PALOMAR COLLEGE
Learning for Success

STUDENT SUCCESS AND EQUITY COUNCIL MEETING AGENDA
March 11, 2016

MEETING TYPE:

X	Staff	
	Product/Project	
	Special	

Date:	**March 11, 2016**
Starting Time:	**9:00 a.m.**
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, Bongolan, Caldwell, DeMaris, Diaz, French, Gonzalez, Hopp, Kahn, Lawson, Magnuson, Martinez, J. Nelson, W. Nelson, Nunez, Ordille, Ramirez, M. Rodriguez, P. Rodriguez, Romain, Sivert, Sosa, Squires, Stockert, Villalobos, Waite and Weller.

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
A. MINUTES		
1. Approve minutes of February 26, 2016		
B. INFORMATION/DISCUSSION ITEMS		
1. Funding Requests for Fall 2016:	Exhibit A	100 minutes
a) Math Tutoring Center – Cynthia Anfinson		
b) Stats Methods Tutoring – Netta Schroer		
c) MEChA – Fabiola Hernandez		
d) Foster Youth – Cari Martinez		
e) Pathway to Law School – Kathleen Grove		
f) Tarde de Familia – Dr. Jack Kahn and Anel Gonzalez		
g) TLC Funding – Debra Avila		
h) FYE/Faculty Resource Coordinators – Shayla Sivert		
i) TLC/FYE Counselors – Shayla Sivert		
j) Service Learning – Dr. Laurel Anderson		
2. Schedule SSEC Meeting to Review/Select Funding Requests		
C. ACTION ITEMS/SECOND READING – None.		
D. ACTION ITEMS/FIRST READING		
1. Add Manager of Orientation and Follow-up Services to SSEC Membership	Exhibit B	5 minutes
2. Draft Evaluation Rubric for SSEC Funding Requests -Cynthia Anfinson	Exhibit C	5 minutes
E. OTHER BUSINESS		
1. Workgroup Membership Schedule for AY 2016-17		5 minutes
2. Region X Equity Week activities (March 7-11, 2016)		5 minutes

PALOMAR COLLEGE
Learning for Success

STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
MINUTES
February 26, 2016

CHAIRS: Interim Superintendent/President,
Adrian Gonzales

Interim VP for Instruction, Dan Sourbeer

Faculty Senate President, Greg Larson

RECORDER: Michelle LaVigueur

MEMBERS: Aguilera, Anfinson, Antonecchia, Barton, Bongolan, DeMaris, Diaz, French, Hopp, Gonzalez, Kahn, Magnuson, Martinez, W. Nelson, Nunez, Ramirez, Rodriguez, Sivert, Sosa, Stockert and Waite.

ABSENT: Gonzales, J. Nelson, Romain, Snyder, Squires and Weller.

GUESTS: M. Large, K. Lewko, N. Moreno, T. Sayre and R. Tovar.

Order of Agenda Items	Attachments	Time Allotted

A. MINUTES
1. Approve minutes of January 22, 2016
   MSC – (Sourbeer/Anfinson): The minutes for January 22, 2016 were approved and accepted into the record with an abstention from Anel Gonzalez.

B. ACTION ITEMS/SECOND READING – None.

C. ACTION ITEMS/FIRST READING – None.

D. INFORMATION/DISCUSSION ITEMS
1. **Introduce new member representing Basic Skills - Rosalinda Tovar** **5 minutes**
   This Basic Skills committee member is a faculty member per the SSEC Governance Structure. This vacancy will be brought back to the Basic Skills committee for re-assignment.

2. **Demonstration of Degree Audit and Transfer Credit**
   – Kristyn Lewko and Tracie Sayre **Exhibit A** **30 minutes**
   Kristyn Lewko, Senior Academic Evaluator and Tracie Sayre, Systems Module Specialist gave a presentation on the electronic degree audit. A degree audit is a document of any type that shows how a student has or has not met each college requirement based upon their declared academic plan. The information is currently being tracked in Excel. Testing is underway for this online, automated electronic system supported in PeopleSoft which will be accessible to staff and students. It will include completed Palomar College and transfer coursework, total units completed, GPA, district requirements, general education requirements and major requirements for all AA degrees and certificate programs. They have built 150 of the most popular plans in PeopleSoft. Dr. Magnuson commended Kristyn and Tracie for their hard work on this effort, along with Gloria Kerkhoff and Linda Cox who were involved in the implementation. There was discussion on:
   - Creating a timeline on implementing the online degree audit
   - The importance of students having a program of study on record
   - Implementing transfer-credit evaluations
   This system will be in place as a guidance tool and students will still be encouraged to meet with advisors.

3. **ASCCC – 2016 Accreditation Institute report out – Wendy Nelson** **5 minutes**
   Wendy Nelson attended an equity session at this conference held on February 19-20, 2016 and they discussed using data for effectiveness, student achievements and supporting diverse personnel. She noted that the Academic Senate recently created a Diversity Action committee.

4. **Upcoming Conference Opportunities:**   **5 minutes**
    a. Integrating Cultural Competence into SLO's and Assessment at San Diego City College
       April 15-16, 2016 at $995.00
       http://events.r20.constantcontact.com/register/event?llr=udz78crab&oeidk=a07ebvydvxv4946f778&oseq

    b. 9th Annual African American Male Summit (A2MEND)-Moving the Needle: From Injustice to Equity
       March 3-4, 2016 in Los Angeles at $450.00
       http://a2mend.org/conference/
    Members who would like to attend either conference or who would like to add conferences to future agendas should contact Olga at odiaz@palomar.edu.

5. **SSSP/SE FY2015 Year End Reports Update – Olga Diaz**   **5 minutes**
    Olga reported the SSSP and Student Equity budget reports for 2014-15 were submitted to the Chancellor's Office in February 2016. She also reported learning that a SSSP audit consists of 20% financial compliance and 80% compliance on service delivery. The Chancellor's Office will be randomly selecting colleges to audit.

6. **Faculty Advising Update – Olga Diaz**   **5 minutes**
    Olga reported she has held fifteen open meetings on campus since fall 2015. Her goal is to have twenty faculty trained, with fifteen students assigned to each. We currently have thirteen faculty identified, with fifteen students assigned to each.

7. **Region X Equity Week activities (March 7-11, 2016)**   **5 minutes**
    Olga reported that each college in Region X will be holding equity functions the week of March 7-11, 2016. We would like to send a team of six representatives to the kick-off event on Monday, March 7, 2016 from 9:00 a.m. – 2:00 p.m. at the California Center for the Arts. Members interested should contact Olga at odiaz@palomar.edu. Dolores Huerta will be our keynote speaker here at Palomar College on Tuesday, March 8, 2016 from 6:30 – 8:00 p.m. in the Howard Brubeck Theatre. More information is available at:
    http://www2.palomar.edu/pages/doloreshuerta/.

8. **Draft Evaluation Rubric for SSEC Funding Requests**   **Exhibit B**   **15 minutes**
   -Cynthia Anfinson
    Cindy presented a draft rubric for the SSEC funding requests. She requested that the Council review the form and it will be brought back to SSEC as a First Reading on March 11, 2016.

9. **Committee Membership – Retention Workgroup**   **10 minutes**
    The Retention Workgroup requested the Manager of Orientation and Follow-up Services have a seat on this Council. This will be brought back to SSEC as a First Reading on March 11, 2016.

10. **Workgroup Confer and Report Out**   **35 minutes**
    - Student Pathways - Michelle Barton reported they are discussing guided student career pathways. She requested the Council begin reading the book: *Redesigning America's Community Colleges - A Clearer Path to Student Success* and discuss their thoughts on it at the Council meetings. Olga will purchase a supply of the book to distribute to the Council.
    - Access & Outreach – Dr. Jack Kahn reported they will be researching strategies our campus community has implemented to support Veteran students and will begin to identify an institutional mission for this student group.
    - Retention - Nancy Moreno reported they are planning workshops for the Week of Welcome (WOW), which will be held August 15–18, 2016. Their workgroup has been meeting outside of the scheduled Council meetings.

    Meeting was adjourned at 11:06 a.m.

Next Meeting: March 11, 2016

	Contact	Topic	Amount Requested	Notes
Spring 2016 Review				
Funding Request Form Summary				
	Contact	Topic	Amount Requested	Notes
1	Cindy Anfinson/Fari	Math Tutoring Center	$ 294,197.00	FRF and spreadsheet with more details
2	Netta Schroer	Stats Methods Tutoring	$ 8,080.00	
3a	Fabiola Hernandez	MEChA	$ 6,504.00	
3b	Fabiola Hernandez	MEChA - Youth Conference	$ 4,200.00	
3c	Fabiola Hernandez	MEChA - Statewide Conf.	$ 3,750.00	
4	Cari Martinez	Foster Youth	$ 92,351.00	
5	Kathleen Grove	Pathway to Law School	$ 10,193.50	w/detailed budget
6	Anel Gonzalez	Tarde de Familia	$ 10,900.00	old form submitted
7	Debra Avila	TLC Funding	$ 293,715.00	w/detailed budget
8	Shayla	Coordinators - FYE/Fac.Rsr	$ 38,075.00	word format
9	Shayla	Counselors - FYE/TLC	$ 142,475.00	word format
10	Laurel Anderson	Service Learning	$ 17,400.00	
		Total Requested	**$ 921,840.50**	

Student Success & Equity Council Funding Request Review

March 11, 2016

Ten Applications

Request	Contact	Topic	Amount Requested
1	Cindy Anfinson/Fari	Math Tutoring Center	$ 294,197.00
2	Netta Schroer	Stats Methods Tutoring	$ 8,080.00
3a	Fabiola Hernandez	MEChA	$ 6,504.00
3b	Fabiola Hernandez	MEChA - Youth Conference	$ 4,200.00
3c	Fabiola Hernandez	MEChA - Statewide Conf.	$ 3,750.00
4	Cari Martinez	Foster Youth	$ 92,351.00
5	Kathleen Grove	Pathway to Law School	$ 10,193.50
6	Anel Gonzalez	Tarde de Familia	$ 10,900.00
7	Debra Avila	TLC Funding	$ 293,715.00
8	Shayla	Coordinators - FYE/Fac.Rsrc.	$ 38,075.00
9	Shayla	Counselors - FYE/TLC	$ 142,475.00
10	Laurel Anderson	Service Learning	$ 17,400.00
		Total Requested	$ **921,840.50**

1) Mathematics Tutoring for Critical Gateway Math Courses (Math Learning Center)

Description

Math tutoring for critical gateway math courses. Anticipating increased demand as multiple measure placement occurs.

Target Population

Veterans, Foster Youth, African American, Latino, Ages 25-49, Students w/Disabilities

Goals

Increase access to math tutoring for DI groups.

Increase successful completion by DI groups.

1)Budget - Mathematics Tutoring for Critical Gateway Math Courses (Math Learning Center)

Staff	
Hourly (25 Tutors)	$127,398.94
Classified (2 Tutorial Specialist)	$149,566.00
Faculty	$16,282.83
Consultants	
Supplies/Materials (1,000 Envelopes)	$50.00
Equipment	
Services	
Printing (Promotional materials, posters, flyers, and bookmarks)	$200.00
Mailing (Sending out invitations to students)	$500.00
Travel	
Food (Food for two Math Center Open Houses)	$200.00
Facilities	
Other	
Total	$294,197.77

2) Tutoring in Behavioral Sciences & Research Methods in Psychology

Description

Embedded tutoring and outside tutoring in Statistics Research Methods.

Target Population

Veterans, Foster Youth, African American, Latino, Ages 25-49, Students w/Disabilities

Goals

Increase access to math tutoring for DI groups.

Increase successful completion by DI groups.

2)Budget – Tutoring in Behavioral Sciences & Research Methods in Psychology

Staff	
Hourly (3 tutors)	$7,280.00
Classified	
Faculty	
Consultants	
Supplies/Materials (Textbook and SPSS software rental)	$600.00
Equipment	
Services	
Printing (Advertising materials, registration forms)	$200.00
Mailing	
Travel	
Food	
Facilities (an area in the STAR Tutoring)	
Other	
Total	$8,080.00

3) M.E.Ch.A Project

Description
a) RAZA Graduation Ceremony – recognizing graduating Latino students (May 2016)
b) RAZA Youth Conference – brings high school students to leadership program led by students at Palomar College (Fall 2016)
c) M.E.Ch.A Statewide Conference – leadership workshops and training for Palomar students (Fall 2016)

Target Population
Latino, Ages 25-49

Goals
Outreach to Latino community
Increase student engagement and persistence
Celebrate student success & recognition

3a)Budget - M.E.Ch.A. RAZA Graduation

Staff (3 Advisors)	$804
Hourly	
Classified	
Faculty	
Consultants	
Supplies/Materials (Table clothes, graduation decorations, balloons, helium, center pieces, Zarapes)	$2,500.00
Equipment	
Services	
Printing (Certificates, flyers, programs, and invitations)	$1,500.00
Mailing	
Travel	
Food (Dinner including drinks)	$1,500.00
Facilities (Janitorial, Student Union)	$200.00
Other	
Total	$6,504.00

3b)Budget - M.E.Ch.A. RAZA Youth Conference

Staff (Representatives of different services (i.e. EOPS, TrioSSS, etc.)	
Hourly	
Classified	
Faculty	
Consultants	
Supplies/Materials (Notebooks, folders, pens)	$1,000.00
Equipment (Projectors, computers)	
Services	
Printing (Flyers, programs, invitations, information sheets)	$2,000.00
Mailing	
Travel	
Food (snacks and water)	$1,200.00
Facilities (classrooms, possibly Student Union, tables)	
Other	
Total	$4,200.00

3c)Budget - M.E.Ch.A. Statewide Conference

Staff (Representatives of different services (i.e. EOPS, TrioSSS, etc.)	
Hourly	
Classified	
Faculty	
Consultants	
Supplies/Materials (30 Shirts)	$750.00
Equipment	
Services	
Printing	
Mailing	
Travel (10-20 people Transportation and hospitality)	$3,000.00
Food	
Facilities	
Other	
Total	$3,750.00

4) Foster Youth Retention, Success & Transition (FYRST)

Description

Staffing and supplies to support access, retention, persistence, recruitment, resources connection, and student educational planning for Foster Youth.

Target Population

Foster Youth

Goals

Increase FY student engagement, retention and persistence

Increase GPA & Graduation

4)Budget - Foster Youth Retention, Success & Transition (FYRST)

Staff	
Hourly (1 Outreach Coordinator and 2 Program Ambassadors)	$69,439.00
Classified	
Faculty	
Consultants	
Supplies/Materials	
Equipment	
Services 100 student planners, highlighters, erasers/sharpeners, and index cards. 10 parking permits, 50 monthly bus cards, $200 bookstore gift cards (30)	$9,000.00
Printing (1000 brochures and 1 table runner)	$312.00
Mailing	
Travel (Mileage for conferences, meetings, and outreach)	$800.00
Food (Workshops and FYRST Club meetings, Thanksgiving Dinner, College Connection, Orientation)	$12,800.00
Facilities	
Other	
Total	$92,351.00

5) Pathway to Law School Initiative: Council on Access & Fairness (COAF)

Description

Study feasibility of Palomar becoming part of Pathway to Law School Initiative.

Partnership between high schools, community college, 4-yr. schools and law schools to provide clear pathway from community college to law school.

Target Population

Veterans, Foster Youth, African American, Latino, Ages 25-49

Goals

Evaluate pathway program, visit participating institutions.

Collect data for evaluation of program benefits and fit at Palomar.

5)Budget – Pathway to Law School Initiative: Council on Access & Fairness (COAF)

Staff	$8,719.45
Hourly	
Classified	
Faculty (3 Faculty from the Behavioral Sciences Department)	
Consultants	
Supplies/Materials	
Equipment	
Services	
Printing	
Mailing	
Travel (Travel to sites in Fresno and San Diego County)	$1,474.05
Food	
Facilities	
Other	
Total	$10,193.50

6) Tarde de Familia (Renewal)

Description

Orientation event for Latino students and families. Includes inspirational speakers encouraging students to persevere.

Target Population

Latino

Goals

Continue with successful programs at TLC in San Marcos and expand to TLC in Increase outreach, support and retention of ESL students

Increase engagement and networking access for Latino students

Increase awareness of Palomar College services and programs

6)Budget – Tarde de Familia

Staff	$1,500.00
Hourly	
Classified	
Faculty	
Consultants	
Supplies/Materials (Decorations/Signage – for 3 events)	$900.00
Equipment	
Services	
Printing (Printing & Advertising – for 3 events)	$2,000.00
Mailing	
Travel	
Food (Food & Drink – 3 events)	$9,300.00
Facilities (Facilities/Janitorial – Escondido does not have stage, chairs or tables needed, a 3rd party must be contracted.)	$1,500.00
Other (Pre-registration soft-ware and Survey Monkey costs.)	$300.00
Total	$10,900.00

7) TLC – Bridges to Success

Description

Expand existing TLC programs to service more DI students.
Learning communities, First-Year Experience, Summer Bridget and Village Mentoring.

Target Population

Veterans, Foster Youth, African American, Latino, Ages 25-29, Students w/Disabilities

Goals

Support and retain first year students by providing academic support, counseling, financial aid services.

Increase student engagement and connection to faculty for professional/academic opportunities.

7)Budget - TLC Bridges to Success

Staff	$26,974.92
Hourly (25 Math Tutors Escondido)	$54,269.91
Classified	
Faculty (12 Summer Bridge Counselors)	$102,358.00
Consultants	
Supplies/Materials	$78,880.00
Equipment	
Services	
Printing	$12,246.00
Mailing	$792.00
Travel	
Food	$18,195.00
Facilities	
Other	
Total	$293,715.83

8) TLC – FYE & Faculty Resource Coordinators

Description

Support FYE Coordinator for FYE and Summer Bridge programs.

Support Faculty Resource Coordinator to oversee Learning Communities and Village Mentoring.

Target Population

Veterans, Foster Youth, African American, Latino, Ages 25-29, Students w/Disabilities

Goals

Support coordinator and lead faculty positions to continue TLC program offerings.

8)Budget - TLC FYE & Faculty Resource Coordinators

Staff	$36,200.00
Hourly	
Classified	
Faculty	
Consultants	
Supplies/Materials	
Equipment	
Services	
Printing	
Mailing	
Travel	
Food	
Facilities	
Other (Benefits)	$1,875.00
Total	$38,075.00

9) TLC – Counselors

Description

Provide dedicated counselors to support FYE, Summer Bridge, Learning Communities and Village Mentoring programs.

Target Population

Veterans, Foster Youth, African American, Latino, Ages 25-29, Students w/Disabilities

Goals

Support students participating in TLC program with counseling, support services, education planning and registration assistance to in

9)Budget – TLC Counselors

Staff	$134,400.00
Hourly	
Classified	
Faculty	
Consultants	
Supplies/Materials	
Equipment	
Services	
Printing	
Mailing	
Travel	
Food	
Facilities	
Other (Benefits)	$8,075.00
Total	$142,475.00

10) Service Learning

Description

Provide active, service-focused community based learning for students.

Target Population

Veterans, Foster Youth, African American, Latino, Ages 25-29, Students w/Disabilities

Goals

Provide extensive outreach and support for DI students participating in SL.

Increase student retention and engagement.

10)Budget – Service Learning

Staff	$8,050.00
Hourly	
Classified	
Faculty	
Consultants	
Supplies/Materials	
Equipment	
Services	
Printing (Certificates, Fliers/Marketing $, Publication of student reflections)	$2,800.00
Mailing	
Travel	
Food	$1,850.00
Facilities	
Other (TB tests, Workshop and incentives for implementing service learning)	$5,500.00
Total	$18,200

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:

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): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html			
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:

Math Tutor Projected Budget 2016 - 2017

MLC

Tutor (Drop-In)

Projected Amount: $ 54,885.96

Tutor (Counter)

Projected Amount: $ 24,057.00

Tutor (One-on-One)

Projected Amount: $ 36,700.55

Tutor (Embedded Tutor: non-LC)

Projected Amount: $ 37,334.63

Tutor (Online Tutoring)

Projected Amount: $ 25,274.43

Subtotal:	$	178,252.57
Math Center Budget:	$	33,519.00
Amount Needed:	$	144,733.57

BSI

Tutor (Embedded Tutor in LC)

Projected Amount:	$	7,101.70

Projected Budget for the Math Center Tutors

Location: Mathematics Learning Center

Tutors (Drop-In)

Summer 2016

	Days	Hours	Hourly Pay		Total
Monday	3	13	$ 12.00		$ 468.00
Tuesday	4	13	$ 12.00		$ 624.00
Wednesday	4	13	$ 12.00		$ 624.00
Thursday	4	13	$ 12.00		$ 624.00
Friday	0	0	$ -		$ -
			Subtotal		$ 2,340.00

Fall 2016

	Days	Hours	Hourly Pay		Total
Monday	16	27	$ 12.00		$ 5,184.00
Tuesday	16	27	$ 12.00		$ 5,184.00
Wednesday	17	27	$ 12.00		$ 5,508.00
Thursday	16	27	$ 12.00		$ 5,184.00
Friday	16	11	$ 12.00		$ 2,112.00
Saturday	16	6	$ 12.00		$ 1,152.00
			Subtotal		$ 24,324.00

Spring 2017

	Days	Hours	Hourly Pay		Total
Monday	16	27	$ 12.00		$ 5,184.00
Tuesday	17	27	$ 12.00		$ 5,508.00
Wednesday	17	27	$ 12.00		$ 5,508.00
Thursday	16	27	$ 12.00		$ 5,184.00
Friday	16	11	$ 12.00		$ 2,112.00
Saturday	16	6	$ 12.00		$ 1,152.00
			Subtotal		$ 24,648.00

Summer 2017

	Days	Hours	Hourly Pay		Total
Monday	1	13	$ 12.00		$ 156.00
Tuesday	1	13	$ 12.00		$ 156.00
Wednesday	1	13	$ 12.00		$ 156.00
Thursday	1	13	$ 12.00		$ 156.00
Friday	0	0	$ -		$ -
			Subtotal		$ 624.00

Total:	$ 51,936.00
Benefits:	$ 2,949.96
Total Projected Amount:	**$ 54,885.96**

Projected Budget for the Math Center Counter

Tutors (Counter)

Summer 2016

	Days	Hours	Hourly Pay		Total
Monday	3	7	$ 12.00		$ 252.00
Tuesday	4	7	$ 12.00		$ 336.00
Wednesday	4	7	$ 12.00		$ 336.00
Thursday	4	7	$ 12.00		$ 336.00
Friday	0	0	$ -		$ -
			Subtotal		$ 1,260.00

Fall 2016

	Days	Hours	Hourly Pay		Total
Monday	16	12	$ 12.00		$ 2,304.00
Tuesday	16	12	$ 12.00		$ 2,304.00
Wednesday	17	12	$ 12.00		$ 2,448.00
Thursday	16	12	$ 12.00		$ 2,304.00
Friday	16	6	$ 12.00		$ 1,152.00
			Subtotal		$ 10,512.00

Spring 2017

	Days	Hours	Hourly Pay		Total
Monday	16	12	$ 12.00		$ 2,304.00
Tuesday	17	12	$ 12.00		$ 2,448.00
Wednesday	17	12	$ 12.00		$ 2,448.00
Thursday	16	12	$ 12.00		$ 2,304.00
Friday	16	6	$ 12.00		$ 1,152.00
			Subtotal		$ 10,656.00

Summer 2017

	Days	Hours	Hourly Pay		Total
Monday	1	7	$ 12.00		$ 84.00
Tuesday	1	7	$ 12.00		$ 84.00
Wednesday	1	7	$ 12.00		$ 84.00
Thursday	1	7	$ 12.00		$ 84.00
Friday	0	0	$ -		$ -
			Subtotal		$ 336.00

Total:	$ 22,764.00
Benefits:	$ 1,293.00
Total Projected Amount:	**$ 24,057.00**

Projected Budget for the Math Center One-on-One Tutors

Tutors (One-on-One)

Summer 2016

	Days	Hours	Hourly Pay		Total
Monday	3	6	$ 12.00		$ 216.00
Tuesday	4	6	$ 12.00		$ 288.00
Wednesday	4	6	$ 12.00		$ 288.00
Thursday	4	6	$ 12.00		$ 288.00
Friday	0	0	$ -		$ -
			Subtotal		$ 1,080.00

Fall 2016

	Days	Hours	Hourly Pay		Total
Monday	16	20	$ 12.00		$ 3,840.00
Tuesday	16	20	$ 12.00		$ 3,840.00
Wednesday	17	20	$ 12.00		$ 4,080.00
Thursday	16	20	$ 12.00		$ 3,840.00
Friday	16	5	$ 12.00		$ 960.00
			Subtotal		$ 16,560.00

Spring 2017

	Days	Hours	Hourly Pay		Total
Monday	16	20	$ 12.00		$ 3,840.00
Tuesday	17	20	$ 12.00		$ 4,080.00
Wednesday	17	20	$ 12.00		$ 4,080.00
Thursday	16	20	$ 12.00		$ 3,840.00
Friday	16	5	$ 12.00		$ 960.00
			Subtotal		$ 16,800.00

Summer 2017

	Days	Hours	Hourly Pay		Total
Monday	1	6	$ 12.00		$ 72.00
Tuesday	1	6	$ 12.00		$ 72.00
Wednesday	1	6	$ 12.00		$ 72.00
Thursday	1	6	$ 12.00		$ 72.00
Friday	0	0	$ -		$ -
			Subtotal		$ 288.00

Total:	$ 34,728.00
Benefits:	$ 1,972.55
Total Projected Amount:	**$ 36,700.55**

Projected Budget Embedded Tutors

Tutor (Embedded tutors) - BSI

Fall 2016

Class	Units	Total hours per week	weeks	Totoal hours per semester	Hourly rate	Total cost
1	9	10	16	160	$12	$1,920
2	4	5	16	80	$12	$960
					Subtotal	**$2,880**

Spring 2017

Class	Units	Total hours per week	weeks	Totoal hours per semester	Hourly rate	Total cost
1	9	10	16	160	$12	$1,920
2	4	5	16	80	$12	$960
3	4	5	16	80	$12	$960
					Subtotal	**$3,840**

Total:	**$6,720**
Benefits:	$381.70
Total Projected Amound:	**$7,102**

Projected Budget Embedded Tutors

Tutor (Embedded Tutor)

Class	Units	Total hours per week	weeks	Totoal hours per semester	Hourly rate	Total cost
1	3	4	16	64	$12	$768
2	3	4	16	64	$12	$768
3	3	4	16	64	$12	$768
4	3	4	16	64	$12	$768
5	3	4	16	64	$12	$768
6	4	5	16	80	$12	$960
7	4	5	16	80	$12	$960
8	4	5	16	80	$12	$960
9	4	5	16	80	$12	$960
10	4	5	16	80	$12	$960
11	4	5	16	80	$12	$960
12	4	5	16	80	$12	$960
13	6	7	16	112	$12	$1,344
14	6	7	16	112	$12	$1,344
15	6	7	16	112	$12	$1,344
					Subtotal	$14,592

Spring 2017

Class	Units	Total hours per week	weeks	Totoal hours per semester	Hourly rate	Total cost
1	3	4	16	64	$12	$768
2	3	4	16	64	$12	$768
3	3	4	16	64	$12	$768
4	3	4	16	64	$12	$768
5	3	4	16	64	$12	$768
6	4	5	16	80	$12	$960
7	4	5	16	80	$12	$960
8	4	5	16	80	$12	$960
9	4	5	16	80	$12	$960
10	4	5	16	80	$12	$960
11	4	5	16	80	$12	$960
12	4	5	16	80	$12	$960
13	6	7	16	112	$12	$1,344
14	6	7	16	112	$12	$1,344
15	6	7	16	112	$12	$1,344
					Subtotal	$14,592

Class	Units	Total hours per week	weeks	Totoal hours per semester	Hourly rate	Total cost
1	3	4	16	64	$12	$768
2	3	4	16	64	$12	$768
3	3	4	16	64	$12	$768
4	4	5	16	80	$12	$960
5	4	5	16	80	$12	$960
6	4	5	16	80	$12	$960
7	4	5	16	80	$12	$960

	Subtotal	**$6,144**

Total:	**$35,328**
Benefits:	$2,007
Total Projected Amound:	**$37,335**

Projected Budget for the Math Center Online Tutoring Tutors

Tutors (Online Tutoring)

	Days	Hours	Hourly Pay		Total
Monday	3	7	$ 12.00		$ 252.00
Tuesday	4	7	$ 12.00		$ 336.00
Wednesday	4	7	$ 12.00		$ 336.00
Thursday	4	7	$ 12.00		$ 336.00
Friday	0	0	$ -		$ -
			Subtotal		$ 1,260.00

	Days	Hours	Hourly Pay		Total
Monday	16	12	$ 12.00		$ 2,304.00
Tuesday	16	12	$ 12.00		$ 2,304.00
Wednesday	17	12	$ 12.00		$ 2,448.00
Thursday	16	12	$ 12.00		$ 2,304.00
Friday	16	6	$ 12.00		$ 1,152.00
Saturday	16	3	$ 12.00		$ 576.00
			Subtotal		$ 11,088.00

	Days	Hours	Hourly Pay		Total
Monday	16	12	$ 12.00		$ 2,304.00
Tuesday	17	12	$ 12.00		$ 2,448.00
Wednesday	17	12	$ 12.00		$ 2,448.00
Thursday	16	12	$ 12.00		$ 2,304.00
Fridays	16	6	$12.00		$ 1,152.00
Saturday	16	3	$ 12.00		$ 576.00
			Subtotal		$ 11,232.00

	Days	Hours	Hourly Pay		Total
Monday	1	7	$ 12.00		$ 84.00
Tuesday	1	7	$ 12.00		$ 84.00
Wednesday	1	7	$ 12.00		$ 84.00
Thursday	1	7	$ 12.00		$ 84.00
Friday	0	0	$ -		$ -
			Subtotal		$ 336.00

Total:	$ 23,916.00
Benefits:	$ 1,358.43
Total Projected Amount:	**$ 25,274.43**

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:

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): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html 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 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:

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1. Staff			
Identify pay rate/ hours/benefits			
(link to Fiscal Services benefits worksheet below): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html			
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 Success Equity Council
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Identify pay rate/ hours/benefits			
(link to Fiscal Services benefits worksheet below): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html			
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 Success Equity Council
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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 Success Equity Council
REQUEST FOR FUNDING FORM

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Program/Workgroup/Department(s): _____

List of Partners/Participants:

Name

1. Project Title:

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

   - Veterans
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   - Ages 25-49
   - Students with Disabilities

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    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:

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Student Success Equity Council
REQUEST FOR FUNDING FORM

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Identify pay rate/ hours/benefits			
(link to Fiscal Services benefits worksheet below): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html			
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 Success Equity Council
REQUEST FOR FUNDING FORM

Primary Contact Person(s): _____ Ext.: _____

Program/Workgroup/Department(s): _____

List of Partners/Participants:

Name

1. Project Title:

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

   • Veterans
   • Foster Youth
   • African-American
   • Latino
   • Ages 25-49
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Student Success Equity Council
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2. Supplies/Materials			
3. Equipment			
4. Services			
5. Printing			
6. Mailing			
7. Travel			
8. Food			
9. Facilities Needed			
10. Other			

Total Cost of Project:

Budget Request For Travel Expenses

Travel Out of Area	Item	Cost
Fresno	3 airline tickets @ $189.00	$567.00
	3 rooms for 1 night's lodging @ $105.00	$315.00
	food for 2 day for 3 people @ $20.00 per meal	$360.00
	Car rental for 2 days @ $44.10 per day	$88.20
	Gas Estimate	$10.00
Travel within San Diego County		
Crawford High School	69.4 miles x $.56	$38.86
Thomas Jefferson Law School	74.6 miles x $.56	$41.78
CSUSM	6.8 miles x $.56	$3.81
Local High Schools	21.6 miles x $.56	$12.10
UCSD	66.6 miles x $.56	$37.30
Total of All Travel Expenses		**$1,474.05**

Budget Request For Time

Activity	Faculty Member	Rate	Hours	Cost	
Travel					
Fresno	Kathleen Grove	$78.82	16.00	$1261.12	
	Dillon Emerick	$77.25	16.00	$1236.00	
	Sandy Somo	$55.79	16.00	$892.64	
Crawford High School	Kathleen Grove	$78.82	3.00	$236.46	(Two people will travel. To provide the best estimate, we will budget such that those traveling will be full time faculty members, though this may not be the case.)
	Dillon Emerick	$77.25	3.00	$231.75	
Thomas Jefferson Law School	Kathleen Grove	$78.82	3.00	$236.46	
	Dillon Emerick	$77.25	3.00	$231.75	
	Sandy Somo	$55.79	3.00	$167.37	
CSUSM	Kathleen Grove	$78.82	2.00	$157.64	(Two people will travel. To provide the best estimate, we will budget such that those traveling will be full time faculty members, though this may not be the case.)
	Dillon Emerick	$77.25	2.00	$154.50	
UCSD	Kathleen Grove	$78.82	2.00	$157.64	(Two people will travel. To provide the best estimate, we will budget such that those traveling will be full time faculty members, though this may not be the case.)
	Dillon Emerick	$77.25	2.00	$154.50	
Other High Schools	Kathleen Grove	$78.82	3.00	$236.46	
	Dillon Emerick	$77.25	3.00	$231.75	
	Sandy Somo	$55.79	3.00	$167.37	
Phone Calls					
Conference Call with Southwestern	Kathleen Grove	$78.82	1.00	$78.82	
	Dillon Emerick	$77.25	1.00	$77.25	
	Sandy Somo	$55.79	1.00	$55.79	
Conference Calls with California Law, Inc.	Kathleen Grove	$78.82	4.00	$315.28	
	Dillon Emerick	$77.25	4.00	$309.00	
	Sandy Somo	$55.79	4.00	$223.16	

Activity	Faculty Member	Rate	Hours	Cost
Conference Calls to L.A. Mission High School, Chaffey College, and Santa Anna College to discuss Street Law Curriculum	Kathleen Grove	$78.82	2.00	$157.64
	Dillon Emerick	$77.25	2.00	$154.50
	Sandy Somo	$55.79	2.00	$111.58
Conference Calls to Orange County Schools (Saddbleback College and UC Irvine)	Kathleen Grove	$78.82	2.00	$157.64
	Dillon Emerick	$77.25	2.00	$154.50
	Sandy Somo	$55.79	2.00	$111.58
USC School of Law	Kathleen Grove	$78.82	2.00	$157.64
	Dillon Emerick	$77.25	2.00	$154.50
	Sandy Somo	$55.79	2.00	$111.58
<u>Palomar In-Reach</u>				
In-House Discussions and Meetings	Dillon Emerick	$77.25	3.00	$231.75
	Sandy Somo	$55.79	3.00	$167.37
	Kathleen Grove	$78.82	3.00	$236.46
<u>Documentation, Report / Recommendation Writing</u>	Dillon Emerick	$77.25	6.00	$463.50
	Sandy Somo	$55.79	6.00	$334.74
	Kathleen Grove	$78.82	6.00	$472.92
Total Budget Request for Time				**$8,719.45**

Project Total

Total For Travel Expenses	$1,474.05
Total For Faculty Time	$8,719.45
Project Total	**$10,193.50**

Student Success and Equity Council
REQUEST FOR FUNDING

Primary Contact Person(s): _Jack Kahn, Carmelino Cruz_____   Ext.: _2759/2262____

Program/Workgroup/Department(s):_Multicultural Studies Department/Association of Latinos and Allies for Student Success___
List of Partners/Participants: (please list name and program/workgroup/department)

Ruth Barnaba, Carmelino Cruz, Wendy Fraga, Anel Gonzalez, Rodolfo Jacobo, Jack S. Kahn, Martha Martinez, Nancy Moreno, Leticia Murillo, Yvette Myers, Shayla Sivert, campus wide instructional programs, student support programs, student clubs, community members and community resource programs.

1. Project Title: Tarde de Familia (2016-2017)
2. Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words): Tarde de Familia is our flagship orientation event. Each semester, we invite Hispanic professionals from a particular professional arena (business, engineering, medicine, legal studies, etc.) who have overcome economic hardship to share their stories of success and triumph. In addition, we bring multiple representatives from our Student Services and instructional support programs (financial aid, child development, enrollment, career counseling, GEAR UP, Veteran's Services, Tutoring, the STEM Center, the TLC, and many more) together with academic programs (ESL, World Languages, Chicano Studies, Math, etc.) to assist students and their families in enrolling and being successful in higher education. [Having a strong presence from Math & STEM is important, as our internal R&P data suggests that Hispanic students are proportionately less likely to complete degree-applicable math] (Palomar, 2014a). Tarde de Familia is both inspirational and informative and has been a strong community builder in our institution. The eventswill be held in the main San Marcos campus as well as in the Escondido satellite.
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/2015/01/Student-Equity-Plan-GB-Approved-11.12.14.pdf

This event primarily meets Objective C.2.2 of Palomar College's Student Equity Plan by providing extensive outreach and support to ESL students. The event supports Objective C.2.1 as well, by providing a mechanism for increasing the visibility of the ESL & TLC programs (specifically the Summer Bridge and First-Year Experience programs) at the event.

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5. Describe your proposed intervention strategies/activities:

Current students, potential students, family members, and the broader Hispanic community in the district attend this event. Typically 300+ people attend.

Community & Equity Building:
- Originated in 2011 by Dr. Rodolfo Jacobo, Jr.: the Department Chair of Multicultural Studies.
- Expanded upon by "Grupo Magnifico" now knows as, Association of Latinos and Allies for Student Success (ALASS)
- The 3 hour event is conducted entirely in Spanish
- Every semester has a 'Theme'; highlighting a different industry (health care, legal, engineering, small business etc.)
- Hispanic professionals from a disadvantaged socio-economic background tell their stories of inspiration and what helped them persevere
- Audiences began with 40 people (in 2011) to **well over 300** in the last years
- The event has had a strong impact on community building on our campus, many departments, faculty and staff working together on this project.
- Research component added 2015-2016 that captures demographic data, contact data for follow-up services as well as an evaluation piece.

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6. Describe your implementation timeline:

The timeline for Tarde de Familia is to continue to host an event in the San Marcos Campus both FALL 2016 and Spring 2017, the dates for the events are to be determined but historically, they are held in October and April. For 2016-2017 we also intend on expanding Tarde de Familia for a third event, held in the Palomar College Escondido Center for an annual event to be held in Spring 2017.

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

- 39% of the Student Population at Palomar College is Hispanic
- Projected to underline significantly increase over the next 20 years
- Hispanic students have unique needs at the community college which may include
    - Language support
    - Immigration support
    - Other concerns which overlap with other equity groups
- Identified by the chancellor's office as underprepared, Hispanic students at Palomar are significantly less likely to complete a degree program
 Percent who complete a program (by ethnicity)
    - 40% Hispanic
    - 43% Filipino
    - 47% African-American

- 48% White
- 56% Asian
- In addition, of the students who are on Academic Probation or Dismissal, approximately 45% are Latino
- This <u>at-risk</u> population has unique needs which need to be met to ensure their academic success.

8. Describe your anticipated outcome(s):

Through our in-reach follow-up process, we collect information on all participants and then contact them post-event to see if they have questions about the event, future events, or any questions pertaining to access, persistence, and student success. In addition, we collect data at each event on how well the event met expected outcomes. For the past two years, *over 95% of participants* have agreed (or strongly agreed) that the event provided them with a better sense of community and that they feel much more informed about Palomar College and its offerings

Increasing Social Capital: Campus organizations (including equity plan center-specific support) assist students and the community, providing information & creating networking relationships to help them succeed
- ESL
- Student Clubs
- Fire & Police Academy
- CTE
- Child Care Center
- GEAR UP
- Financial Aid
- Veterans Center
- Counseling
- Enrollment Services
- STEM
- Teaching and Learning Center
- STAR tutoring
- Many more!

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

- Every semester we collect evaluation & contact data from audience members
- We found that over 95% of participants agree or strongly agree that:
  - **They feel a <u>better sense of community</u> with other Palomar students, faculty, and staff.**
  - **They <u>are better informed about Palomar College services and programs</u>.**
- In Spring of 2015, Over 100 participants were contacted by phone for follow-up about the college and future events
  - Increased enrollment
  - Parent and Student satisfaction

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

We are currently improving our research methods and follow-up to better meet the goals of our equity plan. We have been testing different software that will help us track data, via registration, pre-

registration, pre-survey and post survey possibilities as well as capturing contact information.

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

At this time we have created an account with the Palomar College Foundation; the funds primarily communing from grass-roots fundraising & community sponsorships.

Funding Requested from Student Equity:

■ I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2015 – 2016.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff Identify pay rate/hours/benefits (link to Fiscal Services benefits worksheet below): http://www.palomar.edu/fiscal _services/LeftNav/Forms.html Hourly Employees Classified Staff Faculty Consultants	Faculty, Staff and students to attend conferences for research purposes.		$1,500
2. Supplies/Materials	Decorations/Signage – for 3 events		$900
3. Equipment			
4. Services			
5. Printing	Printing & Advertising – for 3 events		$2,000
6. Mailing			
7. Travel			
8. Food	Food & Drink – 3 events		$9,300

	6		
9. Facilities Needed	Facilities/Janitorial – Escondido does not have stage, chairs or tables needed, a 3rd party must be contracted.		$1,500
10. Other	Pre-registration soft-ware and Survey Monkey costs.		$300.00
Total Cost of Project:			$10,900

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:
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6. Describe your implementation timeline:

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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): http://www.palomar.edu/fiscal_services/LeftNav/Forms.html 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:

Please add estimate of students served by these activities.

	3SP/SE Fundable	Maintain Current Funding (BSI)?	Use combination of funding sources to accomplish goal. (BSI/3SP/SE/TLC)

Expense	2015 Expenses	Number of Students Served	2016-17 Projected Expenses	Number of Projected Students to Serve for 16-17	Currently funded by	Comments/questions	3SP Eligibility	Student Equity Eligibility	
							3SP Eligibility	**Student Equity Eligibility**	
Summer Bridge Food	$5,149.00	Summer 2015 155 students	$6,500.00	195 students for Summer 2016	TLC	Can SE or SSSP pick up the 2015 cost? BSI as of May 2015 will not cover food	3SP as part of orientation/assessment/tutoring	SE as part of targeted outreach to DI students	3SP/SE Fundable
Registration Assistance Days/Snacks	$100.00	Summer 2015: 59 students	$130.00	75 students for Summer 2016	TLC	Can SE or SSSP pick up the 2015 cost? BSI as of May 2015 will not cover food	3SP as part of orientation/assessment/tutoring	SE as part of targeted outreach to DI students	3SP/SE Fundable
Counselor Expense	$7,000.00	Summer 2015 155 students	$7,000.00	195 students for Summer 2016	STEM II	STEM II is expiring as of September 30, 2016	3SP as part of education planning/general counseling/career assessment	3SP as part of education planning/general counseling/career assessment for DI students	Use combination of funding sources to accomplish goal. (BSI/3SP/SE/TLC)
Librarian	$400.00	Summer 2015 31 students	$400.00	75 students for Summer 2016	BSI				Maintain Current Funding (BSI)?
Summer Bridge Classroom Supplies	$8,100.00	Summer 2015 155 students	$10,200.00	195 students for Summer 2016	BSI	Includes: Pearson Focus on Grammar for ESL Jam, spiral notebooks (ESL Jam), Post-It Self-Stick Easel Pads (ESL Jam), Index Cards (ESL Jam), Scantrons (Reading), books for Write On, Summer Bridge folders, name badges, envelopes, dry erase markers			Maintain Current Funding (BSI)?
Summer Bridge/FYE Program Supplies	$15,300.00	Summer and Fall 2015: 377 students	$22,120.00	545 students for Summer and Fall 2016	TLC*	Pens, gel wax highlighters, pencils, USB Drives (computer storage given out to students on final day for use in fall semester), mini staplers, backpacks, FYE t-shirts (given out at FYE Orientation)	No clothing may be purchased but we can spend on school supplies. Many of these things we purchased for WOW too.	No clothing may be purchased but we can spend on school supplies. Many of these things we purchased for WOW too.	*TLC: TLC Funds are from the General Funds. We do not know if this will be supplanting.
Tutors	$16,000.00	Summer 2015 155 students	$16,000.00	195 students for Summer 2016	STEM II	STEM II is expiring as of September 30, 2016	X No 3SP funds currently allocated to tutoring	SE budget includes 100k for tutors to support DI students.	3SP/SE Fundable
Total:	$52,049.00		$62,350.00						

					3SP/SE Fundable		Maintain Current Funding (BSI)?	Use combination of funding sources to accomplish goal. (BSI/3SP/SE/TLC)
Expense	**2016 Projected Expenses**	**Number of Students Served**	**Currently funded by**	**Comments/questions**	**3SP Eligibility**	**Student Equity Eligibility**		
Summer Bridge Food	$630.00	Summer 2016 25 students	NA		3SP as part of orientation/assessment/tutoring	SE as part of targeted outreach to DI students		
Registration Assistance Day/Snacks	$35.00	Summer 2016 25 students	NA		3SP as part of orientation/assessment/tutoring	SE as part of targeted outreach to DI students		
Counselor Expense	$1,102.48	Summer 2016 25 students	NA	Salary with benefits included. The 8 - 9 am individual counseling sessions for ESL Jam students. Will be held in TLC Escondido.	3SP as part of education planning/general counseling/career assessment	3SP as part of education planning/general counseling/career assessment for DI students		
Librarian	$200.00	Summer 2016 25 students	NA		?	?		
Summer Bridge Classroom Supplies	$860.00	Summer 2016 25 students	NA	Includes: Pearson Focus on Grammar for ESL Jam, spiral notebooks (ESL Jam), Post-It Self-Stick Easel Pads (ESL Jam), Index Cards (ESL Jam), Scantrons (Reading), Summer Bridge folders, name badges, envelopes, dry erase markers		We are purchasing FOG for ESL Labs. Working with Nimoli & Shayla. Do you need additional licenses?	Yes, we need additional licenses. It is a subscription based access codes to FOG, one-time use only, one per student. *TLC: TLC Funds are from the General Funds. We do not know if this will be supplanting.	
Summer Bridge Program Supplies	$900.00	Summer 2016 25 students	NA	Pens, gel wax highlighters, pencils, USB Drives (computer storage given out to students on final day for use in fall semester), mini staplers	No clothing may be purchased but we can spend on school supplies. Many of these things we purchased for WOW too.	No clothing may be purchased but we can spend on school supplies. Many of these things we purchased for WOW too.		
Tutors	$3,324.41	Summer 2016 25 students	NA		X No 3SP funds currently allocated to tutoring	SE budget includes 100k for tutors to support DI students.		
Promotional Materials and mailing	$200.00	Summer 2016 25 students	NA		3SP allows material that promote 3SP services	SE budget allows targetted outreach materials to DI populations		
Short Term Hourly Support	$2,442.00	Summer 2016 25 students	NA		? Some examples? Student ambassadors? Clerical?		Clerical support to process applications, keep positive attendance rosters, assist instructors with room set up and supplies, call students, assist with tutors, etc.	
Total:	$9,693.89							

							3SP/SE Fundable		Maintain Current Funding (BSI)?	Use combination of funding sources to accomplish goal. (BSI/3SP/SE/TLC)
Expense	**2015-16 Expenses**	**Number of Students Served for 2015-16**	**2016-17 Projected Expenses**	**Number of Projected Students to Serve for 16-17**	**Currently funded by**	**Comments/questions**	**3SP Eligibility**	**Student Equity Eligibility**		
FYE Orientation/Food	$3,200.00	Fall 2015 200 students	$6,400.00	350 - 400 FYE students for 2016-17	TLC	Can SSSP or SE pick this up as BSI (May 2015) will no longer fund food	3SP as part of orientation/assessment/tutoring x			No, as of May 2015 Basic Skills funds may no longer be used for food at any events.
FYE Planners (400)	$1,600.00	Fall 2015 200 students	$1,600.00	350 - 400 FYE students for 2016-17	BSI					
FYE Promotion Ceremony	$2,500.00	Fall 2015 200 students	$5,000.00	350 - 400 FYE students for 2016-17	TLC	Food/Facilities/Supplies	? BSI still funding some portion?			
Welcome-Week Events/Snack Breaks	$400.00	Fall 2015 200 students	$600.00	350 - 400 FYE students for 2016-17	TLC		Is this different than WOW activities?		*TLC: TLC Funds are from the General Funds. We do not know if this will be supplanting.	Yes, we host first-week snack breaks at the TLC for our FYE students which is separate from WOW events.
"3.0 student event" and study break snacks	$500.00	Fall 2015 200 students	$600.00	350 - 400 FYE students for 2016-17	TLC	"3.0 Event" for students who have a gpa of 3.0 or higher			*TLC: TLC Funds are from the General Funds. We do not know if this will be supplanting.	
FYE Registration Assistance Days/snacks	$200.00	Fall 2015 200 students	$300.00	350 - 400 FYE students for 2016-17	TLC		3SP as part of orientation/assessment/tutoring SE if DI students served		*TLC: TLC Funds are from the General Funds. We do not know if this will be supplanting.	
FYE folders (400)	$700.00	Fall 2015 200 students	$700.00	350 - 400 FYE students for 2016-17	BSI					
FYE Counselors	$90,500.00	Fall 2015 200 students	$37,829.00	350 - 400 FYE students for 2016-17	SSSP	Can SSSP continue to pick this expense up? Column D: amount for additional counseling hours needed beyond the proposed FYE counselor requested on Line 12	3SP/adj	SE/adj if DI students served		
Book Loans		Fall 2015 200 students	$40,000.00	350 - 400 FYE students for 2016-17	None	Proposing $100 book loan amount for 200 FYE students per semester, needs based	x	SE possible for DI students only, using EOPS rules, amount tbd		
FYE Counselor		Fall 2015 200 students	$56,226.64	350 - 400 FYE students for 2016-17	None	We are proposing a 26-hour a week FYE counselor, working 34 weeks a year, salary + benefits. This will take over much of the cost of line 10 if funded.	3SP/adj (assigned)	SE/adj (assigned)		
FYE/SB Student Ambassador		Fall 2015 200 students	$8,312.92	350 - 400 FYE students for 2016-17	None	We are proposing a 20-hour a week Student Ambassador who has been through SB/FYE/LC (Learning Communities). A student from ESL Jam and now in LeapStart would be ideal. Working 34 weeks a year, salary + benefits.	All 3SP ambassadors have been designated to ser	SE - funding available for peer ambassadors (new)		
Total	$99,600.00		$157,568.56							

Expense	2015-16 Expenses	Number of Students Served (SB, FYE, LC)	2016-17 Projected Expenses	Number of Projected Students to Serve for 16-17	Currently funded by	Comments/questions		3SP Eligibility	Student Equity Eligibility
Creative Services	$5,062.00	826 students for 2015-16	$6,404.00	1045 students for 2016-17	TLC	Bookmarks, flyers, posters, sandwich board signs for all TLC programs and services			*TLC: TLC Funds are from the General Funds. We do not know if this will be supplanting.
Comet Copy	$4,460.00	826 students for 2015-16	$5,642.00	1045 students for 2016-17	TLC	Copies/printing costs for all TLC programs and services			
Mailing (SB/FYE)	$626.00	826 students for 2015-16	$792.00	1045 students for 2016-17	TLC	For Summer Bridge and FYE			
Short Term Hourly Support	$11,856.00	826 students for 2015-16	$16,220.00	1045 students for 2016-17	TLC/BSI	Summer Bridge, FYE, Learning Communities and Village Mentoring			SE - funding available for support specialst/hourly support
Total	$22,004.00		$29,058.00						

Expense	2015-16 Expenses	2016-17 Projected Expenses	Currently funded by	Comments/questions	3SP Eligibility	Student Equity Eligibility
Math Tutors	$32,253.11	$32,253.11	STEM II	STEM II funds end September 2016		
English Tutors	$33,585.45	$33,585.45	BSI & General Funds (English Department)	Shayla has directed the Tutoring Coordinators to pay 50% BSI and 50% GF		
ESL Tutoring	$10,448.15	$10,448.15	BSI & General Funds (ESL Dept)	Shayla has directed the Tutoring Coordinators to pay 50% BSI and 50% GF		

Total	$76,286.71	$76,286.71

					3SP/SE Fundable	Maintain Current Funding (BSI)?	Use combination of funding sources to accomplish goal. (BSI/3SP/SE/TLC)	
Expense	**2015-2016 cost**	**Number of students served**	**Currently funded by**	**Comments/questions**	**3SP Eligibility**	**Student Equity Eligibility**		
FYE (First-Year Experience) Coordinator	$20,000.00	2016-2017 545 students	STEM II	Can SE or SSSP pick up the 2016-2017 cost?	3SP if core services provided	SE if DI populations served	See FYE reports for FYE demographics and SB report for SB demographics. DI populations are being served.	Question: What are the 3SP core services? We can answer this question with that information.
FR (Faculty Resource) Coordinator	$15,000.00	2016-2017 500 students	STEM II	Can SE or SSSP pick up the 2016-2017 cost?	3SP PD funds if related to assessment/counseling/ed planning/follow-up	SE PD funds if related to equity training for faculty?	FR Coordinator oversees the Village Mentoring program, which involves training of mentors and follow-up with mentors and mentees.	
Total:	$35,000.00							

	2015 Expenses	Projected Expenses 2016-17
Overall Total:	$294,633.60	$369,957.16

Primary Contact Person: Shayla Sivert   X2251

Program/Workgroup/Departments: TLC/FYE/SB/LC/VM/LL

List of Partners/Participants:

Debra Avila	davila@palomar.edu	x3663	TLC Supervisor
Cindy Anfinson	canfinson@palomar.edu	x2963	FYE Coordinator
Shayla Sivert	ssivert@palomar.edu	x2251	Dean, L&L

1. **Project Title:** FYE and Faculty Resource Coordinators
2. **Brief Description of proposed project and issue(s) you plan to address:**
   The FYE Coordinator takes the lead faculty role in the Summer Bridge and First-Year Experience programs. The faculty member receives 60% release time for his/her role in these programs. The Faculty Resource Coordinator takes the lead faculty role in the Learning Community and Village Mentoring programs. The faculty member receives 40% release time for his/her role in these programs. Both coordinators work in conjunction with the TLC staff and the Dean, Languages and Literature.
3. **Identify the proposed target "disproportionate impact" group(s) to be impacted:**
   a. 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:**
   a. A.1.5, B.1.3, B.1.4, C.1.1, C.1.2, C.1.3, C.2.1, C.2.2, C.2.3, C.3.2, C.3.4, D.1.6, D.2.3
5. **Describe your proposed intervention strategies/activities:**
   a. The two coordinators will provide faculty leadership for:
      i. Summer Bridge offers students (incoming and continuing) the opportunity to assess into a higher level or to strengthen their skills for ESL, English, math, and reading. Participation in the program also provides students with access to counseling, financial aid, registration assistance, and other student support services.
      ii. FYE offers first-year students additional support and academic direction, without which students may not return after the first semester or first year.
      iii. Learning Communities provide students connections with faculty, other students, and tutors to create a successful learning environment.
      iv. Village Mentoring can support our students make the successful transition to college life by providing them with a mentor (a Palomar College employee volunteer) who guides the students to a better understanding of college culture, resources, and opportunities.
6. **Describe your implementation timeline:**

a. The two positions have been in place since 2012. PFF and the Palomar District agreed in an MOU that the FYE and FR Coordinators be "*grant funded for the 2015-2016 fiscal year, and they will continue thereafter as long as they are supported by grants and not the general fund.*"

b. The coordinator positions were initially funded by HSI grant funds and then STEM II funds, both of which are finished. We are asking that these two positions be funded by Student Equity monies beginning July 1, 2016.

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

   a. Please see the following:

      i. FYE Final Reports 2013-2014 (http://www2.palomar.edu/pages/fye/reports

         1. Steadily increasing growth in participation in Palomar's FYE program
         2. Number of FYE students with ed plans (97.5%)
         3. Persistence rates of FYE students compared to those of non-FYE credit students fall to fall (e.g., 61% to 49.1% respectively)

      ii. Summer Bridge Final Reports (http://www2.palomar.edu/fye-sb/reports)

         1. 61.5% of ESL 55 JAM students placed higher.
         2. 61.1% of ESL 101 JAM students placed higher.
         3. 80.8% of Math JAM II students placed higher
         4. Improvement in reading levels of students averaged 2 grade levels.

      iii. Learning Communities

         1. Persistence of FYE students from fall to spring and fall to fall has been consistently and significantly higher than that of non-FYE students.

      iv. Data for all BSI-related activity:

         1. http://www.palomar.edu/irp/BSI-HSIActivityEvalReport2014.pdf
         2. http://www.palomar.edu/irp/BSI-HSIActivityEvalReport2013.pdf

8. **Describe your anticipated outcome(s):**

   a. Increased utilization of the programs and services by our DI groups
   b. Increased success in college by our DI groups
   c. Increased persistence and completion by our DI groups
   d. Doubled number of students in the FYE program by S19 to 400+ active students
   e. Increased tutoring, targeting DI groups in marketing efforts
   f. Increased percentages of DI students completing Summer Bridge
   g. Expansion of Learning Communities to 15+ each semester
   h. Development of LC geared to veterans
   i. Continued expansion of PD offerings at the Faculty Resource Center related to best practices in working with our DI populations

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

   a. Collect and monitor data via PeopleSoft, PAT systems, and SARS. We are planning on examining our data with Tableau, which will allow us to dig deeper into our data and see trends.

   b. Establish baseline use of TLC programs and services for 2015-16 and college usage data for 2016-19 by student demographics.

   c. Collect and monitor data on TLC student participants vs. non-participants' performance in our programs and services.

        i. Track data involving success, retention, and persistence
    d. Collect feedback from student participants through our student surveys administered by IRP.
    e. Formalize the process by which we collect feedback from program partners.
10. **Identify the evaluation support you anticipate needing from the Institutional Research Office:**
    a. Administration of and results of our surveys given to FYE, LC, and SB students each year
    b. Basic skills data that impact our programs and practices
    c. Tutoring data
    d. Long-term success of students involved in the programs
11. **Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:**
    a. We could cover the backfill for these positions with BSI funds; however, those funds are limited to approximately $150K per year, and a large amount of these funds support basic skills tutoring, counseling, PD, and equipment needs.

Funding Requested from Student Equity:

I have read the Acceptable and Unacceptable Uses of Student Equity Funds for 14-15.

Budget Category	Item Description	Quantity Needed	Total Amount
Staff	FYE Coordinator	60% release time backfill = 9 hr/week *32 weeks/year*$65/hr	$18720 (backfill salary only)
	SB Stipend for FYE Coordinator		$5000
	FR Coordinator	40% release time backfill = 6 hr/week*32*$65/hr	$12480
Other (Benefits)	FYE Coordinator		$1125
	FR Coordinator		$750

Student Success Equity Council
Request for Funding Form

Primary Contact Person: Shayla Sivert   X2251

Program/Workgroup/Departments: TLC/FYE/SB/LL

List of Partners/Participants:

Debra Avila	davila@palomar.edu	x3663	TLC Supervisor
Cindy Anfinson	canfinson@palomar.edu	x2963	FYE Coordinator
Shayla Sivert	ssivert@palomar.edu	x2251	Dean, L&L

1. **Project Title:** TLC/FYE Counselor(s)
2. **Brief Description of proposed project and issue(s) you plan to address:**
    Counselors work directly with FYE and SB students and in support of the TLC programs,
    especially FYE and SB in conjunction with the TLC staff and the Dean, Languages and Literature.
3. **Identify the proposed target "disproportionate impact" group(s) to be impacted:**
    a. 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:**
    a. A.1.5, B.1.3, B.1.4, C.1.3, C.2.1, C.2.2, C.2.3, C.2.4, C.3.3, D.1.4, D.1.5, D.1.6, D.2.2, D.2.3
5. **Describe your proposed intervention strategies/activities:**
    a. Counselors will work in support of students in the following programs:
        i.   Summer Bridge offers students (incoming and continuing) the opportunity to
             assess into a higher level or to strengthen their skills for ESL, English, math, and
             reading. Participation in the program also provides students with access to
             counseling, financial aid, registration assistance, and other student support
             services.
        ii. FYE offers first-year students additional support and academic direction,
             without which students may not return after the first semester or first year.
        iii. Learning Communities provide students connections with faculty, other
             students, and tutors to create a successful learning environment.
        iv. Village Mentoring can support our students make the successful transition to
             college life by providing them with a mentor (a Palomar College employee
             volunteer) who guides the students to a better understanding of college culture,
             resources, and opportunities.
6. **Describe your implementation timeline:**
    a. We are asking that these hours be funded by Student Equity monies beginning July 1,
        2016.
7. **Reference and explain the research students that support your proposed intervention(s):**
    a. Please see the following:

i. FYE Final Reports 2013-2014 (http://www2.palomar.edu/pages/fye/reports
   1. Steadily increasing growth in participation in Palomar's FYE program
   2. Number of FYE students with ed plans (97.5%)
   3. Persistence rates of FYE students compared to those of non-FYE credit students fall to fall (e.g., 61% to 49.1% respectively)
ii. Summer Bridge Final Reports (http://www2.palomar.edu/fye-sb/reports)
   1. 61.5% of ESL 55 JAM students placed higher.
   2. 61.1% of ESL 101 JAM students placed higher.
   3. 80.8% of Math JAM II students placed higher
   4. Improvement in reading levels of students averaged 2 grade levels.
iii. Learning Communities
   1. Persistence of FYE students from fall to spring and fall to fall has been consistently and significantly higher than that of non-FYE students.
iv. Data for all BSI-related activity:
   1. http://www.palomar.edu/irp/BSI-HSIActivityEvalReport2014.pdf
   2. http://www.palomar.edu/irp/BSI-HSIActivityEvalReport2013.pdf

8. **Describe your anticipated outcome(s):**
   a. Increased utilization of the programs and services by our DI groups
   b. Increased success in college by our DI groups
   c. Increased persistence and completion by our DI groups
   d. Increased percentages of DI students completing Summer Bridge
   e. Increased number of DI students with educational plans
   f. Continued expansion of PD offerings at the Faculty Resource Center related to best practices in working with our DI populations

9. **Describe how you plan to evaluate progress toward these outcome(s):**
   a. Collect and monitor data via PeopleSoft, PAT systems, and SARS. We are planning on examining our data with Tableau, which will allow us to dig deeper into our data and see trends.
   b. Establish baseline use of TLC programs and services for 2015-16 and college usage data for 2016-19 by student demographics.
   c. Collect and monitor data on TLC student participants vs. non-participants' performance in our programs and services.
      i. Track data involving success, retention, and persistence
   d. Collect feedback from student participants through our student surveys administered by IRP.
   e. Formalize the process by which we collect feedback from program partners.

10. **Identify the evaluation support you anticipate needing from the Institutional Research Office:**
   a. Administration of and results of our surveys given to FYE, LC, and SB students each year
   b. Basic skills data that impact our programs and practices
   c. Tutoring data
   d. # of educational plans completed
   e. Long-term success of students involved in the programs

11. **Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:**
    a. We are able to cover a counselor 18 hr/week throughout the year with BSI funds; we would like to put that counselor at the TLC EC as we begin to grow our services to that center. We hope to receive SSEC for additional coverage here at the TLC SM. As we scale up our SB and FYE programs, we will require significantly more coverage.

Funding Requested from Student Equity:

I have read the Acceptable and Unacceptable Uses of Student Equity Funds for 14-15.

Budget Category	Item Description	Quantity Needed	Total Amount
Staff	Counselor(s) TLC SM	40 hrs/week * 48 weeks/year * $70/hr	$134,400
Other (Benefits)	Counselor(s) TLC SM		$8075

Total Request   **$142,475**

Primary Contact Person: Laurel Anderson   X 5528
Program: Service Learning

Partners/Participants:
Laurel Anderson and Gina Wilson
Project Title: Service Learning

Description of Proposed Project

The mission of the office of service learning at Palomar College is to provide active, service-focused, community-based, learning opportunities for students. These opportunities are designed to build and enhance students' commitment to academics, personal and professional development, and civic responsibility. Outcomes of service learning participants include an increase in self-knowledge, self-awareness, and work place competence. These students become active participants in creating solutions for social problems and thus increase their commitment to their education. Service learning increases student retention and commitment to learning. The barriers for students to benefit from service learning opportunities at Palomar College are: limited course offerings with a service-learning component due to instructors' lack of knowledge and implementation, the cost of extraneous needs (like fingerprinting and TB tests), and the accessibility of seamless community partnerships in a wide variety of opportunities (ie. additional MOUs , matching community partners with course objectives, and the like). In an effort to support targeted populations: Veterans, Foster Youth, African-Americans and Latino Students, and students who are between the ages of 25 and 49, we propose a project that would provide additional faculty/staff to do community outreach for partnerships, fund student service requirements (ie. TB tests), commemorate accomplishments, provide incentives (ie. certificates, graduation stoles), and offer instructor education and enticements to implement service learning in their courses.

Target Groups to be Impacted
Veterans
Foster Youth
African American
Latino
Ages 25-49

Goals/Activities
By incorporating service learning experiences in additional courses targeting the following student population, this project will address the following Student Success Equity Goals:

A.1.5 Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

B.1.3 Provide extensive outreach and support services for foster youth, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

C.1.2 Provide extensive outreach and support services for 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.

C.2.2 Provide extensive outreach and support services for ESL students in affected group, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

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

Proposed Intervention Strategies/Activities

1. The principal barrier in student access to service learning is instructor's offering this opportunity.   In order to address this hurdle, workshops and incentives will be given to Palomar College instructional faculty/staff to implement service learning into existing coursework in order to increase the number of courses with service learning component. These workshops would be multifaceted in approach. First, an overview of the benefits of service learning would be relayed, as many instructors are unaware of the benefits provided through this learning tool.   Then, we will demonstrate and assist instructors in transforming their existing course assignments to include service learning. Current instructors who use service learning would be assisting in this workshop to convey best practices in implementation.   In these workshops, to entice the instructors to participate, we would have a lunch, a presentation, and time to work on individual assignments. We would target instructors who are currently working with students in our proposed/target populations (ie. Multicultural studies and our Latino population) while open the opportunity to all instructors. Additionally, we would pay the instructors (ie. $75) for adapting the curriculum to implement service learning into their course(s). Lastly, we would provide additional support to the instructors who are implementing service learning by matching partnerships with the course needs (this would be through incorporating strategy number 2).

2. In order to increase our community partnerships (service locations) and educate the partners on what the instruction and students' needs are, we will need a staff member to be responsible for connecting additional partnerships to meet the academic and service needs for the target student population and courses while sustaining the current community relationships.

3. In an effort to overcome a common hurdle of "initial buy-in" by instructors and students is to have incentives for serving. Additionally, community partners appreciate being acknowledged for the time and efforts in supporting the Palomar College students' learning. Therefore, community partners and students will receive acknowledgement (ie. certificates, letters of thanks, and stoles at graduation) for service and partnership to increase retention and commitment. Additionally, a gathering to celebrate successes and increase commitment will be held at the end of the school year. Students who have exhibited exemplary service, community partners and instructors would be invited. This would be a luncheon/tea.

4. An extension of our overarching barrier is marketing service learning so instructors and students are aware of the presence in courses and the overwhelmingly positive outcomes. One marketing tool is to (self)publish students' reflections. Publication of student service learning reflections will provide credit to outstanding students, offer ownership to participating students and be a marketing tool for both the community partners and Palomar College. This would be compiled and distributed at the end of the school year.

Timeline

Beginning in summer/fall of 2016, offer workshops and incentives to instructors to increase service-learning courses for students. At this time, we would also begin the process of collaborating with community partners to meet the needs of these instructional components to target the populations addressed in this project.

Then, we would build on the students' accomplishments and reward the efforts appropriately. The certificates would be available at the end of each semester, and the tea would be at the end of the school year. This would be a one-year commitment.

References:

The following research articles and texts support the interventions of increasing retention and student engagement. The outcomes of service learning include: increase in self-knowledge and self-awareness, a sense of reward from helping others; changes in personal efficacy and competence; and an ability to reflect on and apply best practices to tolerance and diversity. Additionally, students are able to develop interpersonal and workforce skills, such as working with others, developing leadership skills, and increasing communication competency.

When students volunteer in the community, students benefit, the college benefits and the community benefits.

Ash, S.L. Clayton, P.H, & Atkinson, P.P. (2005). Integrating reflection and assessment to capture and improve student learning. *Michigan Journal of Community Service Learning, 11* (2), 49-60.

Eyler, J. & Giles, D.E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass, Inc.

Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Mundy, M. & Eyler, J (1999). *Service-learning & retention: Promising possibilities, potential partnerships.* Retrieved from http://files.eric.ed.gov/fulltext/ED482320.pdf

Anticipated Outcome
More instructors will be implementing service learning in the courses so students will have increased opportunities for this learning experience.
Community partnerships would readily match the instructional needs.
Students will further engage in their courses of study and increase retention, and expand their work-experience by obtaining "real-world experiences. These students will have opportunities to build their resumes and increase their success rates for self-sufficiency.

Evaluate Progress
We will continue our survey process with students, community members and participating faculty. We will continue to monitor the number of service hours, students participating and partners who offer service. The success data will be analyzed each semester.

Evaluation Support
Development of a satisfaction survey.
Tracking students (esp. targeted students) who have completed service learning and their retention/completion data.
(would love to have service hours on the transcript)

Available Funding
N/A

Budget:

Need:

Strategy 1 and 2
Staff: 5.75 hours at $35 for 40 weeks: $8050

Strategy 1.
Workshop and incentives for implementing service learning
      Workshop
      Curriculum Adaptation Reimbursement ($75) for 50 instructors $3750
      Current Instructors who use service learning to mentor/instruct $75 for 10 instructors $750

Strategy 1, 3 and 4
Printing: Certificates, Fliers/Marketing $2000

Strategy 1 and 3
Food
      Lunch for 50 $1000
      Tea   (Faculty, students and community partners) $850

Strategy 4 $800
      Publication of student reflections
      (approx. 300 copies through Comet Copy)

      TB tests ($10/test 100 students) $1000

                                                       Total $17, 400

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Dan Sourbeer, Greg Larson, Adrian Gonzales	**Date:** 3/11/16

Proposed Name of Requested Group: Student Success and Equity Council							
X	**Council**		**Committee**		**Subcommittee**		**Task Force**
Action Requested:		**Add**		**Delete**	X	**Change**	

Role:
The Student Success and Equity Council (SSE) will serve as a steering committee that leads the development of the Student Success and Support Program (3SP) and Student Equity Plan for the District.

The SSE Council will assist in preparing the 3SP and Student Equity Plan, monitoring the District's progress toward meeting the goals in each plan, and review and update each plan as needed. The SSE Council will coordinate its activities with those of the other Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Basic Skills Committee and other District committees as necessary.

Products:
- Student Equity Plan
- Student Success and Support Plan

Reporting Relationship: Strategic Planning Council

Meeting Schedule: Second and Fourth of Friday from 9:00 – 11:00 am

Chairs:
Faculty Senate President, Vice President for Instruction, Vice President for Student Services

Members:
2 faculty members as appointed by Basic Skills Committee
2 faculty members as appointed by Instructional Planning Council
2 faculty members as appointed by Student Services Planning Council
1 faculty member from Reading Department as appointed by the Faculty Senate
1 faculty member from Math Department as appointed by the Faculty Senate
1 faculty member from English Department as appointed by the Faculty Senate
1 faculty member from ESL Department as appointed by the Faculty Senate
1 faculty member from Disability Resource Center as appointed by the Faculty Senate
2 faculty counselors as appointed by the Faculty Senate
1 faculty member at-large (instruction) as appointed by the Faculty Senate
1 faculty member at-large (student services) as appointed by the Faculty Senate
2 faculty senators as appointed by the Faculty Senate
1 AA representative as appointed by the Administrators Association
1 CAST representative as appointed by the CAST
2 classified staff representatives as appointed by CCE
1 Dean - Student Services
2 Deans – Instruction
1 Assessment Supervisor
1 Senior Director of Institutional Planning and Research
1 3SP Coordinator
1 Manager of Orientation and Follow-up Services
2 student representatives as appointed by the ASG

Approved by SPC: 11/04/2014

Exhibit C

SSEC Funding Requests – Proposed Evaluation Rubric

	Needs Improvement 1 point	Developing 2 points	Proficient 3 points	Score	Notes
Need for Project	Needs Improvement	Developing	Proficient		
Is there a strong, sound reason to develop the project or program? Is it aligned with Student Equity goals?	No clear documentation of alignment with Student Equity Goals and Objectives provided; not grounded in sound research or best practices.	Project is partially aligned with a particular Student Equity Goal.	Project is aligned with equity goals identified in the SEP. Project is based on sound research and/or best practices.		
Evaluation Plan	Needs Improvement	Developing	Proficient		
How will the project's stated goals and outcomes be measured?	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 the achievement gap. Robust data gathered on a regular basis.		
Extent of Focus on Target Groups	Needs Improvement	Developing	Proficient		
How will the project focus on the DI target groups as defined in the SEP?	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.		
Direct Impact on Students	Needs Improvement	Developing	Proficient		
How will the project provide direct impact on students? How many students will be directly impacted?	Program does not directly impact material conditions of students. Program serves small numbers of students.	Program has some direct impact on material conditions of students. Program may serve around 100 students.	Program concretely changes material conditions for students. Program serves a large number of students.		
Addresses Equity Goals Identified in the Student Equity Plan	Needs Improvement	Developing	Proficient		
How will the project address equity goals?	It is unclear what goals the project addresses.	The project partially aligns with a particular goal in the SEP.	The project directly addresses equity goals identified in the SEP.		
Activity is included in the Student Equity Plan	Needs Improvement	Developing	Proficient		
Are project activities in	Activity is not related to	Activity fits into an	Activity is explicitly		

the SEP?	activities in the SEP.	activity in the SEP.	named in the SEP.		
Analysis of Funding	Needs Improvement	Developing	Proficient		
	It is unclear what other funding resources are available. Project has many expenses that are not allowable under SE. The length of time funding is required is not specified.	Some other funding resources are available. Project has a few expenses that are not allowable under SE. The length of time funding is required is not clear.	Other funding sources are clearly identified. Project is integrated into other funding sources that can cover expenses not allowable under SE. The length of time funding is required is clearly specified.		