



**STUDENT SUCCESS AND EQUITY  
COUNCIL MEETING  
AGENDA  
Wednesday, July 19, 2017**

<b>MEETING TYPE:</b>	<input type="checkbox"/>	Staff	Date: <b>July 19, 2017</b>
	<input type="checkbox"/>	Product/Project	Starting Time: <b>9:00 a.m.</b>
	<input checked="" type="checkbox"/>	Special	Ending Time: <b>1:00 p.m.</b>
			Place: <b>AA-140</b>

**CHAIR:** VP 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, Ordille, Patel, Ramirez, Rodriguez, Sanchez, Shafer, Sivert, Sosa, Squires, Stockert, Tovar, Velazquez, Waite and Weintraub.

**RECORDER:** Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
<b>A. <u>MINUTES</u></b>		
<b>1. Approve minutes of May 12, 2017</b>		
<b>B. <u>ACTION ITEMS/FIRST READING</u></b>		
<b>1. Military Value Statement</b>	– Ryan Williams and VP Kahn	10 minutes
<b>C. <u>ACTION ITEMS/SECOND READING</u> – None.</b>		
<b>D. <u>INFORMATION/DISCUSSION ITEMS</u></b>		
<b>1. Review of 2016-17 SSEC</b>		10 minutes
<b>2. Conferences</b>		15 minutes
a. Center for Urban Education (CUE) – September 28 – 29, 2017 in Los Angeles		
b. HACU – October 28 – 30, 2017 in San Diego		
c. Umoja XIII Conference – November 3 & 4, 2017 in Sacramento		
d. A2MEND		
<b>3. Budget</b>		30 minutes
a. Allocations		
b. Rollover		
<b>4. 3SP Data</b>		15 minutes
a. Orientation/Assessment/Counseling		
b. NC3SP		
<b>5. Integration Draft for Review</b>		45 minutes
<b>6. Discussion on Adding: Puente/Umoja into 3SP/SE/BSI</b>	– Letty Aguirre	20 minutes
<b>7. Palomar Promise</b>		10 minutes
<b>8. Significant Projects</b>		30 minutes
a. Starfish Implementation		
b. Degree Audit Consultant		
<b>E. <u>OTHER BUSINESS</u></b>		10 minutes

Next Meeting: Friday, August 25, 2017



**STUDENT SUCCESS AND EQUITY  
COUNCIL MEETING  
MINUTES  
May 12, 2017**

**CHAIRS:** VP of Student Services, Adrian Gonzales  
VP for Instruction, Dr. Jack Kahn  
Faculty Senate President, Dr. Travis Ritt

**MEMBERS:** Aguirre, Anfinson, Barton, Bongolan, Diaz, Lawson, Martinez, Mudgett, Ordille, Ramirez, Shafer, Sosa, Squires, Stockert, Tovar and Weintraub.

**ABSENT:** Antonecchia, Finkenthal, Hopp, Kailikole, Magnuson, Moreno, Nelson, Patel, Rodriguez, Sanchez, Velazquez and Waite.

**RECORDER:** Michelle LaVigneur

**GUESTS:** Michael Large, Rachel Miller and David Vazquez.

Order of Agenda Items	Attachments	Time Allotted
<b>A. <u>MINUTES</u></b>		
<b>1. Approve minutes of April 14, 2017</b>		
MSC – (Anfinson/Squires): The minutes for April 14, 2017 were approved and accepted into the record with abstentions from Michelle Barton, Ben Mudgett and Jose Luis Ramirez.		
<b>2. Approve minutes of April 28, 2017</b>		
MSC – (Anfinson/Squires): The minutes for April 28, 2017 were approved and accepted into the record with abstentions from Michelle Barton, Ben Mudgett, Jose Luis Ramirez and Gary Sosa.		
<b>B. <u>ACTION ITEMS/FIRST READING</u></b>		
<b>1. Military Value Statement</b>	– Ryan Williams and VP Kahn – Tabled.	10 minutes
<b>C. <u>ACTION ITEMS/SECOND READING</u></b> – None.		
<b>D. <u>INFORMATION/DISCUSSION ITEMS</u></b>		
<b>1. APAHE Conference April 6–7, 2017 in Oakland, CA Report Out</b>		10 minutes
Larry Lawson reported on the Asian Pacific Americans in Higher Education (APAHE) National Conference that he attended in Oakland, CA on April 6-7, 2017. He gave an overview of how APAHE was formed – it was founded in 1987 during the height of a five-year fight against a series of discriminatory admission policy directed against Asian Pacific American applicants at Berkeley. As a conference on the admission fight convened in Oakland, CA, participants uniformly felt the need for an organization that would address issues affecting Asian Pacific American students, staff, faculty and administrators. Larry’s suggestions for Palomar College based on the sessions he attended:		
<ul style="list-style-type: none"> <li>• Create a year-long Learning Community for Latinx</li> <li>• Pursue Asian American and Native American Pacific Islander-Serving Institutions Programs grants: <a href="https://www2.ed.gov/programs/aanapi/index.html">https://www2.ed.gov/programs/aanapi/index.html</a></li> <li>• Collaborate with Mira Costa College</li> <li>• Student Mentoring based on the book: <i>Powerful Learning Communities: A Guide to Developing Student, Faculty and Professional Learning Communities</i> (2013) by Lenning, Hill, Saunders, Solan and Stokes</li> <li>• Appoint a member of our campus community to be a point-person for DACA students</li> </ul>		
<b>2. M2C3 Report</b>		40 minutes
a. <u>Overview of M2C3</u> – Olga Diaz gave an overview of the Minority Male Community College Collaborative (M2C3) which is a Community College Equity Assessment Lab (CCEAL), a national research laboratory nested under SDSU. Palomar College has contracted with M2C3 to assess our		

institutional efforts relevant to underserved students and to provide institutional access to the *Teaching Men of Color* training program.

- b. Survey Results – Rachel Miller described the Community College Survey Measure (CCSM) as an assessment tool for evaluating student success. Data can assist the campus community with ways to improve student success and outcomes for DI students.
- c. Notable findings – Rachel Miller reviewed notable findings of the survey in the areas of background factors, campus ethos, non-cognitive outcomes, student outcomes and environmental factors.

There was discussion on creating workshops and action plans to actively address the data presented in the report. The full report can be found here: <https://www2.palomar.edu/pages/ssec/minutes-and-agendas/>

### 3. IRP Team - David Vazquez

40 minutes

- a. Overview of Student Equity – Olga Diaz gave an overview of the purpose of the Student Equity Plan. The first equity policy was established in 1992 by CCCBOG and the first funding for equity programs was in 2014. The Student Equity program’s focus is to ensure equal educational opportunities and to promote student success. Disproportionate Impact (DI) occurs when “the percentage of persons from a particular (group) is significantly different from the representation of that group in the population...”
- b. Disproportionate Impact Study Update – David reviewed the progress on whether the current equity goals were met. Some of our SE plan goals were met and some were not. Overall success rates are going up and we are continuing to work on evaluating the degree to which we are “closing the gap” for disproportionately impacted groups.

The full report can be found here: <https://www2.palomar.edu/pages/ssec/minutes-and-agendas/>

### 4. Social Justice Center Update

10 minutes

VP Kahn reported that there will be a meeting on Friday, May 19, 2017 at 10:00 a.m. in H-306 to discuss the beginning stages of creating our Social Justice Center.

### 5. Summer SSEC Meeting

5 minutes

Olga reported that she sent out a Doodle poll to determine whether July 13, 2017 or July 19, 2017 from 9:00 a.m. – 1:00 p.m. (with lunch included) will be a better meeting date. A meeting request will be sent out once a date is determined. An integrated draft plan will be reviewed at this meeting.

## E. OTHER BUSINESS

Meeting was adjourned at 10:55 a.m.

Next Meeting: July 19, 2017

# Student Success & Equity Council

July 19, 2017



# Military Value Statement

## **Our Military Values**

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we recognize the unique needs of our active duty, veteran, National Guard, reservist, and their family members as Palomar College students. We are guided by our core values regarding our military affiliated students.

Core values:

# SSEC 2016-17 Review

## Student Direct Support:

Book vouchers, transit passes, gas cards, student activity cards, campus resource calendar, academic supplies.

## Staff Positions:

Research, Counseling, IT, Assessment, Records, Retention, Administration.

## Professional Development:

Cultural Competency Workshops, NaBit  
A2Mend, M2C3, Umoja, Veterans Counseling, Tableau, APAHE.

## Tangible Items:

Veteran Laptops, Wi-Fi expansion, SEAL Center Tech Upgrades, DRC assistive devices.

## Supported Programing:

TLC – Summer Bridge, Jams & FYE  
Math Tutoring Center Operations  
Foster Youth Program  
Veterans Services Outreach  
Service Learning  
Pathways to Law School  
Tarde de Familia  
ESL Recognition Event  
Tutoring – STAR, Stats, Math  
Week of Welcome  
SEAL Equity Film Series  
Educational Excursion

# Conferences

Center for Urban Education (Cue) – Diversifying Faculty through Equity-Minded Practices

September 28<sup>th</sup>-29<sup>th</sup> Los Angeles

HACU

October 28<sup>th</sup>-30<sup>th</sup> San Diego (10 staff, 15 students)

UMOJA XIII

November 2<sup>rd</sup>-4<sup>th</sup>, Sacramento

A2Mend – TBD

M2C3 – June, SDSU



# Budget Update

<b>Categorical Funding</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 (80%)</b>
Student Success & Support Program	\$ 2,783,651	\$ 3,480,182	\$ 3,305,678	\$ 2,644,542.40
Student Equity	\$ 836,326	\$ 1,919,900	\$ 1,815,640	\$ 1,452,512.00
Student Equity Add'l Allocation		\$ 107,300.00	\$ -	
Non-Credit Student Success & Support Program			\$ 236,319.00	\$ 189,055.20
Basic Skills Initiative			\$ 177,532.00	\$ 142,025.60
<b>Total</b>	<b>\$ 3,619,977</b>	<b>\$ 5,507,382</b>	<b>\$ 5,535,169</b>	<b>\$ 4,428,135.20</b>

# Estimated FY 1718

<b>Account</b>	<b>Description</b>	<b>SSSP</b>	<b>Student Equity</b>
1000	Faculty	\$ 1,057,373.60	\$ 488,659.54
2000	Staff	\$ 1,023,794.70	\$ 764,106.30
3000	Benefits	\$ 650,000.00	\$ 400,000.00
4000	Supplies	\$ -	\$ -
5000	Other Operating	\$ -	\$ -
6000	Capital	\$ -	\$ -
<b>Grand Total</b>		<b>\$ 2,731,168.30</b>	<b>\$ 1,652,765.84</b>
<b>80% Allocation</b>		<b>\$ 2,644,542.40</b>	<b>\$ 1,452,512.00</b>
<b>Balance</b>		<b>\$ (86,625.90)</b>	<b>\$ (200,253.84)</b>

# 3SP Data – Spring Comparison

	Spring 2016	Spring 2016	Spring 2016	Spring 2016	Spring 2017	Spring 2017	Spring 2017	Spring 2017
	Directed	Directed	Exempted	Exempted	Directed	Directed	Exempted	Exempted
	Service Received	Service Not Received	Service Received	Service Not Received	Service Received	Service Not Received	Service Received	Service Not Received
Palomar CCD	13,255	102,420	1,027	23,425	<b>23,091</b>	125,168	699	17,549
Academic/Progress Probation Services	116				<b>395</b>			
Counseling/Advisement Services	1,323	27,164	284	5,829	<b>2,304</b>	34,363	337	4,225
Education Plan Services	3,909	24,578	448	5,665	<b>3,623</b>	33,044	220	4,342
Initial Assessment Services Placement	6,035	22,452	273	5,840	<b>13,769</b>	22,898	128	4,434
Initial Orientation Services	261	28,226	22	6,091	<b>1,804</b>	34,863	14	4,548
Other Services	1,611				<b>1,196</b>			

# Non-Credit SSSP Funding Formula

35 percent based on unduplicated head count

60 percent based on core services

- 15 percent initial orientation

- 15 percent initial assessment

- 30 percent noncredit SEP

- 20 percent counseling/advising

- 20 percent follow-up and other services

# SE/SSSP/BSI - Integration

- Plan Deadline December 1, 2017
- Two Year Budget Plans w/Annual Fiscal Reports

Puente / Umoja

# Palomar Promise Update

# Significant Projects in Student Services

Starfish Implementation

Degree Audit Consultant





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

#### Student Success & Support Program (SSSP)

Core Service Delivery	Requirement	To Be Calculated 1617	2015-16
Orientation	100% Students (Directed)		45%
Assessment	100% New Students (Directed)		52%
Abbreviated Ed Plan	100% Students by 15th Unit		24%
Comprehensive Ed Plan	100% Students by 30th Unit		

#### Non-Credit Student Success & Support Program (NCSSSP) - TBD

#### Student Equity

Success Indicator	Disproportionate Impact	3 Year Goal	Progress
<b>Access</b>	Veterans	+5% Enrollment	-8.8%
<b>Course Completion</b>	Foster Youth	+5% Completion	+6.3%
<b>ESL &amp; Basic Skills Completion</b>	African Americans	+5% Successful Completion	+5.2% Eng +8.8% Math
	DSPS Students	+2% Basic Skills Seq. Comp.	+17.1% Eng
	Males	+5% Successful Completion	+16% ESL +10.6% Math
	Hispanics	+5% Successful Completion	+14% Eng +12.1% ESL +11.7% Math
<b>Degree &amp; Certificate Completion</b>	Unprepared Age 25-19	+2% Completion	-1.5%
	African Americans	+2% Completion	-2.2%
	DSPS Students	+2% Completion	+1.1%
<b>Transfer to 4-year Inst.</b>	Unprepared Age 25-19	+2% Completion	+1.3%



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Basic Skills Initiative (BSI) - TBD

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Successes can be attributed to greater collaboration among services departments. Increased use of technology (data/tools) to identify students in specific categories and to reach out with targeted information and services. (30)

### Shortfalls

- c. In the table below, identify **one** goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

2. D e s c r i b e  o n	Goal	Activities in each program that serve the goal listed		
		SSSP	Student Equity	BSI
	<i>Increase ESL &amp; Basic Skills sequence completion</i>	<i>Provide orientation, assessment, course placement and counseling services.  Early Alert Retention Follow-Up</i>	<i>Provide prep courses/workshops  Math Tutoring Center First Year Experience Summer Bridge Program STAR Tutoring</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. ed. Sequence Accelerated Placement</i>

e strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

### INPUT WORKSHEET

#### FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by **June 30, 2019**, along with corresponding activities designed to achieve those goals. Goals must be



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

outcomes-based, using system-wide outcomes metrics. For example:

- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
- Closing achievement gaps for disproportionately impacted groups.
- Improving success rates in degree attainment, certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic or progress probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select **five integrated goals** for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but **goals should cross at least two programs**). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

### INPUT WORKSHEET

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Palomar College has continuously engaged faculty, staff and students in all college planning of various categorical program plans. The College utilizes a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of concern.

Our Student Success and Equity Council (SSEC) is a single, consolidated oversight committee, comprised of a cross section of campus community representatives including instruction, student services and the student body. The SSEC had the forethought to integrate our Student Success and Support Program (SSSP) and the Student Equity Plan three years ago and continues to monitor progress toward plan goals. Integration of our Non-Credit Student Success and Support Program (NCSSSP) began last year with the transition of oversight from the Dean of Languages and Literature to the Dean of Counseling, who oversees SSSP. A separate Basic Skills Initiative (BSI) committee has representation on the SSEC and together, we prioritize integrated goals.

All of the College's program plans were developed to align with the district's Strategic Plan 2016. (167)

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Palomar Colleges offers non-credit course work, primarily through the ESL Department. Core services including orientation, assessment and education planning are available to all new and returning non-credit students. Services are delivered to students in person through workshops or one-on-one appointments. These services help prepare non-credit students for successful completion of ESL studies. Students having a difficult time succeeding in class are referred to an ESL Student Specialist for follow-up and support.

Students who wish to transition to our credit programs receive support planning their path. (85)

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Palomar College has a Professional Development Committee (PDC) comprised of members



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

representing all employee groups. A broad range of opportunities for professional development training and activities are available to all employees. To enhance knowledge of integrated plan goals, a student success training series will be offered during Academic year 2017-18. This series will include a range of offerings that highlight campus tools such as Starfish for early alert student service referrals, best practices for campus data collection and entry procedures and cultural competency training for staff. (87)

- 7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Palomar College has developed a culture of inquiry, self-assessment and data driven decision making. Monthly review of MIS data for SSSP and NCSSSP services provides program managers with a preliminary measure of service delivery and allows for corrective action of inefficiencies. In addition, the Office of Institutional Research and Planning assists the SSEC with oversight of SSSP, NCSSSP and Student Equity plan goals, by conducting research to monitor annual variances. Overall effectiveness of plans is evaluated annually and updates include progress measurements for each impact area. (86)

- ~~8. NA For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)~~

- 9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

TBD when final allocations are known (est. September)

<b>Categorical Program</b>	<b>FY 16-17</b>
Basic Skills Initiative	\$ 177,532.00
Student Equity	\$ 1,815,640.00
Student Success & Support Program	\$ 3,305,678.00
Non-Credit Student Success & Support Program	\$ 236,319.00
<b>Total</b>	<b>\$ 5,535,169.00</b>

- 10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

### **PENDING – Early Fall**

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

### **INPUT WORKSHEET**

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

#### **Point of Contact:**

Name	Olga Diaz
Title	Director of Student Success & Equity
Email Address	odiaz@palomar.edu
Phone	(760)744-1150 x3624

#### **Alternate Point of Contact:**

Name	Adrian Gonzales
Title	Vice President of Student Services
Email Address	adriangonzales@palomar.edu
Phone	(760)744-1150 x2158

### Part III – Approval and Signature Page

College: \_\_\_\_\_ District: \_\_\_\_\_



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

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Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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SSEC Member Name: \_\_\_\_\_

BSI/ SSSP/ NCSSSP / Student Equity Integrated Plan Sections & Status

1 – Review/Discuss	7 – Review/Discuss
2 – Need Input (worksheet)	8 - NA
3 – Need Input (worksheet)	9 – Pending ( Final Allocation)
4 – Review/Discuss	10 – Pending (Early Fall)
5 – Review/Discuss	11 – Need Input (worksheet)
6 – Review/Discuss	12 - Complete

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

SSEC Member Name: \_\_\_\_\_

3. Establish integrated student success goals to be completed/achieved by **June 30, 2019**, along with corresponding activities designed to achieve those goals. Select **five integrated goals** for the period covering this plan (goals should cross at least two programs).

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
				<input type="checkbox"/> Access

SSEC Member Name: \_\_\_\_\_

				<input type="checkbox"/> <i>Retention</i> <input type="checkbox"/> <i>Transfer</i> <input type="checkbox"/> <i>ESL/Basic Skills Completion</i> <input type="checkbox"/> <i>Degree &amp; Certificate Completion</i> <input type="checkbox"/> <i>Other:_____</i>
				<input type="checkbox"/> <i>Access</i> <input type="checkbox"/> <i>Retention</i> <input type="checkbox"/> <i>Transfer</i> <input type="checkbox"/> <i>ESL/Basic Skills Completion</i> <input type="checkbox"/> <i>Degree &amp; Certificate Completion</i> <input type="checkbox"/> <i>Other:_____</i>
				<input type="checkbox"/> <i>Access</i> <input type="checkbox"/> <i>Retention</i> <input type="checkbox"/> <i>Transfer</i> <input type="checkbox"/> <i>ESL/Basic Skills Completion</i> <input type="checkbox"/> <i>Degree &amp; Certificate Completion</i> <input type="checkbox"/> <i>Other:_____</i>

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

## **Promise updates for SSEC**

7/19/17

### **Estimates for 2017 cohort**

- 2000 FYE applications accepted for Fall 2017
- 1100 were prospective Promise last week
- 241 removed for no enrollment
- 882 prospective Promise students enrolled for fall
- 500-800 projected Promise students for fall pending fulltime enrollment and completion of Financial Aid to do list
- 66% Latino
- 1.3% African American

### **Present and future areas of focus**

- Integration of program into the college-wide onboarding process
- Integration of program application into Palomar application (SB/FYE/Promise)
- Sharing data between high schools and Palomar & among different departments on campus
- Developing targeted recruitment for special populations
- Identifying institutional barriers
- Application issues
- Financial Aid processing challenges
- Placement challenges (Promise+)
- Opt-in model vs. prescribe for long-term
- Future positions

### **Goals**

- Improve delivery and documentation of 3SP services
- Improve 3SP and Basic Skills completion for all FYE students
- Improve degree completion for all FYE students
- Improve transfer rates for all FYE students
- Improve retention and persistence for all FYE students