



**STUDENT SERVICES PLANNING  
COUNCIL MEETING  
AGENDA  
November 18, 2015**

MEETING TYPE:

<input checked="" type="checkbox"/>	Staff	Date:	November 18, 2015
<input type="checkbox"/>	Product/Project	Starting Time:	9:30 a.m.
<input type="checkbox"/>	Special	Ending Time:	11:00 a.m.
		Place:	AA-140

CHAIR: Adrian Gonzales

MEMBERS: Aguilera, Ambrocio, Antonecchia, Cathcart, Cecere, Cory, DiMaggio, Harris, Kretchman, Large, Magnuson, Meyers, Moore, Nunez, Romain, Sebring, Spence, Stockert and Titus.

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
<b>A. <u>MINUTES</u></b>		
1. Approve Minutes of November 4, 2015		
<b>B. <u>ACTION ITEMS/FIRST READING</u> –</b>	Exhibit A	
1. Review Student Services SPPF Requests		20 minutes
<b>C. <u>ACTION ITEMS/SECOND READING</u> – None.</b>		
<b>D. <u>INFORMATION/DISCUSSION ITEMS</u></b>		
1. Discussion of SSPC Council Membership	Exhibit B	20 minutes
2. Review Student Services PRP's	Exhibit C	20 minutes
<b>E. <u>COMMITTEE REPORTS</u></b>		20 minutes
1. Academic Review Committee		
2. Behavioral Health & Campus Wellness Committee		
3. Campus Police Committee		
4. Registration Committee		
5. Scholarship Committee		
6. Student Program Eligibility Appeals Committee		
<b>F. <u>OTHER BUSINESS</u></b>		10 minutes
1. Staffing Updates		

**Next Meeting: Wednesday, December 9, 2015 in MD-155C**



## STUDENT SERVICES PLANNING COUNCIL MEETING MINUTES November 4, 2015

CHAIR: Adrian Gonzales

MEMBERS PRESENT: J. Ambrocio, R. Antonecchia, A. Cunningham, M. DiMaggio, J. Harris, M. Large, K. Magnuson, L. Romain, B. Stockert and S. Titus.

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: V. Aguilera, S. Cathcart, L. Cecere, A. Cory, L. Kretchman, L. Meyers, C. Moore, E. Nunez, S. Sebring and M. Spence.

GUESTS:

Order of Agenda Items	Attachments	Time Allotted
<b>A. MINUTES</b>		
1. <b>Approval of Minutes for October 28, 2015</b> MCS – (Stockert/Harris): The minutes for October 28, 2015 were approved and accepted into the record with an abstention from Jessica Ambrocio.  Minutes, agendas and attachments are posted on the following Palomar College website: <a href="http://www2.palomar.edu/pages/sspc/">http://www2.palomar.edu/pages/sspc/</a>		
<b>B. ACTION ITEMS/FIRST READING</b> – None.		
<b>C. ACTION ITEMS/SECOND READING</b> –		
1. <b>SSPC Membership to include AA Representation</b> Motion: MSC (Titus/Stockert): A motion was made to add an AA representative to the SSPC membership. Result: Motion carried by unanimous vote.	Exhibit A	15 minutes
<b>D. INFORMATION/DISCUSSION ITEMS</b>		
1. <b>Discussion of SSPC Council Membership</b> Interim Superintendent/President Gonzales discussed the concept of having a proportional representation on our Council. There was discussion on the benefit of leaving/removing areas and keeping our focus on strategic planning. There was continued discussion about the need to have an efficient reporting system in place to disseminate information to the campus community.	Exhibit B	40 minutes
<b>E. COMMITTEE REPORTS</b>		
1. <b>Academic Review Committee</b> – Dr. Kendyl Magnuson reported they have not met this semester.		20 minutes
2. <b>Behavioral Health &amp; Campus Wellness Committee</b> – Dean Brian Stockert reported they will be meeting on Thursday, November 12, 2015.		
3. <b>Campus Police Committee</b> – Chief DiMaggio reported this committee is still looking for a chair person.		
4. <b>Registration Committee</b> – Dr. Kendyl Magnuson reported they have met several times this semester and will be having another meeting to allow for a second reading on Fall 2016 registration being held on Thursday, June 2, 2016. This date would provide flexibility for EAP events to be scheduled on Friday, Saturday and Sunday - June 3-5, 2016. Spring 2016 registration will be on Monday, November 9, 2015.		
5. <b>Scholarship Committee</b> – Dr. Kendyl Magnuson reported they are reviewing a list of scholarship participants. They are using new software to help collect and manage applications which has allowed for easier processing.		
6. <b>Student Program Eligibility Appeals Committee</b> – Dr. Kendyl Magnuson reported this committee handles any appeals for special program participation, but has almost exclusively been used for Financial Aid appeals. They are working on streamlining the appeals process.		

### F. Other Business

10 minutes

1. **PRP's due November 6, 2015** – Interim Superintendent/President Adrian Gonzales reminded the Council that PRP's are due this Friday, November 6, 2015. Information will be coming out soon from the IRP office regarding SPPF funding requests. The SPPF requests will likely be due on Monday, November 16, 2015. They will be reviewed at the VPSS Cabinet on Tuesday, November 17, 2015 and at SSPC on Wednesday, November 18, 2015. The requests will need to be linked to the Strategic Plan and PRP's.
2. **Staffing Updates** – Dean Stockert reported three finalists were sent forward for the DRC Director position, with second-level interviews being held on Thursday, November 12, 2015. The two DRC Staff Aids started on Monday, November 2, 2015. We will also be hiring three Counselors. One will be paid through the general fund and two will be paid with a 50/50 split between the SSSP and the SE funds. The Counselors under SSSP/SE will have an emphasis on the Veteran and African American/Latino population, with one being tenure track and one non-tenure track. We will be posting the CalWORKs Counselor position in December 2015. Under the SSSP Plan, we will be hiring a Systems Module Specialist, Research Analyst and an Information Services position. Dr. Magnuson reported they have hired an Admissions and Enrollment Coordinator. The first-level interviews for the Camp Pendleton Enrollment Services Supervisor are complete and two candidates were sent forward for second-level interviews on November 12, 2015. The Financial Aid Director position is in the queue for the second time, but the pool is still small. We may look at changing the job description to attract a stronger pool and hire a consultant in the meantime. The Manager of Outreach is also in the queue. We are working on organizing that function and having more connection with grant programs. Interim Superintendent/President reported that the SPC has discussed using an outside agency to help with our messaging and marketing. There was discussion on:
  - Creating a pathway for staff and administration to be promoted from within
  - Having a uniform message and logo; improving our social media outreach
  - Connecting with our educational partners and business community
  - Moving to CCCApply
  - Improving delivery of services; working towards a common goal institutionally
  - Hiring and diversity – we have recently joined M2C3 and have begun the dialogue on diversity
  - Balancing our revenue with our finances
  - Restructuring our college and correcting the multiple Out-of-Class positions
  - Strengthening our enrollments
  - Getting up to date with technology; creating an outreach initiative with IS
  - Moving forward with south center
3. Interim Superintendent/President Gonzales reported that the Foundation will be participating in "Giving Tuesday" on Tuesday, December 1, 2015. This is a national outreach movement which will be made to our campus community with the goal of raising \$50,000 from December 1 – 31, 2015. The Foundation will be having an ice-cream social and making phone calls to Palomar College employees encouraging them to donate.
4. Interim Superintendent/President Gonzales reported the President interviews are today and campus forums will be this Friday, November 6, 2015 from 9:30 a.m. – 12:00 p.m. in the Howard Brubeck Theater.
5. Sherry Titus thanked the Council for the Maxient software she received through SPPF funding. The OSA is holding "Stock the Bank" today and encouraged people to donate food for our students.
6. Judy Harris reported the Student Health 101 magazine is now available to students. It can be accessed via email and Twitter.
7. Rosie Antonecchia reported that Simplicity is about to launch and Student Lingo has made a lot of progress. Internship Day will be on March 1, 2016.

Meeting was adjourned at 11:04 a.m.

Next Meeting: November 18, 2015

**Palomar College Strategic and Master Planning Request Form  
For Strategic Planning Priority Funding (SPPF):  
Strategic Plan 2016 Draft Action Plan – Year 3 (2015-2016)**

Through its Resource Allocation Model (RAM), the college has designated a portion of our unrestricted budget to go toward funding institutional goals and objectives. The amount to be disbursed through this campus-wide call for proposals is approximately \$50,000. The *Strategic Plan 2016 Draft Action Plan – Year 3* (see link below) identifies this year's goals and objectives along with individuals and groups assigned to coordinate the work to complete them.

The Strategic Planning Council (SPC) expects that identified needs will exceed the amount set aside. Therefore, the council will review and prioritize requests for these funds.

If you have an activity that supports one of the objectives in the Action Plan, please complete the following request form and submit it to the "Person Responsible" for coordinating the work on the objective. This individual is listed in the first column of the Action Plan. Send your request to the person responsible for the objective by **November 16, 2015 at 4:00 p.m.**

Once applications are received, the individuals responsible for an objective will work with their assigned groups to review and prioritize requests to move forward to SPC. SPC will review the prioritized requests and make recommendations for funding on December 1, 2015.

Strategic Plan 2016 Draft Action Plan – Year 3 can be found at:

<http://www.palomar.edu/strategicplanning/102815%20Action%20Plan%20Y3mb%20DRAFT.pdf>

**Important Notes**

- 1) Each individual request should address only ONE objective. Please do not submit a request to more than one objective.
- 2) If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please email your request to just one of the individuals listed on the objective and copy the other leaders in your email. For example, if there are a few VPs listed, submit your request to the VP of your division, but copy the others listed as leaders on your email submission.



**Palomar College Strategic and Master Planning Request Form for Strategic Planning Priority Funding (SPPF):  
Strategic Plan 2016 Draft Action Plan – Year 3 (2015-2016)**

1. **Strategic Plan 2016 Draft Action Plan Year 3:** Prior to completing this form, read *Strategic Plan 2016 Draft Action Plan Year 3* to review the goals, objectives, and person(s) responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. If the objective for which you are submitting a request has more than one individual identified as the "Person Responsible," please send your request to just **one** of them. For example, if there are a few VPs listed, submit your request to the VP of your division but copy the others listed as leaders on your email submission. You can find the Action Plan at: <http://www.palomar.edu/strategicplanning/102815%20Action%20Plan%20Y3mb%20DRAFT.pdf>
2. **NOTE:** All requests must be one-time funding requests.
3. **Due Date:** Submit completed form to the person assigned responsibility for the objective by **November 16, 2015 at 4:00 p.m.**
4. **General Information:** Fill in the information below.

Person submitting request:	<b>Sherry M. Titus</b>		
Title of project/request:	<b>Student Union Outdoor Digital Signage Upgrades</b>		
Requested total amount:	<b>Range from</b>		
	<b>\$29,000 to \$32,000</b>		
Project start date:	<b>May 2016</b>		
Project end date:	<b>July 2016</b>		

Designate the Objective # being addressed in this project from the Strategic Plan 2016 Draft Action Plan for Year 3 2015-2016. Each individual request can be submitted to ONLY ONE objective

**Goal 2**  
**Objective 2.1**

5. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
  - A. Specifically addresses an objective in *Strategic Plan 2016 Draft Action Plan - Year 3 2015-2016*.
  - B. The anticipated outcome will directly impact students.

- C. The anticipated outcome will make a District-wide impact.
- D. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
- E. Other resources to fund the activity are limited.

**Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been sought or identified to fund this or similar requests? (Check One)

☐ YES      ☒ NO      ☐ DON'T KNOW

If yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

**6. Description of Request:** Provide a description of your request by completing each section below.

Identify the objective from <i>Strategic Plan 2016 Draft Action Plan - Year 3</i> that this request addresses.	<u>Briefly</u> describe the need for the activity and specific project steps for completing it.	<u>Briefly</u> describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2016 - Year 3 Draft Action Plan objective. ( <i>Funded projects will require a year-end report of progress</i> )
Goal 2 Objective 2.1	<p><b><u>Need:</u></b> Current Student Union outdoor signage is outdated and needs constant repair. We propose replacing the 2 exterior signs on the west and south brick walls of the student union.</p> <p><b><u>Project Steps:</u></b> Secure funding, enter into the contract with Alpha-American Programmable Signs, and work with facilities to be certain we have the 150 watt power supply, install signage, and promote internal outreach strategies.</p> <p>Submit the Project Report.</p>	Meets all 5 criteria.	Estimated costs are provided by Alpha-American Programmable Sign company. 2 signs: <b>16mm</b> Full-Color 64 pixels high x 160 pixels wide Single-Sided Outdoor Digital Display (3' 11"H x 8' 8"W x 5"D; 310 lbs.) <b>\$31,920.00.</b>	The District has been attempting to find approaches/strategies to increase enrollment, engagement, access, retention, and completion, just to name a few. The student union is the hub of student engagement and exterior signage is one avenue of a coordinated outreach (and in-reach) effort to share important information with students, their families and campus visitors. Outdoor digital signage is one very visible way to reach our campus community and add to

Identify the objective from <i>Strategic Plan 2016 Draft Action Plan - Year 3</i> that this request addresses.	<u>Briefly</u> describe the need for the activity and specific project steps for completing it.	<u>Briefly</u> describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2016 - Year 3 Draft Action Plan objective. ( <i>Funded projects will require a year-end report of progress</i> )
			<b>OR</b> 2 signs: <b>20mm</b> Full-Color 64 pixels high x 126 pixels wide Single-Sided Outdoor Digital Display (4' 9"H x 8' 8"W x 5"D, 333 lbs.) <b>\$28,840.00</b>	internal outreach strategies. The revamping of marketing and messaging strategies will improve our overall messaging plan. Signage will help with targeted themes and populations, as well as consistency of our message. An idea for a unique feature may be a monthly, "what make Palomar Unique message". The old signage is outdated and is in need of repair and upgrading.

PRIORITY # (Assigned by the reviewer group(s) reviewing your request.) \_\_\_\_\_ ASSIGNED BUDGET CODE \_\_\_\_\_

**QUESTIONS????** Please contact the Office of Institutional Research and Planning at ext. 2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

SSPC Shared Governance, Areas and Departments			
Shared Governance		Student Services Areas	Student Services Departments
VPSS		Athletics	
Dean, Counseling Services		Counseling Services	<ul style="list-style-type: none"> <li>• Articulation</li> <li>• Assessment</li> <li>• Behavioral Health Counseling</li> <li>• Career Center</li> <li>• Counseling Services</li> <li>• DRC</li> <li>• EOPS/CARE/Foster Youth</li> <li>• Grant Funded Student Programs</li> <li>• 3SP/Student Equity</li> <li>• Transfer Center</li> </ul>
AA (No seat currently)		Enrollment Services	<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Evaluations &amp; Records</li> <li>• Financial Aid</li> <li>• International Students</li> <li>• Outreach/Student Ambassadors</li> <li>• Veterans</li> </ul>
ASG		Health Services Center	
CAST		Campus Police	<ul style="list-style-type: none"> <li>• Parking Services</li> <li>• Police Department</li> </ul>
CCE (2 members)		Pride Center	
PFF		Student Affairs	<ul style="list-style-type: none"> <li>• Student Activities</li> <li>• Student Affairs/Discipline</li> <li>• Student Government</li> </ul>
Faculty Senate (2 members)			

**Current Head Count:**

Educational Administrators: 8

Classified: 2

Faculty: 9

CAST: 1

ASG: 1**21 Members Total**

SSPC Members and Affiliations			
	Members	Appointed Seat	Affiliations
	Interim, Superintendent/President, 1 Gonzales, Adrian	Vice President, Student Services	Student Services Division
	2 Stockert, Brian	Dean, Counseling Services	Counseling Services, Articulation, Assessment, Career Center, Counseling, DRC, EOPS, Grant Funded Student Programs, Behavioral Health Counseling, SSSP and Transfer Center
3	Antonecchia, Rosie	Director, Career Services	Counseling and Career Center
4	Nunez, Elvia	Director, Transfer Center	Counseling and Transfer Center
5	Harris, Judy	Interim Director, Health Services Center	Health Services Center
6	Cathcart, Scott	Director, Athletics	Athletics
	7 Magnason, Kendyl	Director, Enrollment Services	Enrollment Services, Admissions, Evaluations & Records, Financial Aid, International Students, Outreach and Veterans
8	Titus, Sherry	Director, Student Affairs	Student Affairs
9	Romain, Lisa	Chair, Counseling	Counseling
10	DiMaggio, Mark	Chief of Police	Campus Police
11	Aguilera, Veronica	EOP&S Faculty Member	Counseling and EOPS
12	Meyers, Lori	DRC Faculty Member	Counseling, DRC and EOPS
13	Cecere, Lisa	Faculty appointed by Faculty Senate from Instructional Areas	Instruction and Faculty Senate
14		Faculty Senator on Faculty Senate	
15	Large, Michael	Research Analyst	IRP
16	Kretchman, Lindsay	CCE/AFT Representative	CCE/AFT and Student Affairs
17		CCE/AFT Representative	CCE/AFT and DRC
18	Spence, Malik	ASG Representative	ASG
19	Sebring, Suzanne	CAST Representative	CAST, Interim Executive Assistant to the VP for Instruction
20	Moore, Christine	PFF Representative	PFF and Instruction
21	Brannick, Monica	Faculty representative from the Pride Center	Instruction and Pride Center

**Current Head Count:**

Educational Administrators: 8

Classified: 2

Faculty: 9

CAST: 1

ASG: 1

**21 Members Total**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)**

Please Add Date  
(00/00/2013)

**STEP I. ANALYSIS** (Note: Each Department Will Use Their Own Previous Analysis Data)

[illegible]

**I. A. Reflect upon and provide an analysis of the four years of data above**

Computerized Testing is used in the Assessment Center at San Marcos, Escondido Center and Camp Pendleton. Appointments are made, using SARS, for 9-10 Assessment sessions per week in San Marcos and 2 sessions per week in Escondido, every month. September and October, the assessment center tested twice a week. Camp Pendleton schedules testing based on need. All students who take the assessment for the first time view the 25 minute orientation. During the months of Feb., March and April we travel to 14 high schools to give the assessment (large groups at some high schools require several visits). These are our EAP (Early Acceptance Program) students who are graduating seniors. We also hold special EAP testing sessions in our Assessment Centers during Feb., March and April. These EAP students will come to special EAP Counseling/Orientation sessions that are held in May and June. EAP students receive priority registration for fall. This program is going through a transition period and will continue in the years to come. These students become a cohort that can be tracked while attending Palomar College.

**I. B. Please summarize the findings of SAO assessments conducted.**

A total of 10567 COMPASS assessments were used 2014-2015 for placement into English, reading and math. A total of 47849 students were assessed using other means of assessment. We continue a partnership with CSU and are accepting their placement recommendation based on results from high school student's STARS testing. We also accept ACT/SAT ELM, EPT and AP placement.

**I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**

With budget cuts and the cost of COMPASS units, forming a partnership with the CSU system and accepting placement from other testing instruments is a more positive financial change. It will save time, money and the need to retest students. High schools are also partnering with CSUSM by offering an English class designed by CSU to prepare students for college level English. Placement in English at Palomar will be accepted from students enrolled in this class as long as the students get a passing grade of a "C" or better.

**STEP II. PLANNING**

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

**II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

Continue the EAP event with testing at the high schools and counseling sessions specifically for EAP students on Saturdays and/or evenings. Increase the number of testing sessions at Palomar College in San Marcos and Escondido to better serve the needs of the students. Increase the EAP priority registration dates to five days prior to regular registration. This will give students more time to meet with a counselor. The goal for next year is to test all students on Palomar College campus to be more efficient and provide better service to current students based on the



**II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

resources available. We will work with the new Outreach Coordinator to set up PEER Ambassadors at the High Schools in order to help with the 3SP mandated requirements.

By creating committees under the 3SP and Students Success and Equity council, the assessment office will reach out to more students in the community and will try to increase the number of FTES. We will coordinate outreach events with the Outreach coordinator.

**II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)**

Create an outreach position to manage student services at local high schools. Hire Palomar College students and visit local high schools on a regular basis to increase preparedness of high school students (EAP) coming to Palomar. One to one contact with a Palomar representative regarding application, assessment, orientation, advisement and registration in advance will better prepare students for success on their first semester at Palomar college. Provide EAP information to high school counselors during High School counselors Conference in December.

### STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

**III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.**

**a. Equipment (per unit cost is >\$500) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	33 Desktop Computers		1.2	Replace existing computers with new computers in order to keep up with technology changes. To ensure adequate test access an prevent server connections.	\$20,000	ongoing as needed	3SP Budget
a2.	4 Laptop Computers		1.2	Student workers/ temps will be able to assist high school students during high school visits. Provide orientations and	\$2,500	ongoing as needed	3SP Budget

**a. Equipment (per unit cost is >\$500) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				access Palomar web site from the high schools.			
a3.							
a4.							
a5.							

**b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.	Remodel assessment office	1		Accommodations are not appropriate for testing a large group of students. Privacy and noise levels have become an issue while students are taking the placement test.	\$60,000	One-time	3SP Budget
b3.							
b4.							
b5.							

**c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Supplies/ Materials	1	1.2	Printing cartridges, paper, and office supplies. Provide printed	\$10,000	Ongoing, as needed	3SP/ counseling, PEERs Budget



**c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				placement results for new returning and current students.		to provide materials for students and staff.	
c2.							
c3.							
c4.							
c5.							

**d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Compass Units	1	1.2	Purchase Compass Units for Assessment in English, Reading and Math.	\$30 for the next six months.	Ongoing	3SP Budget
d2.	Travel	2	1.2	Install Compass test and administer assessment at local high schools.	\$4,000	Ongoing	3SP,Counseling/ PEERS budget
d3.							
d4.							
d5.							

**e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

**f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Temporary/ student workers for EAP program	3	3.1 1.2	EAP is an ongoing program throughout the year and requires extra staff in order to be successful.	\$50,000	Ongoing	3SP Budget
f2.							
f3.							
f4.							
f5.							

**III. B. Are there other resources (including data) that you need to complete your discipline review and planning?**

**STEP IV. SHARE YOUR ACCOMPLISHMENTS** Please include at least one discipline accomplishment that you'd like to share with the college community.

The EAP Program. Graduating seniors have always had priority registration but not taken advantage of it. Ten years ago we decided to have a special EAP event with counseling and registration. We have changed it since then to improve it and keep within a budget. It has been successful with over 2,800 students participating and 57% of them actually enrolled in fall 2015. These students take the assessment at their high schools or at special assessment sessions at Palomar, San Marcos or Escondido. After placement is completed, students are required to meet with counselors to create an

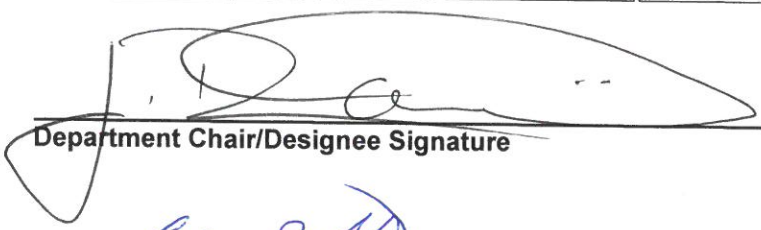
Ed Plan. They meet on a one to one basis or small group sessions. Students have the opportunity to make appointments during the week or on Saturday sessions scheduled for EAP students. All EAP students have priority registration and are able to enroll in the classes they need to start their educational experience at Palomar.

**STEP V. ACCREDITATION** For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.


**STEP VI. COMMENTS** Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Please identify faculty and staff who participated in the development of the plan for this department:

Name	Name	Name
Name	Name	Name

 11-6-15  
Department Chair/Designee Signature Date

 11/12/15  
Division Dean Signature Date

 11/12/15  
Division Vice President Signature Date



**Palomar College – Program Review and Planning**  
**Non-Instructional Programs**  
**YEAR 4**  
**Academic Year 2015-2016**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

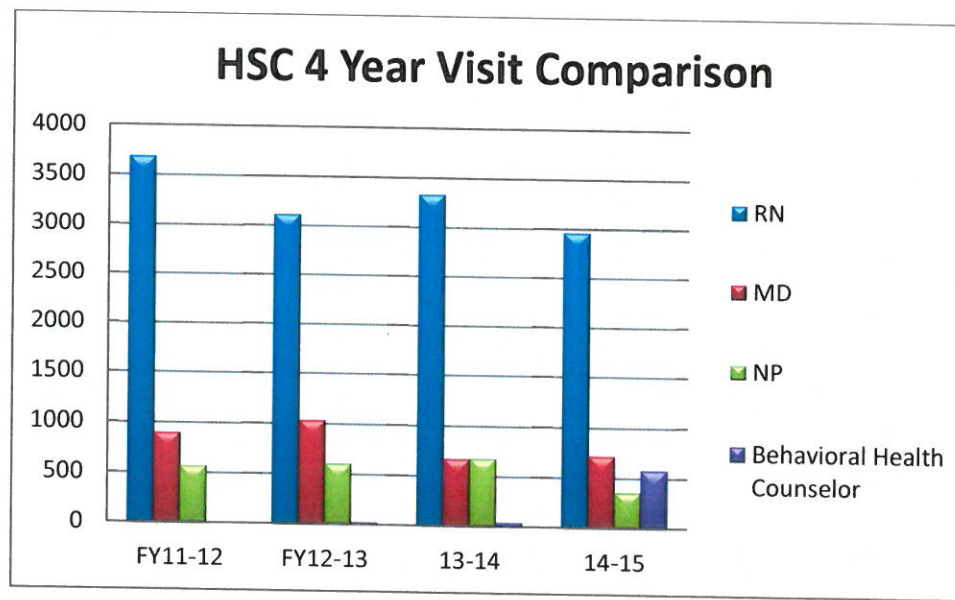
**Discipline:** **HEALTH SERVICES CENTERS**

**10-12-2015**

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

**STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)**

Discipline	2011-2012	2012-2013	2013-2014	2014-2015	%	Definitions
<b>RN</b>	<b>3,685</b>	<b>3,113</b>	<b>3,513</b>	<b>2,962</b>	<b>-16%</b>	Initial Registered Nurse level holistic health assessment of all patients who receive services. Assessment and intervention to on-campus emergencies, assists MD/NP in treatments, performs venipuncture for blood tests, performs CLIA waived on-site lab tests, administers prescription meds, administers over the counter medications, provides health instruction, refers to community resources, participates in Wellness Outreach Promotions, researches and assigns departmental projects, and serves as medical receptionist at the Escondido Center.
<b>MD</b>	<b>897</b>	<b>1,031</b>	<b>672</b>	<b>718</b>	<b>+7%</b>	Physician level primary care and holistic assessment, diagnose advanced treatments, prescribes prescription medications, orders laboratory tests, provides health instruction, reviews and approves medical charts for accuracy and compliance, researches latest medical information and provides medical in-services to update staff and follow-up as needed.
<b>NP</b>	<b>573</b>	<b>606</b>	<b>677</b>	<b>362</b>	<b>-47%</b>	Nurse Practitioner level primary care and holistic assessment, diagnose advanced treatments, prescribes and administers prescription and over the counter medications, provides assessment and intervention to on campus emergencies, performs lead function over clinic operations, provides health instruction and follow-up as needed.
<b>Behavioral Health Counseling</b>	<b>0</b>	<b>22</b>	<b>43</b>	<b>582</b>	<b>+73%</b>	Behavioral Health Counselors provide services to students experiencing psychological conditions such as for anxiety, crisis, depression, and other mental health conditions. Services include depression screening, mental health history, and short term therapy (up to 8 visits).
<b>Medical Reception Assist</b>	<b>130</b>	<b>182</b>	<b>216</b>	<b>277</b>	<b>+23%</b>	Distributes basic over-the-counter drugs including, ibuprofen, and acetaminophen. First Aid supplies such as Band-Aids, ice packs, feminine products, condoms, and weight checks, assists DRC students and assembles First Aid Kits for campus departments.
<b>Medical Reception Direct Services</b>	<b>23,041</b>	<b>30,615</b>	<b>23,252</b>	<b>18,917</b>	<b>-19%</b>	Performs basic triage to schedule patient appointments & walk-ins, sets appointments, provides telephone contact, screens and directs calls, assists patients as needed, receives emergency telephone calls and dispatches medical staff to on campus emergencies. Initiates and maintains medical charts, copies of chart documentation, RN/MD/NP clinic assists and emergency response. Provides information about clinic services and information to students, faculty, staff and the general public regarding Palomar College.
	<b>28,326</b>	<b>35,569</b>	<b>28,373</b>	<b>23,818</b>	<b>-17%</b>	<b>Total Visits</b>



#### I. A. Reflect upon and provide an analysis of the four years of data above

**RN Visits:** Health Services has had only 1 full-time Registered Nurse since November 2010. This has placed a greater burden on the shoulders of the remaining full-time RN as her position has been responsible for the majority of clinic operations. We have also experienced a shortage of hourly RN's due to their unavailability to work flexible clinic hours. RN visits have decreased by 16%. During this reporting period Health Services had 1 full-time RN and 5 short-term hourly RNs.

16% decrease in total visits due to:

- Continued nursing staff shortages, especially at the Escondido Center.
- Limited exam rooms at the Escondido Center.
- Training and orientation time involved for all new hires; the full-time RN provides clinical orientation and training in EMR.

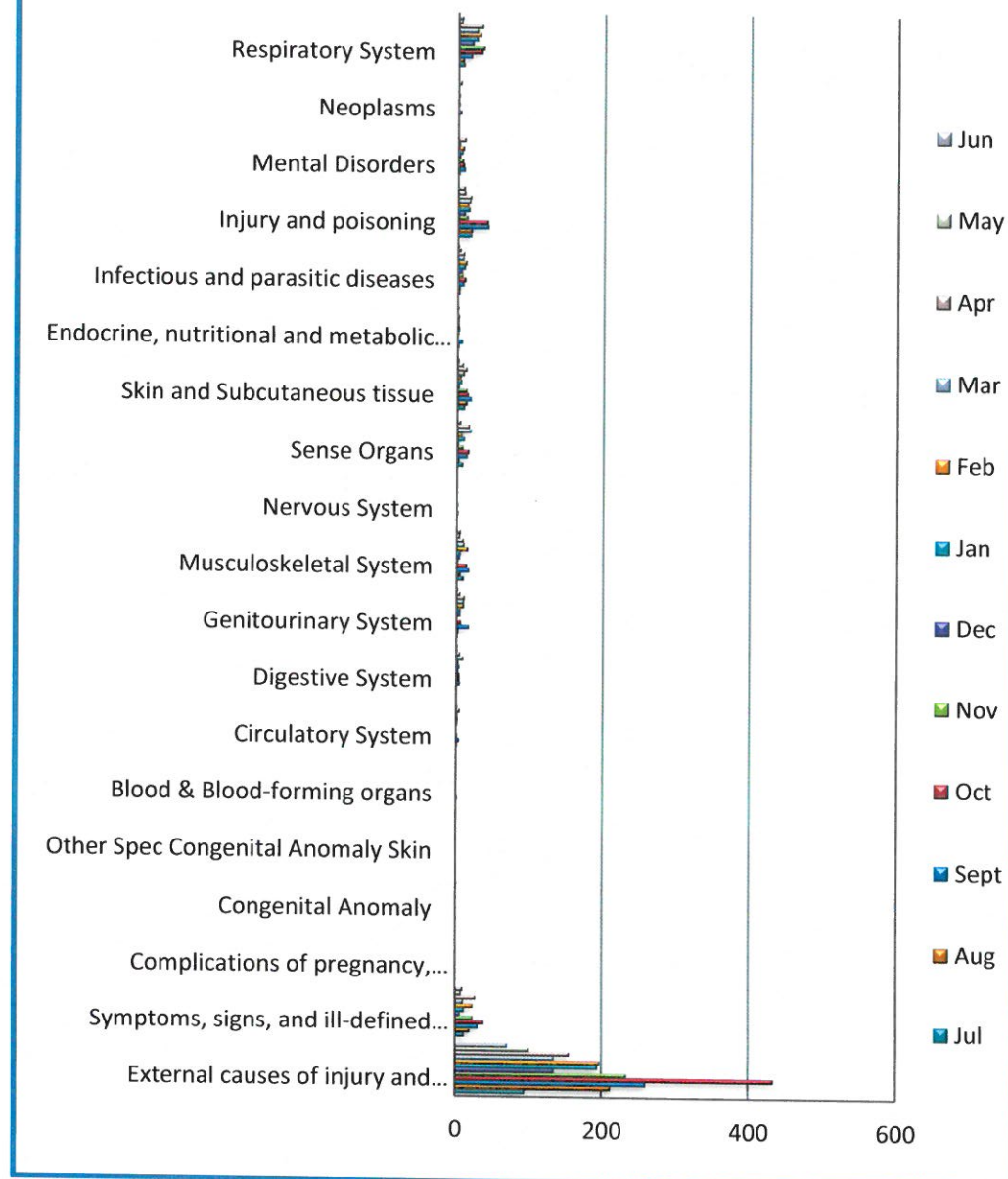
#### **MD/NP Visits:**

Physician services offer our students ready access to primary care, with particular attention to the many stressful aspects of academic life. Consideration of the student's family, work, finances, transportation and mobility situations, as well as language needs and previous medical issues are included on individual treatment plans. Many college students have no medical insurance and an estimated 70% of students rely on the college Health Services Centers for their primary health care needs. Total MD visits have increased by 7%. This may be attributed to the resignation of the full-time NP in FY 13-14, NP visits decreased by 47% for the same reason.

#### **Counseling Visits:**

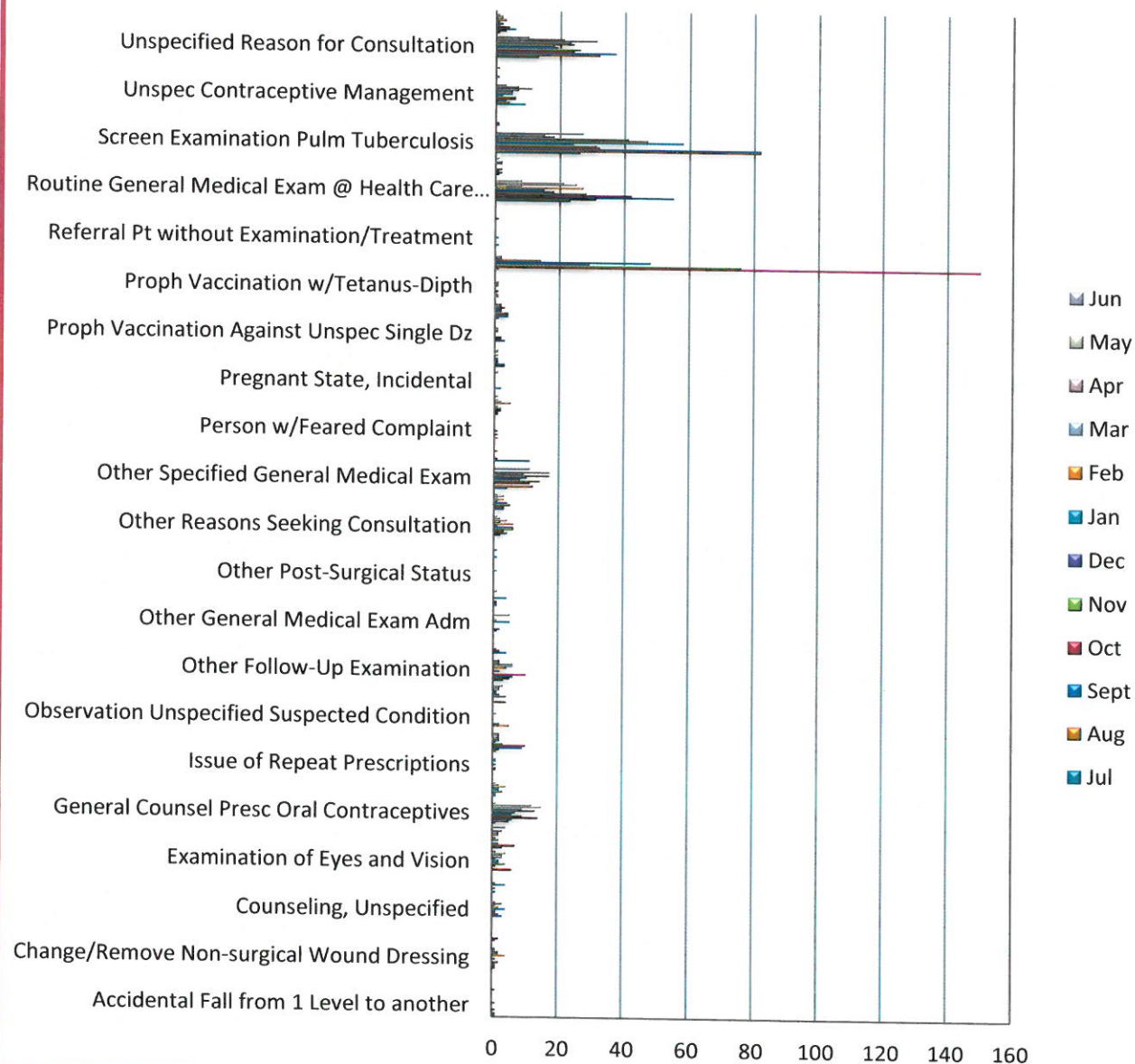
Behavioral Health Counselor visits were relocated from the Health Services to the Counseling Center late in 2013. The Behavioral Health Program is budgeted for 36 hours/week and is currently providing 28 hours a week, which is split between 2 counselors. 23 hours/week of Behavioral Health counseling is available at the San Marcos campus while 5 hours is provided at the Escondido Center.

## Diagnosis Count by ICD Category FY 14-15





## External Causes of Injury & Supplemental Classification FY 14-15



**I. B. Please summarize the findings of SAO assessments conducted.**

The Health Services Centers **RNs** measured **outcomes** in the following areas for FY 14-15:

- 108 Lab Results appointment were completed and documented in EMR with 1 No Show Lab result appointment recorded. Upon investigation of the no show appointment, the patient called a few months later to inquire about the result and the result was given over the phone by a provider. The goal for the upcoming year is that all lab results will be provided to patients within two weeks of the result being known. If the lab result appointment results in "no show", the front reception staff will attempt and document phone calls to reschedule the appointment or ask provider to perform a telephone contact with the patient (which will be documented in the EMR).
- 19 patients were "**No Shows**" for their PPD Read appointment and required retesting. B An investigation of the No Show appointment will be performed to determine if test or e-mail appointment reminders had been received or other possible reasons for the now show. In addition, any "no show" PPD read appointment will have follow-up phone calls/e-mails placed by front reception staff the same or the next day to remind the patient that the PPD test must be read (48-72 hours after placement).

**OBJECTIVE 1.8**

The **Administrative Team** is measuring Service Area Outcomes in the following areas:

- **Student "No Shows" to Appointments**

Health Services Centers Standardized Policy for "**No Shows**" (updated FY 2010-2011) states that at the time of scheduling an appointment, the student will be advised of our policy and will be given an appointment card on which to write down the name of their provider, date and time of the appointment recorded. In addition, students are sent a "*text message*" reminder. Students continue to have positive feedback about adding the "*text message*" service. In teaching students personal self-responsibility, students are informed to call the HSC 24 hours ahead of time if they are unable to keep their appointment. If a student fails to keep their scheduled appointment and does not call the HSC it is documented in our electronic medical records. Students are allowed two (2) No Shows to appointments without consequences. After 2 No show visits the student will only be seen for future visits for walk-in open appointments. Since the implementation of the above stated intervention, the number of No Show continues to decrease. Further investigation will be performed to determine if the e-mail and text reminder messages are being received when sent out and front office staff will be reminded to update on the EMR cell phone numbers and e-mail address when a patient checks in for an appointment.

Student No Shows		
2012-2013	2013-2014	2014-2015
279	269	216

- **Awareness of Health Services Offered**

It is the goal of the Health Services Centers to outreach to students about services available to them. The Health Centers have various communication methods for sharing information with students included at monthly Health and Wellness Outreach events, by posting flyers or sending campus wide e-mails, and more. As students present to make appointments at the Health Services Centers' medical reception desk, they are asked to complete a sign-in sheet indicating where they learned of the services provided. The sign-in sheet data is then tabulated, entered into Point and Click, and reported on a monthly basis. The front office sign-in sheet screens the following options as to how the students learned about the Health Services Centers. The following are the major resources used to advertise about the Health Services Centers. In addition, articles are published in the Telescope student newspaper which is not reflected in the data. The Health Services Office recently purchased a subscription to the "Student Health 101 magazine", that is being sent via e-mail and twitter accounts to students. It is hoped that this monthly magazine will increase student awareness of Health Services available to them on San Marcos and Escondido campuses.

**Awareness of Health Services**

Source	2012-2013	2013-2014	2014-2015
Word of Mouth	1661	2453	2412
Webpage	438	1140	1227
Facebook	173	1055	1066
Promotional Events	1357	2161	2121
Classroom	793	969	803
Schedule	76	258	262
Walking By	1283	2499	2554

Walking By, Word of Mouth, and Health & Wellness Outreach promotions continue to be the major mechanisms that make students aware of the services offered at the Health Services Centers.

<b>Health &amp; Wellness Outreach Visits Include:</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Alcohol Awareness	n/a	n/a	40
American Red Cross Blood Drive (Sponsored with Fire Club & EME Club)	841	823	881
Athletic PE Promotion (Collaboration with Athletics Dept. & Vista Community Clinic)	200	45	60
Breast Cancer Awareness	280	65	61
Campus-Wide Days/Discover Palomar	675	670	595
Classroom Outreach	8	47	105
Coffee House Nights (Partner with ASG)	75	90	-0-
Covered California Outreach	n/a	n/a	45
DE Stress Fest	n/a	n/a	105
Discover Palomar	n/a	n/a	595
Domestic Violence Unity Day	n/a	n/a	19
Early Acceptance Open House	n/a	n/a	35
Earth Day	n/a	45	80
Eating Disorders Awareness (Collaboration with Active Minds Club)	n/a	86	35
Flu Shots (Collaboration with Nursing & EME Departments)	612	600	394
Great American Smoke-Out (Partnership with Vista Community Clinic)	100	53	14
Health Services Outreach Events	n/a	n/a	187
Health and Wellness Fair	n/a	100	200
Healthy Heart Month	54	45	63
HIV Testing (Partnership with Vista Community Clinic)	294	186	214
Immunization Awareness	63	34	41
LGBTQA Pride Center Event & Celebrating Palomar Pride	n/a	n/a	57



Love on a Leash (Collaboration with Active Minds Club)	n/a	75	45
Sexual Responsibility Awareness (Partnership with Vista Community Clinic)	235	60	62
Skin Cancer Awareness	90	80	50
Suicide Prevention Awareness (Collaboration with Active Minds Club)	n/a	n/a	23

HSC outreaches to students at various events including the following Health & Wellness Promotions:

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Health Services Centers statistics indicate that:

- The SAO outcomes reflect that marketing continues to be effective in reaching our target group via our Health & Wellness Promotions.
- The implementation of the "text message reminder" feature available through the EMR has been very well received by students. As a result, the amount of **No Shows** have decreased.
- The majority of students became aware of our services via **Walking by** the Health Services Centers; **Word of Mouth** is in second place. There is a growing use of online health education via Facebook and the website. The Facebook page reflects student interaction, especially in areas of mental health, tobacco education, reproductive health, nutrition, healthy lifestyle and more. The data demonstrates a growing demand for on-line services and use of social media. The HSC webpage provides general information on programs and services and is the process of being updated to WordPress.
- Behavioral Health visits have increased dramatically over the last year due to outreach activities with Active Minds student group, direct referrals by Health Services providers/Academic Counselors and increased staffing in the Program (2 part time Counselors).

## STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's [Strategic Plan 2016](#), describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

1. Escondido Center expansion plans from a 1 to 2 exam room clinic have been submitted with office space at the Escondido Center identified and approved. Project Funding has been the ongoing issue as it moves into a third year. Interim Director Health Services will continue to look for acceptable funding resources to move this project towards completion.
2. With the completion of the Reclassification study, it is expected that full and part time salaries of Health Services employees to be increased upwards of \$5.00/hour in order to be competitive in the local community (per San Diego Labor Statistics). It has been extremely difficult to hire experienced and qualified healthcare

**II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

providers (RN and NP) at the current salary scale.

3. Expansion of the Behavioral Health program to include a third part time Counselor and increase provider hours to 54 hours/week. Funding for this position will be covered 50% by Student Health Fees and 50% by Student Success (anticipated by end of the Fall 2015). In Spring 2016, the Behavioral Health Program will be relocated to the Health Services Center Department with counselors working in Health Services Clinic office space. Behavioral Health appointments and counselors schedules will need to be managed by a part time Classified Student Support Assistant, which can take up to 6 months to hire. In the meantime, an hourly medical receptionist will be hired at 24 hours/week to start in late Fall 2015/early Spring 2016, in 2016-2017 we anticipate the hiring of a tenure-track faculty position as the Lead Behavioral Health Counselor/Supervisor, when office space is in San Marcos Health Services Clinic has been identified. The current plan is to schedule the part time Behavioral Health Counselors into open office spaces on a rotational plan (there is no current office space available that can be dedicated to counselor's exclusive use). Administratively, the Behavioral Health Program will be placed under the supervision of the Interim Director, Health Services Center.
4. Name change from Health Services Centers to "**Student Health Centers**". Anticipate the name change to take effect in 2016-2017 with the publication of College catalog.
5. Opening of the South Palomar Center in Rancho Bernardo is anticipated in 2017 and expectations are that Health Services will be providing a part time RN staffed facility at this location. Planning will include space, staffing and equipment purchase prior to opening.
6. Expansion of the Point N Click Electronic Health Records Program to include Open Registration (students register via I-pads in waiting room), DSM V Module for Behavioral Health Counselors documentation and Open Communicator, which provides a method for patient satisfaction survey and a portal secure messaging between patient and providers.
7. Liaison with local Community Health Clinics (federal and state funded) including North County Health Services, Vista Community Clinic and Neighborhood Clinic to establish direct referral relationship for medical specialty care and will enable students to be provided with timely and comprehensive medical care, especially when clinic is not open during semester breaks.
8. Subscription to "Student Health 101" magazine, a web based monthly magazine focused on college student health issues that include dating violence, nutrition, mental health, smoking, finance, job seeking, etc. This online educational media resource satisfies Clery, and WAVA federal and state mandates.
9. Plan to administer the Spring 2016 American College Health Association - National College Health Assessment (ACHA-NCHA) to our student population to gain a better understanding of students' health habits, behaviors and perceptions and plan effective health programs.

**II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc)**

1. Temporary location for the Behavioral Health Program on the San Marcos Campus. At the current location, Health Services Center at San Marcos doesn't have any office space to "permanently" locate the Behavioral Health Program. Campus administration needs to identify a temporary building/ portable trailer where this program can be located until the Library remodel is completed in 2019. This issue will be addressed with Facilities Committee and VPSS Cabinet starting Spring 2016.
2. Support of the campus wide no smoking or vaping policy that will be implemented in 2016. Development and implementation of a mandatory educational tobacco products program (waive monetary violation) and provide to students an in-house smoking/tobacco cessation program.

**II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc**

3. Develop an MOU with North County Health Services (NCHS) to provide Family PAC services to qualified students by Health Services providers (MD and NP). All providers would have to be MediCal qualified under the NCHS authority. A reimbursement scheme (via MediCal billed by NCHS) would be developed that would provide an income stream to both Health Services Center (provider of services) as well as North County Health Services (administrative fee for billing services).
4. Plan the 2019 move of Health Services Center San Marcos into the Library remodel project. In the move and expansion planning process, Behavioral Health Program offices would be included in the new Health Services Center complex.



### STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

All services provided at the Health Services Centers are solely funded by the Student Health Fees and receive no support from the General Fund.

a. Equipment (per unit cost is >\$500) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Remodel NB Building to accommodate Behavioral Health Counselors Offices with Reception Area.	1		Construction and furniture for 2-3 offices and a reception area.	\$150,000	One time funding	Funded: Restricted Budget
a2.	Generator equipment (HS San Marcos)	2		To provide portable generator support in case of power outage	\$1,000	One time	Funded: Restricted Budget
a3.	Medical Equipment and furniture for South Palomar Health Services	3		Construction of a one exam room, nurses office and receptionist area clinic	\$100,000		Funded: Restricted budget
a4.	UPS for vaccine refrigerators (San Marcos and Escondido)	4		To provide electrical support during power outages up to 2.5 hours.	\$550		Funded Restricted budget
a5.	Escondido Clinic project (remodel & equipment)	5		Construction and equipment for the 2 exam room clinic	\$200,000	One time	Funded Restricted budget

**b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Point N Click Open Survey Module	4		Enhance Health Services Program	\$3,500	One Time & ongoing maintenance	Funded: Restricted Budget
b2.	Point N Click DSM V Module (for Behavioral Health Program)	1		Provide electronic medical documentation for behavioral health visits	\$65 per user/ per yr	One Time & ongoing maintenance	Funded: Restricted Budget
b3.	Computer and other office equipment for South Palomar Health Services	3		Equipment for reception, nurses office and exam room	\$10,000	One Time	Funded Restrictive Budget
b4.	Computer and other office equipment for the Behavioral Health Program when relocated to the NB Building	2		Computers and other office equipment 2-3 offices and reception area for the NB office Building	20,000	One Time	Funded Restrictive Budget
b5.							

**c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Clinic Supply Expenses	1		Clinic Consumable Supplies	\$10,000	ongoing	Funded: Restricted Budget
c2.	Medication Expenses	1		Medication Expenses	\$20,000	ongoing	Funded: Restricted Budget
c3.							
c4.							
c5.							



**d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Knight Security Agreement	1		After hours security system	\$467	ongoing	Funded: Restricted Budget
d2.	Student Accident Insurance	1		Annual Share	\$45,841	ongoing	
d3.	Doctors Company Medical Malpractice	1		MD, NPs, RNs and LCSW's	\$6,000	ongoing	
d4.	Point & Click Software Maintenance	1		Electronic Medical Records	\$16,000	ongoing	Funded: Restricted Budget
d5.	Quest Laboratory Services	1		Process labs ordered by the MD/NP	\$4,400	ongoing	Funded: Restricted Budget
d6.	Airgas Maintenance Agreement	1		Supply Liquid Nitrogen & Oxygen	\$1,024	ongoing	Funded: Restricted Budget
d7.	Audiometrics Maintenance Agreement	1		Annual Calibration of Earscan equip	\$346	ongoing	Funded: Restricted Budget
d8.	BioMed Maintenance Agreement	1		Annual medical equipment Calibrations	\$588	ongoing	Funded: Restricted Budget
d9.	CLIA Contract	1		Certification for Lab clinic operations	\$200	every 2 years	Funded: Restricted Budget
d10.	UniFirst Uniforms Contract	1		Lab coats for clinic staff	\$552	ongoing	Funded: Restricted Budget
d11.	McBain Systems	1		Annual maintenance of 3 microscopes	\$620	ongoing	Funded: Restricted Budget
<b>Total</b>					<b>\$ 76,038</b>		

**e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	College Health Nurse	1		Provide full-time skilled nursing services to students; assist MD/NP in clinics.	\$60,000	ongoing	Funded: Restricted Budget
e2.	Office Specialist	2		Management of appointment scheduling and other administrative duties for Behavioral Health Program	To be determined	ongoing	Funded: Restricted Budget
e3.	Lead Behavioral Health Counselor (Restricted Faculty tenured track position)	3		Provide full time student counseling services and supervision for the Behavioral Health Program	To be determined	ongoing	Funded: Restricted Budget

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Short-term (Hourly) Registered Nurses	3		Provide skilled nursing services to students; assist MD/NP in clinics.	To be determined	ongoing	Funded: Restricted Budget
f2.	Short-term (Hourly) Medical Reception	2		Provide appointment scheduling for Behavioral Health Program and other administrative duties as assigned	To be determined	One time(interim until 50% Classified position is hired) 24 hours/week	Funded: Restricted Budget
13.	Short term (hourly) Behavioral Health Counselor	1		Provides behavioral Health Counseling services. 9 hours/week paid by Health Services and 9 hours paid by Student Success funding	To be determined	ongoing	Funded Restricted budget

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

**STEP IV. SHARE YOUR ACCOMPLISHMENTS** Please include at least one discipline accomplishment that you'd like to share with the college community.

1. HSC is in the 3<sup>rd</sup> year of transition to EMR. Staff are successful in using the system and continue to master their skills. This year we will be transitioning to the ICD-10 and have purchased IMO's to assist practitioners in coding diagnoses more efficiently.
2. Collaborative partnerships: Active Minds Club, Fire Club, Emergency Medical Education Club, LGBTQA Club/Pride Center, and Associated Student Government.
3. C.H.A.S.E. (Curbing HIV/AIDS & Substance Abuse in Ethnic Young Adults) Grant Program partnership with Vista Community Clinic successfully completed its 4<sup>th</sup> year providing free HIV testing, substance abuse screening and counseling to Palomar College students. Students were given the opportunity of being reimbursed \$165 for participation in the full program. Confidential HIV testing/counseling was provided in both the HSC and Pride Center. The Director and Staff Assistant have worked in partnership with Vista Community Clinic in organizing additional services which were made available to students at the main campus and Escondido Center. Vista Community Clinic joined the HSC for Wellness Outreach events and provided materials, giveaways and safe sex kits to students at a value of \$5,000. 2400 Male and female condoms and safe sex supplies were made available throughout the year to students at no cost. 831 students were served.



4. Clery Training – Health Services Center staff attended the Clery in-service.
5. Emergency Preparedness - Health Services Center staff attended the in-service.
6. Escondido HSC Remodel Planning – The Interim Director has met with the Manager of the Escondido Center, the Facilities Department and VP of Student Services to plan the future remodel of the EC HSC. The plans and new location was approved by the college administration but has been delayed for over 2 years to identify funding for the project. The Interim Director is seeking other sources for funding and will continue to push for project implementation.
7. Hired a full time Nurse Practitioner and 2 additional seasonal RNs in February and September of 2015, to resolve last year staffing shortages. Continue to advertise for seasonal RN coverage that allowed each of the campus clinics (San Marcos and Escondido) to remain open during advertised operational hours.
8. HSC budget funded **\$55,323.75** for the Accident Insurance policy for FY 14-15 and **\$45,841.00** for FY 15-16.
9. Sports Team Physicals – provided physician personnel to perform Sports Physicals for students participating in Athletics Department sports prior to the start of the fall semester. HSC provided Outreach to approximately **160** athletes and performed **36** Sports Physicals in the clinic throughout the year. Athletes were provided with information on services offered through the HSC and community services available through the Vista Community Clinic including the Affordable Care Act (ACA).
10. The Health Services Centers maintained several partnerships with community providers. Through these partnerships additional health services are brought to the college that are funded by community and state grants. Some of the partnerships involve several different programs offered through the Vista Community Clinic, California Youth Advocacy Network, American Red Cross, Chancellor's Office Student Mental Health Program and others. Initiated discussion with North County Health Services administration regarding an affiliation agreement.
11. Wellness Outreach programs are also coordinated by the Health Center staff on campus and at the Escondido Center. These programs are often coordinated with instructional programs, student clubs and ASG. One of such programs is the American Red Cross blood drive program offered in partnership with the *Palomar College Fire Club and Emergency Medical Education (EME) Club*. A total of 8 blood drives were held between the San Marcos campus and the Escondido Center.
12. The Health Services Centers have increased responsibility in health law due to the new *Affordable Care Act- Title I* through *Title X*. Health Services Centers provided information to all students and staff to help them understand and enroll in the Affordable Care Act (ACA). 6 different information and enrollment booths were offered at the San Marcos campus and the Escondido Center in cooperation with the Vista Community Clinic and North County Health Services.
13. Initiation of a Student Nurse Practitioner Preceptorship Program with USD. The three Health Services NPs (1 fulltime and 2 part-time) performed as preceptor for a total of 3 NP student, which greatly assisted USD faculty in being able to provide students with clinical experience.
14. Continue to provide low cost services and prescription medications to students and recently expanded services to include Department of Motor Vehicle Physical exams (community cost estimate is \$150.00 for the exam) Health Services cost is \$75.00. This exam is required for EMT and Paramedic Students for employment with ambulance companies.

**STEP V. ACCREDITATION** For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

- The Health Services Centers laboratory services are certified through Clinical Laboratory Improvement Amendments (CLIA) and licenses are updated every 2 years.
- The Nurse Practitioners and Registered Nurses are licensed medical professionals through the California Board of Registered Nursing (BRN). The physician is a licensed Osteopathic Physician and Surgeon provided through the Osteopathic Medical Board of California. Nurse Practitioners are credentialed through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioner (AANP)
- The physician and each NP's possess Drug Enforcement Administration (DEA) licensure in order to prescribe medications.

**STEP VI. COMMENT** Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Please identify faculty and staff who participated in the development of the plan for this department:

<b>Judy Harris, RN, MSN, FNP-BC, Interim Director</b> Name/Title <i>Judy Harris</i>	<b>Maria Monsalud, BSN, RN</b> Name/Title <i>Maria P. Monsalud</i>	<b>Lenka Schalkle, MPH, CHES, Staff Assistant</b> Name/Title <i>Lenka Schalkle</i>
<b>Yvette Martinez, Senior Admin. Secretary</b> Name/Title <i>Yvette Martinez</i>	<b>Randy Gallagher, Office Specialist III</b> Name/Title <i>Randy Gallagher</i>	<b>Doris Asombrado, RN, MSN, FNP-BC</b> Name <i>Doris Asombrado</i>

Department Chair/Designee Signature

Date

*B. B. B.*

*11/16/15*

Division Dean Signature



# Palomar College – Program Review and Planning

## Non-Instructional Programs

### Year 2

### Academic Year 2015-2016

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

#### Discipline: **Police Department**

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

**10/26/2015**

Please Add Date  
(00/00/2013)

#### STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2011-2012	2012-2013	2013-2014	2014-2015	Definitions
Police Reports	430	457	452	467	Documentation of incidents/crimes committed
Parking Citations	7,093	7,450	7,949	7,344	Enforcement of parking rules and regulations within the District
Arrests	23	22	12	20	Apprehension and detainment of persons who have committed crimes on campus
Citizen Assists	265	368	371	624	General assistance provided to the public
Vehicle Unlocks	286	288	298	229	Assist members of the campus community who have locked keys in car
Vehicle Jump Starts	418	350	418	349	Assist members of the campus community whose cars won't start (battery)
Room Lock/Unlocks	1,287	1,731	1,774	1,644	Open/lock classrooms for instructional day, plus individual requests from staff as needed
Traffic Accidents	94	112	91	127	Investigate and document major vehicle accidents, facilitate exchange of information for minor (non-injury) vehicle accidents
Emergency Notification/Class Cancellations	114	142	143	104	Direct notification of class cancellations for instructor illness or other reason, and also locate and notify students of emergencies
Lost and Found	1,511	1,711	1,963	2,085	Lost and found items collected and processed, claimed and unclaimed
Escort Service	1,030	1,683	2,013	2,777	Provide travel assistance to members of the community, and safe oversight for students/staff
Vehicle Stops	621	1,036	388	635	Traffic stops for violation of the Vehicle Code
Field Interviews	62	557	187	319	Pedestrian stops for the purpose of educating members of the community about laws and policies, documented suspicious activities, etc.
Medical Assist			93	108	Provide first-aid assistance and related transport services for injuries which occur on campus.
Alarm Response	586	725	778	785	Automated alarms responded to at Escondido and San Marcos campus'
Permit Machine Detail	297	228	201	193	Retrieve money, provide maintenance and troubleshooting of permit machines in student parking lots
Contact for Smoking Policy Enf.	156	265	707	598	Contact with students in response to complaints about smoking policy violations (education and enforcement)
Skateboard Policy Contact	201	401	1,139	652	Contact with students in response to violations of skateboarding policy
Officer:Population Ratio	1 : 4,142	1 : 4,125	1 : 3,412	1 : 3,769	New calculation limits ratio to students/staff, older calculations* included volunteers and recorded guests/visitors/vendors
Number of FT Police Officers	7	7	8	7	District-approved level of Police Department staffing
Rape Aggression Defense Course	3	2	2	2	Self-defense/ awareness education offered to females in the District

Background Investigation Asst.	197	197	241	279	Provide data for outside agencies regarding arrest/conduct of applicants for hire who have attended or worked for Palomar College
Athletic Event Support	645	662	640	669	Staffing, parking, security and other accommodations for Athletic Department events
1 <sup>st</sup> Level Appeals	512	577	556	655	Administrative Review of parking citations, requested by the violator
2 <sup>nd</sup> Level Appeals	38	33	29	30	Impartial third-party review of parking citations
Planned Event Support	776	1,253	1,202	1,263	Parking accommodation and support for the District

**I. A. Reflect upon and provide an analysis of the four years of data above**

With the re-opening of the remodeled Escondido Center, the Police Department was able to install new parking permit machines in the parking lots, enabling the acceptance of credit cards, and for real-time monitoring of transactions and significantly reducing the number of service calls necessary to troubleshoot the machines. Less than half as much staff time is spent responding to issues with parking permit machines since the installation of six new machines at the San Marcos campus, and two additional machines at the Escondido Center.

Escort services have increased (by a factor of 38%) for the third consecutive year, due to the cessation of these services by other departments. During the year, the Police Department took over first-response duties for medical emergencies and DRC transports on campus, which are now listed as a separate item in the statistics. The Police Department remains first on the scene for accidents, and has improved its readiness to that end.

The Police Department successfully assisted with placement of talk-a-phone emergency communication hardware and installation. Additionally, the department procured additional surveillance monitors for the dispatch area, in order to facilitate the addition of more cameras in the parking lots.

The loss of two police officers was partially offset by the hiring of a full-time Police Sergeant. Another sergeant and two police officers are currently in the Human Resource process, and the Department hopes to have these positions filled in 2016.

**I. B. Please summarize the findings of SAO assessments conducted.**

“Provide a safe and secure learning and working environment,” as measured by crimes in the Clery report. Many operational aspects of the Police Department have been redirected to the law enforcement mission, including more vehicle stops, arrests, and field interviews. General citizen assists, which encompass a broad range of activities in support of the community, have also increased significantly. The increase of law enforcement activity is intended to send a message to the community, that criminal activity is not welcome at the college. Discouraging criminal elements from being on campus is a primary means to accomplish the Police Department mission, in conjunction with the college community, to provide a safe and secure learning and working environment. The department’s revenue has not grown with its needs, nor with inflation. Funds collected from providing parking services continue to provide the majority of funding for police services.

**I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

The Police Department has thus shifted its focus to provide presence in the needed areas following the Community Oriented Policing concept, and as a result, those types of crimes were reduced and security therefore improved. This shift in focus to secure the campus more effectively can be observed in the above statistics.

## STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's [Strategic Plan 2013](#), describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

With the impending opening of the North and South centers, the Police Department will need to increase the number of Police officers on staff in order to provide for the safety and security of those locations without sacrificing services provided to the San Marcos Campus or the Escondido Center. The police department needs two additional Police Officers to serve the South Center community at a minimal level of service. These officers will need to be hired in advance, to allow for Field Training to be completed in time for the Center to be opened.

The Police Department has successfully replaced two of its four golf carts for escorts and transportation to calls for service within the campus. Considering the increase in calls for service, the Department will continue seeking out resources to improve its equipment-on-hand to facilitate these needs.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)



### STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Replace supervisor/EOC SUV	2	4.1	Current unit is beyond its useful life (2004) replacement per Police Department vehicle replacement plan. Opening North and South Centers will create increased travel and supervisor's vehicle will need to be pursuit certified. (Chevy Tahoe includes police-specific after-market equipment).	\$55,000.00	one-time	Funding is not currently provided in the department's budget, per the District's discretion. The Department had budgeted for this item, but these funds were reduced by the district. Can currently provide for approx. 2/3 of the expenditure.
a2.	Gas-powered golf cart (1)	3	4.2	Current electric carts used by PD are inadequate for the purpose, and are a faulty model, requiring extensive maintenance costs. One unit purchased in FY2015 through student health fees. One more unit needed.	\$20,000.00	One time	Funding not provided in the department's budget, per the District's discretion.
a3.	Smart Parking Meters for Visitor parking spaces	1	4.2	Visitor parking spaces are one of the most contentious and commonly misunderstood areas of the parking lots. Different signage, changes to the paint along the curb and on the asphalt, adjustments to the directions printed on the permits, and verbal instruction have all failed to mitigate the issues surrounding them. By installing parking meters at these spaces, it will reduce confusion and resulting ill-will from visitors who receive citations, and will add a small source of additional revenue for the Department.	\$30,000.00	One-time	Funding in the Police Department budget will never be able to absorb this level of cost. After being implemented, the parking meters will become immediately self-supporting in regard to their ongoing costs, including monthly service fees, maintenance, and eventual replacement.
a4.	Ballistic Shield; Protech Body Bunker 24x36" Level III-A	5	4.3	To improve Department readiness for responding to an active shooter.	\$2,500.00	One-time	Not provided in the Budget.
a5.	Impact Weapon training dummy	4	3.3	To utilize for training in the deployment of batons and other impact weapons, as an element of defensive tactics, a perishable skill which is vital to officer safety an minimizing liability to the District for use of these types of less-lethal force.	\$3,500.00	One-time	Not provided in the budget for FY2016.



**b. Technology (computers, data projectors, document readers, etc.)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Laptop units (MCTs) for vehicles (6)	1	4.1; 3.4	Addresses a need for better information for officers in the field, and provides opportunity to fill out reports while in the field, rather than bringing them into the station to perform the task, improving Police visibility and availability on campus.	\$15,000	One-time	This amount exists in the budget, but it had been earmarked for a new vehicle.
b2.							
b3.							
b4.							
b5.							

**c. Budget for 4000s (per unit cost is <\$500 supplies)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Defensive Tactics training supplies and riot readiness: Riot batons, training handcuffs, practice batons, trauma kits.	1	3.3; 4.3	Specialized tools for effective training and response to a riot or group uprising, in which District personnel or property are threatened and order needs to be restored. Collective materials that will better prepare the department for the proper application of hand-to-hand force, improving Officer effectiveness and reducing resultant liabilities.	\$1,300.00	One-time	Not funded in the current Department budget, which is reliant on parking fees.
c2.							
c3.							
c4.							
c5.							

**d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.***

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
d4.							
d5.							

**e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.***

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Police Officer I (4 positions)	2	3.1; 4.1; 4.3	Need is for two officers to be on staff 1 year prior to opening of new South center, to allow for full Field Training to take place. Two officers allows for similar coverage as currently provided to Escondido Ctr. Need to replace two additional officers due to vacancies. (In-process).	\$53,493.33 + benefits per officer. To be adjusted by HR.	On-going	Not currently provided for in the budget. Typically would be funded primarily from parking permit sales. Current plans are for no parking permits required at South Ctr., so additional revenue from that source cannot be anticipated.
e2.	Police Sergeant In-process	1	3.1; 4.1	Additional supervision and oversight for Police officers and CSO functions, to provide for evening shift, to provide best possible customer service and respond quickly and appropriately to all situations which threaten to disrupt the safety and security of the District, its students, staff, faculty, and community.	\$63,219.37 + benefits	On-going	Funding included in Department budget development for 2015-16.
e3.	Community Service Officers (2) (Full-time replacement positions)	4	3.1	Due to attrition and losses of quality CSOs to other agencies who are able to hire officers more quickly, the Police Department has drawn down to a serious deficiency in this area.	\$33,000 + benefits	On-going	Funding was requested in the department budget, but not included in the final budgeted amount, per the discretion of Fiscal Services.
e4.	Police Dispatchers (2)	3	4.1; 4.3	There is a recognized need for full-time/permanent Dispatchers, in order to	35,000 + Benefits	On-going	Same as above.

**e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				better provide services to the District, and better support to officers in the field.			
e5.							

**f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

**III. B. Are there other resources (including data) that you need to complete your discipline review and planning?**

Total population data (unique enrollment + employees + volunteers/guests) is difficult to obtain. Staffing and coverage are typically measured in relation to this data.

**STEP IV. SHARE YOUR ACCOMPLISHMENTS** Please include at least one discipline accomplishment that you'd like to share with the college community.

Hired a new Police Sergeant, and improved operational readiness for police services through training and improvements to equipment and supplies on hand. The Police Department is currently in the Human Resource process of hiring two replacement Police Officers and an additional Police Sergeant to enable improved supervision of all Department activities and improvements to the operations of the Department, to benefit the entire District community during both the daytime and evening shifts.

Improved Closed-Circuit Television Monitoring capacity: As a project initiated in FY2014, and in response to certain criminal activity on campus (a string of arson cases in 2009 and again in 2014; sexual assaults; vehicle and bicycle thefts, etc.), the Police Department has successfully upgraded its ability to monitor the input of additional cameras throughout parking lots and in future locations as determined necessary by District stakeholders.

This sizeable project involved the cooperation of IS staff in conjunction with Police Department employees, to provide additional monitors and computing power to process the images from those additional cameras.

Acquired and placed into service new hardware for dispensing of visitor and one-day permits at the window, replacing handwritten permits previously utilized. Saves time and effort at the front desk, while improving the standardization of permits and the reliability of time-stamping and tracking numbers of permits issued.

On-going POST training and active shooter training with allied law enforcement agencies. Also, conducting several emergency response/active shooter trainings with multiple departments within the campus community to include the plenary. Working with Facilities to conduct safety inspections for multiple buildings at San Marcos and Escondido campuses.

**STEP V. ACCREDITATION** For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

No accreditation activities conducted in the current year.

**STEP VI. COMMENTS** Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

The Police Dept. is currently working with Fiscal Services to adjust the allocation of Student Parking Fees, to align with the Education Code. It is hoped that this will result in funds being freed up to engage projects which expand the Department's provision of Services to the District, and to the community. For the 2015-16 year, this was not adjusted, and remains a primary goal for the Department in the coming year's

Please identify faculty and staff who participated in the development of the plan for this department:

Chief Mark DiMaggio  
Name

Brian G. Engleman  
Name

Sgt. Michael Maines  
Name

Linda Mack  
Name

Karen Boguta  
Name

Emily Riddle  
Name

  
Department Chair/Designee Signature

11/16/15  
Date

Division Dean Signature

B. D. A.

Division Vice President Signature

11/12/15

Date



# Palomar College – Program Review and Planning

## Non-Instructional Programs

### Year One

### Academic Year 2015-16

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline:** LGBTQ Pride Center

**11/3/15**

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

#### STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2010-2011	2011-2012	2012-2013	<<Prelim>> 2013-2014	Definitions
Student Contacts			Spring '13 16/day, 64/week	Fall '14 23/day, 89/week	Spring '15 average 25/day, 100/week
HIV testing					in partnership with Vista Community Clinic
Palomar Pride					Yearly celebration of pride in the LGBTQ community on campus
San Diego Pride					Participate as a contingent from the college in the larger San Diego Pride Parade. We have done this four times in the past and plan to do so again in the future.
Pride by the Beach					Staff a booth at the North County Pride Celebration in Oceanside. We have done this five times in the past and intend to do so again in the future.
Day of Silence					These three Pride celebrations increase awareness in the community of Palomar Campus's diversity .
Gay-Straight Alliance Awards					Annual day of non-speaking to honor LGBTQ people who have died.
Working for gender-neutral bathrooms across campus					Sponsoring awards given out to local high school Gay-Straight Alliances by North County LGBT Resource Center. This event has been held here on campus for academic year '13-'14 and '14-'15. This is another event that greatly increases awareness of Palomar College's welcoming attitude to members of the LGBTQ community.
Discussion Groups					To ensure the safety of our transgender and gender-non-conforming students.
Number of FT Staff				0	Faculty-Student engagement helps students to deal with issues they face as LGBTQ people.
Number of Part-time Staff			1	1	The number of fall- and part-time staff will need to increase so that we can be open more hours as we serve more and more students.
Staff/Student Ratio per 1FTE				1/35	

I. A. Reflect upon and provide an analysis of the four years of data above

**I. A. Reflect upon and provide an analysis of the four years of data above**

The Pride Center (overseen by the Palomar College Committee to Combat Hate [PC3H]) opened in spring 2009 in the form of a former faculty office. Although the space was small, it was crammed with students from the very beginning. As our space has increased (now consisting of one large and two small rooms), so has the number of students visiting, the most recent data reporting an average of 32/day and 128/week. We have had to increase the number of hours the Center is open and have hired a part-time assistant. As the number of students continues to rise, we will need a larger space (Ideally a purpose-built space just for the Center; see attached proposal), a full time assistant, and eventually a Director for the Center. We have received small grants from Vista Community Clinic and Human Dignity Foundation and intend to apply for grants from these entities again. However, as these are not dependable sources of funding, we need to increase the steady base of funding that we receive from the College.

These issues will all help the Pride Center in attaining the College's goal of supporting excellence in instruction, programs, and services to improve student learning.

**I. B. Please summarize the findings of SAO assessments conducted.**

The assessments are planned for the end of the year.

**I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**

We have had a large increase in the number of students visiting the Center, as demonstrated by the Center sign-in sheets (and these numbers are probably under-reported as visitors sometimes neglect to sign in). This suggests significantly increased visibility of the Center on campus and increased success in reaching our overall goals. Once Admissions incorporates the new state-mandated online admissions form, we will be able to track the number of LGBT students who self-disclose. These numbers should also be incorporated into the Student Equity Plan.

**STEP II. PLANNING**

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

**II. A. Program changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

Non-faculty permanent position for a Pride Center Director. Internships at the Pride center so that students can develop their leadership skills. LGBTQ-trained counselor. Permanent dedicated space for the Pride Center (see Attachment). The attached proposal will need to be incorporated into the College's Master Plan.

The following equipment will also help us reach our goals: Computer and software upgrades. flat screen TV. DVD player. overhead projector. and

**II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)**

Workshops, programs, and events specific to the individual constituents of the LGBTQ and Allies community, such as lesbian, gay, bisexual, transgender, queer, and queer people of color, as well as programs and events which are welcome to all members of the community. Queer Orientation Day. Events held in collaboration with the Women's and Gender Studies program, Multicultural Studies, etc.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

**STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

**a. Equipment (per unit cost is >\$500) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Funding for co-directors to attend annual LGBTQ Creating Change conference	2	Goal 2 – student support and success	To stay abreast of current developments in and issues facing the LGBTQ community so that the Center can better provide services to our students/ staff, and faculty.	\$6000	Ongoing	no
a2.	Funding to bring guest speakers, films, etc, to campus	1	Goal 2 – student support and success	To assist the campus LGBTQ community and allies in becoming aware of current events that affect them.	\$6000	Ongoing	no

**b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Computer upgrades, upgraded software	1	Goal 5 – facilities and infrastructure	To provide adequate computing resources for the students in the Pride Center	\$7000	One-time	no
b2.	Flat screen TV	3	Goal 5	Ensure that existing and future facilities and infrastructure support student learning, programs, and services	\$2000	One-time	None-Categorical funds cannot be used to cover cost
b3.	Overhead projector and	5	Goal 5	Ensure that existing and	\$1000	One-time	None-Categorical



**b. Technology (computers, data projectors, document readers, etc.)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
	associated technology			future facilities and infrastructure support student learning, programs and services			funds cannot be used to cover cost
b4.	Printer	2	goal 5	As Above	\$600	One-time	
b5.	DVD player	4	goal 5	As above	\$500		

**c. Budget for 4000s (per unit cost is <\$500 supplies)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c3.	Storage Cabinet	1	goal 2 – student support and success	Implement effective pathways that support student access and progress	\$500	One-time	no

**d. Budget for 5000s (printing, maintenance agreements, software license etc.)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Printing of flyers for events, announcements, etc	1	Increased visibility	To better serve LGBTQ people and allies on campus	\$3000	ongoing	None-Categorical funds cannot be used to cover cost
d2.	Signage updates	3	Goal 2	Implement effective pathways that support student success	\$1000	One-time	None-Categorical funds cannot be used to cover cost
d3.	Announce Pride Center in class	2	Goal 2	As above			

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
	schedules						
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Part-time Pride Center Assistant		Goal 2	Implement effective pathways that support student success	\$15000	ongoing	
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?



III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

The data from the state-mandated Admissions tracking form will allow us to more effectively and fully carry out our planning

**STEP IV. SHARE YOUR ACCOMPLISHMENTS** Please include at least one discipline accomplishment that you'd like to share with the college community.

Increased visibility of the Center, which provides safe space for LGBTQ students, staff, and faculty, on campus. Increased visibility in the larger community of Palomar College as a safe place for LGBTQ students and others. Safe Zone training for faculty and staff, including campus police. Recognition of the Center by the ACCJC team on their recent visit as an important contributor to diversity on campus.

**STEP V. ACCREDITATION** For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

**STEP VI. COMMENTS** Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

The institution needs to be more assertive in including the Center in its Master Plan. In addition, the Master Plan should reflect the need to convert all existing single-stall bathrooms to gender-neutral facilities as well as the fact that all new buildings should have gender-neutral bathrooms.

Please identify faculty and staff who participated in the development of the plan for this department:

Abbie Cory Name	Monika Brannick Name	Name
Name	Name	Name

<u>Abbie Cory</u> Department Chair/Designee Signature	<u>11-12-15</u> Date
<u>B. 2X</u> Division Dean Signature	<u>11-13-15</u>
<u>B. 2X</u> Division Vice President Signature	<u>11-13-15</u> Date

# **PROPOSAL TO ESTABLISH A LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER\* PRIDE RESOURCE CENTER AT PALOMAR COLLEGE**

## **I. Introduction**

After having been involved in pro-LGBTQ activism at Palomar College for several years (and for some of our members, much longer in the community at large), the members of PC3H (Palomar College Committee to Combat Hate) propose that the College establish a purpose-built, staffed, and fully funded LGBTQ Resource Center on the San Marcos campus as an essential part of the College's commitment to diversity. While the LGBTQ community has worked and continues to work closely with other groups on the broader campus, it is the widely-held opinion of PC3H and the GSA (the College's gay student group, Gender and Sexuality Alliance) that this constituency shares unique—and potentially life-threatening—concerns that cannot be managed under a broader “diversity” umbrella. The formation of such a dedicated Pride Center will directly address these concerns; it will gather and organize Palomar College resources and become the focal point for LGBTQ programs, services, education, and outreach.

LGBTQ students at Palomar College bring unique experiences and needs that can affect their academic experience. These diverse issues require consideration in light of societal oppression as a result of their sexual orientation or gender identity. These concerns include but are not limited to the coming out process, the development of an identity in a heterosexually biased and gender-stereotyped environment, and the task of navigating through the world of higher education as a member of a non-dominant culture. We must consider the impact of potential oppression, potential isolation (or fear of same) from family, friends, fellow students, or even staff/faculty, and the potential for hate crimes and violence toward LGBTQ individuals; all of these can and do occur and lead to higher rates of depression, substance abuse, and suicide, as well as lower rates of educational success in LGBTQ people.

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTQ people on campus and in society in general is through education. The LGBTQ Resource Center would fulfill this educational mission by creating safe “drop-in” space; developing programs in support of visibility, education, and outreach; opening an LGBTQ library; providing advice, referral, and informal counseling; and maintaining stability and continuity in developed programs.

Such a Pride Center should ideally be centrally located on campus. The overall floor space should comprise reception, lounge, and study areas, library and computing space, offices and meeting rooms, kitchen space, and gender-neutral bathrooms. Most important is that planning for this Center should begin forthwith.

\*LGBTQ. While we realize that each of these terms has a specific meaning and can also mean different things to different people – and also that each of these minorities has unique concerns – for ease of communication in this document the terms “LGBTQ,” “queer,” and “gay” will be used interchangeably to refer to non-heterosexual and/or gender-non-conforming individuals.



## II. Background, Purpose, and History

While improvement has occurred in recent years, LGBTQ individuals, and especially youth, still face significant discrimination in our society. Queer youth still face a hostile environment in high school and (to a lesser extent) college campuses. In a recent survey of gay high school students, The Gay, Lesbian, and Straight Education Network (GLSEN) found that over 60% felt unsafe at school because of their sexual orientation and 40% due to their gender identity. Many skip school in an effort to avoid this experience. Moreover, the percentage of students who plan not to pursue post-secondary education directly correlates with the level of victimization based on one's sexual orientation or gender identity, as does these students' psychological well-being (The 2014 National School Climate Survey). Members of any minority, including LGBTQ individuals, are subject to "minority stress": not just *experiencing* oppression and victimization, but coming to *expect* it; developing internalized homophobia; and feeling the need to hide one's sexual/gender identity. All these feelings use immense psychological energy that can take a toll on one's state of mind. Moreover, those who are subjected to victimization and discrimination at school face significantly worse educational outcomes; according to the GLSEN study, Grade Point Averages for these students are 9 to 15% lower than for those who do not have such experiences.

There is, then, an urgent need for action to create safe and welcoming educational, as well as workplace, environments for LGBTQ people. GLSEN has found that a few relatively simple steps can create major change. For example, students at schools with Gay-Straight Alliances (GSAs) report significantly fewer experiences of feeling unsafe on campus; curricula and programs that are inclusive of LGBTQ people, history, and events correlate with a decrease in the frequency of hearing biased language; and feelings of safety at school increase considerably as the number of supportive staff rises. The establishment of a permanent LGBTQ Resource Center at Palomar College, then, will lead to important changes in our campus environment and in the lives of our LGBTQ students, staff, and faculty.

The climate for LGBTQ people at Palomar College has not historically been welcoming. Gay faculty, for instance, have been openly harassed and have received hate mail. This is not entirely surprising, given the College's location in North San Diego County, an area largely conservative in regard to both political and social issues. But if faculty are vulnerable to homophobic harassment, our students are much more so. LGBTQ students at Palomar do, in fact, report harassment, belittling, ostracization, mis-gendering, and the invisibilizing of their sexual identity. Language use, in particular, is a significant problem. It is all too easy to overhear anti-gay slurs on campus, and many heterosexual students do not understand the negative impact of such language.

Palomar College LGBTQ students bring distinctive concerns and experiences that may affect their academic growth. These concerns are diverse in nature; while parallel to those seen in heterosexual students, they usually require additional consideration in light of societal oppression due to sexual orientation and gender identity. Specifically these concerns may include but are not limited to:

- the coming out process
- the development of an identity in a heterosexually biased and gender-stereotyped environment
- the development of an identity without appropriate role models
- the impact of oppression through religious dogma
- social isolation and alienation
- high rates of depression, substance abuse, suicide, and homelessness
- intellectual alienation
- negotiating living space as a member of the non-dominant culture within the framework of potential oppression

- potential isolation (or fear of isolation) from family, friends, faculty, and staff
- fear of being discovered and ostracized by peers and mentors
- the potential for hate crimes and violence toward LGBTQ individuals

In addition, the majority of students at PC are quite young, frequently just out of high school, and often come from a lower socio-economic background. Such students may lack the emotional and financial resources that might facilitate dealing with these concerns and questions.

An important developmental factor that impacts the college student population is that of the continued development and solidification of an identity or a sense of self. Predominant questions include:

- Who am I?
- How do I fit into this world and the college community?
- What kind of contributions will I be able to make in the world/to my academic discipline?
- With whom will I have a relationship, and can it happen in this environment?

Research has shown that when individuals feel able to be open and honest about their sexual orientation and gender identity and can feel connected to and committed to their community, there is greater psychological adjustment. It is critical to realize that self-esteem and self-efficacy are increased when the LGBTQ individual is integrated into the queer community. Thus a dedicated LGBTQ Center would provide the space, resources, and education to facilitate such community integration, would provide positive, active LGBTQ role models, and would allow for increased identity competence. The LGBTQ Center will provide a relaxed, accepting atmosphere for casual, seemingly non-productive behavior that is vital to the development of group identity and strong self-identity. The Center will also provide programs to reduce social and emotional isolation, help individuals develop effective coping strategies to reduce the negative impact of a stigmatized identity, and decrease the fears surrounding loss of family and friends, as well as provide social, emotional, and informal psychological support when crisis occurs due to some aspect of life related to sexual orientation or gender identity. All of these actions will promote the free exchange of ideas, increase educational productivity, and promote performance.

In addition, the individual who identifies as heterosexual has the potential to benefit from an LGBTQ Center in a variety of ways. One such way is the reduction of homophobia through education and personal interaction. Homophobia often stems from a lack of knowledge and understanding of another's identity and culture. The LGBTQ Center will be a safe and visible environment for interested heterosexual individuals to gain information about sexual orientation in general and LGBTQ identity specifically. The Center will provide the opportunity for individuals of all sexual orientations to gain awareness, understanding, and familiarity with similarities and differences inherent in all sexual orientations and gender identities. Thus the Center will serve to reduce fear, thereby reducing discrimination and increasing openness and acceptance of diversity.

Moreover, supportive heterosexual allies can also benefit from an LGBTQ Resource Center. Heterosexual students at Palomar have solicited gay students for information on LGBTQ issues, and heterosexual faculty and staff regularly request Safe Zone and other LGBTQ-related training. Often heterosexual people feel incompetent and insecure in talking with an individual from the LGBTQ community; there is often fear of making mistakes or of offending by saying the wrong thing. An LGBTQ Center can provide information and training on how to be an ally to the queer community, thus increasing multicultural competency and facilitating enhanced communication and interaction.

Palomar College began specifically addressing some of the needs of our LGBTQ students, staff, and faculty in the spring of 2009 with the formation of the Palomar College Committee to Combat Hate (PC3H) and the revival of the GSA (Gay-Straight Alliance, now known as the Gender and Sexuality Alliance). A year later, with the help of a supportive administration, PC3H established its first "office" in

IT-7L, and we are now housed in a larger Pride Center, ST 72-76. These changes have begun to contribute significantly to an improved campus environment, as LGBTQ identity on campus has begun to become more visible and as gay students (and allies) quickly started to utilize the office in large numbers as a safe space in which to study and socialize. However, the sheer number of students, staff, and faculty who occupy the Center (currently an average of over 30 a day) at any given time speaks volumes about the need for a much larger, staffed-and-funded space. Moreover, an increase in gay visibility may very well lead to temporarily increased oppression and alienation as homophobic elements on campus push back; a larger Center would offer increased refuge and support, and the presence of a professional staff person in this space would act as a deterrent to possible harassment by such elements.

At times, members of the Palomar College LGBTQ community struggle to achieve academic and career success against the backdrop of both deeply set prejudices and lack of visibility. These negative climate issues affect the learning and working environment, not just for LGBTQ individuals, but for the entire campus community. Homophobia is crippling for all concerned. Anger, fear, and ignorance directed at LGBTQ people divert energy and attention from constructive endeavor and achievement. Such actions also contribute to a negative and non-productive educational and work environment. To address these issues, then, we propose that Palomar College establish a permanent, purpose-built place where, not just students, but staff and faculty, will find support, safe space, services, and information in a welcoming and affirming environment.

### **III. Vision**

One of the greatest dangers to LGBTQ people on campus is a climate of real or perceived fear, prejudice, and ignorance that their very invisibility—that is, the fact that on first meeting most people automatically presume that they are *not* LGBTQ-identified—inevitably breeds. This ‘invisibility’ leaves non-LGBTQ people free—wittingly or unwittingly—to crack jokes, make pejorative remarks, or simply presume heterosexuality in casual discussion of personal relationships. The resulting climate leaves many LGBTQ individuals feeling isolated, at risk, or alienated from their peers.

Thus, PC3H envisions the Palomar College LGBTQ Pride Center as a source of educational opportunity and the hub of LGBTQ intellectual life. Palomar College should address LGBTQ issues by establishing a permanent Center that is clearly visible and able to educate the entire campus community—not just its LGBTQ members and allies—by providing a safe place for all its members to explore these issues. The Center would advocate for the LGBTQ community, provide information and referral services, initiate educational programs, and serve as a clearinghouse for lesbian, gay, bisexual, transgender and queer/questioning organizations at PC. It would work with other campus clubs, programs, and departments to foster support for all members of the diverse Palomar College community.

Thus, the Lesbian, Gay, Bisexual, Transgender, and Queer Pride Center would stand as part of the institution’s commitment to diversity. It would conduct educational and outreach programming; provide a library of materials to help to resolve controversy over LGBTQ issues through education; support advising, referral to counseling, and mentoring for the campus community, but in particular for LGBTQ students, staff, and faculty; and hire professional staff to provide stability and continuity in programming.

The current LGBTQ Pride Center at Palomar College is the first of its kind at a community college in Southern California and only the second such center in the entire state. Thus, the College is on the cutting edge of cultural change. A larger, dedicated space, fully staffed and funded, would enhance this change as well as further the college’s commitment to diversity.

#### ***A. Why is a safe and nurturing environment needed at Palomar College?***

The LGBTQ Center will be a place to gain a reprieve from attacks to self-esteem, to build social and intellectual connections, and to gain and maintain a healthy self-identity. It will provide a secure and easily identifiable place to consult resources about LGBTQ concerns, address questions to professionals,

explore LGBTQ history, and study. In addition, such a Center will serve the crucial function of maintaining and promoting continuity of support, education, and programming in light of the two-year turnaround of the student population.

### ***B. Why is a separate, independent Center necessary?***

Housing the LGBTQ Pride Center within a broader Diversity Center might initially seem a good way to promote diversity, be supportive of LGBTQ people of color, and increase the interaction between these communities, but after careful consideration and consultation PC3H has concluded that this is not in fact the case. The presence of homophobia is not unique to the majority white community. Unlike other (ethnic; religious) identity development, development of LGBTQ awareness is seldom begun in the home—it is a process of questioning that often first begins with campus life. Yet, as confirmed by the UC LGBT Resource Center Directors at Santa Cruz, Davis, and Riverside, questioning students of color who use the LGBT Resource Centers there *would not do so* if the centers were not separate and independent. In other words, queer/questioning students of color fear they will face homophobic isolation and victimization from their ethnic/racial peer group if they are seen entering a “gay” space. The need for a safe space *requires* some physical separateness.

Furthermore, given the needs and services outlined in this proposal, it is unrealistic to expect a generalized Diversity Center to appropriately address these issues. The point of establishing an LGBTQ center on campus is to see that Palomar College provides access to education and resources in order to bring LGBTQ viewpoints to bear on problems both social and academic. We can neither leave such an important function to chance, nor relegate it to volunteers and staff from a larger Diversity Center.

### ***C. How does LGBTQ visibility strengthen Palomar College’s commitment to diversity?***

Diversity is not innocuous difference; if it were, the campus would have nothing to gain by it. Diversity, rather, is a proliferation of experience, cultural resources and perspectives. We promote the inclusion of students, staff, faculty, texts, and other resources of diverse cultures, whether national, ethnic, racial, class, sexual, or gender, because they enrich the greater college community.

Unfortunately, the situation is often seen differently from the viewpoints of members of the varied communities of the United States, not all of whom value such diversity. Thus there can be great pressure for all members of the college community to assimilate into a single, “mainstream” culture. The reason for this is two-fold. First, bringing to bear diverse viewpoints upon scholarly and social problems has transformative potential; it threatens the status quo. Second, there prevails in some quarters a fear that calling attention to difference will deepen pre-existing social divisions.

The very aim of an LGBTQ Resource Center is *not* to divide, but rather to help establish a climate of respect, dignity, and inclusion from a position of visibility within the broader campus community. Consistent with PC3H Principles, an LGBTQ Pride Center will foster the best possible working and learning environment and demonstrate Palomar College’s commitment to maintaining a climate of fairness, cooperation, and professionalism in order to enhance the overall excellence of the institution. To quote those Principles:

We at Palomar College celebrate differences and embrace the civil rights of all members of our community. We do not tolerate hate on campus, and we condemn in the strongest possible terms the abuse of those who are lesbian, gay, bisexual, transgender, or queer. We are committed to creating a safe, secure environment where real and open communication, trust, and acceptance can begin to take root and grow. We take pride in our sexual, religious, ethnic, and racial diversity.



#### ***D. Why do existing programs not meet LGBTQ Center needs?***

- The current space used by the LGBTQ students is inadequate for the number of individuals accessing the space.
- LGBTQ individuals continue to be harassed and afraid on campus
- Programs are created by volunteers and temporary staff on an *ad hoc* basis
- There is no continuity or “institutional memory” for services and programs

The current space used by LGBTQ people and allies on campus, although a much-needed improvement from the previous space in IT-7L, is not entirely adequate to meet the needs of our LGBTQ students, staff, and faculty. The space serves as a lounge where students can study, relax or socialize in a supportive environment, but it is not big enough to accommodate large meetings, presentations, workshops, or social events, a growing library, storage, and so on. Moreover, in the current climate of physical growth at Palomar College and the consequent shuffling of offices as new buildings are opened, there is no guarantee that ST-72 will remain a space for meeting LGBTQ needs.

Finally, and perhaps most importantly, even with the larger space of ST 72-76, there is no continuity of educational efforts and programs. At a community college, students are generally in attendance for only two years; new faculty are hired while older faculty retire. This means that an LGBTQ office staffed largely by temporary or student employees (and supported by faculty) does not ensure that efforts begun by one group of students will continue when those students are gone.

For all these reasons, the current Pride Center space, while a vast improvement over the previous office in IT-7L, is inadequate to our needs. A purpose-built, fully staffed and funded Center is needed.

### **IV. Implementation and Operations**

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTQ individuals on campus and in society in general is through education. By offering safe discussion space, along with programs that help to educate the campus and the surrounding community about LGBTQ issues, it is hoped that individuals will have a better understanding of LGBTQ people, the prevalent stereotypes about gay individuals, and the widespread fear within their community. To meet this educational need, the LGBTQ Resource Center should be a clearinghouse for current information and support services.

#### ***A. Implementing a Safe and Nurturing Environment***

The LGBTQ Pride Center should serve as a “Safe Space” in which people feel welcome and supported in exploring LGBTQ issues and utilizing the Center’s resources and programs. To fulfill this role, a thorough understanding of issues and concerns related to sexual orientation and gender identity must inform its planning and creation. An understanding of LGBTQ experience yields specific, critical ramifications to the implementation of any support space or services for individuals dealing with orientation or identity development issues. The LGBTQ Resource Center must provide the following:

- Accessibility
- Campus recognition as a provider of space for support
- Confidentiality
- Minimized personal exposure in visiting the Center
- Security and a sense of safety

### ***B. Programs and Actions in Support of Visibility, Education, and Outreach***

The Resource Center will provide visible educational, and outreach programs that would provide support for LGBTQ individuals on campus and an educational forum for members of the campus community who want to educate themselves on these issues to engage in dialogue. Examples of these might include a number of programs:

#### **1. Workshops, Forums, and Training**

Expand the Safe Zone training program

Establish a lecture series on topics of interest to the LGBTQ community

Establish an annual retreat/leadership training weekend

#### **2. Campus and Community Outreach**

Host an open house for incoming students

Coordinate National Coming Out Day activities

Coordinate World AIDS Day outreach activities

Coordinate Palomar Pride activities

Establish a group for LGBTQ staff and faculty at Palomar College

Promote visibility by participating in campus events such as student club events, Diversity Day, and other college celebrations

Promote visibility in community events such as the Harvey Milk Diversity Breakfast, North County Pride by the Beach, AIDS Walk, and San Diego Pride Parade

Develop connections with San Diego community organizations, e.g., The San Diego Center; Gay, Lesbian, and Straight Education Network (GLSEN); Parents and Friends of Lesbians and Gays (PFLAG); CSUSM Pride Center; and North County LGBTQ Center

Develop relationships with other college LGBTQ organizations

#### **3. Arts and Culture**

Establish a periodic film series

Work with Palomar College Theater and Dance Department to bring one major LGBTQ themed production per year to campus.

Sponsor, with faculty and academic departments, periodic appearances of major authors

Establish a series of readings by writers from underrepresented groups

#### **4. Social**

Provide drop-in space for students, staff, faculty, and administration

Develop informal academic networks [student-to-student, student-to-faculty, faculty-to-faculty]

Offer leadership and professional development

Sponsor/organize trips, dinners, beach bonfires, and dances for LGBTQ community and friends

Conduct social events with other community-college LGBTQ organizations

### ***C. An LGBTQ Resource Center Library***

The Pride Center currently houses a small collection of books and films, but it is rapidly expanding. An enlarged Center would house a library of printed materials, DVDs, CD-ROMs, multi-media, and other media that support LGBTQ people by helping to educate the entire campus community. This proposed library is intended to address the practical matters relevant to LGBTQ issues, such as:

- Discussing one's sexual orientation/gender identity with others
- Transgender issues
- Religion and homosexuality

- Safer sex
- Mental health referrals
- Role models

Within the legal arena there are issues where LGBTQ people may need particular assistance:

- What are the current laws regarding hate crimes and employment discrimination?
- How can one insure that one's partner will have visiting rights in the case of hospitalization?
- How can a transgender person change their name, and what are the laws regarding transgender people with regard to employment, housing, incarceration, or military service?
- How can one establish Durable Power of Attorney for one's partner?
- How can a couple establish a Will or Trust?

The library should include resources that answer these and related questions and should also contain children's books especially written for LGBTQ families. It should include books for friends and family of LGBTQ people that will help them to understand and to resolve their concerns, fears and prejudices. Resources should be available for administrators and employers of LGBTQ individuals so they can help to make the workplace a healthy and productive environment. In addition, the library will host an archive of PC3H newsletters and articles and photographs of events participated in by the LGBTQ community at Palomar College

## CONCLUSION

While currently only one other community college in California has opened an LGBTQ Resource Center, virtually all of the UC and many of the CSU campuses have done so. Despite having achieved marriage equality and other gains, the nationwide environment still all too frequently consists of harassment, bullying, and hate crimes against LGBTQ people. Because of this, we believe that queer students, staff, and faculty require visible, safe, institutional support to develop and perform at their best. Moreover, we have begun to see evidence of a shift in the campus climate for the better simply from the establishment of a tiny "safe space" in IT-7L and the larger space in ST 72-76. It is vital to imagine the progress that can be made toward a more welcoming environment with the establishment of a dedicated, staffed, and fully funded LGBTQ Resource Center. Therefore, we propose that the College establish such a Center as part of its commitment to diversity.

We recommend that work toward this goal commence without delay.

## **Addendum to LGBTQ Resource Center Proposal Three- and Five-Year Plans**

The proposed development plan for the next three years of the LGBTQ Resource Center (September 2015-May 2018) contains the following three aspects:

1. Increased space. As stated throughout the Proposal, the existing space is inadequate to our needs and should be expanded. We have acquired additional rooms from the original space; these expand the student-gathering area in ST-72 and are used as a nearby Quiet Room for those who wish to study or simply be quiet. These acquisitions have greatly improved the Center. However, for the numerous reasons stated in the Proposal, we also plan on pursuing a separate, dedicated space in one of the planned new buildings to ensure that we will have a permanent space for our LGBTQ students, staff, and faculty.
2. Hourly office staff. Currently, the Center is staffed by one part-time assistant (15 hours/week) and by volunteer faculty. Such staffing does not ensure that the Center can be open 9-5, Monday through Thursday. Therefore, we propose that an additional staff person be hired on a part-time basis to supplement the current workers and to provide some continuity.
3. Center Director. As the Center continues to expand and provide additional services, a professional Director will be needed. This could initially be a current faculty member with release time for the position. This release time would need to be negotiated with the Palomar Faculty Federation. The Director would report to the PC3H as the current overseeing body.

The five-year goals are to create an independent, fully funded, dedicated Center with space as detailed in the Proposal (library, computer/study area, lounge area, meeting rooms, offices, storage, kitchen, and gender-neutral bathrooms) and to hire a full-time professional Director with expertise in the area of administering LGBTQ campus centers, with additional part-time student or other workers as needed.