



**STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
AGENDA
Friday, May 12, 2017**

MEETING TYPE:	<input checked="" type="checkbox"/>	Staff	Date: May 12, 2017
	<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: Vice President of Student Services,
Adrian Gonzales

VP for Instruction, Dr. Jack Kahn

Faculty Senate President, Dr. Travis Ritt

MEMBERS: Aguirre, Anfinson, Antonecchia, Barton,
Bongolan, Diaz, Finkenthal, Hopp, Lawson, Kailikole,
Magnuson, Martinez, Moreno, Mudgett, Nelson, Ordille, Patel,
Ramirez, Rodriguez, Sanchez, Shafer, Sivert, Sosa, Squires,
Stockert, Tovar, Velazquez, Waite and Weintraub.

RECORDER: Michelle LaVigueur

<u>Order of Agenda Items</u>	<u>Attachments</u>	<u>Time Allotted</u>
A. <u>MINUTES</u>		
1. Approve minutes of April 14, 2017		
2. Approve minutes of April 28, 2017		
B. <u>ACTION ITEMS/FIRST READING</u>		
1. Military Value Statement – Ryan Williams and VP Kahn		10 minutes
C. <u>ACTION ITEMS/SECOND READING</u> – None.		
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. APAHE Conference April 6–7, 2017 in Oakland, CA Report Out -Lawrence Lawson		10 minutes
2. M2C3 Report		40 minutes
a. Overview of M2C3		
b. Survey Results		
3. IRP Team - Rachel Miller and David Vazquez		40 minutes
a. Overview of Student Equity		
b. Disproportionate Impact Study Update		
4. Social Justice Center Update		10 minutes
5. Summer SSEC Meeting		5 minutes
E. <u>OTHER BUSINESS</u>		5 minutes



**STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
MINUTES
April 14, 2017**

CHAIRS: Vice President of Student Services,
Adrian Gonzales

Interim VP for Instruction, Dan Sourbeer

Faculty Senate President, Travis Ritt

MEMBERS: Anfinson, Barton, Magnuson, Martinez, Moreno,
Patel, Rodriguez, Shafer, Sosa, Squires, Tovar and Weintraub.

ABSENT: Aguirre, Antonecchia, Bongolan, Diaz, Finkenthal,
Hopp, Kahn, Lawson, Mudgett, Nelson, Ordille, Ramirez,
Sanchez, Sivert, Sourbeer, Stockert, Velazquez and Waite.

RECORDER: Michelle LaVigneur

GUESTS: Rachel Miller, David Vazquez and Ryan Williams.

Order of Agenda Items	Attachments	Time Allotted
A. <u>MINUTES</u>		
1. Approve minutes of February 10, 2017		
MSC – (Anfinson/Ritt): The minutes for February 10, 2017 were approved and accepted into the record.		
2. Approve minutes of February 24, 2017		
MSC – (Anfinson/Ritt): The minutes for February 24, 2017 were approved and accepted into the record with abstentions from Michelle Barton and Gary Sosa.		
3. Approve minutes of March 24, 2017		
MSC – (Anfinson/Ritt): The minutes for March 24, 2017 were approved and accepted into the record with an abstention from Michelle Barton, Travis Ritt and Gary Sosa.		
B. <u>ACTION ITEMS/FIRST READING</u> – None.		
C. <u>ACTION ITEMS/SECOND READING</u> – None.		
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. Veteran Military Value Statement – Ryan Williams		15 minutes
Ryan presented a <i>Military Affiliated Students Value Statement</i> created by the Access and Outreach Workgroup. The purpose of this presentation was to receive institutional “buy-in” in order to implement it to benefit our military population. The statement aligns with our college values. There was a suggestion to integrate the items that were struck out back into the statement and to be sure it is aligned with the college’s Strategic Plan. VP Gonzales asked that this statement be updated with those changes, be presented to each constituent group for feedback and it will be brought back to the next SSEC meeting on April 28, 2017 as an Action Item/First Reading.		
2. Creating a “Center for Social Justice Studies & Equity” - Ryan Williams		15 minutes
Ryan announced that the college is beginning the conversation about creating a center for social justice and equity and they are looking for people to be involved. A sign-up sheet was sent around. The first meeting to address this will be held on Friday, April 21, 2017 from 10:00 – 11:30 a.m. in AA-140.		
3. Peer Mentoring and Retention Activities – Nancy Moreno		15 minutes
Nancy presented an Orientation & Follow-Up Services update. She described our Palomar Student Pathway as follows:		
<ul style="list-style-type: none"> • <u>Apply</u> - Student Applies to the college • <u>Onboarding Process</u> – 		

- Clear steps to enroll
- Discover Palomar
- Increase access to counseling services and high impact programs
- Increased student communication efforts
- Online orientation
- New student orientation & academic planning sessions
- Week of Welcome
- Palomar College Peer Mentors
- Phone Campaigns
- Admissions Support
- Early Alert
- FYE – First Year Experience
- 30 Unit Mark –
 - 2nd year experience
 - Increase the number of students completing comprehensive education plans
 - Barriers to success surveys
 - Increase access to counseling services and high impact programs

4. Integration of SSSP/SE/BSI 15 minutes

VP Gonzales reported that there was an initial meeting with the Chairs of SSSP/SE/BSI to discuss implementing SSSP/SE/BSI. He gave an overview of the integration plan, which is due to the Chancellor's Office on December 1, 2017. A team will meet over the summer to create a rough draft in order to meet the deadline. A template will be brought to the next SSEC meeting on April 28, 2017.

5. Council Reading Update: *Redesigning America's* 45 minutes

Community Colleges – A Clearer Path to Student Success Chapters 5 – 6 – Michelle Barton

There was discussion on chapters 5 and 6, with the following points noted:

- What was the take away from book?
 - We now have a Student Pathways group
 - We are establishing career and guided pathways
 - An innovation grant would help move it forward
 - More attention focused on retention and re-entry students
 - We already have the following pathways:
 - Student Education Plans
 - Instructional departments have created pathways - take a look at department pathways and build ours from there
- How do you fully engage adjunct faculty?
 - Research model's at other colleges

Michelle will take this information back to the pathways group.

E. OTHER BUSINESS

15 minutes

Meeting was adjourned at 10:58 a.m.

Next Meeting: April 28, 2017



**STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
MINUTES
April 28, 2017**

CHAIRS: Vice President of Student Services,
Adrian Gonzales

VP for Instruction, Dr. Jack Kahn

Faculty Senate President, Travis Ritt

MEMBERS: Aguirre, Anfinson, Diaz, Lawson, Moreno,
Sanchez, Shafer, Squires, Tovar and Waite.

ABSENT: Antonecchia, Barton, Bongolan, Finkenthal,
Gonzales, Hopp, Kahn, Magnuson, Martinez, Mudgett,
Nelson, Ordille, Patel, Ramirez, Rodriguez, Sivert,
Sosa, Stockert, Velazquez and Weintraub.

RECORDER: Michelle LaVigneur

GUESTS: David Vazquez.

<u>Order of Agenda Items</u>	<u>Attachments</u>	<u>Time Allotted</u>
A. <u>MINUTES</u>		
1. Approve minutes of April 14, 2017- Tabled.		
B. <u>ACTION ITEMS/FIRST READING</u> – None.		
C. <u>ACTION ITEMS/SECOND READING</u> – None.		
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. A2Mend Conference (March 2-3, 2017) Report Out - Letty Aguirre		5 minutes
Letty gave the following report:		
a. Speakers encouraged all community colleges to ask themselves: "What are we doing to acknowledge what some students have to deal with on a daily basis that we don't have to deal with?"		
b. Speakers encouraged all community colleges to ask themselves: "What are we doing as a community to acknowledge the formerly incarcerated students...giving second chances?"		
c. Our political climate was discussed and the effect it has had on our students mental health.		
2. Dean of Instruction to serve on SSEC		5 minutes
Dr. Travis Ritt reported that we will be selecting another Dean of Instruction to serve on SSEC to replace Dr. Kahn since he is now filling a Tri-Chair role as the new VPI.		
3. Summer 2017 Meeting Schedule		5 minutes
Olga Diaz reported that she will be sending out a Doodle Poll to find out which day works best to meet over the summer. We will hold a one day, four hour meeting to create a draft integrated plan for SSSP/NCSSSP/SE/BSI.		
4. Conference Opportunities:		5 minutes
a. <u>Annual M2C3 Summer Conference – June 8 - 9, 2017 at SDSU</u>		
Olga Diaz asked members to let her know by May 5, 2017 if they are interested in attending. We are required to send at least one person per our contract with M2C3. The agenda is available on-line at: http://consortium.cceal.org/wpcontent/uploads/2017/02/working-group-meeting-agenda.pdf		
b. <u>HACU Conference – October 28-30, 2017 at Hilton San Diego Bayfront</u>		

Olga Diaz handed out the sign in sheet for members who would like to attend this conference. We will be registering people by the end of May 2017. More information is available here: http://www.hacu.net/hacu/Annual_Conference1.asp

5. Preview of 5/12/17 SSEC Meeting

5 minutes

Olga Diaz reported that at the next SSEC meeting on May 12, 2017 we will be reviewing the following:

- Updated Disproportionate Impact Study
- M2C3 Survey Findings/Discussion
- Integration Update/Timeline
- Summer SSEC Meeting Schedule

6. Workgroups Meet

90 minutes

Workgroups met in AA-140, MD-155B and MD-155C.

E. OTHER BUSINESS

5 minutes

- a. Nancy Moreno reported that the Early Acceptance Program (EAP) name has changed to be called “Discover Palomar”. This event will be held on June 2, 2017 from 2:00 – 8:00 p.m. and June 3, 2017 from 10:00 a.m. – 3:00 p.m. in front of the Student Services Center. It will include new student orientation, academic planning sessions and course registration assistance to all new incoming students.

Meeting was adjourned at 9:45 a.m.

Next Meeting: May 12, 2017

Community College Survey Measure (CCSM)

Survey Results Fall 2016
Community College Equity Assessment Lab (CCEAL)
Palomar College IR&P
5/12/17
Student Success and Equity Council

Minority Male Community College Collaborative (M2C3)

- Community College Equity Assessment Lab (CCEAL) national research laboratory nested under San Diego State University.
- CCEAL houses (M2C3) and the National Consortium on College Men of Color (NCCMC) which host trainings, information sharing sessions, and provides resources to colleges with initiatives and programs supporting college men of color.
- CCEAL has partnered with more than 100 Community Colleges.

M2C3 (cont.)

Palomar contracted with M2C3 for two services:

1. Assess our institutional efforts relevant to underserved students of color. This three part assessment included:
 1. Student Survey (Completed Fall 2016)
 2. Student Focus Groups (Completed March 2017)
 3. Faculty Interviews (Completed May 2017)
2. Institutional access to Teaching Men of Color training program.



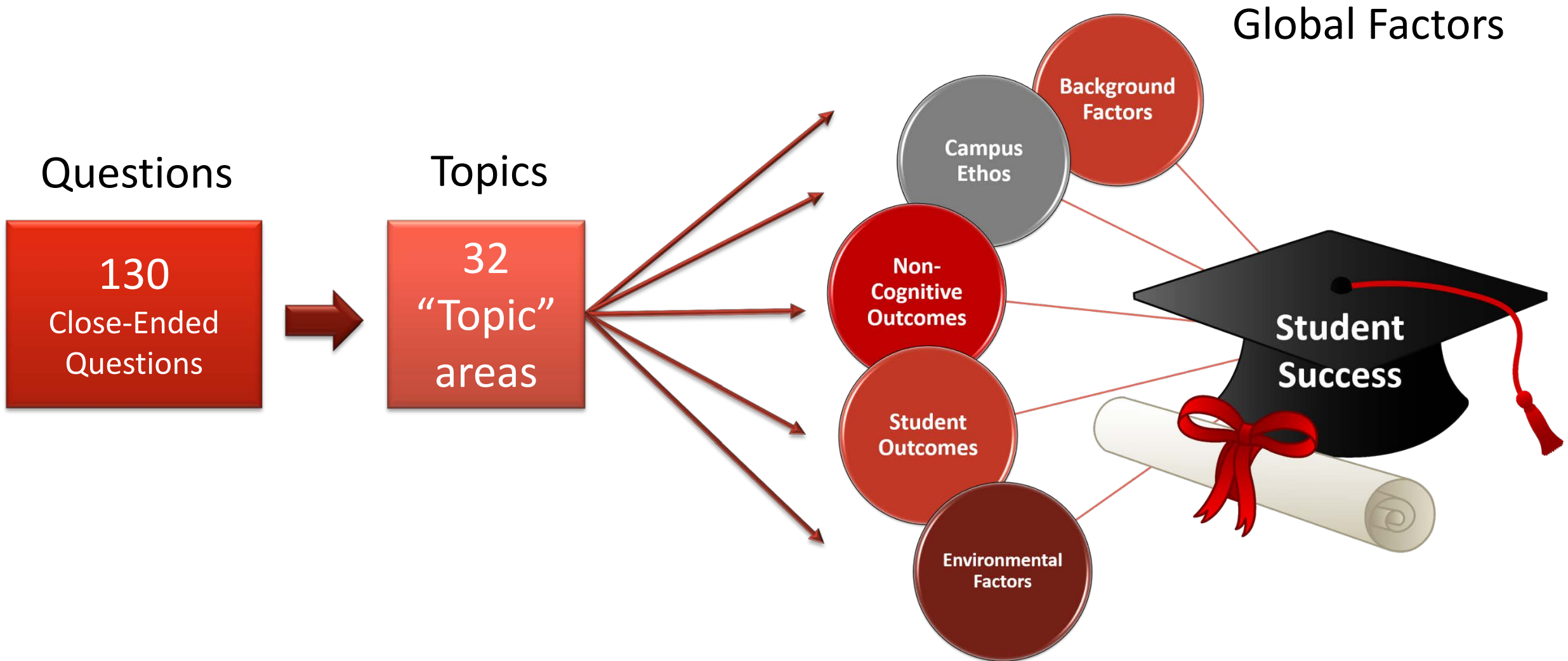
Purpose of CCSM

- Assessment tool for evaluating student success
 - Focuses heavily on historically underserved students
- Student engagement → Student persistence & academic achievement
 - Identifying factors that promote student learning, success, retention, and completion
- Data can help inform campus community to improve:
 - Student success
 - Outcomes for DI students

Overview

- Survey composition and administration
- Results
- Impact on Student Equity
- Things to Consider

Survey Composition



CCSM Administration Palomar College

- Stratified random sample of 115 classes
- Survey was administered in 89 classes
- 1,635/1,829 (89.4%) students took the survey

1,584 completed surveys

Filtered for missing gender and
trans/nonconforming

Filtered for missing ethnicity

Filtered out white higher income
students (> \$20,000 per year)

1,159 surveys included in report

Sample Demographics

Demographic Breakdown of Survey Respondents

Gender	Ethnicity						Total
	African American	Asian	Latino	White	Multi-ethnic	Other	
Men	41	58	290	127	---	---	574
Women	---	81	278	127	---	---	585
Total	70	139	568	254	70	58	1159

** African American Women, Multiethnic, and Other respondents were excluded from further analysis due to low response rates



Results

Notable Findings

Background Factors

- *Pre-college academic performance and demographic characteristics*

Background Factors	
Age	Highest Degree Expected
Military Affiliation	Father's Highest Degree
Sexual Orientation	Mother's Highest Degree
Annual Income	Enrollment Intensity
HS GPA	College GPA
Highest Degree Completed	



BACKGROUND FACTORS: NOTABLE FINDINGS

- Age
 - Respondents: Over 70% were between 18 – 24 years of age
- Military Affiliation
 - African American Men: More likely to have served in the military
- HS GPA
 - Women: More likely to have a HS GPA of a 3.0 or higher
- Highest Degree Expected
 - Respondents: Over 70% indicated an educational goal of a Bachelor's degree or higher
- College GPA
 - Latina Women: Less likely to have a college GPA of 3.0 or higher

Campus Ethos Domain

- *Students' perceptions of the campus climate and culture of the institution*

Campus Ethos	
Racial (Bias) Preference	Welcomeness to Engage (Outside Class)
Sense of Belonging	Staff Validation
Personal Relationship	Service Care
Faculty Validation	Service Access
Welcomeness to Engage (Inside Class)	Service Efficacy



CAMPUS ETHOS: NOTABLE FINDINGS

- Sense of Belonging with Faculty
 - Respondents: High perception of belonging
- Personal Relationships with Faculty
 - Respondents: Low perceptions of personal relationships
 - African American Men: Low perception of faculty knowing their name
- Faculty validation
 - Asian Men: A lower % believe faculty were interested in them
- Welcomeness to engage (inside class)
 - Respondents: Felt welcome to engage in class

CAMPUS ETHOS: NOTABLE FINDINGS

- Staff Validation
 - Respondents: Low perceptions of staff validation
 - African American Men: Lower perceptions that career counseling and transfer staff cared about them.
- Service Access
 - Respondents: High perceptions that campus services are easy to access

Non-Cognitive Outcomes

- *Non-cognitive outcomes capture students' affective perception and responses to their educational experiences*

Non-Cognitive Outcomes	
Help-Seeking	Self-Efficacy
Breadwinner Orientation	Degree Utility
School as Gender Neutral Domain	Locus of Control
Racial Affinity	Intrinsic Interest
Action Control	



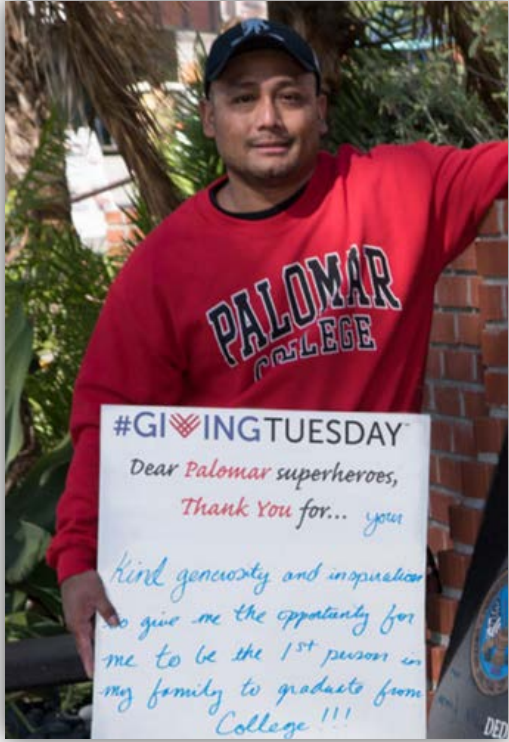
NON-COGNITIVE OUTCOMES: NOTABLE FINDINGS

- Help-Seeking
 - Men: Low levels of comfort asking for, accepting, and following through on help
- Breadwinner Orientation
 - Men: Low perceptions regarding compatibility of academic role with their role as a provider
- School as a Gender Neutral Domain
 - Men: High perceptions of school as a gender neutral domain
- Racial Affinity
 - African American Men & Latino Men and Women: High racial affinity
- Action Control
 - Women: High action control (i.e., put forth best effort and feel drive to be successful)
- Intrinsic Interest
 - Asian Men: Lower intrinsic interest

Student Outcomes

- *Demonstrate students' levels of academic integration and engagement*

Student Outcomes	
Service Use	Outcome Measures
Faculty Student Engagement	



STUDENT OUTCOMES: NOTABLE FINDINGS

- Service Use
 - Respondents: Low usage of campus services
- Faculty-Student Engagement
 - Respondents: Low levels of engagement with faculty
- Outcome Measures
 - Respondents: Low % absolutely returning to campus next semester
 - African American Men & White Men and Women: More indicate that they are on track to transfer to a four-year institution

Environmental Factors

- *Factors external to the institution that have an impact on student success in college*

Environmental Factors	
# of Dependents	Hunger
Work off Campus (hrs/week)	Issues w/Stable Place to Live
Caring for Others (hrs/week)	Issues w/Transportation
Commuting (hrs/week)	Legal Concerns
Varsity Sports	Relationship Challenges
Studying (hrs/week)	Issues w/Stable Employment
Credits Earned	Health Concerns



ENVIRONMENTAL FACTORS: NOTABLE FINDINGS

- Working Off Campus
 - Asian Men and Women: Less likely to work off campus
- Varsity Sports
 - African American Men: Higher % identified as varsity athletes
- Issues w/Stable Place to Live
 - Respondents: 25% struggle with a place to live
- Hunger (acute)
 - White men (19%), Asian men (15%), & Asian women (12%) struggle with hunger
- Issues w/stable employment
 - Respondents: 24% - 34% (subgroups) struggle with stable employment



What does this mean for Student Equity?

- Men of color experience disproportionate impact at Palomar College
 - Directs conversation about how students of color perceive our campus
 - Helps focus attention on areas that need improvement
 - Aids in the design a data-driven institutional intervention to help support DI students

Things to consider...

- Due to sampling, results cannot be generalized to entire population of Palomar students
- Excluded White higher income students (> \$20,000/year income)
- Only looking at highlights of survey
- Survey administration took place during and shortly after the 2016 Presidential Election

Any Questions?

Student Equity & Disproportionate Impact

May 12, 2017

Student Success & Equity Council



PALOMAR COLLEGE[®]
Learning for Success

Student Equity Plan Purpose (SB860)

First equity policy established in 1992 by CCCBOG.

First funding for equity programs 2014.

Student Equity program focus is to ensure equal educational opportunities and to promote student success.

Palomar College Equity Plan

2014 Initial plan focused on identifying DI

2015 Plan update

2017 Plan update & integration with BSI/SSSP/NCSSSP

What is Disproportionate Impact?

Disproportionate impact occurs when “the percentage of persons from a particular [group] is significantly different from the representation of that group in the population....”

[Title 5 Section 55502(d)]

Overview

- Background and Context
- Progress on Current Student Equity Goals
- Updated Disproportionate Impact Analysis
- Summary

Overview

- **Background and Context**
- Progress on Current Student Equity Goals
- Updated Disproportionate Impact Analysis
- Summary

Background and Context

- Student Success and Equity Council and Support Programs
- Annual Student Equity Reporting
 - Progress on Goals and Analysis of Disproportionate Impact
- Current Student Equity Plan
 - Based on first year data analysis (baseline)
 - Identified students groups that were disproportionately impacted
 - Included goals and strategies to “close the gap”

Background and Context

- Subpopulations
- Success Indicators
- Determining Disproportionate Impact

Background and Context: Subpopulations

- Gender
- Age
- Race & Ethnicity
- Disability Status
- Economic Disadvantage
- Veterans
- Foster Youth



Background and Context: Success Indicators

- Access
- Course Completion
- ESL & Basic Skills Completion
- Degree & Certificate Completion
- Transfer

Background and Context: Determining DI

- 80% rule
 - The overall % serves as a standard, and 80% of that is the threshold for determining disproportionate impact.
- Proportionality index
 - Compares subpopulation % within the entire population to subpopulation % on some outcome

Overview



- Background and Context
- **Progress on Current Student Equity Goals**
- Updated Disproportionality Impact Analysis
- Summary

Progress on Current Student Equity Goals

Table 1. Current Student Equity Goals			report yr:	2013	2016	
Success Indicator	Disproportionate Impact	3 Year Goal	Baseline	Current	Difference	Goal Met?
Access	Veterans	+ 5%	1,738	1,585	- 8.8%	X
Course Completion	Foster Youth	+ 5%	47.8%	54.1%	+ 6.3%	✓
ESL & Basic Skills Completion	African Americans	+ 5%	Eng 22.0%	27.2%	+ 5.2%	✓
			Math 13.8%	22.6%	+ 8.8%	
	DSPS Students	+ 2%	Eng 22.5%	39.6%	+ 17.1%	✓
	Males	+ 5%	ESL 10.3%	26.3%	+ 16%	✓
Math 23.0%			33.6%	+ 10.6%		
Hispanics	+ 5%	Eng 26.6%	40.6%	+ 14%	✓	
		ESL 9.6%	21.7%	+ 12.1%		
		Math 22.1%	33.8%	+ 11.7%		
Degree & Certificate Completion	Unprepared Age 25-49	+ 2%	34.2%	32.7%	- 1.5%	X
	African Americans	+ 2%	12.6%	10.4%	- 2.2%	X
	DSPS Students	+ 2%	35.1%	36.2%	+ 1.1%	X
Transfer to 4-year Inst.	Unprepared Age 25-49	+ 2%	19.5%	19.8%	+ 0.3%	X



Progress on Current Student Equity Goals: Summary

-  Goals met
 - Course Completion
 - ESL & Basic Skills Completion
-  Goals not met
 - Degree & Certificate Completion
 - Transfer to 4-yr inst.
- However...
 - Some groups are still disproportionately impacted!

Overview

- Background and Context
- Progress on Current Student Equity Goals
- **Updated Disproportionality Impact Analysis**
- Summary



Disproportionate Impact Analysis

- Data Issues & Changes
 - Veterans & Foster Youth Data
 - Mostly addressed or being addressed
 - Multi-ethnic Category
 - Was not available for baseline data
 - Academic Standing
 - Was not included in baseline data
 - Economically disadvantaged
 - Was not available for baseline data

Disproportionate Impact Analysis

- Overall success rates are going up
 - Example
 - English basic skills went from 30% overall completion rate in baseline year → 43%
 - As a consequence, many of the threshold levels are also increasing
 - We will continue our work on evaluating the degree to which we are “closing the gap” for disproportionately impacted groups

Disproportionate Impact Analysis

Success Indicator	Disproportionate Impact
Access	Veterans
Course Completion	Foster Youth
ESL & Basic Skills Completion	African Americans
	DSPS Students
	Males
	Hispanics
Degree & Certificate Completion	African Americans
	DSPS Students
	Unprepared Age 25-49
Transfer to 4-year Inst.	Unprepared Age 25-49



Success Indicator	Disproportionate Impact
Access	Veterans
Course Completion	Foster Youth
ESL & Basic Skills Completion	African Americans
Degree & Certificate Completion	African Americans
	DSPS Students
Transfer to 4-year Inst.	African Americans
	DSPS Students
Academic Standing	Foster Youth

Disproportionate Impact Analysis

- What about Age?
 - Original direction from Chancellor's Office on equity report included age as a subpopulation
 - But, age is not a required subpopulation to track per legislation
 - If we were to continue tracking age we might need to add age to DI plan
- So, it would look like this...

Disproportionate Impact Analysis

Success Indicator	Disproportionate Impact
Access	Veterans
Course Completion	Foster Youth
ESL & Basic Skills Completion	African Americans
	DSPS Students
	Males
	Hispanics
Degree & Certificate Completion	African Americans
	DSPS Students
	Unprepared Age 25-49
Transfer to 4-year Inst.	Unprepared Age 25-49



Success Indicator	Disproportionate Impact
Access	Veterans
Course Completion	Foster Youth
Academic Standing	Foster Youth
ESL & Basic Skills Completion	African Americans
	Age (25-49)
Degree & Certificate Completion	African Americans
	DSPS Students
	Unprepared Age (25-49)
Transfer to 4-year Inst.	Prepared Age (20-24)
	African Americans
	DSPS Students
	Unprepared Age (25-49)

Student Equity Topics

- Review Student Equity Report Progress
- Progress on Student Equity Plan
- Disproportionate Impact Analysis
- Summary

Summary

- Some of our Student Equity plan goals are met, while others were not
- New Basic Skills Initiative, Student Equity, & SSSP integration
- 80% rule is not perfect
 - Disproportionate impact inclusions changes when thresholds change
 - Other evaluation methods may be employed in the future
 - Over summer Research will examine DI in more detail using other methods to determine if there are any “vulnerable” groups.