



**STUDENT SUCCESS AND EQUITY  
COUNCIL MEETING  
AGENDA  
November 13, 2015**

<b>MEETING TYPE:</b>	<input checked="" type="checkbox"/>	<b>Staff</b>	<b>Date:</b> <b>November 13, 2015</b>
	<input type="checkbox"/>	<b>Product/Project</b>	<b>Starting Time:</b> <b>9:00 a.m.</b>
	<input type="checkbox"/>	<b>Special</b>	<b>Ending Time:</b> <b>11:00 a.m.</b>
			<b>Place:</b> <b>AA-140</b>

**CHAIR:** Interim Superintendent/President,  
Adrian Gonzales  
  
Interim VP for Instruction, Dan Sourbeer  
  
Faculty Senate President, Greg Larson

**MEMBERS:** Anfinson, Antonecchia, Barton, Baugh,  
Bongolan, Caldwell, DeMaris, Diaz, French, Gonzalez, Kahn,  
Large, Lawson, Magnuson, Martinez, J. Nelson, W. Nelson,  
Nunez, Ramirez, Rodriguez, Romain, Sivert, Snyder, Sosa,  
Squires, Stockert, Villalobos, Waite and Weller.

**RECORDER:** Michelle LaVigueur

<b>Order of Agenda Items</b>	<b>Attachments</b>	<b>Time Allotted</b>
<b>A. <u>MINUTES</u></b>		
1. Approve minutes of October 23, 2015		
<b>B. <u>ACTION ITEMS/SECOND READING</u></b>		
<b>C. <u>ACTION ITEMS/FIRST READING</u></b>		
<b>D. <u>INFORMATION/DISCUSSION ITEMS</u></b>		
1. SSEC Funding Request		
a. ESL Recognition Night -Gary Sosa and Lee Chen	Exhibit A	30 minutes
2. Review Student Equity Plan– Olga Diaz	Exhibit B	30 minutes
3. Instructional Faculty Advising Update -Olga Diaz		20 minutes
4. Student Equity Funding Rubrics -Cynthia Anfinson	Exhibit C	30 minutes
<b>E. <u>OTHER BUSINESS</u></b>		
1. M2C3 Membership		10 minutes

Next Meeting: December 11, 2015



**STUDENT SUCCESS AND EQUITY  
COUNCIL MEETING  
MINUTES  
October 23, 2015**

**CHAIRS:** Interim Superintendent/President,  
Adrian Gonzales  
  
Interim VP for Instruction, Dan Sourbeer  
  
Faculty Senate President, Greg Larson

**MEMBERS:** Anfinson, Antonecchia, Barton, Bongolan,  
DeMaris, Diaz, French, Gonzalez, Kahn, Large, Magnuson,  
Martinez, Ramirez, Rodriguez, Sivert, Snyder, Stockert,  
Villalobos and Waite.

**ABSENT:** Baugh, Lawson, Nelson. J, Nelson. W, Nunez,  
Romain, Sosa, Squires and Weller.

**RECORDER:** Michelle LaVigueur

**GUESTS:** Nancy Moreno.

Order of Agenda Items	Attachments	Time Allotted
<b>A. MINUTES</b>		
1. <b>Approval of Minutes for October 9, 2015</b> MSC – (Sourbeer/Barton): The minutes for October 9, 2015 were approved and accepted into the record.		
<b>B. ACTION ITEMS/SECOND READING</b>		
1. <u>Noncredit Student Success and Support Program Plan 2015-16:</u> Dean Shayla Sivert revisited the Noncredit SSSP plan for 2015-16, noting it was largely handled in the ESL department in the past and the funds will be used to offset those expenses. There will be an increase in funding this year of approximately \$100,000.00.  <b>Motion:</b> MSC (Sourbeer/Barton) - A motion was made to approve the Noncredit Student Success and Support Program Plan 2015-16 as presented. <b>Result:</b> Motion approved.	Exhibit A	5 minutes
<b>C. ACTION ITEMS/FIRST READING</b> – None.		
<b>D. INFORMATION/DISCUSSION ITEMS</b>		
1. <u>Student Equity Funding Requests</u> i. <u>One-on-One Appointment Tutoring</u> -Dean Shayla Sivert	Exhibit B	5 minutes
Shayla Sivert reviewed the One-on-One Appointment Tutoring request on behalf of Ruth Barnaba, Greg Thomas and Leticia Murillo. The tutoring sessions will be an hour in length and serve each disproportionate impact group in order to increase student success and decrease service gaps. There was discussion on how students will have knowledge of and access to this resource. There was a suggestion that instructors, counselors, DRC and Veterans Center refer students to the tutoring. Olga Diaz and Nancy Moreno will discuss tracking and outreach with the funding request participants. There was consensus among the Council to support this request.		
2. <u>Request to Add Workgroup/Committee to SSEC (AB540/Dream Act)</u>	Exhibit C	5 minutes
Dean Jack Kahn discussed the request, noting that we have approximately 1,000 students at Palomar College who are either non-residents or undocumented. There is a group of members across campus who would like to strengthen and organize the way we support these students. This request was originally brought to SSPC on August 26, 2015 and a motion was made to bring the discussion to SSEC. The following was discussed:		
<ul style="list-style-type: none"><li>• The request is more operational than a governance issue, but needs to be integrated into the Strategic Plan</li><li>• Create a Special Populations committee with advocates for each group</li></ul>		

- Create an AB540/Dream Act structure/committee to include:
  - A chair to lead the committee
  - Community members to provide input
  - A list of obstacles/deficiencies in our current process
  - A list of needs and how they are currently being addressed
  - Specific recommendations
  - Tasks assigned to committee members
  - Replicating this model for other special populations
- Assist students by:
  - Treating them fairly
  - Helping them to feel welcomed with a sense of belonging
  - Changing the campus culture
- Other colleges/universities have procedures in place with contacts clearly addressed
- Specialized training for faculty, staff and administrators

Interim Superintendent/President Adrian Gonzales asked the committee if they would like to keep this request at SSEC or bring it back to SSPC and there was consensus to keep it here. There was also consensus among the Council to accept this request with the caveat that we will move towards implementing a Special Populations group. Martha Martinez and Nancy Moreno volunteered to take the lead towards developing the AB540/Dream Act committee.

3. Instructional Faculty Advising Update

5 minutes

-Olga Diaz

Olga gave an update on faculty advising. Faculty Senate brought up a concern regarding scheduling, so duplicate meeting have been added. She's been collecting feedback forms and is consolidating the responses.

4. SSEC November/December 2015 schedule

Exhibit D

5 minutes

The Council was not scheduled to meet on November 27, December 11 or 25, 2015 due to holidays and finals. There was consensus among the Council to add December 11, 2015 as a meeting date.

5. Workgroup Meeting

90 minutes

Report Out -

Student Pathways:

- P.J. DeMaris shared a pathways schematic she had developed with a time to completion approach.
- The workgroup considered pathways at other colleges particularly one in the CUNY system.
- The workgroup would like to bring out a representative from CUNY to discuss their pathway--how they developed the pathway, hurdles they encountered, what they would like to change, and how successful it has been.
- Glyn Bongolon will contact Chris Norcross about starting a webpage.
- The group agreed to read through articles provided by Michelle Barton before meeting again in two weeks.

Retention:

- The group reviewed planning for fall 2016 week of Welcome event.
- Ideas were discussed regarding points of focus for retention of at-risk students.

Access & Outreach:

- Ideas were discussed regarding coordinating with the organization "Stand Down" to schedule an exploratory meeting and possibly inviting the group to campus for an outreach event.
- The group discussed having someone from the Veterans Center volunteer at the new Community Services center in Escondido.

E. OTHER BUSINESS

1. Receive and File – Draft Student Equity Governing Board Presentation for 10/27/15 – Tabled.

5 minutes

-Olga Diaz

2. The college received an allocation of 1.9 million for the 2015-2016 Student Equity Plan and will have until December 2016 to spend the funds.

Meeting was adjourned at 11:00 a.m.

Next Meeting: November 13, 2015

**Student Success Equity Council**  
**REQUEST FOR FUNDING FORM**

Primary Contact Person(s): \_\_\_\_\_ Ext.: \_\_\_\_\_

Program/Workgroup/Department(s): \_\_\_\_\_

**List of Partners/Participants:**

**Name**

1. Project Title:

2. Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

3. Identify the proposed target “disproportionate impact” group(s) to be impacted:

- Veterans
- Foster Youth
- African-American
- Latino
- Ages 25-49
- Students with Disabilities

4. Identify the specific goals/activities from SE Plan that you will address:

<http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf>

5. Describe your proposed intervention strategies/activities:

**Student Success Equity Council**  
**REQUEST FOR FUNDING FORM**

6. Describe your implementation timeline:

7. Reference and explain the research studies that support your proposed intervention(s):

8. Describe your anticipated outcome(s):

9. Describe how you plan to evaluate progress toward these outcome(s):

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

# Student Success Equity Council

## REQUEST FOR FUNDING FORM

### Funding Requested from Student Equity:

- I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2014 – 2015.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff	Identify pay rate/ hours/benefits (link to Fiscal Services benefits worksheet below): <a href="http://www.palomar.edu/fiscal_services/LeftNav/Forms.html">http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html</a>  Hourly Employees  Classified Staff  Faculty  Consultants		
2. Supplies/Materials			
3. Equipment			
4. Services			
5. Printing			
6. Mailing			
7. Travel			
8. Food			
9. Facilities Needed			
10. Other			

**Total Cost of Project:**



# **Student Equity Plan**

## **2014 – 2017**

### **2015 DRAFT Update**

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Approved by the Governing Board on  
Month XX, 2015

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# PALOMAR COLLEGE STUDENT EQUITY PLAN

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- Conclusions: Disproportionately Impacted Student Groups

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Conclusions: Disproportionately Impacted Student Groups  
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Conclusions: Disproportionately Impacted Student Groups

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Degree and Certificate Completion Baseline Data and Goals  
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*Summary Budget spreadsheet*

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Attachment A: Campus-Based Research Methodology

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## Signature Page

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# ***Palomar College***

## ***Student Equity Plan Signature Page***

**District:** Palomar **Board of Trustees Approval Date:** XX/XX/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

adriangonzales@palomar.edu  
\_\_\_\_\_  
Adrian Gonzales, Interim President, VP Student Services      Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

rperez@palomar.edu  
\_\_\_\_\_  
[Signature]      Email  
Ron Perez, VP Administrative Services

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

adriangonzalez@palomar.edu  
\_\_\_\_\_  
[Signature]      Email  
Adrian Gonzales, Interim President, VP Student Services

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

dsourbeer@palomar.edu  
\_\_\_\_\_  
[Signature]      Email  
Daniel Sourbeer, Instructional Dean

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

glarson@palomar.edu  
\_\_\_\_\_  
[Signature]      Email  
Gregory Larson, Faculty Senate President

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

ddryden@palomar.edu  
\_\_\_\_\_  
[Signature]      Email  
Dan Dryden, Classified Employee President

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]

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Email

[Signature]

odiaz@palomar.edu

760-744-1150  
x3624

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Olga Diaz, Director of Student Success & Equity

Email

Phone

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# Executive Summary

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## EXECUTIVE SUMMARY

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In developing Palomar College's Student Equity Plan for 2014 - 2017, as well as the 2015 Plan updated, 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 and 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 – the Student Success & Equity Council (SSEC).

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 identifying 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. These two primary gauges were used to determine *clear* evidence of disproportionate impact where the proportionality index and the 80% rule applied to overall performance rates. [See Attachment A for complete description of methodology].

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). The 2014 Student Equity Plan included 3-year goals, established by the workgroup, for improvement in each area of disproportionate impact.

In preparation for the 2015 update to the Student Equity Plan, our college updated campus-based research to assess disproportionate impact across subgroups. Minimal shifts were detected. The workgroup opted to monitor annual variances but maintain the baseline year research findings and goals in order to achieve stability in program design, implementation and review for effectiveness. To achieve the established goals, a series of activities have been planned or initiated. Effectiveness will be evaluated annually and Student Equity Plan updates will include progress measurements for each impact area.

The following table summarizes the areas of disproportionate impact identified in our baseline analysis as well as 3-year goals established as a result of dialogue among work group members:

Success Indicator	Disproportionate Impact (2014-15 Baseline)	3 Year Goal
Access	Veterans	+5% Enrollment
Course Completion	Foster Youth	+5% Successful Completion
ESL & Basic Skills Completion	African Americans	+5% Successful Completion
	Students w/Disabilities	+2% Basic Skills Seq. Comp.
	Males	+5% Successful Completion
	Hispanics	+5% Successful Completion
Degree & Certificate Completion	Unprepared Age 25-49	+2% Completion
	African Americans	+2% Degree Completion
	Students w/Disabilities	+2% Completion
Transfer to 4-year Inst.	Unprepared Age 25-49	+2% Completion

Palomar College, through its shared governance process, has arrived at a plan to positively impact sub-populations experiencing disproportionate impact. This 2015 update to our Student Equity Plan contains a reaffirmation of our commitment to address equity issues with targeted interventions, increased student support services, enhanced equity dialogue and continuous self-improvement of processes that support student success and equity.

### 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, Interim President/Vice President for Student Services (Tri-Chair)  
 Dan Sourbeer, Dean of Instruction (Tri-Chair)  
 Gregory Larson, Faculty Senate President (Tri-Chair)  
 Michelle Barton, Senior Director for Institutional Research and Planning  
 Olga Diaz, Director of Student Success & Equity

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## **Planning Committee and Collaboration**

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## PLANNING COMMITTEE AND COLLABORATION

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In developing Palomar College's Student Equity Plan, the College utilized a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of disproportionate impact. 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. 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. To facilitate and monitor the implementation of the Student Success and Support Program plan and the Student Equity Plan, the college integrated two existing governance groups into a single Student Success & Equity Council.

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; the overall performance rate and 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 study of disproportionate impact was completed again in 2015-16 to confirm impacts identified in the previous year. The committee concluded that remaining focused and consistent with program development to support the disproportionate impact groups identified in 2014-15 was appropriate. In addition, the committee expressed interest in continued assessment of campus data in order to carefully monitor changes. Including, the presence of additional disproportionate impact groups over time.

In order to allocate Student Equity funds in a manner consistent with needs identified in the Student Equity Plan, the committee designed a Funding Request Form (attachment X) to be completed for program proposals that link directly to plan goals. Completed forms are reviewed by the committee for consideration. Committee approved requests are delegated to the Director of Student Success & Equity for implementation, including monitoring impact and effectiveness.

## Student Equity Plan Committee Membership List

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### Student Success & Equity Council

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
Gregory Larson	President	Faculty Senate
Dan Sourbeer	Interim VP Instruction	Instruction
Adrian Gonzales	President	Student Services
Jorge Villalobos	Faculty	Basic Skills Committee
Cynthia Anfinson	Faculty	Basic Skills Committee
Wendy Nelson	Faculty	Instructional Planning Council
Rosie Antonecchia	Faculty	Student Services Planning Council
Michael Large	Faculty	Student Services Planning Council
Katy French	Faculty	Reading Department
Martha Martinez	Faculty	Math Department
Monica Rodriguez	Faculty	English Department
Larry Lawson	Faculty	ESL department
Gary Sosa	Faculty	ESL Department
Lori Waite	Faculty	Disability Resource Center
Elvia Nunez-Riebel	Faculty	Counseling Department
Lisa Romain	Faculty	Counseling Department
Annette Squires	Faculty	Instruction
Glyn Bongolan	Faculty	Student Services
Ellen Weller	Senator	Faculty Senate
P.J. DeMaris	Senator	Faculty Senate
Kendyl Magnuson	Dir. Enrollment Services	Administrators Associations
Jennifer Nelson	Representative	CAST
Anel Gonzalez	Representative	CCE
Marti Snyder	Representative	CCE
Brian Stockert	Dean	Student Services
Jack Kahn	Dean	Instruction
Shayla Sivert	Dean	Instruction
Jose Luis Ramirez	Assessment Supervisor	Counseling Department
Michelle Barton	Sr. Director	Instructional Research & Planning
Olga Diaz	SSSP Coordinator	Counseling Department
Matthew Baugh	Student Representative	Associated Student Government

**<http://www2.palomar.edu/pages/ssec/membership/>**

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## Access

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## CAMPUS-BASED RESEARCH: ACCESS

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### A. ACCESS.

Access refers to the proportion of a given sub-population enrolled in the college relative to that sub-population's size in the district's service area. The following campus based research summary compares the percentage of each sub-population group enrolled to the percentage of each group in the adult population within the community served.

<b>Proportionality by Gender, Age, Race &amp; Ethnicity, and Veterans for Fall, 2013</b>			
	Palomar	District*	Proportionality Index
<b>Gender</b>			
Female	44.8%	50.8%	0.88
Male	55.2%	49.2%	1.12
<b>Age</b>			
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
<b>Race &amp; Ethnicity</b>			
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
<b>Veterans</b>			
No	95.7%	88.4%	1.08
Yes	4.3%	11.6%	0.37
* Data for Veterans is available only at the county level.			

### **Conclusion**

There is clear evidence of disproportionate impact among veterans in the district service area.

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are 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 the age of 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.

Furthermore, 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 is making progress toward the opening of our South education center and will monitor enrollment to determine if this affects the proportionality index for our Asian student population.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

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### GOAL A.

Veterans have been identified through campus-based research as a subpopulation experiencing disproportionate impact. The goal is to improve access for veterans in the Palomar College service area.

Target Population(s)	Current gap, year	Goal %	Goal Year
Veterans	7.3% in 2014	5% Increase in Enrollment	2017

### ACTIVITIES: A. ACCESS

#### A.1

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.1	Veterans	200

### **Activity Implementation Plan**

The planned activities will support our goal of increasing educational access to Veterans by 1-2% annually leading to a 5% increase in 3-year enrollment.

<b>Activity Description</b>	<b>Planned Timeline</b>	<b>St. Equity Funds</b>	<b>Other Funds</b>	<b>Link to Goal</b>
<b>A.1.1</b> Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college.	Conduct research and identify strategies by Summer 2015 Begin to implement strategies by Spring 2016	X		Number of veterans enrolled at the college will increase by 1-2% annually, with a 5% overall increase in three years.
<b>A.1.2</b> Examine course rotation and scheduling patterns with special emphasis on evening offerings.	Complete review by Summer 2016 Identify refinements Fall 2016		X	Course rotation and scheduling patterns reviewed and refined to ensure that veterans can complete their programs within a specified timeframe.
<b>A.1.3</b> Modify college website making it easier for students to navigate and access campus resources.	Initiated improvement process by July 2015 Hire webmaster by January 2016 Complete improvement by January 2017	X		Improved structure of college website with simplified navigation and access to campus resources.
<b>A.1.4</b> 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.	Identify data collection and research needs by Spring 2016 Implement processes to ensure accurate identification of veterans by Summer 2016 Hire institutional researcher by Spring 2016 Conduct appropriate research studies to support the college's efforts to address student equity. (Ongoing)	X		Veterans 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.
<b>A.1.5</b> 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.	Initiate dialogue and identify related activities by Spring 2015 Expand implementation Spring 2016	X		Veterans will receive appropriate and strategic follow-up services.

### **Evaluation**

A disproportionate impact analysis will be conducted annually to monitor changes in veteran access to the college as well as progress toward achieving plan goals. In addition, data collection and data quality activities will be refined to ensure accurate analysis supports plan success measurements.

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## **Success Indicator: Course Completion**

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## CAMPUS-BASED RESEARCH: COURSE COMPLETION

### B. COURSE COMPLETION.

Course Completion refers to the ratio of successful completion of credit course with a grade of A, B, C or Pass by sub-population to the total credit enrollments at census day resulting in a transcript grade. The following campus based research summary compares the percentage course completion for each sub-populations group within the total enrollment of the college.

#### 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%

<b>Successful Course Completion by DSPS for Fall 2013</b>				
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%

<b>Successful Course Completion by Veteran Status for Fall 2013</b>				
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%

<b>Successful Course Completion by Foster Youth for Fall 2013</b>				
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%

### **Conclusion**

There is clear evidence of disproportionate impact among foster youth enrolled at the college.

The Student Equity Planning Workgroup also noted possible disproportionate impact for African Americans and will monitor course completion rates for this sub-population.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

### GOAL B.

Foster Youth have been identified through campus-based research as a subpopulation experiencing disproportionate impact. The goal is to improve successful course completion rates for former foster youth enrolled at Palomar College.

Target Population(s)	Current gap, year	Goal	Goal Year
Foster Youth	24.3% in 2014	5% Increase in Course Completion	2017

### ACTIVITIES: B. COURSE COMPLETION

#### B.1

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.1	Foster Youth	75

### **Activity Implementation Plan**

The planned activities will support our goal of increasing successful course completion for former Foster Youth by 1-2% annually leading to a 5% increase in 3-year successful course completion among former foster youth enrolled at Palomar College.

<b>Activity Description</b>	<b>Planned Timeline</b>	<b>St. Equity Funds</b>	<b>Other Funds</b>	<b>Link to Goal</b>
<b>B.1.1</b> Accurately identify foster youth in the college's database.	Complete by Spring 2016		X	Foster youth identified within the database and reports generated.
<b>B.1.2</b> Expand the role and responsibility of the College's foster youth support liaison.	Implemented by Fall 2015 Expand Spring 2016	X		Foster youth will meet with support liaison(s) twice per year (or semester).
<b>B.1.3</b> 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.	Initiated dialogue and identified related activities; Spring 2015  Began implementation Fall 2015	X		All foster youth will receive appropriate and strategic follow-up services.
<b>B.1.4</b> Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs.	Begin implementation Fall 2016	X		All foster youth will be directed to participate in a first year experience and/or summer bridge program.

### **Evaluation**

A disproportionate impact analysis will be conducted annually to monitor changes in successful course completion among former Foster Youth enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

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## **Success Indicator: ESL and Basic Skills Completion**

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## CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

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### C. ESL AND BASIC SKILLS COMPLETION.

The ESL and Basic Skills Completion indicator represents the proportion of students in different sub-populations that successfully complete a degree applicable course after having started at a level below transfer. The following campus based research summary compares the percentage of ESL and basic skills students who complete a degree-applicable course.

#### Tables

##### *English*

<b>English: Completed Degree Applicable English by Gender for the 2006-2007 Cohort</b>				
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>			<i>27.0%</i>	<i>24.5%</i>

<b>English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort</b>				
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>			<i>26.2%</i>	<i>24.5%</i>

<b>English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort</b>				
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%

<b>English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort</b>				
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%

<b>English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort</b>				
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%

<b>English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort</b>				
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%

*Math*

<b>Math: Percent Who Completed Degree Applicable Math by Gender for the 2006-2007 Cohort</b>				
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%

<b>Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort</b>				
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%

<b>Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort</b>				
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%



<b>Math: Percent Who Completed Degree Applicable Math by DSPS for the 2006-2007 Cohort</b>				
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>			<i>22.4%</i>	<i>21.4%</i>

<b>Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort</b>				
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>			<i>21.8%</i>	<i>21.4%</i>

<b>Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort</b>				
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>			<i>30.4%</i>	<i>21.6%</i>

ESL

<b>ESL: Percent Who Completed Degree Applicable English by Gender for the 2006-2007 Cohort</b>				
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>			<i>12.6%</i>	<i>11.0%</i>

<b>ESL: Completed Degree Applicable English by Age for the 2006-2007 Cohort</b>				
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%

<b>ESL: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort</b>				
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%

<b>ESL: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort</b>				
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%

<b>ESL: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort</b>				
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%

## Conclusion

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

For basic skills course completion, there is clear evidence of disproportionate impact among African American and DSPS students enrolled at the college. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored. Activities identified to address basic skills completion may help the college's Hispanic students.

In regards to ESL, the Workgroup noted clear disproportionate impact for males, Hispanics, and students ages 25-49. Also noted was the 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.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

### GOAL C.

Campus-based research has detected African Americans, Hispanic males and students with disabilities as a subpopulations experiencing disproportionate impact in the area of ESL and basic skills course completion. The goal is to improve successful ESL and Basic Skills sequence completion rates for African American and Hispanic males, as well as students with disabilities at Palomar College.

Specifically:

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

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

Target Population(s)	Current gap, year	Goal	Goal Year
African Americans	37%, 2014	+5% Successful Completion	2017
Students w/Disabilities	9.5%, 2014	+2% Basic Skills Seq. Comp.	2017
Males	5.5%, 2014	+5% Successful Completion	2017
Hispanics	21.2%, 2014	+5% Successful Completion	2017

### ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

#### C.1

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
C.1	African American students enrolled in basic skills courses	150

### **Activity Implementation Plan**

The planned activities will support our goal of increasing successful completion of the basic skills sequence for African American students by 1-2% annually leading to a 5% increase in 3-year successful completion of the basic skills sequence among African American students enrolled at Palomar College.

<b>Activity Description</b>	<b>Planned Timeline</b>	<b>St. Equity Funds</b>	<b>Other Funds</b>	<b>Link to Goal</b>
<b>C.1.1</b> 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.	Expanded outreach of programs to special populations beginning Spring 2016  Implemented Summer and Fall 2016	X		Number of African American students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years.
<b>C.1.1</b> 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.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Summer 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	X		African American students enrolled in basic skills will receive appropriate and strategic follow-up services.
<b>C.1.3</b> Implement a set of mandatory orientation activities for the College's underprepared students.	Develop by Spring 2016  Begin implementation Fall 2016	X		80% of entering underprepared first-year students will complete a set of mandatory activities by the end of the plan's term.

### **Evaluation**

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among African American students enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

## C.2

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.2	Hispanic Males	125

Activity Description	Planned Timeline	St. Equity Funds	Other Funds	Link to Goal
<b>C.2.1</b> Increase the number of Hispanic males and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs.	Plan for expansion and increased outreach of programs to special populations by Spring 2016  Implement Summer and Fall 2016	X		Number of Hispanic males and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase over the next three years.
<b>C.2.2</b> 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.	Initiate dialogue and identify related activities by Spring 2016  Plan for expansion and increased outreach to special populations by Spring 2016  Begin implementation Fall 2016	X		ESL students in the affected group will receive strategic follow-up services.
<b>C.2.3</b> Develop and implement a set of mandatory orientation activities for underprepared students.	Develop by Spring 2016  Begin implementation Fall 2016  Continue implementation Spring 2017	X		80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term.

***Evaluation***

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among Hispanic male students enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

**C.3**

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.3	Students w/Disabilities	50

<b>Activity Description</b>	<b>Planned Timeline</b>	<b>St. Equity Funds</b>	<b>Other Funds</b>	<b>Link to Goal</b>
<b>C.3.1</b> 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 by Spring 2016		X	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.
<b>C.3.2</b> 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.	Strategies implemented by Spring 2017	X		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%.
<b>C.3.3</b> Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.	Develop by Summer 2016 Begin implementation Fall 2016	X		Tools, resources, and professional development opportunities will be developed and provided to faculty.
<b>C.3.4</b> 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.	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	X		DSPS students enrolled in English basic skills courses will receive appropriate and strategic follow-up services.



***Evaluation***

A disproportionate impact analysis will be conducted annually to monitor changes in successful basic skills sequence completion among students with disabilities enrolled at Palomar College as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

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## **Success Indicator: Degree and Certificate Completion**

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## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

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### D. DEGREE AND CERTIFICATE COMPLETION.

The Degree and Certificate success indicator represents the ratio of the number of students within a sub-population who receive a degree or certificate to the number of students in that group with the same matriculation goal documented in the student education plan. The following campus based research summary compares the students who complete a degree or certificate.

### **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.

<b>Completion by Preparation Level and Gender for Cohort Year 2006-2007</b>					
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>			<i>58.0%</i>	<i>54.6%</i>
Unprepared	Female	48.3%	1.06	No	No
	Male	42.1%	0.93	No	No
	<i>Threshold</i>			<i>38.6%</i>	<i>36.3%</i>

<b>Completion by Preparation Level and Age for Cohort Year 2006-2007</b>					
Preparation Level	Age	Completion Rate	Proportionality Index	Below 80%	
				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>			<i>61.0%</i>	<i>54.6%</i>
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>			<i>37.5%</i>	<i>36.4%</i>

<b>Completion by Preparation Level and Race for Cohort Year 2006-2007</b>					
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>			<i>65.1%</i>	<i>54.3%</i>
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>			<i>45.0%</i>	<i>36.2%</i>

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%

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**

<b>Degree or Certificate % by Gender for the 2006-2007 Cohort</b>					
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%

<b>Degree or Certificate % by Age for the 2006-2007 Cohort</b>					
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%

<b>Degree or Certificate % by Race for the 2006-2007 Cohort</b>					
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%

<b>Degree or Certificate by DSPS for the 2006-2007 Cohort</b>					
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>			19.4%	19.5%
Unprepared	No	17.6%	1.00	No	No
	Yes	18.5%	1.05	No	No
	<i>Threshold</i>			14.8%	14.1%

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>

### **Conclusion**

There is evidence of clear disproportionate impact among unprepared students ages 25-49, African American and DSPS students.

The DSPS students were close to the cut off; therefore, 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. Completion data are not available for foster youth students at this time.

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. The College will expand technology infrastructure to support expanded communication and an interactive approach.



## GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

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### GOAL D.

Unprepared students ages 25-49, African American students and students with disabilities have been identified through campus-based research as subpopulations experiencing disproportionate impact in the area of degree and certificate completion. The goal is to improve successful degree and certificate completion rates for these students enrolled at Palomar College.

Target Population(s)	Current gap, year	Goal	Goal Year
Unprepared Ages 25-49	12.7%, 2014	2% Increase Completion	2017
African Americans	16%, 2014	2% Increase Degree Completion	2017
Students w/Disabilities	11.3%, 2014	2% Increase in Completion	2017

### ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

#### D.1

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1A	Unprepared Students Ages 25-49	200
D.1B	African American students	150

### **Activity Implementation Plan**

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.”

The planned activities will support our goal of increasing successful degree and certificate completion among unprepared students ages 25-49 and African American enrolled at Palomar College by 2% over 3 years.

<b>Activity Description</b>	<b>Planned Timeline</b>	<b>St. Equity Funds</b>	<b>Other Funds</b>	<b>Link to Goal</b>
<b>D.1.1</b> Implement a student portal that will provide students with a single sign-on access point to allow for direct communication between the college and the student.	Hire IT Project Manager by Summer 2016 Research and identify software tool by Summer 2016 Purchase, install, and test by Fall 2016 Pilot Spring 2017 Implement Fall 2017	X		All students will access and interact with the college’s online system using a single sign on. Upon signing in, students will receive information and be directed to support services if needed.
<b>D.1.2</b> 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.	Review current planning and degree audit systems by Summer 2016 Identify additional software needs by Summer 2016 Install and test by Fall 2016 Prototype Spring 2017 Begin implementation Fall 2017	X		Students will use an electronic education system to help plan, track, and monitor their progress to goal completion.
<b>D.1.3</b> 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	Conduct research – initial by Spring 2016 (then ongoing)  Develop strategies by Fall 2016  Prototype Spring 2017	X		Research completed. Strategies and processes defined and implemented. Faculty notified of follow-up services and support received by students when necessary.

of the support students have received when necessary.	Begin implementation Fall 2017			
<b>D.1.4</b> 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 by Fall 2016  Implement Spring 2017 and ongoing	X		Faculty and staff will participate in training and/or related activities to learn about the support services available to students.
<b>D.1.5</b> Develop, establish, and communicate clear career pathways for students.	Identify high demand CTE programs by Spring 2016 Develop pathways by Summer 2016 Develop outreach materials to communicate pathways with students by Fall 2016	X		The number of programs that will have defined career pathways will increase.  Career pathways will be integrated into the Student Success and Support services provided to students.
<b>D.1.6</b> Provide extensive outreach and support services for students in affected groups including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017	X		Students in affected group will receive appropriate and strategic follow-up services to help them complete their studies.

### Evaluation

A disproportionate impact analysis will be conducted annually to monitor changes in successful degree and certificate completion among Unprepared students ages 25-49 and African American students at Palomar College, as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

## D.2

- **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
D.2	Students w/Disabilities	50

### **Activity Implementation Plan**

The planned activities will support our goal of increasing successful degree and certificate completion among students with disabilities enrolled at Palomar College by 2% over 3 years.

<b>Activity Description</b>	<b>Planned Timeline</b>	<b>St. Equity Funds</b>	<b>Other Funds</b>	<b>Link to Goal</b>
<b>D.2.1</b> 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 by Spring 2016			Research completed. Needs and barriers described. Strategies identified to address needs and barriers.
<b>D.2.2</b> Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college.	Strategies implemented by Spring 2017			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%.
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	Initiate dialogue and identify related activities by Spring 2016 Plan for expansion and increased outreach to special populations by Spring 2016			DSPS students with a completion goal will receive appropriate and strategic follow-up services to help them complete their studies.

services; and face-to-face connections and support with faculty.	Begin implementation Fall 2016 Continue implementation Spring 2017			
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### ***Evaluation***

A disproportionate impact analysis will be conducted annually to monitor changes in successful degree and certificate completion among students with disabilities at Palomar College, as well as progress toward achieving plan goals. In addition, data collection and data quality issues will be refined to ensure accurate analysis of plan impacts.

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# Transfer

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# Campus-Based Research

## CAMPUS-BASED RESEARCH: TRANSFER

### E. TRANSFER.

The Transfer success related outcomes include two associated measures: transfer and transfer prepared. *Transfer* refers to enrollment at any four-year institution after attending Palomar College. A student is *transfer-prepared* if they have earned 60 or more transferable units with a GPA of 2.0 or higher.

The following campus based research summary compares the students who transfer to a four-year institution, or are transfer-prepared.

**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%

## Campus-Based Research

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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
	<i>Threshold</i>			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
	<i>Threshold</i>			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>			64.3%	52.8%
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>			42.3%	34.4%

## 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>Disproportionate Impact</i>	
<i>Success Indicator/SubPopulation</i>	<i>Possible</i>	<i>Clear</i>
<b>SPAR</b>		
25-49		✓
Hispanic	✓	
DSPS		✓
<b>Degrees and Certificates</b>		
Filipino	✓	
Male	✓	
African American		✓
<b>Transfer Outcome</b>		
20-24	✓	
25-49		✓
Hispanic	✓	
DSPS		✓

## **Campus-Based Research**

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As noted in section D. Degree & Certificate Completion, there is clear disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students, and DSPS students. This impact is also clear among transfer students who are underprepared and in the 25-49 age range.

The workgroup believes that planned activities to improve degree and certificate completion will also benefit transfer and transfer-prepared students in completing their degree objectives.

## **GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

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**See Section D. Degrees and Certificates for the College's goals regarding completion, including transfer.**

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## **Other College- or District-wide Initiatives Affecting Several Indicators**

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The consistent work of the Student Success & Equity Council has resulted in a series of goals and actions designed to increase student equity among disproportionate impact groups. The main strategy for allocating equity funding has been to invest in expanding existing campus programs with a proven track record of impacting student outcomes. To this end, the workgroup will focus resources on staffing to expand outreach to students, increase opportunities for interaction and services, including counseling, advising, tutoring and other direct supports to facilitate student success. Positions and activities funded will be embedded among existing services areas where more students will receive the benefits of support. Concurrently, the campus will increase opportunities for dialogue around achieving equity. Campus-wide events and professional development activities will support a learning climate for all students, faculty and staff at Palomar College to become familiar with equity related concepts.

The following list consists of eligible student equity activities. The draft budget reflects investment in these general areas.

**Activities under consideration by Student Success & Equity Council members. Budget reflects investment of allocation among these action areas**

### **Student Equity Funding 2015-16**

\$1,919,000

#### **Campus Wide Initiatives**

##### **Define Equity**

Explore "Equity" Concepts

- Campus climate survey
- Student equity survey (m2c3, HERI)
- Analysis of campus self- image
- Campus focus groups (m2c3)
- Identify PD focus areas to address deficiencies

Equity Dialogue Series

- Campus wide/community wide book club (equity themed text)
- Campus/community speaker series
- Featured equity event(s) for DI groups

Region X Equity

- Pool funds with region X to sponsor large scale equity activities

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

- Expand Data Collection & Analysis capabilities (IRP, IT)
- Add communication tools to access DI student groups (text reminders, ed plan access)
- Upgrade website to allow better communication with DI groups (allowable)
- Upgrade admissions system to allow easier access to all, including DI groups

## **Targeted Initiatives**

### **Support Successful Programs**

Teaching & Learning Center – expand tutoring availability

*First Year Experience* – Double Size

*Summer Bridge*

*Learning Communities* – Add Veteran's Learning Community + tutors

*Faculty Resource Center* -

*Village Mentoring* –

Instructional Faculty Advising – formalize activity, implement and expand

### **Expand Foster Youth Services Resources**

-Additional Counselor

-Financial Aid Counselor focused on FY

### **Expand Disabled Student Service Resources**

-Hire successful DRC students as mentors/ambassadors for new DRC students

-Embedded tutoring for DRC students

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

-Embedded tutoring for college level English/Math courses

-Hire Student Equity Support Specialist (case manage DI students)

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

-Travel Support (gas vouchers, NCTD vouchers)

-Campus Child Care (for DI students 10 spaces)

-Campus employment for DI students (priority hiring, work study)

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

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

### **Additional Options**

Targeted Outreach Publications

Transfer Center Resources for DI students

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## Summary Budget

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<b>2015-16 Student Equity Plan Summary Budget</b>
Palomar CCD
Palomar College

## Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours										
	Adj. Instructional	3.00	C,D	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 50,000	\$ -	265,000
	Counselors	1.00	A,C	\$ -	\$ 105,000	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	115,000
	Adj. Counseling (incl. FY Liason)	3.00	A-F	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 50,000	\$ -	265,000
				\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
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	Subtotal			\$ -	\$ 505,000	\$ -	\$ -	\$ -	\$ 40,000	\$ 100,000	\$ -	\$ 645,000
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cours e Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Director of Student Success & Equity	0.50	A-F	\$ -	\$ -	\$ -	\$ 42,500	\$ -	\$ -	\$ -	\$ -	42,500
	I.S. Project Manager	0.50	A-F	\$ -	\$ -	\$ 41,000	\$ -	\$ -	\$ -	\$ -	\$ -	41,000
	Programmer	0.50	A-F	\$ -	\$ -	\$ 45,000	\$ -	\$ -	\$ -	\$ -	\$ -	45,000
	Research Analyst	1.00	A-F	\$ -	\$ -	\$ 68,000	\$ -	\$ -	\$ -	\$ -	\$ -	68,000
	Support Specialists	4.00	A-F	\$ 20,000	\$ 40,000	\$ 25,000	\$ 25,000	\$ -	\$ 20,000	\$ 20,000	\$ -	150,000
	Tutoring Support Specialist	1.00	B-D	\$ -	\$ -	\$ -	\$ 46,000	\$ -	\$ -	\$ -	\$ -	46,000
	Peer Ambassadors/Mentors	2.00	A-F	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -	60,000
	Hourly Support/Academic Tutoring	3.00	A-F	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -	100,000
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal			\$ 40,000	\$ 40,000	\$ 179,000	\$ 113,500	\$ -	\$ 20,000	\$ 160,000	\$ -	\$ 552,500

<b>2015-16 Student Equity Plan Summary Budget</b>
Palomar CCD
Palomar College

**Part II: Planned Student Equity (SE) Expenditures**

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	1000 Positions	A-F	\$ -	\$ 95,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	95,000
	2000 Positions (consolidated)	A-F	\$ -	\$ 216,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	216,500
	2000 Positions (hourly)	A-D	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
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			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ 326,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 326,500
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Targetted Outreach Materials/Supplies	A-F	\$ 20,000	\$ 20,000	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 5,000	55,000
	Research Materials/Equity Surveys	F	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ 75,000	\$ -	\$ -	100,000
	Student Equity Events/Supplies	A-F	\$ 15,000	\$ -	\$ -	\$ 10,000	\$ -	\$ 15,000	\$ -	\$ -	40,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 35,000	\$ 20,000	\$ 25,000	\$ 20,000		\$ 90,000		\$ 5,000	\$ 195,000
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Targetted Outreach Activities	F	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	50,000
	Equity Information/Activities	F	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	50,000
	Direct Student Supports		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	100,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 40,000	\$ 40,000	\$ -	\$ -		\$ -		\$ 100,000	\$ 200,000

<b>2015-16 Student Equity Plan Summary Budget</b>
Palomar CCD
Palomar College

**Part II: Planned Student Equity (SE) Expenditures**

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Grand Total			\$ 115,000	\$ 931,500	\$ 204,000	\$ 133,500	\$ -	\$ 150,000	\$ 260,000	\$ 105,000	\$ 1,919,000

<b>2015-16 Student Equity Plan Summary Budget</b>
Palomar CCD
Palomar College

## Part II: Planned Student Equity (SE) Expenditures

### Student Equity Plan 2015-16 Budget

#### Part II: Planned SE Expenditures

##### Other Instructions

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

#### Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

#### Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

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## Summary Evaluation

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## **SUMMARY EVALUATION SCHEDULE AND PROCESS**

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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 collects 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 including 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.

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# **Attachment A**

## **Campus-Based Research**

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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 CCCC 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.



## 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

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 included in this report show 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.

### Student Equity Strategies Committee Rubric for Rating Proposals

	<b>Needs work 0</b>	<b>Promising 3</b>	<b>Exemplary 5</b>
<b>1. Project is Scalable/ Serves large numbers of students</b>	Program serves small numbers of students (30-60).	May serve over 100 students but gives little room for growth.	Serves large numbers of students and/or has a plan to scale OR is scaleable in combination with other programs.
<b>2. Extent of focus on target groups.</b>	It is unclear how the program will directly impact target groups.	Program identifies specific strategies which aim to impact target groups.	Program explicitly identifies how it will outreach to and/or engage target groups.
<b>3. Direct impact on students</b>	Program does not directly impact material conditions of students.	Program has some direct impact on material conditions of students.	Program concretely changes material conditions for students.
<b>4. Addresses Equity Goals Identified in the Student Equity Plan (SEP)</b>	It is unclear what goals the project addresses.	Partially aligns with a particular goal identified in SEP.	Directly addresses equity goals identified in the SEP.
<b>5. Activity is included in Student Equity Plan</b>	Activity is not related to activities identified in the Equity Plan.	Activity fits into a Core Activity or another named activity in the Equity Plan.	Activity is explicitly named in the equity plan.
<b>6. Builds in outcomes assessments and analysis that measure success</b>	No assessment identified or assessment does not measure impact on the achievement gap.	Assessment identified but does not directly measure success in terms of closing the achievement gap.	Appropriate assessment directly measuring impact on achievement gap.

**ATTACHMENT A:  
EQUITY FUNDING PROPOSAL**

<b>PROJECT ID:</b> (ASSIGNED)	<b>PROJECT TITLE:</b>		
<b>PROJECT DIRECTOR(S):</b>		<b>TOTAL DOLLAR AMOUNT REQUESTED</b> (INCLUDE A DETAILED BUDGET)	

**PROVIDE AN PROJECT DESCRIPTION:**

**INTEGRATED PLANNING:**

Equity funded programs and services must demonstrate that they are integrated into the existing college plans (e.g. Educational Master Plan, SSSP, BSI, AtD, etc.). Please indicate which existing college plans this proposed project is aligned with, and with which goals this proposed project is aligned:

- ☐ Achieving the Dream: (specify goal[s]s or activity[ies]) \_\_\_\_\_
- ☐ Basic Skills Initiative: (specify goal[s]s or activity[ies]) \_\_\_\_\_
- ☐ Student Success and Support Program: (specify goal[s]s or activity[ies]) \_\_\_\_\_
- ☐ Educational Master Plan: (specify goal[s]s or activity[ies]) \_\_\_\_\_
- ☐ Strategic Plan: (specify goal[s]s or activity[ies]) \_\_\_\_\_
- ☐ Other: (specify plan & goal[s]s or activity[ies]) \_\_\_\_\_

**REQUIREMENTS FOR FUNDING:**

**All proposed programs and services must:**

- ☐ Be integrated into an annual plan (Annual plans can be updated at any time) (Specify Annual Plan): \_\_\_\_\_
- ☐ Address the target populations and success indicators of the Student Equity
- ☐ Be based on the disproportionate impact study, goals, and activities described in the college Student Equity Plan

**TYPE OF PROGRAM/SERVICE (EXAMPLES OF ELIGIBLE EXPENDITURES AND ACTIVITIES)**

- ☐ Outreach to underrepresented student groups and communities.

- ☐ Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the Student Equity Plan.
- ☐ Student equity related research and evaluation.
- ☐ Hiring a student equity program coordinator and staff.
- ☐ Supporting student equity planning processes.
- ☐ Professional development on the effects of inequities; methods for detecting and researching them; effective practices for improving outcomes.
- ☐ Adapting academic or career related programs and courses to improve student equity outcomes.
- ☐ Providing embedded tutoring, counseling support for learning communities, and other instructional support services.
- ☐ Targeted publications and outreach materials.
- ☐ In-State travel in support of student equity.
- ☐ Other (specify): \_\_\_\_\_

**EQUITY DISPARITY (SPECIFIED IN THE EQUITY PLAN) THAT THIS PROGRAM/SERVICE ADDRESSES (CHECK ALL THAT APPLY):**

- ☐ Foster youth, Access
- ☐ Foster youth, Course Completion
- ☐ Veterans, Access
- ☐ Veterans, Transfer
- ☐ Latino – Basic Skills Pathway Completion (Specify ESL, English, or Math)
- ☐ Latino – Transfer
- ☐ African American/Black - Basic Skills Pathway Completion (Specify ESL, English, or Math)
- ☐ African American/Black - Course Completion
- ☐ African American/Black - Transfer
- ☐ Male – Degree and Certificate Completion
- ☐ Filipino - Transfer

**WORK PLAN (GOALS AND OUTCOMES):**

Activity	Expected Outcome	Target Date(s)	Responsible Parties	Evaluation Plan


**FUNDING REQUEST:**

<b>FUNDING REQUEST:</b>	<b>DESCRIPTION:</b>	<b>PROJECTED COST:</b>
<b>PERSONNEL:</b>		
<b>EQUIPMENT AND SUPPLIES:</b>		
<b>TRAVEL: (IN STATE ONLY)</b>		\$0
<b>OTHER COMPONENTS:</b>		\$0
<b>TOTAL: (REMEMBER TO CHECK YOUR ARITHMETIC!)</b>		

## EVALUATION RUBRIC

	<b>Needs Improvement 1 pts</b>	<b>Developing 2 pts</b>	<b>Proficient 3 pts</b>	<b>Score</b>	<b>Notes</b>
<b>Need for Project</b>	Needs Improvement	Developing	Proficient		
Is there a sound, strong reason to develop your project or program? Is it aligned with the college's goals?	No clear documentation of alignment with college or Student Success goals and objectives provided; not grounded in sound research or best practices.	Project has one or two of the "proficient" qualities.	Project is aligned with the college's strategic plan; project is aligned with student success goals and objectives; project is based in sound research and/or best practices.		
<b>Evaluation Plan</b>	Needs Improvement	Developing	Proficient		
How will you measure the project's stated goals and outcomes?	Proposal has no project evaluation plan, or research plan has a limited ability to gather credible qualitative or quantitative data.	Proposal has a project evaluation plan that is limited in scope or time period.	Evaluation plan yields robust qualitative and/or quantitative data gathered on a regular basis longitudinally.		
<b>Scalability</b>	Needs Improvement	Developing	Proficient		
Can your project be expanded to serve more students? Are the costs and resources associated with expanding the program realistic?	Project has limited ability to expand to serve more students than its initial pilot population.	Project has the ability to grow beyond its pilot, but may have limited ability to serve all of the students who need or want it.	Project has the ability to expand to serve all of the students who need and/or want it.		
<b>Sustainability/ Institutionalization</b>	Needs Improvement	Developing	Proficient		
Can your project be sustained beyond the initial Equity funding period (e.g. through general funds, categorical funds, materials fees, etc)?	Project is dependent on categorical or special funds, institutionalization is not addressed.	Pilot is funded through categorical or special funds, and there is a plan in place to institutionalize the project if successful.	Pilot is partially funded through categorical or special funds, and partially funded through general funds with a plan in place to institutionalize it.		
<b>Connectivity</b>	Needs Improvement	Developing	Proficient		
Does your project provide opportunities for collaboration across campus? For example: does it link SSSP? BSI? Strategic/Master Plan? AtD?	Project operates in isolation.	Project has a few connections among SSSP, BSI, Strategic/Master Plan, and AtD.	Project fully connects with one or more of the following: SSSP, BSI, Strategic/Master Plan, and AtD		
<b>Professional Development</b>	Needs Improvement	Developing	Proficient		
Does your project allow for professional development opportunities? Do you share your experiences (successes and failures) with your colleagues?	Project includes no professional development opportunities, or opportunities are limited in number or scope.	Project includes professional development opportunities for targeted departments or groups constituencies (e.g. intra-department only).	Project includes professional development opportunities as integral to the project's success.		