



**STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
AGENDA
December 11, 2015**

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

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

Order of Agenda Items	Attachments	Time Allotted
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A. MINUTES

1. Approve minutes of November 13, 2015

B. ACTION ITEMS/SECOND READING – None.

C. ACTION ITEMS/FIRST READING – None.

D. INFORMATION/DISCUSSION ITEMS

- | | | |
|--|-----------|------------|
| 1. GE/ILO – Intercultural Competency & Knowledge Assessment
-Wendy Nelson | | 10 minutes |
| 2. Student Equity Funding Rubrics
-Identify Members to Assist | Exhibit A | 5 minutes |
| 3. M2C3/CORA Resources & Training | Exhibit B | 5 minutes |
| 4. Student Equity Plan Update | | 5 minutes |
| 5. SSSP Update | | 5 minutes |
| 6. Upcoming Conference Opportunities | Exhibit C | 10 minutes |
| <ul style="list-style-type: none"> • Instructional Design and Innovation Institute (Academic Senate for CCC)
January 21-23, 2016
Riverside, CA
\$395
http://www.asccc.org/events/2016-01-21-160000-2016-01-23-220000/2016-instructional-design-and-innovation • Advancing Student Success: From Plan to Action (CCCCO)
March 14 – 16, 2016
Sacramento, CA
\$300
https://www.regonline.com/builder/site/Default.aspx?EventID=1786182 | | |
| 7. Workgroup Meeting | | 80 minutes |

E. OTHER BUSINESS

Next Meeting: January 22, 2016



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

CHAIRS: Interim Superintendent/President,
Adrian Gonzales

Interim VP for Instruction, Dan Sourbeer

Faculty Senate President, Greg Larson

MEMBERS: Aguilera, Anfinson, Bongolan, DeMaris, Diaz,
French, Kahn, Magnuson, Martinez, Nelson. J, Nelson. W,
Nunez, Sosa, Villalobos, Waite and Weller.

ABSENT: Antonecchia, Barton, Baugh, Gonzales, Gonzalez,
Lawson, Ramirez, Rodriguez, Romain, Sivert, Snyder, Sourbeer,
Squires and Stockert.

RECORDER: Michelle LaVigueur

GUESTS: Michael Large

Order of Agenda Items	Attachments	Time Allotted			
A. <u>MINUTES</u>					
1. Approval of Minutes for October 23, 2015 MSC – (Nelson, J./French): The minutes for October 23, 2015 were approved and accepted into the record with an abstention from Wendy Nelson.					
B. <u>ACTION ITEMS/SECOND READING</u> – None.					
C. <u>ACTION ITEMS/FIRST READING</u> – None.					
D. <u>INFORMATION/DISCUSSION ITEMS</u>					
1. <u>Student Equity Funding Requests</u>					
i. <u>ESL Recognition Night</u> -Gary Sosa and Lee Chen	Exhibit A	30 minutes			
Gary Sosa and Lee Chen reviewed the ESL Recognition Night request. This event is held on the last day of the fall and spring semesters to recognize student achievements within the evening ESL program. Those achievements include students who: <ul style="list-style-type: none"> • stay involved through the end of the semester • pass their courses • have been peer mentors • graduate from the noncredit Career Development and College Preparation (CDCP) Certificate program They would like to expand the program to attract 200 people by integrating support from sister programs on campus. This request meets objectives C.2.2 and C.2.1 of the SEP. There was consensus among the Council to support this request.					
2. <u>Review Student Equity Plan – Olga Diaz</u>					
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="text-align: center; width: 20%;">Exhibit B</td> <td style="text-align: center; width: 20%;">30 minutes</td> </tr> </table> Olga Diaz presented the draft Student Equity Plan. It is a 3-5 year plan with annual updates required by the Chancellor's Office. We received an allocation of just over \$800,000 for the 2014-15 year and 1.9 million for 2015-16. She reviewed the <i>Executive Summary</i> , <i>Other College – or District-wide Initiatives Affecting Several Indicators</i> and <i>Summary Budget</i> sections of the SEP. There was discussion on the eligible student equity activities to include culturally responsible assessments, supporting and collaborating with existing programs on campus, faculty assessments, professional development for instructors around SLO's, adding a second-year experience program to FYE and implementing early alert software. There was a request to add EOPS and the				Exhibit B	30 minutes
	Exhibit B	30 minutes			

Career Center to the "Support Successful Programs" in the Targeted Initiatives section under *Other College – or District-wide Initiatives Affecting Several Indicators*. Olga will send the updated SEP out to the SSEC.

3. Instructional Faculty Advising Update 20 minutes
 - Olga Diaz

Olga Diaz gave an update on the Instructional Faculty Advising noting that much work has been completed towards creating an advising program to increase student engagement designed specifically for Palomar College. In the past two months the following has taken place:

 - A meeting schedule was created with duplicate meeting times
 - Feedback has been collected and summarized
 - Presentations have been made with resources sited

4. Student Equity Funding Rubrics Exhibit C 30 minutes
 - Cynthia Anfinson

Cynthia Anfinson discussed the funding rubrics she received from the Student Equity list serve. She reviewed the funding rubrics from City College of San Francisco and Pierce College. Cynthia encouraged the SSEC and all of our planning councils to use this rubric. Greg Larson will discuss this with the other Chair members on our Council.

E. OTHER BUSINESS

1. M2C3 Membership 10 minutes

Palomar College initiated the process of contracting with M2C3 (Minority Male Community College Collaborative) which focuses on educating and retaining men of color. The entire campus community will have full access to the M2C3 training and webinars for 3 years. Olga will send out instructions on how to access the training once the contract is approved.

Meeting was adjourned at 10:36 a.m.

Student Equity Strategies Committee Rubric for Rating Proposals

	Needs work 0	Promising 3	Exemplary 5
1. Project is Scalable/ Serves large numbers of students	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.
2. Extent of focus on target groups.	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.
3. Direct impact on students	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.
4. Addresses Equity Goals Identified in the Student Equity Plan (SEP)	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.
5. Activity is included in Student Equity Plan	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.
6. Builds in outcomes assessments and analysis that measure success	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

PROJECT ID: (ASSIGNED)	PROJECT TITLE:	
PROJECT DIRECTOR(S):		TOTAL DOLLAR AMOUNT REQUESTED (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:

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

EVALUATION RUBRIC

	Needs Improvement 1 pts	Developing 2 pts	Proficient 3 pts	Score	Notes
Need for Project	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.		
Evaluation Plan	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.		
Scalability	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.		
Sustainability/ Institutionalization	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.		
Connectivity	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		
Professional Development	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.		

11/30/15

Colleagues,

In 2014, Palomar College completed campus-based research that identified several student groups who need greater intervention from our college, including men of color. Our **Student Equity Plan** includes strategies intended to remove obstacles for success and to enhance completion of student academic goals.

Palomar College has now joined the **Minority Male Community College Collaborative (M2C3)**. The goal of the collaborative is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. Learn more at: <http://interwork.sdsu.edu/sp/m2c3/>

Regularly scheduled webinars are available on the M2C3 webpage, free of cost. However, more intensive trainings are offered in partnership with **Center for Organizational Responsibility and Advancement (CORA)**, at no additional cost beyond our contracted membership. The mission of CORA is to support the development of educational and training professionals in advancing their capacity to serve historically underrepresented and underserved students in education.

As an affiliate of the Palomar College community, you are encouraged to participate in CORA training sessions. Participation in CORA training meets **Faculty Professional Development** (PD Code 505) and **Staff Professional Growth** criteria.

To review and register for scheduled trainings, please visit <http://coralearning.org/registration/palomar/>

If you register for the upcoming *Teaching Community College Men of Color* course, I have several copies of the accompanying book for the session – please contact me to receive one.

Thank you for your willingness to engage in student equity activities that support greater success for Palomar College Students.

Olga Diaz
Director of Student Success & Equity
Counseling Services

Palomar College
1140 West Mission Road, SSC-25
San Marcos, CA 92069
odiaz@palomar.edu
760-744-1150 x3624

Student Success & Equity Council Funded Travel (CA Only)

3SP & Student Equity Specific

Selection Criteria:

- Supervisor approval
- Never attended before
- Provide description of linkage to your work

Tri-Chairs determine:

- Attendance count
- Select attendees from interest list

Annual Conferences

Proposal Steps:

- Complete Funding Request Form
- SSEC review and support
- Presentation to SSEC upon return

Tri-Chairs may:

- Limit attendance count
- Select attendees from interest list as needed