spring schedule to communicate career pathways. 4. Work with 3SP orientation group to support classroom or “career and open house” activities or events that promote career pathway learning opportunities for students. | <ol style="list-style-type: none"> 1. Spr 2014 2. Spr 2014 3. Fall 2014 4. Fall 2014 | <ol style="list-style-type: none"> 1. Career pathways defined for two Industry Sectors and data gathered for marketing materials. 2. Draft templates for marketing plan and brochures developed and implemented for use. 3. Templates used in Spring schedule. 4. Career and open house activities/events planned, funded, implemented. |

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|-------|---|---|---|
| VPI | IPC | <ol style="list-style-type: none"> 1. Review feedback from Spring 2014 focus groups on Comprehensive Program Review and Planning process for 2013-14 2. Modify PRP 2014-15 process based on focus group recommendations 3. Implement and provide training on PRP process for Years 2-3 | <ol style="list-style-type: none"> 1. Fall 2014 2. Fall 2014 3. Fall 2014, Spring 2015 | <ol style="list-style-type: none"> 1. Focus group feedback discussed on Comprehensive PRP process 2. PRP Years 2-3 process modified and implemented 3. Training conducted, PRPs submitted, IPC reviews and allocates resources |

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|-------|--|---|--|
| VPSS | SSPC | <ol style="list-style-type: none"> 1. Identify lead SAO coordinator 2. Establish SAO workgroup 3. Review progress units have made on their SAOACs 4. Identify SAO research support needs. 5. Align SAO cycle with PRP timeline. | <ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Spr 2015 4. Spr 2015, 5. Spr 2015 and ongoing | <ol style="list-style-type: none"> 1. SAO Coordinator named 2. Workgroup convened and meeting 3. Review of all SAO cycles completed 4. Research and support plan developed 5. Timeline established and documented that aligns SAO cycles with PRPs (note PRPs and SAOs are currently integrated – cycles need to be aligned). |

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|-------|--|--|--|
| VPHRS | HRSPC | <ol style="list-style-type: none"> 1. Review PRP; identify SAOACS. 2. Align SAOACS with PRP outcomes and revise outcomes as required. 3. Identify resources required. 4. Secure resources and allocate. 5. Assess outcome progress/achievement. | <ol style="list-style-type: none"> 1. Fall 2013 2. Spr 2015 3. Spr 2015 4. Fall 2015, Spr 2016 and ongoing | <ol style="list-style-type: none"> 1. Established relationship between SAOACS, PRP, and resource allocations. 2. Clearly identified SAOACS in PRP, strategic plan, and Resource Allocation Model. 3. Demonstrated progress toward achieving SAOACS. |

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|-------|--|--|--|
| VPFAS | FASPC | <ol style="list-style-type: none"> 1. Review PRP; identify SAOACS. 2. Align SAOACS with PRP outcomes and revise outcomes as required. 3. Identify resources required. 4. Secure resources and allocate. 5. Assess outcome progress/achievement. | <ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Spr 2015 4. Fall 2015, Spr 2016 and ongoing | <ol style="list-style-type: none"> 1. Established relationship between SAOACS, PRP, and resource allocations. 2. Clearly identified SAOACS in PRP, strategic plan, and Resource Allocation Model. 3. Demonstrated progress toward achieving SAOACS. |

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.4: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------------|-------|---|--|--|
| VPI / SLOAC Coordinators | LOC | <ol style="list-style-type: none"> 1. Present information at Faculty Plenary in Fall 2015. 2. Attend department and division meetings to discuss ILOs and assessment. 3. PD workshop. 4. Write annual GE/ILO Assessment report - present to Faculty Senate, Curriculum, Strategic Planning Council, and post online. 5. Continue to assess GE/ILOs and recruit & train faculty. 6. Once-a-semester report to LOC from division deans, VPI, & VP Student Services, research & planning activities related to outcomes assessment across the College. 7. Examine resources that can provide PC student graduation data from 4-year institutions, as well as employment information; provide a pathway to disseminate information to departments and divisions. 8. Schedule an annual presentation to ASG and Governing Board. | <ol style="list-style-type: none"> 1. Fall 2014 2. Spr/Fall 2015 3. Fall 2014, Spr 2015, Fall 2015 4. Spr 2015, Fall 2015 5. Spr 2015, Fall 2015 6. Spr 2015 7. Spr 2015 8. Spr 2015 | <ol style="list-style-type: none"> 1. Provide information to faculty 2. Provide information to faculty and administrators and encourage discussion. 3. Provide information and resources to faculty. 4. Report for college community, stimulate dialog for planning and resource allocation. 5. Continue to assess each GE/ILO. 6. Provide information to faculty and administrators. 7. Inform faculty and administration in order to support program review and improve student academic and employment success. 8. Provide information to students and Governing Board. |

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.5: Increase faculty to exceed FON by at least one per year if the budget allows.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|-------|--|--|---|
| Supt/Pres | VPs | <ol style="list-style-type: none"> 1. Review 2015-16 Approved Budget and identify available funding 2. Compute FON requirements for 2016-17 3. Select positions from faculty hiring priority list to exceed the 2016-17 FON by at least one position 4. Repeat cycle each year, exceeding the previous year's target hiring by at least one faculty position if allowed by the budget. | <ol style="list-style-type: none"> 1. Fall 2015 2. Fall 2015 3. Fall 2015 4. Fall 2016 & ongoing | Faculty hiring exceeds FON by at least one position for Fall 2016, and by one additional position in subsequent years if the budget allows. |

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.1: Complete 3SP and Equity plans and align SP 2016 with their strategies.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|-------------------------------------|---|--|--|---|
| VPSS, VPI, Faculty Senate President | 3SP and Equity Plan Workgroups IR&P (for SP2016) | <ol style="list-style-type: none"> 1. 3SP and Equity plans developed and accepted through shared governance processes. 2. Submit 3SP and Equity plans to Chancellor's office. 3. Establish linkages between the Strategic Plan, 3SP, and Equity Plan. | <ol style="list-style-type: none"> 1. Fall 2014 2. Fall 2014 3. Fall 2014 | <ol style="list-style-type: none"> 1. Completed plans. 2. Plans submitted. 3. Clear links established. |

| Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion. | | | | |
|--|--|--|---|---|
| Student Direction and Progress <i>Objective 2.2: Implement a coordinated outreach and retention plan that employs internal and external outreach and retention strategies.</i> | | | | |
| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
| VPSS | Division of Student Services, Instructional Deans SSPC | <ol style="list-style-type: none"> 1. Establish outreach and retention team to review and coordinate outreach activities. 2. Implement student ambassador program. 3. Revamp outreach to increase engagement and follow-up. 4. Review college outreach strategies to provide for targeted recruitment and retention activities. 5. Implement strategic outreach and retention strategies. 6. Evaluate new outreach and retention strategies. | <ol style="list-style-type: none"> 1. Fall 2014 2. Fall 2014 3. Fall 2014 4. Spr 2015 5. Sum 2015 6. Sum 2016 | <ol style="list-style-type: none"> 1. Team established. 2. Ambassador program established and goals for program developed. 3. Current outreach activities revamped. 4. Review completed and coordinated plan established. 5. Plan implemented and evaluated. |

| Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion. | | | | |
|--|---|---|---|--|
| Student Connections and Support (Palomar Access to Student Success or PASS) <i>Objective 2.3: Evaluate and refine the College's intake and orientation process including the Early Acceptance Program.</i> | | | | |
| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
| VPSS | Division of Student Services, Instructional Deans | <ol style="list-style-type: none"> 1. Utilize 3SP plan to develop new strategies for orientation. 2. Establish work group that includes student services and instruction. 3. Design/revise orientation model. 4. Implement model. 5. Evaluate new model. | <ol style="list-style-type: none"> 1. Spr 2015 2. Spr 2015 3. Spr 2015 4. Sum 2015 5. Sum 2016 | <ol style="list-style-type: none"> 1. 3SP plan orientation strategies reviewed. 2. Workgroup established. 3. Revised orientation model designed. 4. Model implemented. |

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.4: Increase student awareness and use of appropriate support services by expanding the First Year Experience program so that it is available to all incoming students.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|--------------------------------------|--|---|---|
| VPSS / VPI | Dean L&L, FYE Coord, Dean Counseling | <ol style="list-style-type: none"> Discuss expansion of FYE. <ul style="list-style-type: none"> Who to focus efforts on Strategies for expansion Implications for expansion (staffing, space, tracking, followup, evaluation) Identify Resources needed Increase student awareness of appropriate support services. <ul style="list-style-type: none"> Define appropriate support services Define groups to identify for marketing FYE Identify resources needed Increase student use of appropriate services <ul style="list-style-type: none"> Develop strategies Identify implications for increasing use (staffing, space, tracking, followup, evaluation). | Activities will be completed through Fall 2014/Spr 2015 | <ol style="list-style-type: none"> Targets for FYE program <ul style="list-style-type: none"> 2013-14 – 100 students 2014-15 – 275 students 2015-16 – 350 students List of student groups for focus; presentation of possible strategies with implications and resources needed included List of services by student group; report on implications and resources needed. List of strategies; report on implications and resources needed. |

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.5: Develop and implement a enhanced technologies (student portal, an online education planning tool, and an electronic degree audit system)to support student success.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|---|---|---|--|
| VPSS | Division of Student Services, Instructional Deans, Information Services | <ol style="list-style-type: none"> Establish workgroup Utilize 3SP and SE Plans to establish priorities. Develop and implement timelines to address priorities | <ol style="list-style-type: none"> Spr 2015 Spr 2015 Ongoing | Enhanced technology implemented and available to all students. |

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.6 Modify the College's website to improve student access to support services.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|---------------|---|--|------------------------------|
| PIO | Dean SBS, PIO | <ol style="list-style-type: none"> 1. Evaluate current website for usability and content management 2. Identify optimal sites for comparison 3. Review Content Management Software (CMS) options 4. Identify optimal CMS 5. Identify resources necessary for development, implementation and ongoing management. | <ol style="list-style-type: none"> 1. Spr 2015 2. Spr 2015 3. Spr 2015 4. Spr 2015 5. Fall 2016 tent. | Introduce new website |

Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 3.1: Establish faculty councils with high school partners to improve alignment of curriculum and student transition.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|----------------------------------|--|--|---|
| VPI | Chairs and Directors, Counseling | <ol style="list-style-type: none"> 1. Identify existing collaborations between Palomar faculty/disciplines and high school partners relevant to curriculum alignment discussions. 2. Identify one or two faculty/disciplines interested in curriculum collaborations with high school partners and identify specific high school and contact person. 3. Promote professional development and connection opportunities available through membership in North County Professional Development Federation. | <ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Spr 2015 | <ol style="list-style-type: none"> 1. Discussions documented and future curriculum plans identified. 2. Initial meeting scheduled between Palomar faculty and high school partners. 3. NCPDF workshops attended by Palomar faculty and connections made for possible curriculum discussions with local high school partners. |

Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 3.2: Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|---|---|---|---|
| Sup / Pres. | Reps from Deans, Chairs and Directors, and Dir Foundation | <ol style="list-style-type: none"> 1. Establish objectives of council. 2. Identify and invite participants. 3. Hold initial meeting. | <ol style="list-style-type: none"> 1. Spr 2015 2. Spr 2015 3. Spr 2015 | <ol style="list-style-type: none"> 1. Purpose of council clearly defined. 2. Council established and meeting by end of academic year. |

Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 3.3: Increase external funding through grants and partnerships within the community.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|--|--|---|--|
| Sup / Pres. | Deans CTE and LL (Adult Ed Planning Grant/ Dept Labor grant) Dir. Foundation (community partnerships) Dean MNHS/LL & Dir. Research (HSI /STEM) | <p><u>Adult Education</u></p> <ol style="list-style-type: none"> 1. Secure planning grant. (Completed) 2. Establish consortium. (Completed) 3. Form Program Area Councils (PAC) 4. Hold Community Planning Summit 5. Develop comprehensive plan <p><u>Community Partnerships</u></p> <ol style="list-style-type: none"> 1. Increase the number of community partnerships. <p><u>HSI / STEM / NSF</u></p> <ol style="list-style-type: none"> 1. Assess and evaluate need and purpose of new HSI and/or STEM / NSF grants. 2. Submit grant applications if determined appropriate. <p><u>DOL</u></p> <ol style="list-style-type: none"> 1. Assess and evaluate need and purpose of a DOL grant. 2. Submit grant application if determined appropriate. | <p>Timelines dependent on Federal and State established timelines. Planning should occur prior to release of the RFP.</p> | <p><u>Adult Education</u></p> <ol style="list-style-type: none"> 1. Planning grant awarded 2. Consortium established 3. Comprehensive plan developed and submitted. <p><u>Community Partnerships</u></p> <ol style="list-style-type: none"> 1. Community partnerships increased by X% <p><u>HSI / STEM / NSF</u></p> <ol style="list-style-type: none"> 1. Grant proposal developed and submitted Spring 2015. <p><u>DOL</u></p> <ol style="list-style-type: none"> 1. Need and purpose of DOL grant identified. |

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.1: Rebuild staffing levels to support priorities identified in Staffing Plan 2016, if the budget allows.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|-------------------|---|---|---|
| VPs | Planning Councils | <ol style="list-style-type: none"> 1. Prepare staffing master plan year 5 update. 2. Identify resource allocation to support staffing priorities. 3. Recruit and hire prioritized positions. 4. Repeat each year. | <ol style="list-style-type: none"> 1. Fall 2014- Spr 2015 2. Spr 2015 3. Fall 2015 4. Ongoing | <ol style="list-style-type: none"> 1. Completed year 5 update document. 2. Budgeted prioritized position replacements and new positions. 3. On-board prioritized hires. 4. Ongoing. |

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|---------------------------------|---|--|--|---|
| VPHRS, Faculty Senate President | HRSPC, Faculty Senate, EEO Advisory Committee | <ol style="list-style-type: none"> 1. Collect and analyze data on applicant and hiring demographics. 2. Identify correlation between hiring policies and procedures and hiring demographics. 3. Revise hiring processes as indicated by analysis. 4. Implement revised hiring processes and monitor results. | <ol style="list-style-type: none"> 1. Fall 2013-Spr 2014 2. Fall 2014 3. Spr 2015-Fall 2015 4. Fall 2015 and ongoing | <ol style="list-style-type: none"> 1. Changes in employee demographics over time that reflect increased diversity, as compared to the employee diversity in Fall 2013. |

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--|---------------------------|--|---|--|
| VPHRS, VPI / Prof. Development Coordinator | Staff Dev. Comm. PD Comm. | <ol style="list-style-type: none"> 1. Conduct a needs assessment to identify training needs of staff. 2. Review existing data on technology training interests of faculty. 3. Assess current technology training offered throughout the college. 4. Develop technology training plan inclusive of all employees 5. Identify programs and training to address training needs. 6. Schedule and implement training schedule. 7. Re-assess training needs | <ol style="list-style-type: none"> 1. Fall 2014-Spr 2015 2. Fall 2014 – Spr 2015 3-5. Spring 2015 6. Fall 2015-Spr 2016 7. Fall 2016 and ongoing | <ol style="list-style-type: none"> 1. Set of programs and training identified to address training needs in technology. 2. Programs and training offered and deliver. 3. Satisfaction of programs and training delivered will be at or greater than 80%. |

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Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.4: Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--|---------------------|---|---|--|
| VPI / VPSS / Prof. Development Coordinator | IPC, SSPC, PD Comm. | <p><u>Action Plan Strategy 1</u></p> <ol style="list-style-type: none"> 1. Implement IPC's and SSPC's processes for funding innovative projects with Strategic Planning Priority Funds (SPPF). <p><u>Action Plan Strategy 2</u></p> <ol style="list-style-type: none"> 1. Identify professional development opportunities focused on innovation in teaching and learning. 2. Schedule and deliver professional development opportunities. 3. Assess PD offerings through the PD needs assessment. | <p><u>Strategy 1</u></p> <ol style="list-style-type: none"> 1. Fall 2014 <p><u>Strategy 2</u></p> <ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Spr 2015 | <p><u>Strategy 1</u></p> <ol style="list-style-type: none"> 1. Evaluation of innovative ideas completed and funded, if approved, through IPC and SSPC. <p><u>Strategy 2</u></p> <ol style="list-style-type: none"> 1. PD offered and assessed. |

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.5: Develop and implement more comprehensive and effective methods for encouraging participation and communicating the discussions and outcomes of the shared governance and planning process.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|-------------------|---|---|--|
| Supt/Pres, VPs | Planning Councils | <ol style="list-style-type: none"> 1. Dialogue with Planning Councils 2. Quantify project plan to implement improvements and identify resources needed 3. Budget resources 4. Implement project plan 5. Assess effectiveness of methods implemented, and revise as necessary | <ol style="list-style-type: none"> 1. Fall 2014- Spr 2015 2. Spr 2015- Fall 2015 3. Spr 2016 4. Fall 2016- Spr 2017 5. Fall 2017 and ongoing | <ol style="list-style-type: none"> 1. 50% improvement in positive responses in 2016-17 planning council assessment. |

Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.1: Develop operational plans for opening the South Education center.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|------------------------------|------------------------------|--|--|---|
| Sup/ Pres. & Vice Presidents | IPC, SSPC, FASPC, HRSPC, SPC | <ol style="list-style-type: none"> 1. Develop organizational structure for each center. 2. Identify and prioritize faculty and staff positions to flesh out organizational structure. 3. Recruit faculty and staff for projected Fall 2017 center openings. | <ol style="list-style-type: none"> 1. Fall 2014- Spr 2015 2. Fall 2015 3. Fall 2016- Spr 2017 | <ol style="list-style-type: none"> 1. Appropriately-staffed centers opening in Fall 2017 |

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Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.2: As identified in Master Plan 2022, carry out the next three years of planned facilities projects on the San Marcos campus.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------------------------|-----------------|---|---|--|
| Sup /Pres. / VPFAS / Dir. Facilities | FRC, FASPC, SPC | <ol style="list-style-type: none"> Occupancy Teaching Learning Center (TLC) Construction Start Baseball Field Construction Start Child Development Center (CDC) Occupancy Humanities Construction Start Library Occupancy Baseball Field Occupancy Child Development Center (CDC) Construction Start Lot 12 Parking Structure Construction Start South Education Center Occupancy Library | <ol style="list-style-type: none"> Spr 2014 Fall 2014 Fall 2014 Sumr 2014 Spr 2015 Spr 2015 Spr 2016 Sumr 2017 Spr 2016 Sumr 2017 | <ol style="list-style-type: none"> Occupancy TLC Construction Start Baseball Field Construction Start CDC Occupancy Humanities Construction Start Library Occupancy Baseball Field Occupancy CDC Construction Start Lot 12 Parking Structure Construction Start South Education Center Occupancy Library |

Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.3: Continue to review, update, and plan to fund the emergency preparedness plan.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|----------------------------|--|--|---|
| VPFAS | FASPC, Safety and Security | <ol style="list-style-type: none"> Identify staff to manage Emergency Preparedness Plan Create timeline for Emergency Preparedness Plan revision Revise Emergency Preparedness Plan Secure funding for Emergency Preparedness Plan Create timeline for Emergency Preparedness Plan training Conduct Emergency Preparedness Plan training | <ol style="list-style-type: none"> Fall 2013 Fall 2013 Fall 2014 Spr 2014 Fall 2013 Begin Spr 2014 - ongoing | <ol style="list-style-type: none"> Hired Supervisor, E. H. & S. Hired consultant to assist with plan revision and implementation. Applied for and obtained SPPF funding. Timeline finalized for Emergency Preparedness Training. Implementation of ICS-402 Overview, SEMS, Emergency Operations Center Course, NIMS 700 and ICS 100, and Site Command Team Training. |

Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.4: Develop and implement a budget mechanism for the replacement of technology equipment.

| Person Responsible | Group | Project Steps | Timeline | Objective Measurable Outcome |
|--------------------|------------------|---|---|---|
| VPFAS | Budget Committee | <ol style="list-style-type: none"> Identify available resources outside of General Fund revenues Establish annual resource allocation allotment for 2014/2015 Implement annual technology replacement funding plan | <ol style="list-style-type: none"> Fall 2014 Spr 2015 Begin Spr 2014 ongoing | <ol style="list-style-type: none"> Review all sources of revenue and make recommendations to SPC. Allocation of funds. Review/modify technology replacement funding plan based on current needs and availability of funds. |