PALOMAR COLLEGE
Learning for Success

STUDENT SERVICES PLANNING COUNCIL MEETING AGENDA
September 24, 2014

MEETING TYPE:

X	**Staff**	
	Product/Project	
	Special	

Date: September 24, 2014

Starting Time: 9:30 a.m.

Ending Time: 11:00 a.m.

Place: MD-155C

CHAIR: Adrian Gonzales

MEMBERS: Aguilera, Antonecchia, Cathcart, Cecere, Conway, DiMaggio, Dryden, Large, Magnuson, Martinez, Meyers, Moore, Moss, Nunez, Romain, Stockert, Studinka, Titus

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
A. MINUTES		
1. Approve Minutes of May 14, 2014		
2. Approve Minutes of September 10, 2014		5 minutes
B. COMMITTEE REPORTS		25 minutes
1. Academic Review Committee		
2. Behavioral Health & Campus Wellness Committee		
3. Campus Police Committee		
4. Matriculation & Transfer Committee		
5. Scholarship Committee		
6. Student Equity Committee		
7. Student Program Eligibility Appeals Committee		
8. Registration Committee		
9. International Student Committee		
C. ACTION ITEMS		
1. Student Equity Plan – First Reading	Exhibit A	15 minutes
2. Student Equity & Matriculation/Transfer Advisory Committee structure - First Reading		15 minutes
3. 3SP Plan – Second Reading (bring input and/or copies)	Exhibit B	15 minutes
D. INFORMATIONAL ITEMS		
1. Strategic Plan/PRP - Timeline		10 minutes
2. Website Revamp Task Force		5 minutes
E. OTHER BUSINESS		

Next Meeting: October 8, 2014

PALOMAR COLLEGE
Learning for Success

CHAIR: Adrian Gonzales

MEMBERS PRESENT: V. Aguilera, R. Antonecchia, S. Cathcart, L. Cecere, J. Conway, P.J. DeMaris, C. Hogquist, M. Large, K. Magnuson, L. Meyers, J. Moss, B. Stockert, D. Studinka, S. Titus

RECORDER: Janeice Pettit

MEMBERS ABSENT: D. Dryden, J. Limberg, C. Moore, E. Nunez

GUESTS:

I. Approval of Minutes for April 23, 2014
   MSC (Moss/Conway) The minutes for April 23, 2014 were approved and accepted into the record with one correction.

II. Committee Reports
   1. *Academic Review Committee*
   Kendyl Magnuson shared that the committee has reviewed and processed five appeals. The committee has given him permission as Chair to work with P.J. DeMaris and Brian Stockert to review and process any appeals over the summer when the committee is not in session in order not to hold up Spring Commencement.

   2. *Behavioral Health & Campus Wellness Committee*
   Brian Stockert gave a brief report of the committee's visit to San Diego City College to review their student mental health program. The committee was very impressed with the college's model which focused on intervention and stabilization; active use of internship programs with other colleges in the region; interaction with instructional staff; strong classroom outreach program.

   3. *Campus Police Committee*
   The appointment of Mark DiMaggio as the new Chief of Police for Palomar College was announced at the May 13th Governing Board meeting. The new chief will be sworn in on May 27th.

   4. *Matriculation & Transfer Committee*
   No report.

   5. *Scholarship Committee*
   Kendyl Magnuson reported that the committee has completed Palomar's scholarship cycle. He further shared that he has begun discussions with Mary San Agustin concerning increasing the effectiveness of our scholarship marketing and outreach to local high school students prior to their freshmen year at Palomar College.

   6. *Student Equity Committee*
   Adrian Gonzales reported that the membership for the Student Equity Workgroup has been filled except for the representative from ASG. Membership consisted of the following: Sandra Andre, Cynthia Anfinson, Rosie Antonecchia, Michelle Barton, Melinda Carrillo, Berta Cuaron, Shayla Fox, Adrian Gonzales, Mireya Guetierrez, Gregory Larson, Nimoli Madan, Martha Martinez, Wendy Nelson, Patrick O'Brien, James Odom, Wilma Owens, Kathleen Sheahan, Gary Sosa, Brian Stockert, Diane Studinka, Rocco Versaci, Lori Waite.

   Meeting dates were identified as May 29th, June 12th, June 26th and July 1st

7. *Student Program Eligibility Appeals Committee*
    Kendyl Magnuson reported that the committee has reviewed five Financial Aid appeals. One appeal was approved and four appeals were denied. The criteria for evaluating of Financial Aid appeals must be based on Federal regulations.

8. *Registration Committee*
    Kendyl Magnuson reported that the committee will meet tomorrow, Thursday, May 15th. They will be reviewing appeals from groups petitioning to be included under the "Special Programs" section of the updated Priority Registration Policy. Athletics and TRIO/SSS are the two groups petitioning at this time.

9. *International Student Committee*
    Kendyl Magnuson reported that the California English School's petition for accreditation was denied.   Palomar College has stopped issuing I-20's and is now looking into its legal options concerning this matter.

III. <u>Action Items</u>
      There were no action items.

IV. <u>Informational Items</u>
     1. **Formative Evaluation**
         Vice President Gonzales encouraged the committee to complete the Planning and Research Council's annual self-evaluation survey by Friday, May 16th.

     2. **Title V Grant Update**
         Palomar College will not be applying for the Title V Grant this year. The timeline was too tight for obtaining all the needed information. Palomar will strongly consider applying for this grant when it becomes available in the future.

     3. **3SP Progress Update**
         Vice President Gonzales shared with the committee that he gave an over review presentation of the 3SPTask Force to the Governing Board on May 13th. The following are some of the highlights:

         - Reviewed the report timeline: during summer draft up report; present draft to SPC on October 1st; present draft to Faculty Senate on October 25th; present final report as an informational item to the Governing Board on October 14th; submit the final report to the State on October 17th.

         - Stressed how the priority components were directly tied into the funding.

         - Explained that 3SP Task Force was an institutional effort with a total of sixty one participates including three Chairpersons, thirty four Faculty, ten Classified, seventeen CAST/AA from departments throughout campus.

         - Shared how 3SP Task Force assigned six workgroups to research the needed information for the state report. The name of each workgroup and the key highlights of their findings are as follows;
           o <u>Assessment Workgroup</u> recommends increase career and aptitude assessment testing; increase class courses and workshops offered that prepare students for assessment testing; increase staffing to support these additional courses and workshops.
           o <u>Counseling/Advising Workgroup</u> recommends the need to differentiate the concept of counseling from that of advising; the need to develop educational plans and degree audit programs; the need to develop technology tools for tracking MIS.

- o <u>Follow Up Services For At-Risk Students Workgroup</u> recommends the need to expansion on our existing Early Alert program, increase the use of technology tools and strengthen collaboration between EOPS, Summer Bridge program, etc.

- o <u>Orientation Workgroup</u> recommends that the comprehensive orientation be updated to include all eight criteria listed on the Orientation Checklist and that all students be require to view or participate in an orientation prior to being eligible to register for classes for first time.

- o <u>Outreach and Marketing Workgroup</u> recommends Better collaboration between Student Services and the faculty; more strategic approach for obtaining needed information for targeting student populations at various high schools; more conferhisice approach that mirrors EAP; increase use of enhance technology.

- o <u>Policies & Procedures Workgroup</u> recommends: working on the enrollment process, the pre-requisites process, the exemptions process

V.   <u>Other Business</u>
None

Meeting adjourned at 10:45 A.M

Next Meeting: September 10, 2014

PALOMAR COLLEGE
Learning for Success

STUDENT SERVICES PLANNING
COUNCIL MEETING
MINUTES
September 10, 2014

CHAIR: Adrian Gonzales

MEMBERS PRESENT:, R. Antonecchia, S. Cathcart, L. Cecere, J. Conway, M. DiMaggio, D. Dryden, M. Large, K. Magnuson, L. Meyers, J. Moss, E. Nunez L. Romain, B. Stockert, D. Studinka, S. Titus

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: V. Aguilera, Y. Martinez, C. Moore

GUESTS:

A. Welcome

B. Approval of Minutes for May 14, 2014
The approval of the May 14th minutes was carried over to the next SSPC meeting.

C. Action Items
1. **3SP Plan Progress Update – First Reading**
Dean Stockert provided an overview of the 3SP Plan and asked SSPC members to review the plan and provide input with regard to the substantive activities identified in the plan. He mentioned that the 3SP plan has been presented to the Faculty Senate and is currently being revised to reflect the input being received.

2. **Student Equity & Matriculation/Transfer Advisory Committee structure – First Reading**
VP Gonzales discussed a recommendation to combine the Student Equity Committee with the Matriculation & Transfer Committee so as to create a single "Student Success & Equity Committee." A formal proposal will be brought to the next SSPC meeting for 1st reading. If approved by SSPC, the recommendation would move forward to SPC for discussion and possible approval. VP Gonzales mentioned that there has been some discussion in the Faculty Senate about the possibility of folding the Basic Skills Committee into this single committee; however any action discussion on that would happen in the Faculty Senate.

D. Information Items
1. **SSPC Orientation**
VP Gonzales provided an overview of the role and responsibilities of SSPC within the shared governance process which included a discussion about the role of Council members.

2. **Strategic Planning Report - Evaluate**
VP Gonzales shared the results of the "Planning Councils Evaluation 2014" report. Discussion was focused on the results as they related to SSPC. The group discussed the role of Council members and strategies to strengthen communication to constituent groups.

E. Committee Reports
1. *Academic Review Committee*
2. *Behavioral Health & Campus Wellness Committee*
3. *Campus Police Committee*
4. *Matriculation & Transfer Committee*

5. *Scholarship Committee*
6. *Student Equity Committee*
7. *Student Program Eligibility Appeals Committee*
8. *Registration Committee*
9. *International Student Committee*

No committee reports were presented due to the length of discussion on other agenda items.

F. Other Business
None

Meeting adjourned at 11:00 A.M

Next Meeting: September 24, 2014

PALOMAR COLLEGE STUDENT EQUITY PLAN

Table of Contents

Palomar College
Student Equity Plan
Signature Page

District: Palomar Community College District   **Date Approved by Board of Trustees**: _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

Executive Summary

Will be inserted once goals and activities have been accepted.

Campus-Based Research

Campus-Based Research

In Spring 2014, the College identified a Student Equity Plan Workgroup and tasked the workgroup with the development of the draft Student Equity Plan. The Student Equity Plan workgroup consisted of faculty, staff, administration, and students (?). The workgroup was chaired by the Vice President for Student Services, Vice President for Instruction and the Faculty Senate President and consisted of faculty, staff, administration and students. <mark>LINK workgroup to Equity Committee.</mark>

The Student Equity Plan Workgroup reviewed and discussed campus-based research conducted to determine evidence of disproportionate impact in seven student subpopulations. Based on the research and review of effective strategies for the workgroup developed the Palomar College Student Equity Plan. This section of the plan contains the methods and results of the college-based research.

METHODS

Subpopulations

The following subpopulations were examined to determine evidence of disproportionate impact.

- Gender
- Age
- Race/Ethnicity
- Students with disabilities
- Foster youth
- Economically disadvantaged
- Veterans

Success Indicators

The success indicators, identified by the CCCCO Equity Plan, are given focus in this report. These indicators are described briefly below.

1. Access – Access refers to the proportion of a given subpopulation enrolled in the college relative to that subpopulation's size in the district's service area.
2. Course Completion – Course completion refers to the ratio of successful completion of credit course with a grade of A, B, C, or Pass by subpopulation to the total credit enrollments resulting in a transcript grade.
3. ESL and Basic Skills Completion – This indicator represents the proportion of students in different subpopulations that successfully complete a degree applicable course after having started at levels below transfer.
4. Degree and Certificate Completion – This is the ratio of the number of students within a subpopulation who receive a degree or certificate to the larger subpopulation.
5. Transfer – This is the number of students, by subpopulation, who transfer to a four-year institution.

Data

Three data sources were used for this report. The data used to assess access came from SANDAG and our own MIS files. The Course Completion analysis in this report also relies on MIS data. All other data was from the California Community Colleges' Student Success Scorecard. The Student Success Scorecard data was retrieved through Data on Demand.

Many of the metrics examined are based on cohorts formed six years ago as time must be allotted to track students to completion of basic skills sequences or their studies. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Recently, the College has improved its data collection processes. Therefore, the only foster youth metric the college was able to evaluate was the course success metric. In addition, the identification of the number of the low income and veteran population residing within the district was problematic. Low income students identified in the Scorecard metric are identified by meeting a set of criteria or services received which is different than low income as defined (by San Diego County) within the population served by the College. Therefore, an access metric for low income was not available at the time of the analysis.

Assessing Disproportionate Impact

Two models are used to assess Disproportionate Impact: Proportionality and the 80% Rule. The *Proportionality Index* is a ratio of the representation of a subpopulation on a given measure relative to the size of the subpopulation within the larger population. For example, females make up 44.8% of our student population, and 50.8% of the population of Palomar College's service area. So, the proportionality of females is 44.8% ÷ 50.8%, or 0.88. A value of less than 1.0 indicates a degree of under-representation.

The *80% Rule* specifies that the category with the highest percentage be used as a standard for a given outcome, and 80% of that standard serves as the threshold to indicate disproportional impact. For example, the successful course completion rate for females is 71.6%, and for males is 70.5%. As 71.6% is the higher value, it is used as the standard, and 80% of that value, that is, 57.3% is used as the threshold to determine if the other subpopulation has been disproportionately impacted.

For the issue of access, the Proportionality Index is used. The advantage of using the Proportionality Index for the access indicator is that it allows for assessing impact while considering other factors that might constrain the use of the college by some populations even if it is accessible. For example, the college may have a number of programs that feed traditionally gendered occupations, such as Fire Technology. The proportionality index could be considered in light of such information. On the other hand, the clear-cut nature of the 80% Rule allows for a more unambiguous interpretation of the results. However, when implementing the 80% Rule, the highest category is not always the most reasonable to use as a standard. Sometimes the largest category, or the overall average, may make more sense, particularly when the highest category is a relatively small subpopulation. Therefore, for all success indicators except access, three disproportionate impact gauges are used: (1) the proportionality index, (2) the 80% rule

using the highest category to compute the threshold, and (3) the 80% rule using the overall average to compute the threshold.

When assessing indicators and determining the presence of disproportionate impact, the Student Equity Plan Work Group considered all three gauges. However, if a subpopulation did not meet the 80% threshold using the <u>highest</u> category, the Workgroup did not deem it as evidence of disproportionate impact due to the issues described above. The Workgroup determined that the proportionality index and the 80% rule using the overall average to compute the threshold were better indicators of evidence of disproportionate impact.

In the tables on the following pages, specific subpopulations highlighted in red indicate clear evidence of disproportionate impact. Specific subpopulations highlighted in blue indicate possible or potential disproportionate impact. The Workgroup developed goals for the equity plan for subpopulations that had clear evidence of disproportionate impact. The Workgroup determined that the College would continue to closely monitor those subpopulations showing possible disproportionate impact.

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Proportionality by Gender, Age, Race & Ethnicity, and Veterans for Fall, 2013			
	Palomar	District*	Proportionality Index
Gender			
Female	44.8%	50.8%	0.88
Male	55.2%	49.2%	1.12
Age			
Under 20	22.0%	4.7%	4.67
20 to 24	38.0%	10.3%	3.68
25 to 49	33.0%	42.3%	0.78
50 or Over	7.0%	42.6%	0.16
Race & Ethnicity			
African American	3.0%	2.0%	1.48
American Indian/ Alaska Native	0.7%	0.7%	1.01
Asian	5.1%	10.0%	0.51
Hispanic	39.6%	28.3%	1.40
White	41.7%	56.6%	0.74
Veterans			
No	95.7%	88.4%	1.08
Yes	4.3%	11.6%	0.37
* Data for Veterans is available only at the county level.			

Summary

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are in within the district' service area, or the county in the case of Veterans.

It is not realistic to expect a similar representation of students over 50. In addition, a proportionality index of .78 within the 25-49 age group is not necessarily unacceptable given that individuals within this category are more likely to have completed their education and make up the significant portion of the workforce.

The district's service area is very large. Asians residing within the service area are concentrated in the southern portion of the district. The College has plans to open a South education center and will monitor enrollment to see if this affects the proportionality index for our Asian student population.

Note: Economically Disadvantaged as defined in the Scorecard metric is different than Economically Disadvantaged within the population served by the College. Therefore, an access

metric for low income was not available at the time of the analysis. In addition, the College was not able to identify an accurate count of Foster Youth residing within the district's boundaries. Therefore, access data is not available for Foster Youth and Economically Disadvantaged categories.

Campus-Based Research

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Tables

Successful Course Completion by Gender for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Gender	Rate	Index	Highest	Overall
Female	71.6%	1.01	No	No
Male	70.5%	0.99	No	No
Threshold			*57.3%*	*56.8%*

Successful Course Completion by Age Category for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Age Category	Rate	Index	Highest	Overall
Under 20	68.6%	0.97	No	No
20 to 24	68.8%	0.97	No	No
25 to 49	76.2%	1.07	No	No
50 or Over	79.7%	1.12	No	No
Threshold			*63.8%*	*56.8%*

Successful Course Completion by Ethnicity for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Ethnicity	Rate	Index	Highest	Overall
African American	59.8%	0.84	Yes	No
Asian or Pacific Islander	76.0%	1.07	No	No
Filipino	68.9%	0.97	No	No
Hispanic	66.6%	0.94	No	No
Multi Ethnic	67.6%	0.95	No	No
Native American	71.3%	1.00	No	No
White	75.5%	1.06	No	No
Threshold			*60.8%*	*56.8%*

Successful Course Completion by DSPS for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
DSPS	Rate	Index	Highest	Overall
No	71.1%	1.00	No	No
Yes	69.5%	0.98	No	No
Threshold			*56.9%*	*56.9%*

Successful Course Completion by Veteran Status for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Veteran	Rate	Index	Highest	Overall
No	71.1%	1.00	No	No
Yes	69.9%	0.98	No	No
Threshold			*56.9%*	*56.9%*

Successful Course Completion by Foster Youth for Fall 2013				
	Completion	Proportionality	Below 80% Threshold	
Foster	Rate	Index	Highest	Overall
No	71.4%	1.00	No	No
Yes	47.1%	0.66	Yes	Yes
Threshold			*57.1%*	*56.9%*

Summary

The Student Equity Planning Workgroup noted disproportionate impact for the course success indicator for foster youth. The Workgroup also noted possible disproportionate impact for African Americans.

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Tables

English

English: Completed Degree Applicable English by Gender for the 2006-2007 Cohort				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
Female	33.8%	1.10	No	No
Male	28.0%	0.91	No	No
Threshold			*27.0%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort				
Age	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
Under 20	32.8%	1.07	No	No
20 to 24	26.1%	0.85	Yes	No
25 to 49	28.3%	0.92	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
Threshold			*26.2%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort				
Race	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
African American	22.0%	0.71	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	59.0%	1.90	No	No
Filipino	34.7%	1.12	Yes	No
Hispanic	26.6%	0.86	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	33.8%	1.09	Yes	No
Threshold			*47.2%*	*24.9%*

Campus-Based Research

English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	32.0%	1.05	No	No
Yes	22.5%	0.74	Yes	Yes
Threshold			*25.6%*	*24.5%*

English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	31.5%	1.03	No	No
Yes	29.2%	0.95	No	No
Threshold			*25.2%*	*24.5%*

English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort				
Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	30.0%	0.97	No	No
Yes	N < 40	1.10	No	No
Threshold			*24.0%*	*24.8%*

Math

Math: Percent Who Completed Degree Applicable Math by Gender for the 2006-2007 Cohort

Gender	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
Female	29.7%	1.11	No	No
Male	23.0%	0.86	Yes	No
Threshold			*23.8%*	*21.3%*

Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort

Age	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
Under 20	27.1%	1.01	No	No
20 to 24	27.1%	1.01	No	No
25 to 49	25.6%	0.96	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
Threshold			*21.7%*	*21.4%*

Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort

Race	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
African American	13.8%	0.52	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	37.3%	1.41	No	No
Filipino	35.6%	1.35	No	No
Hispanic	22.1%	0.84	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	30.2%	1.14	No	No
Threshold			*29.8%*	*21.2%*

Math: Percent Who Completed Degree Applicable Math by DSPS for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
DSPS	Rate	Index	Highest	Overall
No	26.6%	0.99	No	No
Yes	28.0%	1.05	No	No
Threshold			*22.4%*	*21.4%*

Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort				
Economically	Completion	Proportionality	Below 80% Threshold	
Disadvantaged	Rate	Index	Highest	Overall
No	27.3%	1.02	No	No
Yes	25.8%	0.96	No	No
Threshold			*21.8%*	*21.4%*

Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort				
Veterans Benefits	Completion	Proportionality	Below 80% Threshold	
Received	Rate	Index	Highest	Overall
No	26.0%	0.96	Yes	No
Yes	38.0%	1.41	No	No
Threshold			*30.4%*	*21.6%*

ESL

ESL: Percent Who Completed Degree Applicable English by Gender for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
Gender	Rate	Index	Highest	Overall
Female	15.8%	1.14	No	No
Male	10.3%	0.75	Yes	Yes
Threshold			*12.6%*	*11.0%*

Campus-Based Research

ESL: Completed Degree Applicable English by Age for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
Age	Rate	Index	Highest	Overall
Under 20	34.5%	2.51	No	No
20 to 24	N < 40	N < 40	N < 40	N < 40
25 to 49	6.0%	0.44	Yes	Yes
50 or Over	N < 40	N < 40	N < 40	N < 40
Threshold			*27.6%*	*11.0%*

ESL: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
Race	Rate	Index	Highest	Overall
African American	N < 40	N < 40	N < 40	N < 40
Asian	30.8%	2.21	No	No
Filipino	N < 40	N < 40	N < 40	N < 40
Hispanic	9.6%	0.69	Yes	Yes
White	N < 40	N < 40	N < 40	N < 40
Threshold			*24.6%*	*11.2%*

ESL: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort				
	Completion	Proportionality	Below 80% Threshold	
DSPS	Rate	Index	Highest	Overall
No	13.8%	1.00	No	No
Yes	N < 40	N < 40	N < 40	N < 40
Threshold			*11.0%*	*11.0%*

ESL: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	8.0%	0.58	Yes	Yes
Yes	27.2%	1.98	No	No
Threshold			*21.8%*	*11.0%*

Summary

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

For basic skills course completion, the Workgroup noted clear evidence of disproportionate impact for African American and DSPS students. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored over time and many of the activities identified to address basic skills completion will help the college's Hispanic students.

In regards to ESL, the Workgroup noted clear disproportionate impact for males, Hispanics, and students ages 25-49. The Workgroup noted significant overlap of students within each of these categories. In other words, male ESL students are typically Hispanic and within 25-49 age range.

The basic skills and ESL completion metric is based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, basic skills and ESL completion data are not available for foster youth students at this time.

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

SPAR

Completion as defined in the first set of tables includes the percentage of students who show intent and then continue on to earn a degree, certificate, transfer, or become transfer prepared within six years of entry. It is the SPAR (Student Progress and Achievement Rate) from the California Community College's Scorecard. Note, the number of Foster Youth in cohorts was deemed too small upon which to make a valid judgment.

Completion by Preparation Level and Gender for Cohort Year 2006-2007

Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
Prepared	Female	72.5%	1.06	No	No
	Male	65.0%	0.95	No	No
	Threshold			*58.0%*	*54.6%*
Unprepared	Female	48.3%	1.06	No	No
	Male	42.1%	0.93	No	No
	Threshold			*38.6%*	*36.3%*

Completion by Preparation Level and Age for Cohort Year 2006-2007

Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Highest	Overall
Prepared	Under 20	67.9%	1.00	No	No
	20 to 24	76.2%	1.12	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	Threshold			*61.0%*	*54.6%*
Unprepared	Under 20	46.9%	1.03	No	No
	20 to 24	41.6%	0.92	No	No
	25 to 49	34.2%	0.75	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	Threshold			*37.5%*	*36.4%*

Campus-Based Research

Completion by Preparation Level and Race for Cohort Year 2006-2007					
Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	81.4%	1.20	No	No
	Filipino	68.2%	1.00	No	No
	Hispanic	64.6%	0.95	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	67.7%	1.00	No	No
	Threshold			*65.1%*	*54.3%*
Unprepared	African American	46.6%	1.03	No	No
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	56.2%	1.24	No	No
	Filipino	42.9%	0.95	Yes	No
	Hispanic	39.6%	0.87	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	48.2%	1.06	No	No
	Threshold			*45.0%*	*36.2%*

Completion by Preparation Level and Economically Disadvantaged for Cohort Year 2006-2007					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	68.7%	1.48	No	No
	Yes	67.4%	1.46	No	No
	Threshold			*55.0%*	*37.0%*
Unprepared	No	46.3%	1.02	No	No
	Yes	44.5%	0.98	No	No
	Threshold			*37.0%*	*36.3%*

Campus-Based Research

Completion by Preparation Level and DSPS Student for Cohort Year 2006-2007					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80% Highest	Overall
Prepared	No	67.9%	1.46	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	Threshold			*54.3%*	*37.1%*
Unprepared	No	46.4%	1.02	No	No
	Yes	35.1%	0.77	Yes	Yes
	Threshold			*37.1%*	*36.3%*

Completion by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
Prepared	No	68.3%	1.50	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	Threshold			*54.6%*	*36.3%*
Unprepared	No	45.4%	0.99	No	No
	Yes	54.3%	1.19	No	No
	Threshold			*43.4%*	*36.6%*

Count of Degrees and Certificates only

Degree or Certificate % by Gender for the 2006-2007 Cohort					
Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold Highest	Overall
Prepared	Female	29.6%	1.21	No	No
	Male	20.4%	0.84	Yes	No
	Threshold			*23.7%*	*19.5%*
Unprepared	Female	18.4%	1.05	No	No
	Male	16.7%	0.95	No	No
	Threshold			*14.7%*	*14.1%*

Campus-Based Research

Degree or Certificate % by Age for the 2006-2007 Cohort				Below 80% Threshold	
Preparation Level	Age	Completion Rate	Proportionality Index	Highest	Overall
Prepared	Under 20	23.2%	0.95	Yes	No
	20 to 24	38.1%	1.56	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	Threshold			*30.5%*	*19.5%*
Unprepared	Under 20	17.3%	0.98	No	No
	20 to 24	19.2%	1.09	No	No
	25 to 49	19.5%	1.10	No	No
	50 or Over	N < 40	N < 40	N < 40	N < 40
	Threshold			*15.6%*	*14.1%*

Degree or Certificate % by Race for the 2006-2007 Cohort				Below 80% Threshold	
Preparation Level	Race	Completion Rate	Proportionality Index	Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	24.5%	0.99	No	No
	Filipino	20.5%	0.83	No	No
	Hispanic	25.2%	1.02	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	25.6%	1.03	No	No
	Threshold			*20.5%*	*19.8%*
Unprepared	African American	12.9%	0.75	Yes	Yes
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	28.9%	1.67	No	No
	Filipino	14.3%	0.83	Yes	No
	Hispanic	16.3%	0.94	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	17.3%	1.00	Yes	No
	Threshold			*23.1%*	*13.8%*

Degree or Certificate by DSPS for the 2006-2007 Cohort					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	24.3%	1.00	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	Threshold			*19.4%*	*19.5%*
Unprepared	No	17.6%	1.00	No	No
	Yes	18.5%	1.05	No	No
	Threshold			*14.8%*	*14.1%*

Degree or Certificate % by Economically Disadvantaged for the 2006-2007 Cohort					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	22.1%	0.91	Yes	No
	Yes	28.8%	1.18	No	No
	Threshold			*23.0%*	*19.5%*
Unprepared	No	16.2%	0.92	No	No
	Yes	19.3%	1.09	No	No
	Threshold			*15.4%*	*14.1%*

Summary

See Section E: Transfer for a summary of findings for all completion outcomes.

Campus-Based Research

E. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

See Section D Degrees and Certificates for a review of Disproportionate Impact of the Student Progress and Achievement Rate (SPAR) Scorecard Metric as this metric includes student transfer counts in the outcome.

Count of Transfers or Transfer Prepared only

		Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
Transfer-Related Outcome by Gender for the 2006-2007 Cohort					
Preparation Level	Gender			Highest	Overall
Prepared	Female	71.0%	1.07	No	No
	Male	62.7%	0.94	No	No
	Threshold			*56.8%*	*53.1%*
Unprepared	Female	46.0%	1.07	No	No
	Male	39.5%	0.92	No	No
	Threshold			*36.8%*	*34.4%*

		Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
Transfer-Related Outcome by Age Category for the 2006-2007 Cohort					
Preparation Level	Age Category			Highest	Overall
Prepared	Under 20	66.7%	1.01	No	No
	20 to 24	69.8%	1.05	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	Threshold			*55.8%*	*53.0%*
Unprepared	Under 20	45.1%	1.05	No	No
	20 to 24	36.0%	0.84	Yes	No
	25 to 49	28.4%	0.66	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	Threshold			*36.1%*	*34.4%*

Transfer-Related Outcome by Race for the 2006-2007 Cohort				
Preparation Level	Race	Transfer-Related Outcome	Proportionality Index	Below 80% Threshold		
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	80.4%	1.22	No	No
	Filipino	65.9%	1.00	No	No
	Hispanic	64.6%	0.98	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	65.2%	0.99	No	No
	Threshold			*64.3%*	*52.8%*
Unprepared	African American	46.6%	1.08	No	No
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	52.9%	1.23	No	No
	Filipino	42.0%	0.98	Yes	No
	Hispanic	36.9%	0.86	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	45.8%	1.07	No	No
	Threshold			*42.3%*	*34.4%*

Transfer-Related Outcome by Economically Disadvantaged for the 2006-2007 Cohort					
Preparation Level	Econ D	Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.9%	1.01	No	No
	Yes	65.3%	0.98	No	No
	Threshold			*53.5%*	*53.0%*
Unprepared	No	44.2%	1.03	No	No
	Yes	41.6%	0.97	No	No
	Threshold			*35.4%*	*34.4%*

Transfer Related Outcome by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.5%	1.54	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	Threshold			*53.2%*	*34.5%*
Unprepared	No	43.1%	1.00	No	No
	Yes	45.7%	1.06	No	No
	Threshold			*36.6%*	*34.6%*

Summary of ALL Completion Indicators

Summary of Findings SPAR, Degrees and Certificates, and Transfer Outcomes		
	Disproportionate Impact	
Success Indicator/SubPopulation	*Possible*	*Clear*
SPAR		
25-49		✓
Hispanic	✓	
DSPS		✓
Degrees and Certficates		
Filipino	✓	
Male	✓	
African American		✓
Transfer Outcome		
20-24	✓	
25-49		✓
Hispanic	✓	
DSPS		✓

Campus-Based Research

The Workgroup noted disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students, and DSPS students. The DSPS students were close to the cut off and the Workgroup suggested completing follow up research to further break down theses students and evaluate their needs. In addition, the Workgroup noted that goals of students vary more within age group 25-49. It is possible that students age 25-49 are more likely to attend Palomar to complete just one or two courses related to their current profession. For example, the College offers a set of two drafting courses that provide instruction on the latest technology in the field. Students often attend these classes to improve their skills in their current profession without the intention of completing a certificate or degree.

The SPAR, degrees and certificates, and transfer related metrics are based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, completion data are not available for foster youth students at this time.

Goals and Activities

Goals and Activities

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served"

Goal A.1. Increase the percentage of veterans who attend Palomar College by 5% over the next three years.

	Activity	Outcome	Persons/Group Responsible	Timeline
A.1.1	Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college.	Number of veterans enrolled at the college will increase by 1-2% annually.	Dir. Enrollment Services, Dean Counseling Services, Dir. Institutional Research & Planning (IR&P)	• Conduct research and identify strategies by Summer 2015 • Begin to implement strategies by Spring 2016
A.1.2	Examine course rotation and scheduling patterns with special emphasis on evening offerings.	Course rotation and scheduling patterns reviewed and refined to ensure that students can complete their programs within a specified timeframe.	VP Instruction, Instructional Deans and Department Chairs & Directors	Need info from Berta and Instruction???
A.1.3	Modify college website making it easier for students to navigate and access campus resources.	Improved structure of college website with simplified navigation and access to campus resources.	Dir. Public Information, Dean Social and Behavioral Sciences (SBS), Mgr. Academic Technology	• Initiate improvement process by July 2015 • Hire webmaster by July 2015 • Complete improvement by July 2017
A.1.4	Improve data collection and research on affected student subpopulations in the college's equity plan with a special emphasis on the identification and tracking of veterans and foster youth.	Veterans and foster youth reliably identified and flagged within the college's data system. Ongoing research on student access and completion for affected subpopulations in the college's equity plan.	VP Student Services, Dir. Institutional Research and Planning, Director of Enrollment Services.	• Identify data collection and research needs by Spring 2015 • Implement processes to ensure accurate identification of veterans and foster youth. by Summer 2015 • Hire institutional researcher by Summer 2015

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			• Conduct appropriate research studies to support the college's efforts to address student equity. (Ongoing)

Goals and Activities

B.   STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

Goal B.1. Increase course success rates of foster youth by 5% over the next three years.

Activity		Outcome	Persons/Group Responsible	Timeline
B.1.1	Accurately identify foster youth in the college's database.	Foster youth appropriately flagged within the database and reports generated.	VP Student Services, Dir. Enrollment Services, Dir. IR&P	• Complete by Spring 2015
B.1.2	Expand the role and responsibility of the College's foster youth support liaison.	Foster youth will meet with support liaison(s) twice per year (or semester).	Dean of Counseling, Dir. Enrollment Services	• Implement by Fall 2015
B.1.3	Provide extensive outreach and support services for foster youth including but not limited to mentoring, improved access to services, and face-to-face connections and support.	All foster youth will receive appropriate and strategic follow-up services.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, Faculty Resource (FR) Coordinator, and Basic Skills Committee	• Begin implementation Fall 2015
B.1.4	Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs.	All foster youth will be directed to participate in a first year experience and/or summer bridge program.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	• Begin implementation Fall 2016

Goals and Activities

NOTES to workgroup:

1) Recent legislation added a few subcategories to the required disproportionate impact analysis. These groups were Veterans, foster youth, and economically disadvantaged. Many of the metrics we examined are based on cohorts that began six year ago. This was done because they are completion type metrics and we need to allow time for students to get through their studies. Unfortunately, the College's data collection and identification of foster youth six years ago was not very reliable and we did not have enough numbers to really examine completion data for foster youth. HOWEVER, we recently improved our data collection and identification procedures and have somewhat better data. This allowed us to look at course success rates for foster youth. What we found was that our foster youth are potentially our most vulnerable student group. Adrian and Michelle included a goal and activity related to foster youth under course success and listed some ideas. However we need the workgroup's thoughts on them and this goal.

Goals and Activities

C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

Goal C.1. Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.

Activity		Outcome	Persons/Group Responsible	Timeline
C.1.1	Expand the College's Summer Bridge and First Year Experience (FYE) programs with a special emphasis on increasing the number of African American students who participate.	Number of African American and students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	• Plan for expansion and increased outreach of programs to special populations by Spring 2015 • Implement Summer and Fall 2015
C.1.2	Expand the mentor program with an emphasis on increasing participation among African American students and other underrepresented student groups.	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator	• Plan for expansion and increased outreach to special populations by Spring 2016 • Begin implementation Fall 2016 • Continue implementation Spring 2017
C.1.3	Implement a set of mandatory orientation experiences for the College's underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	• Develop by Summer 2015 • Begin implementation Fall 2016 • Continue implementation Spring 2017

Goals and Activities

Goal C.2. Increase the percentage of males, students ages 25-49, and Hispanic students who complete their ESL basic skills sequences by 5% over the next three years. <mark>(NEED TO SEND TO ESL for INPUT and ENGAGEMENT on this ACTIVITY. The information below represents suggestions from Adrian and Michelle based on the discussions of the workgroup.)</mark>

Activity		Outcome	Persons/Group Responsible	Timeline
C.2.1	Increase the number of males, Hispanic, and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs.	Number of males, Hispanics, and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase by <mark>X</mark>% over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	• Plan for expansion and increased outreach of programs to special populations by Spring 2015 • Implement Summer and Fall 2015
C.2.2	Expand the mentor program with an emphasis on increasing participation among ESL Students and other underrepresented student groups.	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), FR Coordinator, Basic Skills Committee	• Plan for expansion and increased outreach to special populations by Spring 2016 • Begin implementation Fall 2016 • Continue implementation Spring 2017
C.2.3	Develop and implement a set of mandatory orientation experiences for underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	• Develop by Summer 2015 • Begin implementation Fall 2016 • Continue implementation Spring 2017

Goals and Activities

Goal C.3. Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.
(==Workgroup did not discuss specifically – The following represents possible ideas from Adrian and Michelle==)

	Activity	Outcome	Persons/Group Responsible	Timeline
C.3.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DSPS, Director of Institutional Research and Planning	• Research completed by Spring 2016
C.3.2	Utilize research findings and develop and implement strategies to support DSPS students to complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DSPS, DSPS, Basic Skills Committee	• Strategies implemented by Spring 2017
C.3.3	Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.	Tools, resources, and professional development opportunities will be developed and provided to faculty.	Dean of Counseling, Faculty Development Coordinator, Dean of LL, Dean of MNHS, VP Instruction, Chairs, and Directors	• Develop by Summer 2015 • Begin implementation Fall 2016 • Continue implementation Spring 2017

NOTES to workgroup:
1) There were a couple of subcategories that showed disproportionate impact that we did not address specifically in our conversations as our focus seemed to be more global. However, we are required to address all groups where the analysis shows disproportionate impact. Adrian and Michelle inserted some "possible" ideas that are in alignment with the discussions of the group. We need the group's review and suggestions.
2) There are no instructional related activities targeted at improving basic skills completion. While the group discussed this, it was not ranked high in priority. It might make sense to add an instructional-related activity to support some of the current work going on to help students complete their sequences as well as allow for innovative ideas and further consideration of what might done instructionally to help/support students. Initial feedback has been we should add an activity in that speaks to instruction/classroom innovations and strategies or provide support for the activities currently underway in specific departments such as math and ESL.
3) Professional development related to basic skills completion is something that the group did not discuss, but may merit an activity.

Goals and Activities

D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*"Ratio of the number of students by population group who receive a degree or certificate to the
number of students in that group with the same informed matriculation goal"*

After reviewing the disproportionate impact data and research on best practices related to completion, the Student Equity Workgroup determined that strategic, timely, and ongoing follow-up is critical to help students complete their educational goals. Also, the Workgroup recognized that students in the affected subpopulations often need "high touch" and multiple types of support. However, as configured, the College's current technology infrastructure and processes cannot support this approach. In order to establish an effective follow-up and strategic support system, the Workgroup recommended that the College complete two significant tasks. First, improve the technology infrastructure it uses to communicate with students. Second, partner this improvement with a strategic follow-up process that utilizes that infrastructure while allowing for significant targeted personal interaction between faculty, staff, and students, especially those students identified as "at risk."

Goal D.1A. Increase the percentage of underprepared students ages 25-49 who complete their studies by 2% over the next three years.
Goal D.1B. Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years

Activity		Outcome	Persons/Group Responsible	Timeline
D.1.1	Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student.	All Students will access and interact with the college's online system using a single sign on. Upon signing in, students will receive any relevant communication and be directed to support services if needed.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Dir. Information Services, IT Project Manager, Dean of LL, Dean of Social and Behavioral Sciences	• Hire IT Project Manager by Summer 2015 • Research and identify software tool by Summer 2015 • Purchase, install, and test by Fall 2016 • Pilot Spring 2017 • Implement Fall 2017

D.1.2	Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals.	Students will use an electronic education system to help plan, track, and monitor their progress to goal completion.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Faculty Senate President, FYE Coordinator Counseling Services, Dean of Information Services, Dean of LL, Basic Skills Committee	• Review current planning and degree audit systems by Summer 2015 • Identify additional software needs by Summer 2015. • Install and test by Fall 2016 • Prototype Spring 2017 • Begin implementation Fall 2017
D.1.3	Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and "high touch" support for students based on their needs. Ensure that the system of follow-up and support "closes the loop" and informs faculty of the support students have received when necessary.	Research completed. Strategies and processes defined and implemented. Faculty notified of follow-up services and support received by students when necessary.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Information Services, Dean of LL, Dean of MNHS, Director of Research and Planning, FYE Coordinator, Basic Skills Committee	• Conduct research – initial by Summer 2015 (then ongoing) • Develop strategies by Fall 2016 • Prototype Spring 2017 • Begin implementation Fall 2017
D.1.4	Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.	Faculty and staff will participate in training and/or related activities to learn about the support services available to students.	Vice President Student Services, Vice President Instruction, Vice President Human Resource Services, Faculty Senate President, Professional	• Develop by Fall 2016 • Implement Spring 2017 and ongoing

			Development Coordinator, Professional and Staff Development Committee	
D.1.5	Develop, establish, and communicate clear career pathways for students.	X% programs will have defined and established career pathways. Career pathways will be integrated into the Student Success and Support services provided to students.	Vice President Instruction, Dean of Career and Technical Education, Dean of MNHS, Dean of Counseling, Chairs and Directors	• <mark>Need from Berta and Wilma</mark>

Goals and Activities

Goal D.2. Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years. <mark>(Workgroup did not discuss specifically – The following represents possible ideas from Adrian and Michelle)</mark>

Activity		Outcome	Persons/Group Responsible	Timeline
D.2.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DSPS, Director of Institutional Research and Planning, Basic Skills Committee	• Research completed by Spring 2016 (We really need put on this one) – L. Waite - it is reasonable
D.2.2	Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DSPS, DSPS, Basic Skills Committee	• Strategies implemented by Spring 2017(We really need input on this one) – L. Waite - it is reasonable

E. **STUDENT SUCCESS INDICATOR FOR TRANSFER**

"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"

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

Budget

Budget

To be included as goals/strategies are accepted. Budget is outlined in PowerPoint to SPC.

Evaluation Schedule and Process

Evaluation Schedule and Process

During each spring term, the Student Equity Committee will complete an evaluation of progress on the Plan's goals and activities. The Office of Institutional Research and Planning will collect baseline and performance data to track and monitor progress on activity outcomes and the Plan's stated goals. This information will be provided to teams leading the work on and the Student Equity Committee. Teams leading each activity will provide a progress report describing their efforts to the Committee. In addition to a review of the baseline and performance data, progress reports will address work completed on an activity, resources allocated and expended, and an evaluation of the activity's status.

The Student Equity Committee will discuss the reports and make appropriate recommendations where needed to ensure that adequate progress is made on the plan. The report with recommendations will be presented to the campus community and integrated into the college's overall planning process which includes the preparation and implementation of a strategic plan and program reviews.

The Strategic Planning Council and the College's Board of Trustees annually reviews and discusses the institutional effectiveness of the College. The review includes a report on access, student progress, and completions metrics.   In addition to providing data to monitor progress on the Student Equity Plan, the Office of Institutional Research and Planning will incorporate into the College's annual review of institutional effectiveness an ongoing equity report that assesses the disproportionate impact across the subpopulations addressed in this plan.

NOTE: We can come up with an actual schedule in a table if needed.

Attachments

Student Success and Support Program Plan
(Credit Students)

_____

2014-15

District: Palomar Community College District
College: Palomar College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[1]. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I.   Program Plan Signature Page
II. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match
III. Policies & Professional Development
   • Exemption Policy
   • Appeal Policies
   • Prerequisite Procedures
   • Professional Development
   • Coordination with Student Equity and Other Planning Efforts
   • Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

College Name: _Palomar College_

District Name: _Palomar Community College_

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations.*

Signature of College SSSP Coordinator: _____

Name: Brian Stockert   Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Adrian Gonzales   Date _____

Signature of the Chief Instructional Officer: _____

Name: Berta Cuaron   Date: _____

Signature of College Academic Senate President: _____

Name: Greg Larson   Date: _____

Signature of College President: _____

Name: Robert Deegan   Date: _____

Signature of District Chancellor: _____

Name: _____   Date: _____

Contact information for person preparing the plan:

Name: Brian Stockert   Title: Dean of Counseling Services
Email: bstockert@palomar.edu   Phone: (760) 744-1150, Ext. 2184

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa.   Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

•   Who is our target student audience?

We estimate we will be serving 4619 first-time students annually. A comprehensive orientation needs to be provided to all new Palomar College students; only excluding those that are students classified as exempt. This comprehensive orientation will include: 1) Academic expectations and progress and probation standards pursuant to section 55031 2) How to maintain registration priority pursuant to section 58108 3) The prerequisite or co-requisite challenge process pursuant to section 55003 4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612 5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed 6) Academic calendar and important timelines 7) Registration and college fees 8) Available education planning services.

We find that in addition to the comprehensive orientation, it would be beneficial for students to be directed to other orientations that they may find of interest; such as an area of interest in their field of study or elaborating on the student support services Palomar College provides (Financial Aid, Veteran's Services, etc.). A complete listing of orientations available on campus or on-line can be provided at the end of the comprehensive orientation or at the time a student declares a major. It's apparent to the committee that there are a lot of good departmental orientations conducted on campus or online, but we find that some students are not aware of them.

Areas of the current orientation that need to be enhanced or included in the comprehensive orientation are numbers 1 and 5 listed above. As the Board of Governors Fee Waiver criteria are finalized by the state, this will need to be updated as well. •   Who are we serving now?

The committee finds that we are serving our Early Acceptance Program (EAP) students very well in the area of orientation. The EAP program is designed to make the transition from high school to Palomar College easier for our incoming high school graduate students and to provide them with the tools needed to successfully begin their college experience. Palomar College goes to select high

schools in the District to provide the assessment test to graduating seniors. Students who attend high schools that we do not go to and provide the assessment test are encouraged to come take it at the San Marcos campus or the Escondido Education Center. Once the student takes the assessment test, they are required to attend a Saturday EAP session that includes a group presentation of the comprehensive student orientation, meeting with a counselor for a one on one appointment to develop a Student Educational Plan (SEP), and receive a campus tour. EAP students are required or incentivized by means of obtaining a priority registration appointment to participate in the assessment testing and follow up Saturday EAP sessions held on campus at the San Marcos campus from late March to early June. In addition to Palomar's efforts to inform students about the need to participate in the EAP program, high school counselors are key in stressing the importance of participating in the program. We also find that many departments are offering high quality departmental orientations to their students. A goal would be to direct students to these orientations sooner in their college career to allow them to see what's available to them, both in support services provided and in areas of study.

Methods of Delivery:
• 	What can be delivered online?

The comprehensive orientation needs to be made available to all current and prospective students online. This will allow students to view the orientation both on and off campus. The orientation will include all 8 items included on the Orientation Checklist and can also include a virtual tour of the main campus. The ability to printout the academic calendar and important deadlines directly from the online orientation would also be helpful to students.

The MIS group will determine how to track this information. This committee suggests that the online orientation should self-track directly to PeopleSoft once completed by the student. • 	What activities/services must be provided in-person?

Campus tours to all new students in person would be helpful. This would allow for brief question and answer sessions between students and staff. Online orientations should include a virtual tour of the main campus. Services: Provide a description of the orientation services that address the target audience and activities provided. Describe at what point(s) in the student's academic pathway services are provided.
• 	What services do we offer now?

Students can take the orientation on their own through the assessment or counseling department website, at the time they take the assessment test at the San Marcos campus or Escondido Education Center, or if they are part of the EAP program and attend an on-campus orientation. ESL, Summer Bridge, and FYE students also receive a comprehensive orientation.

We find that many departments offer great "departmental specific" orientations. These orientations should enhance the comprehensive orientation. Some options to get students to view or participate in these departmental orientations is to send them an invite at the time they register for particular class, when they declare their major, or to provide a comprehensive list of departmental orientations at the completion of the comprehensive orientation. An invitation to

participate or view an orientation on-line can be sent by email. Special attention would need to be given so that students are inundated with orientation invites. For example, if a student signs up for 3 Graphic Communications classes, they should not receive 3 separate Graphic Communication orientation invites.

• Do we have partnerships with any high schools, colleges, workforce agencies, or community partners?

We don't have any strong partnerships with these groups at this time. Adult Education programs provide an opportunity to build better partnerships with. These Adult Education programs would also be key in providing support and encouragement to participate in our orientation programs.

**Notes: Group orientations could be offered at the Adult Education locations. Assessment tests could also be offered at this time. Consideration should be given to use the EAP program as a framework to partner with the Adult Education programs and maximize the effectiveness of our services.

• AT WHAT POINTS ARE SERVICES OFFERED ON THE STUDENT'S ACADEMIC PATHWAY?
• BEFORE OR AFTER REGISTRATION?
• AT 15 UNITS, 30 UNITS, ETC...?

**NOTES: IT IS THE COMMITTEE'S BELIEF THAT THE ORIENTATION SHOULD BE REQUIRED OF ALL NEW PALOMAR STUDENTS; EXCLUDING THOSE STUDENTS WHO ARE EXEMPT, PRIOR TO BEING ABLE TO REGISTER FOR CLASSES. THE DISCUSSION ABOUT FOLLOW-UP ORIENTATIONS SHOULD BE HELD WITH THE 3SP "FOLLOW UP" GROUP FOR FINAL DETERMINATION.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Currently, counselors are the primary individuals that give the in person orientations. The Assessment Office is where a majority of students view the online orientation. Both the Counseling and Assessment websites provide links for students and guests to view the orientation. Consideration should be given to allow other departments to provide orientations. The Education Centers, Veterans Office, First Year Experience program, Summer Bridge program, and the English as a Second Language Department are a few examples of offices that have a lot of access to first time students that could assist in providing new students with the required orientation, while catering to their student's specific needs. Orientations from these additional offices would need to be sure that all 8 items of the Orientation Checklist are included. These departments would also need to be responsible for tracking and entering the information into PeopleSoft of the students they have served.

Additional staffing that could provide group orientations may enhance any outreach efforts Palomar provides. This would potentially expedite the process to get new students to apply, receive an orientation, take the placement test, and meet with a counselor before registering. 3SP requires all new students, excluding those classified as exempt, to receive the orientation. This requirement will dramatically increase the number of orientations that will need to be provided to students.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support

requirements.

The current online orientation will need to be updated to include all 8 of the required items on the Orientation Checklist. Some discussion was held in regards to having iPads available for in person, group orientations that students can follow along with that would track the comprehension and completion of the orientation requirement. We feel this would save staff from multiple departments a lot of time in manually entering student orientation data into the PeopleSoft system.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)
(1) Academic expectations and progress and probation standards pursuant to section 55031;
(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services

Our college will be developing a comprehensive online orientation that includes all 8 of the required items on the Orientation Checklist. We have previously been conducting in-person comprehensive orientations as described earlier in this section. To ensure that all students have access to a comprehensive orientation, the college will be offering online, departmental, and in-person orientations that meet Title 5 requirements and the local needs of Palomar College Students. An Orientation workgroup was created as part of our development of the college's SSSP plan. It is anticipated that this group will be charged with further developing the online comprehensive orientation, training departments in meeting the requirements for a comprehensive orientation, and continue and enhance access to in-person orientations. To promote student access to and completion of a comprehensive orientation program, the college is implementing a SSSP dashboard showing student completion of assessment, orientation, and student education plans.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

We are also working on a process to ensure that department and program orientations for students meet the requirements for a comprehensive orientation as well under Title 5 regulations. This will be accomplished by training from College Student Success and Support Program staff and use of a college- wide online comprehensive orientation. We believe this will result in decreased repetition of providing information for students and requiring multiple orientations that are not applicable or necessary.

6 .Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

STAFFING	DEPARTMENT	SSSP 2014-2015
DEAN OF COUNSELING SERVICES	COUNSELING SERVICES	$ 145,551
COUNSELORS – FT (3)	COUNSELING DEPT.	$ 400,000
COUNSELORS – HOURLY ASSIGNMENTS	COUNSELING DEPT.	$ 100,000
SUPERVISOR, COUNSELING SERVICES	COUNSELING SERVICES	$ 65,000
COUNSELING SUPPORT SPECIALISTS	COUNSELING DEPT.	$ 290,000

RESOURCES		
ONLINE ORIENTATION/NEW VIDEOS		$ 30,000
PRINTING GUIDES/BROCHURES/FOLDERS		$ 10,000
OFFICE SUPPLIES – GENERAL		$ 5,000

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

1. Describe the target audience: Any potential student; including, any new, current and continuing student. Any student who does not have eligibility through other means such as AP scores, SAT, ACT, CSUSM ready placement or transcripts from another college. See attached chart on page number 4.
a. The estimated numbers of students to be assessed are 10,000 testing on campus and approximately 3,000 Early Acceptance Students (EAP students) testing both here on campus and at their local high schools.
A median number of 726 of ESL students assessed annually for San Marcos Campus. In 2012-2013 the Escondido Center tested 548 students using ACT Compass/ESL (version 3.0 for Windows, 2000 compliant).

2. Description of method by which assessment and placement will be delivered: ACT Compass/ESL test is given. It is a computerized test that has no time limit. For challenge tests: the math department gives the Accuplacer which is a computerized test, and for reading and English the Asset test, a paper and pencil test, is given. ESL gives computerized test for Grammar and Reading.

3. Describe at what points assessment and placement are provided: The ACT Compass Assessment test is regularly given through the months of Jan. through Dec. However, the groups we test vary throughout the year. EAP students are tested through the months of Jan. through April. Regular students test the months of April through Sept. Special circumstance students are tested throughout the entire year. Special groups include Veterans, EOP&S, Fire Fighters and EMT. ESL department tests every semester. Spring: Dec-Jan; Summer: May-Jun; Fall: July-Aug.

4.   Describe any partnerships (colleges, high schools, community groups). The assessment office has partnerships with 44 local district high school counselors for the EAP program. The assessment office also has partnerships with CSUSM for eligibility purposes for English, reading and math.

2.   Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

5.   Describe staffing needed: For the past 6 years, the assessment office has functioned with one less full time employee. To fill in for the absence of that full time employee, we have four temporary employees who assist with all testing, processing results, and helping with student services. The assessment office is requesting an additional full time classified be hired. Assessment is done both here in San Marcos and in Escondido and currently have 3 full time classified employees in addition to our assessment coordinator/ school relations. The ESL department would like to have 4-5 people when testing to assist with computer skills and giving results at the end of every testing session. Normally 3 employees assist during each testing session.

Total Staff – Providing Assessment Services
Assessment Center Supervisor (1), SSSP Funded, - Administration, coordination, office management
Counseling Support Specialist (2), 1 SSSP Funded, 1 General Funded, - Schedule and proctor assessments
Assessment Technician (1), General Funded, - Technical Support, proctor assessments
Short-term hourly employees (4), - General Funded, assist students with high school assessments

Additional Staff Request
Counseling Support Specialist (1), SSSP Funded – Schedule and proctor assessments

3.   Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

6.   Identify assessment tests being utilized for English, reading, math and ESL.
a.   Be specific about versions and forms. The assessment office uses the ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) for all our in-house testing in San Marcos, Escondido and Camp Pendleton. We use the Compass/ESL (2013 Internet Version: Windows 7 Conversion) for the high school testing done offsite and for large group sessions who come to the school. For the challenge test, we use the Asset paper and pencil test (Form C-2) and the math department uses Accuplacer. The ESL department uses ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) or handwritten Essay form for a challenge test.

b.   Describe method and delivery (in person, individually, groups) We use the internet version of the ACT COMPASS/ ESL test when we go out to the local high schools and for large numbers of prospective high school seniors for our EAP program testing Saturdays on the San Marcos campus. For in-house testing in our office, we use a downloaded Windows version ACT Compass/ESL (version 3.0 for Windows, 2000 compliant.) This version gives us the ability to print out scores directly and to give a copy to the students. The challenge Asset test is proctor individually in our office. The math challenge test (Accuplacer) is given individually and in groups in the math lab.

7.   Describe the use of multiple measures.

i.   Compass/ESL test uses Act Compass ESL Grammar Usage and Act Compass ESL Reading. Students must take both tests. The scores from the two tests are averaged (Test1Score + Test2Score)/2.

a.   Placements are then made based on that average score. (No additional multiple measures points are added to that average score.)

ii.   Multiple measures for regular ACT testing for English, reading and math are listed below:

English: ACT Compass Writing

Mathematics: ACT Compass

(1) Numerical Skills/Pre-Algebra

(2) Algebra

(3) College Algebra

(4) Trigonometry

The four Math tests are employed "adaptively" – based on students' answers, they are moved up to a higher test or down to a lower one to achieve placement.

Reading: ACT Compass Reading

All three disciplines (ENG, MATH & READ) award multiple measures credit to students who self-report a high school GPA of 3.0 or higher (aka "B+ or better"). The GPA used is as the student reported it on her/his Application for Admission.

English and Mathematics award additional multiple measures credit to students who score "highly" (84 or more points) on the Reading Placement Test -- ACT Compass Reading.

iii.   There are up to three different tests a user will take using the Math Learning Center's (MLC) Accuplacer backup testing site: Arithmetic, Elementary Algebra, and College Level Math. These tests are administered based on the user's answers to background questions or a combination of answers to background questions and test scores received while taking succeeding tests: Arithmetic to Elementary Algebra to College Level Math or Elementary Algebra to College Level Math. The Accuplacer system does not allow the print out of its tests. The user can use the below information to login as a proctor to the MLC Accuplacer demo site and go through the process of taking each of the tests herself to see what is on them. The user can then use the report login to get the placement scores for the tests that are taken.

MLC Accuplacer Demo Site Login Info:

Accuplacer Login: https://www.accuplacer.org/cat/logout.do (Please Use Internet Explorer to access this site)

Proctor Login
User Name: ProctorDemoSite
Password: procdemo@069

Report Login
User Name: ReportDemoSite
Password: reportdemo@069

Please use the below info when answering background questions to take each of the specific tests. You will have to go through the process three different times to take each of the tests

1.   Answer "Math 10" without the quotation marks to the local a background question "Current placement level Is" to take the test for Arithmetic.

2.   Answer "Math 50" without the quotation marks to the local a background question "Current placement level Is" to take the test for Elementary Algebra.

3.   Answer "Math 60" without the quotation marks to the local a background question "Current placement level Is" to take the test for College Level Math.

4.   Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

a.   Acceptance of assessment scores and from outside district. Assessment takes SAT scores, ACT scores, AP scores and College readiness scores from CSUSM.
AP SCORE: 3 or higher   English Lit/Comp or Lang/Comp
Statistics
Calculus AB or BC

SAT: Writing 500 or higher: Student will be cleared to enroll in English 100, Math 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
ACT: Writing 22 or higher: Student will be cleared to enroll in English 100
         Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test.

CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:
PASSED English: Student will be cleared to enroll in English 100
PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psy/Soc 205* only if they prove they are taking a math class their senior year in high school.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable.

5. Describe college or district policies and practices on:
   a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance. Pre-test practice. Assessment has pre-test practice available on our website. The math department has prepared different math practice problems with answers beginning at the pre-algebra level and this goes all the way to college level. For above college level, practice problems are available all the way to Calculus I. Study guides for above college level have not been completed. To access these test practice problems, go to the quick links drop down menu and scroll to assessment. On the left hand side of this page you will see study guides. The practice problems are available there. For English test practice, the counseling department has put up practice ACT Compass problems and also some basic guides for grammar and punctuation.

   b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again? Re-takes. Challenge tests are offered for both math and English. For math students are referred to the math lab where they are given the Accuplacer. For English challenge test, students are given the Asset test in our office.

   c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess? Recency. Students test scores from the ACT Compass Test are good for two years. After two years, the scores become inactivated. The students may re-take the ACT Compass test once a year, but an entire calendar year must have gone by in order to retake the computerized test. Challenge tests for math and English are offered only once a year.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?
Acceptance of assessment scores and from outside district. Assessment takes SAT scores, ACT scores, AP scores and College readiness scores from CSUSM.

AP SCORE: 3 or higher   English Lit/Comp or Lang/Comp Statistics Calculus AB or BC

SAT: Writing 500 or higher: Student will be cleared to enroll in English 100

            Math 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

ACT: Writing 22 or higher: Student will be cleared to enroll in English 100

            Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

            *Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test.

CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:
            PASSED English: Student will be cleared to enroll in English 100
            PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
            PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psyc/Soc 205* only if they prove they are taking a math class their senior year in high school.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable

e.   Use of other 3rd party assessments/test (EAP, SAT, ACT, etc.) See the chart listed above for the cut-off scores. Assessment takes placements meeting these cutoffs for all of these tests.

Palomar College does accept an EAP result of " college ready " to exempt students from the college placement test in math and English.

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7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

Assessment Center Supervisor	Assessment Center	$ 95,146
Counseling Services Specialist (2)	Assessment Center	$ 144,626
Assessment Technician	Assessment Center	$ 73,279
Short-term hourly employees (4)	Assessment Center	$ 72,000
Supplies	Assessment Center	$ 25,000

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iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

The target student audience is comprised of all currently enrolled students.

a.   Estimate the annual number of students to be provided:
i.   Counseling- 33,125 educational plan entries by all District counselors in 2012-2013
ii.   Advising- no positions currently exist on campus with exclusive academic advising responsibility
iii.   Other educational planning services
•   699 probation workshop attendees in 2012-2013
•   213 group counseling attendees in 2012-2013 through General Counseling
•   1,622 counselor contacts by phone (General Counseling) in 2012-2013
•   1,158 counselor contacts via email (General Counseling) in 2012-2013
•   1,336 students attended EAP events in 2012-2013
•   139 students attended counseling- topic workshops through General Counseling in 2012-2013
•   108 students attended Career Center Workshops in 2013-2014
•   747 attended Transfer Center Workshops in 2013-2014
•   226 students attended TLC student success topic workshops in 2013-2014
•   120 students participated in registration assistance days in 2013-2014
•   93 students participated in FYE orientations in 2013-2014

b.   Describe the delivery method (in person, workshops, classes, online)
☐   A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email.
☐   Probation, student success topics, group counseling workshops are offered throughout the year
☐   EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration
☐   Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.

c.   Describe partnerships (colleges, high schools, community groups)
☐   EAP activities are provided for all District high schools
☐   Counselors attended outreach and college night activities at local District high schools to provide pre-enrollment advisement
☐   ULinks with UCSD
☐   CSUSM and UCSD and other universities who regularly send outreach representatives to meet with Palomar students
☐   UC TAGS with UCD, UCI, UCR, UCSC, UCSB, UCM
d.   Describe at what points services/activities are to be provided
☐   Ongoing counseling services occur at multiple points per the needs of the students
☐   EAP occurs at 0-15 units
☐   Group counseling occurs prior to completing any units
☐   DRC, SEC occurs at 0-15 units

2.   Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and

time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

a.   Describe the delivery method (in person, workshops, classes, online)

☐   A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email.

☐   Probation, student success topics, group counseling workshops are offered throughout the year

☐   EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration

☐   Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.

b.   Indicate whether drop-in counseling is provided or appointments required

•   Appointments are offered in General Counseling as well as answering of quick questions on a drop-in basis.

•   DRC has walk-in times available 3 hours per day at various times

c.   Describe adequacy of access to counseling and advising services

•   Students may wait up to 1 week to see a counselor in General Counseling

•   All students have access through the Counseling Department website to "quick" emails interactions with a counselor

•   All counselors regularly respond to student phone and email inquiries

•   EOPS students generally wait 1 week for an appointment in the beginning of the semester and may wait up to 1 month as the semester progresses

•   DRC access to individual appointments range 3 days to 2 weeks

c   Describe use of academic and/or paraprofessional advising- Currently, Palomar College does not have any position whose exclusive responsibility it is to provide academic advising.

However, the following Departments did respond to a survey and indicated the use of some staff or faculty where academic advising is a regular portion of their job responsibilities:

Nursing
Dental Assisting
Music
Child Development
Graphic Communication
ESL
Construction Inspection, Public Works Management, Water and Wastewater Technology and Apprenticeship Certificate programs
AIS
Others- TBD

•   All full time and adjunct instructional faculty provide discipline specific information to students

- • ADAs in Academic Departments
- • Classified Staff with Advisor titles:
1. Evaluations- Academic Evaluators/Advisors
2. Financial Assistance Advisors (Veterans, Financial Aid Departments)
3. Guidance Services Advisors
4. GEAR UP/Upward Bound Guidance Services Advisors
- • Degree Audit
- • Foster Youth
- • Transfer Center
- • Career Center

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

a.   Describe the scope and content of the plan

☐   Counselors use professional judgment to determine the appropriateness of developing an abbreviated or comprehensive educational plan

☐   Abbreviated educational plans will list 1-2 terms worth of recommended coursework, the students goal (if known), the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

a.   The plan must address the student goal, course of study, and courses, services and programs used to achieve the goal

Comprehensive educational plans will list 2 or more terms necessary to take the student from their current term to the projected closure term with recommended coursework, the students goal, desired transfer institutions for transfer students, the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

General Counselors – 20 – Contract Full-Time – 9 Limited Full-Time
- 4 Counselors – reassigned time for coordinating functions (Department Chair, Transfer Center Director, Career Center Director and Articulation Officer)
- Assigned 30 hours per week. 25 hours per week are direct student contact
- Responsible for providing academic, career, and personal counseling to new and continuing students.
- Students receive counseling services:
  1. Individual appointment basis – 45 minutes
  2. Quick-question/drop-in sessions
  3. Workshops, group counseling, online counseling

Special Program Counselors – 4 Permanent Full-Time – 2 Limited Full-Time

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6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

a.   Educational planning- PeopleSoft

b.   Other support of counseling, advising and other educational planning services

c.   For third party tools, list name of product and how it is used: SARS appointment system, Singularity, SKYPE, TES, alternative media technology to assist students with disabilities to access counseling information

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7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

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iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

The target student audience for at-risk follow up services at Palomar College includes students enrolled in a basic skills course, students who do not have an identified educational goal or course of study, students who are on academic probation, students who are on progress probation, and students who are facing dismissal. The estimate of the annual number of students to be served is as follows:

Students enrolled in basic skills courses
• 3804 Students
Students who do not have an identified educational goal and course of study
• 2888 Students
Students who are on academic probation
• 4187 Students (Spring 2013/Fall 2013)
Students who are on progress probation
• 115 Students (Spring 2013/Fall 2013)
Students who are facing dismissal
• 601 Students (Spring 2013)

Palomar College utilizes a process by which we identify students to be provided at-risk services. We currently utilize an Early Alert Program for at-risk students enrolled in basic skills courses. Enrollment Services currently runs academic and progress probation status reports each full academic term. Students are notified by email of any probation status and are advised to seek services. Students at probation level 2 have a hold placed on their account and are required to meet with a counselor. Students who have been dismissed for academic or progress reasons are eligible to return after one semester by petition to the Academic Review Committee. The petition can be obtained from a counselor.

The Counseling Services Division and Enrollment Services are currently working on an at-risk assessment tool consisting of a comprehensive list of all students eligible for enrollment in a given term. This tool will comprise data elements including course completion, term gpa, cumulative gpa, probation status including academic and lack of progress probation, completion of assessment, abbreviated or comprehensive education plans, and basic demographic information.

A description of the strategies for addressing the needs of these students includes:

      a. Types of services available to these students how they are notified and when.

* Multiple administrative student support services including course evaluations, grade adjustment, and academic renewal forms.
* Providing counseling to students to determine applicable math, English, and reading courses to take.
* Academic, career, transfer, and personal counseling to assist students in persisting and succeeding with their educational goals and career pathways.
* Facilitate support services for students with documented disabilities, including development of Student Education Contracts and arranging applicable disability related accommodations.
* Priority registration for at-risk students including students with disabilities.
* Financial aid assistance, scholarships, and workshops.
* EOPS book vouchers for textbook purchases or rentals.
* Provide a Health Services Center where a program of health education and services is available.

* We are offering a comprehensive reading program and small group support in spelling, phonics, and study skills.
* We are developing a Mental Health Services Program for distressed students to increase coping skills and applicable campus and community resources to promote student retention.
* A designated counselor for athletes.
* A Summer Bridge Program for incoming students that focuses on basic skills classes including, math, English, and ESL.
* Transfer related workshops
* Providing academic advising, supplemental instruction workshops, and embedded tutoring.

How are at-risk students notified and when.

At-risk students are notified of available services in a Pre-Advising Video during their initial assessment and orientation and on an on-going basis. At-risk students are also notified about available services via the college website, by instructional faculty in classes, and by counselors during appointments and drop in sessions. We also provide campus in-reach via flyers promoting services and workshops. Other ways we notify students of services include:

• Early Admissions Program Orientation and packet for incoming high school students
• Palomar College website
• Social media
• Counselors, faculty, and staff campus-wide
• On-campus in-reach via signs and flyers promoting services and upcoming workshops
• Student Union marquee
• Local high school outreach
• Palomar email
• Phone calls
• Transfer Fair
• Career Fair
• Tarde de Familia
• EAP Parent Nights

      b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

* Probation workshops
* Career workshops for undecided students
* Counseling traditional appointments
* Phone appointments
* Skype appointments
* Career counseling appointments in Career Center
* Counseling 165, 170, and 115 for undecided students
* Other Counseling classes (48-Test Anxiety, 110-College Success, 120-
* Counseling participation in Summer Bridge (basic skills)

* Counseling participation in FYE (basic skills)
* "Roaming Counselor"
* Math Success While Reducing Anxiety workshops
* Career and Personality Inventories
* Stress Reduction Workshops for Students in the RN Nursing Program
* Classroom presentations

c.   How the services identified in "a" and "b" above are provided (online, in groups, etc.).
•   Pre-Advising Orientation video during their initial assessment
•   Early Admissions Program Orientation and packet for incoming high school students in April and May
•   Palomar College website
•   Counseling and Instructional faculty in class or in the counseling office
•   On-campus in-reach via large (2'x3') signs and flyers promoting services and upcoming workshops
•   Local High School counselors
•   •Palomar email
•   Admissions/Records/Financial Aid staff

d.   Describe how teaching faculty are involved or are encouraged to monitor student progress and develop or participate in early alert systems
•   Census Rosters -- dropping no shows
•   Early Alert Rosters (is ESL included?) -- English & Math Basic Skills Instructors Only - VPI sends out a memo at about Week 5 asking for identification of students who made need extra guidance or support by Week 7. Historically, few faculty members have replied. Those who have never know what happens with the information that they send out.
•   EOPS & TRIO -- students carry a report to their instructors for signatures and grade estimation at that point in the semester.
•   International Student Progress Report -- students bring report to instructors for signatures .and grade estimation
•   FYE Alert -- the First-Year Experience Coordinator sends out a form requesting feedback from instructors of FYE students at Week 4. (see attached) The coordinator follows up with all instructors as a reminder for a request for their participation and with those who provide feedback in order to let them know what action has been taken on behalf of the student. Participation is stronger than with Early Alert, but the process is very time intensive for the FYE coordinator.

•   Athletic Alert -- Instructors of Palomar College athletes are asked to provide information on student progress to date.
•   Roster with FA notation -- asking instructors to provide last date of attendance.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Dean of Counseling Services (1) - General Funded - Serves as College's SSSP Coordinator

Counselors FT (24) Counselors PT (22 = 11 FTEs) – SSSP & General Funded – Provide counseling and educational planning to promote student persistence and subsequent success

Director of Student Success and Student Equity (1) - Categorically Funded - Assists in the planning and coordination and implementation of support programs and services associated with the college SSSP Plan

Functional Specialist (1) - SSSP Funded – This role plays a bridge that allows student data to be used effectively and efficiently to enhance student retention activities

Programmer Analyst (1) – SSSP Funded – IT Assistance for implementing technological solutions and providing MIS reporting support

Institutional Research Analyst (1) – Categorically Funded – Providing assistance for requested research regarding SSSP including student access, persistence and success for at-risk students

Student Ambassadors (6) – SSSP Funded – Campus In-reach to include working with students to increase persistence and subsequent student success

Counseling Support Specialists (2) – SSSP Funded – Assisting with follow-up activities for students including use of email, text, social media and scheduling/planning of on-campus In-reach events

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

• Counseling Department
    Appointments
    SARS Booking system
    SARS Call Appointment reminder (24 hours prior)
    People Soft – (Ed Plans – Assessment results – Transcripts)
    Singularity (records from other colleges)
    Skype Counseling – Video Conferencing
    Phone Appointments
    Email Correspondence
    Online Resources used:
        TES – College Catalogs
        Career and Transfer links (ASSIST.org – ONET – etc.)
        Resume Tutorial (Career Center website)

Online Assessments (Personality – Interests – Values)
Financial Aid (FAFSA – BOGW – Scholarships)
University Applications (CSU Mentor – UC)
Job Search / Internships
Transfer Counselor Website (CCCtransfer.org)

Counselor Reference Page
-Online Probation Workshops
-Student eservices
-Online classes (COUN 110 – 115 – 165 – 101 – 170)
-Counseling Website Resources (Student Success Strategies – Parent Info)
• Career and Transfer Centers
-Twitter / Facebook
-Research / Career - Transfer Info Links
-Event Calendars (College Fairs / Job Expos / University Reps)
-Announcements of upcoming deadlines (TC)
-Cross Enrollment Opportunities (TC)
-Transfer Admission Guarantee Info (TC)
-GPA Calculator (TC)
-Interview Tutorial (CC)
• Articulation
-GE patterns (AA – CSU – IGETC – out-of-state- Private)
-SDSU / CSUSM Major Prep NOT on ASSIST
-AP/ IB / CLEP charts
-Local College Major lists

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Dean of Counseling Services (1) - General Funded - $145,551
Counselors FT (24) Counselors PT (22 = 11 FTEs) – SSSP & General Funded – $2.8 M
Director of Student Success and Student Equity (1) - Categorically Funded - $89,000
Functional Specialist (1) - SSSP Funded – $80,000
Programmer Analyst (1) – SSSP Funded – $80,000
Institutional Research Analyst (1) – Categorically Funded – $85,000
Student Ambassadors (6) – SSSP Funded – $24,000
Counseling Support Specialists (2) – SSSP Funded – $120,000

IIb.   Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Palomar College has a Department of Institutional Research (IR) and Planning. We have a MIS workgroup that has been working on data mapping as pertaining to the SS indicators as part of the Student Success and Support Program (SSSP). Our IR department also completes Institutional Effectiveness Reports which include data obtained from monitoring institutional effectiveness indicators over time. These are organized by college strategic goals including student success and help our college Strategic Planning Council (SPC) to further monitor and discuss the extent to which college efforts are affecting student success and student equity and improving organizational processes. Our IR department has also completed an Early Acceptance Program (EAP) Tracking Study which investigated if EAP increased priority registration usage EAP student persistence from fall to spring semesters, and what academic progress had EAP students achieved by their first spring of enrollment. It is anticipated that our SSSP will be requesting research on an on-going basis pertaining to access, persistence, and success for at-risk students and to attempt to mitigate disproportionate impact for students in conjunction with the college's Student Equity Plan.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Enrollment Services is implementing a new Workflow/Imaging system to enhance and speed up the transcript evaluation and degree audit processing. In addition, the college is seeking Customer Relations Management (CRM) software to improve our retention activities for general and special populations in support of SSSP and Student Equity activity. We have implemented in the past year an on line orientation using the Cynosure platform that enables students to meet the requirements for a comprehensive college orientation. The college is completing the implementation of the Transfer Credit Articulation module and Degree Audit later in the year in an effort to provide students, staff, and faculty with meaningful information on student progress towards meeting their stated educational goals. The college is also investigating on line educational planning software to enable students, faculty and counselors with the ability to build, share, and implement short and long term educational plans. These tools will also provide the underlying data for the college to begin to plan and build class schedules based on what students need to complete their educational goals. We have also conducted a pilot distance counseling program and are investigating possible implementation of an online student portal that would assist students to communicate more effectively with college faculty and staff. By utilizing a student portal, we believe that we can provide targeted and meaningful information for students at the time it is needed.

IIc.   Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Our college will be providing the following transition services as part of our district match: part of a staff position in Institutional Research, multiple staff positions in Admissions and Records, career counseling and staff positions, and Transfer Center faculty and staff positions.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

New, returning, or transfer students who may be exempted from the matriculation process are students who:
1) Already have an associate's degree
2) Are attending Palomar College for personal enrichment
3) Are enrolled only in noncredit community education courses
4) Are taking classes only to upgrade job skills
5) Are enrolled in apprenticeship or other special vocational education programs
6) Are concurrently enrolled in another college or university

Exempted students are not required to participate in the matriculation process, but are encouraged to see a counselor at any time.

2. Appeal Policies
   Describe the college's student appeal policies and procedures.

Palomar College uses Administrative Procedure 5055 to administer the appeal process for Priority Registration. A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student. Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Palomar College uses Administrative Procedure 4260 which describes how we establish, review , and provide for student challenges to prerequisites as follows:

this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. For these reasons, the District has sought to foster the appropriate balance between these two concerns
Challenge Process Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
• If space is available in a course when a student files a challenge to the pre- requisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the
 student shall be allowed to enroll in the course.
 • If no space is available in the course when a challenge is filed, the challenge
 shall be resolved prior to the beginning of registration for the next term and, if the
 challenge is upheld, the student shall be permitted to enroll if space is available when the students register for that subsequent term.

Grounds for challenge shall include the following: • Those grounds for challenge specified in Title 5 Section 55201(f) • The student seeks to enroll and has not been allowed to enroll due to a limitation8 on enrollment established for a course that involves intercollegiate competition or9 public performance, or one or more of the courses for which enrollment has been0 limited to a cohort of students. The student shall be allowed to enroll in such a1 course if otherwise he/she would be delayed by a semester or more in attaining the degree or certificate specified in his/her educational plan.
 • The student seeks to enroll in a course that has a pre-requisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the District's own records,
 then the District has the obligation to produce that information

4. Professional Development
    Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Palomar College has developed a comprehensive Student Success and Support Task Force with campus wide participation and input from approximately seventy administrators, classified staff, students and faculty. The task force utilized workgroups focusing on the following components of the Student Success and Support Program Plan: Assessment, Counseling, Follow-Up for at-risk students, Orientation and Policies and Procedures. The college is considering re-organizing existing shared governance committees pertaining to implementation of the Student Success and Support

Program elements and how to coordinate effectively with our Student Equity Plan. Our Student Services Division has conducted discovery meetings to identify and understand the meaning and intent of the new MIS SS data elements. The results of these trainings included data mapping, enhancement for data collection, and culminated in the development of a Student Success and Support Program "Dashboard". The college will Also be developing faculty and staff professional opportunities regarding follow up for at-risk students including the use of student ambassadors for in reach as well as leveraging technology tools to better identify and connect with these students. We also identify and develop professional development activities for emerging student issues pertaining to student access, persistence, and success.

5. Coordination with Student Equity Plan and Other Planning Efforts
   Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation
   Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The college SSSP Coordinator has served on both the SSSP Task Force and Student Equity Committee at Palomar. Throughout the process of developing the college SSSP Plan, our groups have discussed means of mitigating disproportionate impact to ensure that all students have equal opportunity to access applicable support services that will help increase their rate of persistence and subsequent success. We are planning on utilizing best practices from existing programs i.e. FYE, STEM, EOP&S and current research to bring " to scale" methods and services to positively impact student success for all enrolled services. For example, developing a focused mentoring program for at-risk students and underrepresented student populations, online tutoring, and leveraging technology to connect with students throughout their course of study to enhance course completion, certificate and degree completion, and transfer. We are currently preparing for our accreditation site visit later this year and this provides us with an unique opportunity to coordinate our SSSP Plan with college strategic planning, student learning outcomes, and service area outcomes.

6. Coordination in Multi-College Districts
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

This section is not applicable as the Palomar Community College District is a single college district.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

 Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A
Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

RESOURCES

- ➢ [Senate Bill 1456](#)

- ➢ [California Code of Regulations, Online](#)

- ➢ Student Success and Support Program Student Equity Plan

- ➢ [Accrediting Commission for Community and Junior Colleges](#)

- ➢ [Chancellor's Office Basic Skills web site](#)