



**STUDENT SERVICES PLANNING
COUNCIL MEETING
AGENDA
December 9, 2015**

MEETING TYPE:

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| X |
| |
| |

Staff

Product/Project

Special

Date: **December 9, 2015**

Starting Time: **9:30 a.m.**

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 |
|--|--------------------|----------------------|
| A. <u>MINUTES</u> | | |
| 1. Approve Minutes of November 18, 2015 | | |
| B. <u>ACTION ITEMS/FIRST READING</u> | | |
| 1. Appoint AA representative to SSPC | | 10 minutes |
| C. <u>ACTION ITEMS/SECOND READING</u> | | |
| 1. Review Student Services SPPF Request | Exhibit A | 10 minutes |
| a. Sherry Titus – Student Union Outdoor Digital Signage Upgrades | | |
| D. <u>INFORMATION/DISCUSSION ITEMS</u> | | |
| 1. Degree Audit Presentation | | 10 minutes |
| 2. Discussion of SSPC Council Membership | Exhibit B | 15 minutes |
| 3. Review Student Services PRP's | Exhibit C | 35 minutes |
| a. Athletics – Non-Instructional | | |
| b. Career Center | | |
| c. EOPS | | |
| d. Evaluations & Records | | |
| e. Grant Funded Student Programs | | |
| f. Health Services | | |
| g. International Students | | |
| h. Pride Center | | |
| E. <u>COMMITTEE REPORTS</u> | | 5 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 | | |
| F. <u>OHER BUSINESS</u> | | 5 minutes |
| 1. Staffing Updates | | |

Next Meeting: Wednesday, January 27, 2016 in MD-155C



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

CHAIR: Dean Stockert and Dr. Kendyl Magnuson,
on behalf of Interim
Superintendent/President,
Adrian Gonzales

MEMBERS PRESENT: J. Ambrocio, R. Antonecchia, S. Cathcart, , L. Cecere,
A. Cunningham, M. DiMaggio, J. Harris, L. Kretchman, M. Large, K. Magnuson,
L. Meyers, L. Romain, S. Sebring and B. Stockert.

RECORDER: Michelle LaVigueur

MEMBERS ABSENT: V. Aguilera, A. Cory, C. Moore, E. Nunez, M. Spence
and S. Titus.

GUESTS:

| Order of Agenda Items | Attachments | Time Allotted |
|-----------------------|-------------|---------------|
|-----------------------|-------------|---------------|

A. MINUTES

1. Approval of Minutes for November 4, 2015

MSC – (DiMaggio/Cathcart): The minutes for November 4, 2015 were approved and accepted into the record with abstentions from Suzanne Sebring and Lindsay Kretchman.

Minutes, agendas and attachments are posted on the following Palomar College website:

<http://www2.palomar.edu/pages/sspc/>

B. ACTION ITEMS/FIRST READING

Exhibit A

20 minutes

1. Review Student Services SPPF Request

Lindsay Kretchman reviewed Sherry Titus' SPPF request for the Student Union Outdoor Digital Signage Upgrade. There was discussion on implementing college-wide message boards. Dean Stockert requested that Sherry meet with Facilities, IS, Communications and the Library and bring more technical information back on this request. The Council will also discuss the request with their constituent groups and bring any feedback to the SSPC meeting on December 9, 2015.

C. ACTION ITEMS/SECOND READING – None.

D. INFORMATION/DISCUSSION ITEMS

1. Discussion of SSPC Council Membership

Exhibit B

20 minutes

Dean Stockert discussed implementing a proportional representation for the Council. There was continued discussion on leaving or removing areas in Enrollment Services and Counseling Services. The definition of "proportionality" was discussed in detail. The Governance Structure was reviewed for the Council to gain a better understanding of the reporting process. New membership structure options will be presented for the Council to review at the next meeting on December 9, 2015.

2. Review Student Services PRP's

Exhibit C

20 minutes

Dean Stockert reminded the Council that all PRP's were due on November 6, 2015 and encouraged members to bring any remaining PRP's to the VP office. There was discussion on updating the PRP forms to include a definition of each area's SAO. The following PRP's were reviewed in VPSS Cabinet on November 17, 2015 and brought forward to the Council:

a) **Assessment** – This PRP was reviewed by Dean Stockert and Dr. Magnuson. The following points were noted:

- Assessment figures have increased in the past two years.
- Orientation figures have decreased over the past four years.
 - This information is derived from the MIS dashboard
 - Our SSSP funding is tied to our MIS data
 - We are aligning our online orientations with Title V guidelines
- The state is moving towards a common assessment initiative which will require we be on CCCApply
- We will be purchasing approximately 90 computers for the Assessment Center and Career Center
- Compass Units figures were estimated to be \$15,000.00 and needs to include installation
- Temporary/Student worker figure will be revised

Student Services Planning Council

Dean Stockert will review this PRP with Jose Luis Ramirez and bring revised data back to the Council on December 9, 2015.

- b) **Police Department** – Chief DiMaggio reviewed this PRP. The following points were noted:
- Citizen assists have increased due to the Community Ordered Policing (COP) concept being implemented, making officers more visible on campus
 - Escort service has increased due to the department assisting with DRC transports
 - Smoking policy enforcement has increased
 - Escondido campus has installed machines for day passes
 - Emergency phones have been installed on campus
 - A sergeant has been hired and classified positions are being requested to plan for the North and South centers and vacant positions
 - Cleary/VAWA group was created on campus
 - Resource requests:
 - New vehicle for supervisor
 - Golf cart
 - "Smart Parking meters"
 - Bullet proof shield
 - Laptops for vehicles

- E. **COMMITTEE REPORTS** – Committee reports, excluding the Registration Committee were tabled. 20 minutes
1. *Academic Review Committee* –
 2. *Behavioral Health & Campus Wellness Committee* –
 3. *Campus Police Committee* –
 4. *Registration Committee* – Dr. Magnuson reported this committee will meet on November 19, 2015 to finalize the fall 2016 registration cycle which is planned to commence on Thursday, June 2, 2016.
 5. *Scholarship Committee* –
 6. *Student Program Eligibility Appeals Committee* –
- F. **Other Business** 10 minutes
1. **Staffing Updates** - Tabled.

Meeting was adjourned at 11:00 a.m.

| |
|--------------------------------|
| Next Meeting: December 9, 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: | Sherry M. Titus | | |
| Title of project/request: | Student Union Outdoor Digital Signage Upgrades | | |
| Requested total amount: | Range from | | |
| | \$29,000 to \$32,000 | | |
| Project start date: | May 2016 | | |
| Project end date: | July 2016 | | |

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><u>Need:</u> 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><u>Project Steps:</u> 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: 16mm 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.) \$31,920.00. | 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>) |
|--|---|---|--|--|
| | | | OR 2 signs: 20mm 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.) \$28,840.00 | 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"> • Articulation • Assessment • Behavioral Health Counseling • Career Center • Counseling Services • DRC • EOPS/CARE/Foster Youth • Grant Funded Student Programs • 3SP/Student Equity • Transfer Center |
| AA (No seat currently) | Enrollment Services | <ul style="list-style-type: none"> • Admissions • Evaluations & Records • Financial Aid • International Students • Outreach/Student Ambassadors • Veterans |
| ASG | Health Services Center | |
| CAST | Campus Police | <ul style="list-style-type: none"> • Parking Services • Police Department |
| CCE (2 members) | Pride Center | |
| PFF | Student Affairs | <ul style="list-style-type: none"> • Student Activities • Student Affairs/Discipline • Student Government |
| Faculty Senate (2 members) | | |

Current Head Count:

Educational Administrators: 8

Classified: 2

Faculty: 9

CAST: 1

ASG: 1**21 Members Total**

| SSPC Shared Governance, Areas and Departments | | | | Proportional Rep. Option #1 |
|---|--|------------------------|--|---|
| Shared Governance | | Student Services Areas | Student Services Departments | Proportional Representation for SSPC |
| VPSS | | Athletics | | <ul style="list-style-type: none">• VPSS• Athletics Director |
| Dean, Counseling Services | | Counseling Services | <ul style="list-style-type: none">• Articulation• Assessment• Behavioral Health Counseling• Career Center• Counseling Services• DRC• EOPS/CARE/Foster Youth• Grant Funded Student Programs• 3SP/Student Equity• Transfer Center | <ul style="list-style-type: none">• Dean of Counseling• Counseling Chair• Representative from Special Poplutions• Representative from GFSP• One Faculty representative appointed by Faculty Senate from Instruction• One Faculty representative who is also on the Faculty Senate• Research Analyst |
| AA (No seat currently) | | Enrollment Services | <ul style="list-style-type: none">• Admissions• Evaluations & Records• Financial Aid• International Students• Outreach/Student Ambassadors• Veterans | <ul style="list-style-type: none">• Director, Enrollment Services• One representative from Financial Aid• One representative from Admissions, Records and Enrollment• AA representative |
| ASG | | Health Services Center | | <ul style="list-style-type: none">• Director, Health Services Center• One Student representative appointed by ASG |
| CAST | | Campus Police | <ul style="list-style-type: none">• Parking Services• Police Department | <ul style="list-style-type: none">• Chief of Police• One CAST representative |
| CCE (2 members) | | Pride Center | | <ul style="list-style-type: none">• One Faculty representative from the Pride Center• One Classified Unit Employee representative appointed by CCE/AFT |
| PFF | | Student Affairs | <ul style="list-style-type: none">• Student Activities• Student Affairs/Discipline• Student Government | <ul style="list-style-type: none">• Director, Student Affairs• One PFF representative |
| Faculty Senate (2 members) | | | | |

Current Head Count:

Educational Administrators: 8

Classified: 2

Faculty: 9

CAST: 1

ASG: 1

21 Members Total

New Head Count:

Educational Administrators: 9

Classified: 1

Faculty: 5

Reps. from different constituent groups: 4

CAST: 1

ASG: 1

21 Members Total

| SSPC Shared Governance, Areas and Departments | | | Proportional Rep. Option #2 | |
|---|--|------------------------|--|--|
| Shared Governance | | Student Services Areas | Student Services Departments | Proportional Representation for SSPC |
| VPSS | | Athletics | | <ul style="list-style-type: none">• VPSS• Athletics Director |
| Dean, Counseling Services | | Counseling Services | <ul style="list-style-type: none">• Articulation• Assessment• Behavioral Health Counseling• Career Center• Counseling Services• DRC• EOPS/CARE/Foster Youth• Grant Funded Student Programs• 3SP/Student Equity• Transfer Center | <ul style="list-style-type: none">• Dean of Counseling• Counseling Chair• Representative from Special Poplutions• One Faculty representative appointed by Faculty Senate from Instruction• One Faculty representative who is also on the Faculty Senate• Research Analyst |
| AA (No seat currently) | | Enrollment Services | <ul style="list-style-type: none">• Admissions• Evaluations & Records• Financial Aid• International Students• Outreach/Student Ambassadors• Veterans | <ul style="list-style-type: none">• Director, Enrollment Services• One representative from Admissions, Records and Enrollment• AA representative |
| ASG | | Health Services Center | | <ul style="list-style-type: none">• Director, Health Services Center• One Student representative appointed by ASG |
| CAST | | Campus Police | <ul style="list-style-type: none">• Parking Services• Police Department | <ul style="list-style-type: none">• Chief of Police• One CAST representative |
| CCE (2 members) | | Pride Center | | <ul style="list-style-type: none">• One Faculty representative from the Pride Center• One Classified Unit Employee represenative appointed by CCE/AFT |
| PFF | | Student Affairs | <ul style="list-style-type: none">• Student Activities• Student Affairs/Discipline• Student Government | <ul style="list-style-type: none">• Director, Student Affairs• One PFF represenative |
| Faculty Senate (2 members) | | | | |

Current Head Count:

Educational Administrators: 8

Classified: 2

Faculty: 9

CAST: 1

ASG: 1

21 Members Total

New Head Count:

Educational Administrators: 9

Classified: 1

Faculty: 5

Reps. from different constituent groups: 2

CAST: 1

ASG: 1

19 Members Total

Minus reps. from GFSP and FA

Palomar College – Program Review and Planning Non-Instructional Programs

Exhibit C

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: Athletics

11/06/2015

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)

| Measurable Item | 2012-13 | 2013-14 | 2014-15 | Definitions |
|---|---------|---------|---------|---|
| Sponsored sport programs | 22 | 22 | 23 | Intercollegiate sport offerings, including co-ed cheerleading. Note M/W breakdown (section 1.A). |
| Participating student athletes | 423 | 411 | 409 | Based on official CCCAA Form 3 eligibility lists. Note breakdown of sports below (section 1.A) |
| Total competition dates | 407 | 394 | 411 | Compilation of all teams in home and away contest dates. |
| Home competition dates | 143 | 138 | 123 | Compilation of all teams home or hosted contest dates |
| Away competition dates | 264 | 256 | 288 | Compilation of all teams away (travel) competition dates |
| Post-Conference qualified teams | 11 | 11 | 15 | Teams or individual members of teams qualified for state post-conference competition |
| Post-Conference competition dates | 31 | 30 | 46 | State post-conference contest dates for qualifying teams and/or individual members of teams |
| Contest officials assigned/compensated | 322 | 333 | 364 | Compilation of all contest officials assigned and compensated per responsibility of host institution |
| Home event staff assigned/compensated | 345 | 289 | 261 | Compilation of all event staff for home contests (ticket sales, P.A., clock operator, scorer, gate, etc.) |
| Foundation account transactions | 466 | 529 | 542 | Processed deposits/payment requests among 32 Palomar Foundation Athletic Accounts |
| Team transportation | | | | |
| Total vehicle use | 413 | 463 | 477 | Compilation of all vehicle rentals for team transportation to away competition |
| Charter Bus | 34 | 35 | 39 | Charter coach trips for teams to competition site |
| Passenger van rentals-outside agency | 33 | 34 | 23 | Passenger van rentals for team trips to competition site |
| District passenger van use | 346 | 394 | 415 | District fleet passenger van use for all team trips to competition site |
| Academic Support Issues | | | | |
| CCCAA Form 1 Eligibility Processed | 555 | 541 | 533 | Full verification processing for student-athlete eligibility (orientation, report, review, signature) |
| ACS-50 Enrollment | 135 | 122 | 173 | Participating athletes enrolled into 8-week Introduction to Intercollegiate Athletics course |
| Academic All-Conference Qualifiers | 132/33% | 116/28% | 133/37% | Athletes having passed 12-or-more units, posted a minimum GPA of 3.0 in their in-season semester |
| Athletes passing 12-or-more units | 248/61% | 225/55% | 251/70% | Student athletes having passed 12-or-more units in their in-season semester |
| Athlete Counseling Appointments | 439 | 546 | 814 | Student-athlete counseling appointments, including degree audits and comprehensive Ed. plans |
| Enrollment/scheduling workshop | -- | 187 | 266 | Athletes participating/completing counseling workshop for priority enrollment class scheduling |
| Mid-semester grade checks | -- | -- | 1,630 | New category for report, long-time standard practice. Self-developed athletic first-alert system |
| Recruiting Activities | | | | |
| Athletic eligibility tracers initiated | 138 | 130 | 156 | Outgoing requests processed to gain eligibility information on prospects transferring in |
| Athletic eligibility tracers responded to | 122 | 122 | 108 | Incoming requests processed from institutions requesting eligibility information on transfer athletes |
| On-line prospect questionnaires | 690 | 626 | 845 | On-line inquiries from unsolicited prospects received and processed 7/1/14-6/30/15 |

Plan for Academic Year 2014-15

| Athletic Training/Sports Medicine Operations | 2012-13 | 2013-14 | 2014-15 | |
|--|---------|---------|---------|--|
| Pre-Season Physical Exams | 528 | 509 | 470 | Pre-season physical screening for athletic prospects |
| Pre-event/practice treatments | 1,573 | 3,604 | 2,416 | Daily preventative and prosthetic taping or wraps |
| Physical therapy/rehab treatments | 2,573 | 4,560 | 5,539 | Treatments based on evaluation and assessment by certified trainer and/or team physician |
| Outside health-care referrals | 195 | 302 | 271 | Student athletes evaluated and referred to physician or other outside health-care agency for treatment |

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

Variance in the recorded numbers over the three-year period displayed above can be due to several factors. Obviously, increased or decreased participation numbers, which can be viewed in a breakdown of the sports (below) will affect some travel figures and athletic training activities. Where it regards the number of contests participated in, the competitive success of teams and individual athletes are the determining factors. It should be noted that 2014-15 was an extraordinary year for competitive excellence, as no fewer than 15 Comet teams qualified for post-conference competition while the overall program overall gained its third Pacific Coast Athletic Conference Chet Devore Award in six years. Thanks in large part to the efforts of the Athletic Academic Support Unit and priority registration, participating student athletes were also highly successful in the classroom, having gained a three-year high 133 Academic All-Conference Honors as an all-time-high 70% of in-season athletes passed 12-or-more semester units.

Following is a breakdown of athletic participation numbers for the five-year period 2010-11 - 2014-15, based on official CCCAA Form 3 Eligibility rosters:

MEN'S SPORTS

| Sport | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Avg. |
|-------------------------|------------|------------|------------|------------|------------|--------------|
| Baseball (ACS 155) | 32 | 38 | 33 | 35 | 32 | 34.0 |
| Basketball (ACS 110) | 18 | 13 | 17 | 14 | 13 | 15.0 |
| Cross Country (ACS 160) | 11 | 17 | 10 | 15 | 14 | 13.4 |
| Football (ACS 145) | 87 | 100 | 87 | 79 | 74 | 85.4 |
| Golf (ACS 115) | 8 | 10 | 11 | 7 | 13 | 9.8 |
| Soccer (ACS 125) | 31 | 30 | 25 | 27 | 27 | 28.0 |
| Swim/Dive (ACS 135) | 23 | 22 | 15 | 17 | 20 | 19.4 |
| Tennis (ACS 120) | 8 | 14 | 8 | 8 | 8 | 9.2 |
| Volleyball (ACS 130) | 16 | 13 | 11 | 11 | 11 | 12.4 |
| Water Polo (ACS 140) | 19 | 11 | 24 | 18 | 23 | 19.0 |
| Wrestling (ACS 150) | 24 | 28 | 30 | 32 | 26 | 28.0 |
| TOTAL | 277 | 296 | 271 | 263 | 261 | 273.6 |

WOMEN'S SPORTS

| Sport | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Avg. |
|---------------------------|------------|------------|------------|------------|------------|--------------|
| Basketball (ACS 110) | 13 | 15 | 13 | 13 | 15 | 13.8 |
| Cross Country (ACS 160) | 16 | 13 | 8 | 10 | 9 | 11.2 |
| Golf (ACS 115) | 2 | 8 | 6 | 12 | 5 | 6.6 |
| Sand Volleyball (ACS-180) | | | | | 13 | 13.0 |
| Soccer (ACS 125) | 28 | 19 | 21 | 18 | 16 | 20.4 |
| Softball (ACS 101) | 19 | 19 | 19 | 17 | 15 | 17.8 |
| Swim/Dive (ACS 135) | 23 | 21 | 9 | 7 | 9 | 13.8 |
| Tennis (ACS 120) | 7 | 8 | 6 | 7 | 4 | 6.4 |
| Track & Field (ACS 165) | 32 | 15 | 19 | 19 | 9 | 18.8 |
| Volleyball (ACS 130) | 14 | 14 | 14 | 14 | 15 | 14.2 |
| Water Polo (ACS 140) | 14 | 15 | 17 | 17 | 15 | 15.6 |
| TOTAL | 168 | 147 | 132 | 134 | 125 | 141.2 |

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

COMBINED SPORTS

| Sport | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Avg. |
|---------------|------------|------------|------------|------------|------------|--------------|
| Men's Total | 277 | 296 | 271 | 263 | 261 | 273.6 |
| Women's Total | 168 | 147 | 132 | 134 | 125 | 141.2 |
| Co-Ed Cheer | 24 | 15 | 20 | 14 | 23 | 19.2 |
| TOTAL | 469 | 458 | 423 | 411 | 409 | 434.0 |

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

Transfer Qualification Tracking : Achieve a percentage of over 50% of student athletes to meet transfer qualifications in two years

| Date | Result Summary |
|------------|--|
| 11/13/2015 | Reported achievement of sophomore athletes in the 2014-15 academic year: Of 123 sophomore (2nd year) athletes, 43 (35%) earned athletic scholarships to continue their athletic and academic pursuits at four-year institutions; 36 (29%) transferred on to four-year schools to seek four-year degrees, some of whom also plan to continue their intercollegiate athletic participation as "walk-on" athletes, for a combined total of 79 (64%) who have met the four-year transfer requirement. Once again, the figure meets and exceeds the SAO target. It should also be noted that 39 (32%) of sophomore athletes who exhausted their two-year college athletic eligibility are known to have maintained enrollment at Palomar College and are continuing to seek four-year college transfer requirements. Finally, just five sophomore athletes from the 2014-15 academic year (4%) are unaccounted for beyond their final graded semester at Palomar College and may or may not have dropped out of college. This figure provides for a collective sophomore continuance/retention rate of 96% for the 2014-15 academic year. |
| 11/07/2014 | 2009-10 - 87 transfers among 130 sophomore athletes = 67% (Satisfactory); 2010-11 - 90 transfers among 132 sophomore athletes = 68% (Satisfactory); 2011-12 - 99 transfers among 139 sophomore athletes = 71% (Satisfactory); 2012-13 - 83 of 145 sophomore athletes = 57% (Satisfactory); 2013-14 - 75 of 109 sophomore athletes = 69% (Satisfactory). |

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

Whereas the department achieved strong data collection from staff head coaches in the first three years of the study, 52% of sophomores who had exhausted their athletic eligibility in the 2012-13 academic year were simply unaccounted for (listed unknown). In order to improve upon this shortcoming in the subsequent collection of data, a careful review of individual student enrollment histories, as accessed from the institutional PeopleSoft System, was used for both the 2013-14 and 2014-15 academic years and has yielded numbers more in line with the findings gathered between the academic years 2009-10 and 2011-12. In this regard, it is even more evident the intercollegiate athletic transfer rate stands at somewhere between 65 and 68%.

As noted in the 2012-13 document, it is also both evident and understandable the head coaches are losing track of departing athletes over the summer months. However, if the survey period were to be conducted earlier in the year, many of those athletes who have specific courses, unit totals and/or grade point averages requiring improvement through enrollment in summer-term classes could not be included. It should also be noted that in a small number of cases, freshmen athletes who have completed just a single year of competition at the community college level—recognized as NCAA academic qualifiers upon departure from high school—have transferred on to four-year institutions prior to their sophomore years and are included in the transfer-rate calculation. Conversely, the transfer cohort also includes a few student athletes who, after having exhausted their two-year athletic eligibility, remained enrolled at Palomar College for a fifth or sixth semester in order to meet four-year eligibility requirements in order to accept athletic scholarship or invited walk-on offers.

Calculation of the collective sophomore continuance/retention rate (includes all transfers and those students confirmed as continuing their enrollment at Palomar College, verified by standing enrollment histories), stated herein for a first time (96% for the 2014-15 sophomore cohort), will provide for an interesting, if not positive reinforcement of the concept that participation in intercollegiate athletics is a highly successful motivational factor leading to completion and/or the pursuit of a four-year degree.

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.)

Current scheduling for ACS courses (other than ACS-50, Introduction to Intercollegiate Athletics) is based on the following factors: 1) Best possible opportunity for participating students to complete academic course work without ACS class or scheduled-contest conflict; 2) Shared facility usage (men's/women's basketball, men's/women's volleyball in gym; men's/women's soccer on the soccer field; men's/women's water polo in pool; men's/women's tennis on courts); 3) Shared facility use with Kinesiology classes; 4) Availability of adjunct head coaches and part-time assistant coaches who have other/additional employment commitments; 5) Time of day as related to contest scheduling and required travel.

Following several years of specific requests, state-wide survey, published special-needs rationale (included in past editions of this annual document) and owing to a California Ed Code Title 5 amendment allowing for tiered recognition, Palomar College student athletes are participating in priority registration as a special-needs group. In the first opportunity to effect priority registration for student athletes –the summer enrollment period for the fall semester, 2014— 53% of qualified participants completed the process. During the past academic year, 219 of 342 identified student athletes (64%) enrolled on their priority date in the fall for spring-semester classes in 2015; 162 of 289 identified student athletes (56%) enrolled on their priority date in the spring for fall semester classes in 2015. Collectively, that's 381 among 631 identified student athletes (60%) who enrolled on their priority date, a higher rate than any other prioritized group on campus. It is believed the numbers for the fall semester are lower because the advanced enrollment date does not provide ample time for consideration of uncommitted high school senior-prospects to participate because they have not yet graduated.

To insure as many participating student athletes as possible take advantage of the priority registration date for each term of enrollment, the following counseling, advisement and guidance process has been initiated and communicated to all head coaches in written memorandum form from the office of the athletic director:

1. DETERMINATION OF ELIGIBLE STUDENTS – Required participation in the intercollegiate athletics program as verified by enrollment in an Athletics and Competitive Sports (ACS) class and/or appearance on the official California Community College Athletic Association (CCCCAA) Form 3 eligibility roster. Active team rosters to be reviewed by the head coach of each intercollegiate team and verified by the athletic academic counselor.
2. REQUIRED ATTENDANCE IN SCHEDULE PLANNING/COUNSELING WORKSHOP – Group counseling conducted in the Library Computer Center with an athletic academic counselor in attendance to supervise, instruct and provide advisement as student athletes fill their on-line enrollment "shopping cart" in preparation for the upcoming term priority registration date.
3. APPOINTMENT NOTIFICATION – Dated appointment e-mails generated by the Office of Enrollment Services forwarded to eligible students (those who have appeared on the team lists and met the preparation requirements) as confirmation of their specific priority standing and date. Student athletes who are included on the team priority list and have met the qualifying standards but do not receive this notification are required to notify either their coach or one of the athletic academic counselors in order to review and correct the situation.
4. DATE NOTIFICATION, SCHEDULING "SHOPPING CART" OPEN FOR STUDENT ACCESS – Notification to student athletes through head coaches both in and out of season of the date scheduling shopping carts will be open for student access in advance of the priority registration date.
5. DATE NOTIFICATION, PRIORITY REGISTRATION – Notification to student athletes through head coaches both in and out of season of the priority registration date for each term.

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

The Palomar College District must continually and consistently review gender equity as related to Federal Title IX compliance in association with the intercollegiate athletic program. Currently, the program clearly does not meet the Test 1 proportionality standard, while Tests 2 and 3 of the following recognized standards are questionable, as based on interpretation.

Test 1: Participation proportionate to full-time undergraduate enrollment.

Test 2: Continuing practice of program expansion for the underrepresented gender.

Test 3: Fully and effectively accommodate the underrepresented gender.

However, positive effort has been initiated to correct the situation, specifically as it regards the latter measures: 1) adoption of the program's 22nd varsity sport program, women's sand volleyball (soon to be officially recognized nationally as "Beach Volleyball"), which was officially sanctioned by the California Community College Athletic Association for the spring season of sport in 2015; and 2) installation of the Federal Office for Civil Rights (OCR)-approved survey for determination of student interest in January of 2014. The Athletic Department has also submitted a draft Gender Equity Action Plan and Timeline for consideration as an official document of the institution to accurately identify the district's effort and intent to address the federal compliance standards. With the recent addition of Beach Volleyball, the athletic program's Federal Title IX status is tenuously (questionable based on interpretation) in compliance with the Test 2 and Test 3 evaluation components, based on the following figures from the 2014-15 academic year:

Rate of full-time undergraduate enrollment – Women 3,612 (44.15%); Men 4,569 (55.85%)

Rate of participation in athletics – Women 125 (32.38%); Men 261 (67.62%)

Exact proportionality for underrepresented gender – 206.332239 (for example of calculation see <http://www.cccaasports.org/gender.asp>)

Number needed to reach exact proportionality for underrepresented gender – 81.332239

Number of teams currently offered for the overrepresented gender – 11

Number of teams currently offered for the underrepresented gender – 11

Average team size for overrepresented gender – 23.7

Average team size for underrepresented gender – 11.4

The following represents an explanation of fact for development of an action plan to address the existing non-compliance: The district continually surveyed female students (recognized as the underrepresented gender in athletic offerings) for their interest in athletics as a whole and for specific sport programs as a component of the on-line enrollment process between 2004 and 2013. During the period, a grand total of 133,319 responses were received. Of those, 39,599 (roughly 30%) expressed an interest in any intercollegiate athletic program, selecting from a list including all female sports currently sanctioned by the CCCAA for championship competition: Badminton, Basketball, Cross Country, Golf, Soccer, Softball, Swim/Dive, Tennis, Track and Field, Volleyball and Water Polo. A total of 93,720 (roughly 70%) respondents expressed no interest in intercollegiate athletics of any kind.

Beginning in January, 2014, the Palomar College District revised its student interest survey for intercollegiate athletics to match the survey approved by the Federal Office of Civil Rights and utilized by California Community Colleges that employ the CCC-Apply process for applications (note attachments for men's and women's surveys). The method for survey distribution is as a required linkage to the district's on-line enrollment platform. Data collected from the survey during the period October, 2014 to October, 2015, included 27,484 responses and the following breakdown by gender: male – 13,111 total, of which 7,548 indicated no interest in intercollegiate athletics (58%) and 5,563 with an interest (42%); female: 14,266 total, of which 10,216 indicated no interest in intercollegiate athletics (72%) and 4,050 with an interest (28%). Ultimately, the survey provides on-going data to assist the district in determining the interest level of its applying student population and how best to serve that population in the area of intercollegiate sport offerings.

Complete results of the data collected between October 2014 and October 2015 follows.

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

Beginning in January of 2014, the institution employed a new survey in conjunction with the on-line application process, approved by the OCR and inclusive of all students. The following tables reflect survey results gathered between January and October, 2014:

| Men's Sports (Male Respondents) | Total responses | Pct. with interest in any sport | Women's Sports (Female Respondents) | Total responses | Pct. with interest in any sport |
|--|----------------------------|--|--|----------------------------|--|
| BADMINTON* | 77 | 1.38 | BADMINTON | 99 | 2.44 |
| BASEBALL | 527 | 9.47 | BASKETBALL | 246 | 6.07 |
| BASKETBALL | 530 | 9.53 | BOWLING* | 80 | 1.97 |
| BOWLING* | 125 | 2.25 | CREW* | 64 | 1.58 |
| CREW* | 82 | 1.47 | CROSS COUNTRY | 174 | 4.30 |
| CROSS COUNTRY | 154 | 2.77 | FENCING* | 49 | 1.21 |
| FENCING* | 127 | 2.28 | FIELD HOCKEY* | 49 | 1.21 |
| FOOTBALL | 945 | 17.00 | GOLF | 50 | 1.23 |
| GOLF | 153 | 2.75 | GYMNASTICS* | 149 | 3.68 |
| GYMNASTICS* | 75 | 1.35 | LACROSSE* | 89 | 2.20 |
| LACROSSE* | 197 | 3.54 | SAND VOLLEYBALL | 156 | 3.85 |
| SKIING* | 163 | 2.93 | SKIING* | 70 | 1.73 |
| SOCCER | 769 | 13.82 | SOCCER | 536 | 13.23 |
| SOFTBALL* | 63 | 1.13 | SOFTBALL | 391 | 9.65 |
| SWIM/DIVE | 203 | 3.65 | SWIM/DIVE | 388 | 9.58 |
| TENNIS | 152 | 2.73 | TENNIS | 244 | 6.02 |
| TRACK & FIELD | 396 | 7.12 | TRACK & FIELD | 339 | 8.37 |
| VOLLEYBALL | 203 | 3.65 | VOLLEYBALL | 520 | 12.84 |
| WATER POLO | 118 | 2.12 | WATER POLO | 124 | 3.06 |
| WRESTLING | 291 | 5.23 | WRESTLING* | 36 | 0.89 |
| OTHER* | 213 | 3.83 | OTHER* | 197 | 4.86 |
| NO INTEREST | 7,548 | | NO INTEREST | 10,216 | |
| Totals | 13,111 | 100% | Totals | 14,266 | 100% |

* Non-CCCAA sanctioned sports

Based on these figures, the ranking interest (descending order) of current or potential sport under-represented gender sport offerings by women applicants to Palomar College between October, 2014 and October, 2015 are:

- | | |
|--------------------|-------------------|
| 1) SOCCER | 11) WATER POLO |
| 2) VOLLEYBALL | 12) BADMINTON |
| 3) SOFTBALL | 13) LACROSSE* |
| 4) SWIMMING/DIVING | 14) BOWLING* |
| 5) TRACK & FIELD | 15) CREW* |
| 6) BASKETBALL | 16) GOLF |
| 7) TENNIS | 17) FENCING* |
| 8) CROSS COUNTRY | 18) FIELD HOCKEY* |
| 9) SAND VOLLEYBALL | 19) SKIING* |
| 10) GYMNASTICS* | 20) WRESTLING* |

*Non-CCCAA sanctioned sports

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

With the addition of women's sand volleyball in the spring of 2015, Palomar College currently fields teams in 11 of the 12 standing CCCAA women's championship sports: basketball, cross country, golf, sand volleyball, soccer, softball, swim/dive, tennis, track & field, volleyball and water polo. The 2014-15 academic year will provide Palomar College's first ever with an equal number of gender-based sport offerings (11 men's and 11 women's varsity teams).

Clear and compelling reason has postponed the addition of badminton, the final CCCAA women's sanctioned sport yet to be offered at Palomar College. The athletic program currently fields five (5) gymnasium sport programs (Men's/Women's Basketball, Men's/Women's Volleyball and Wrestling), which share a now 58-year-old facility that is charitably described as undersized, sub-standard and dysfunctional. The existing gym is also used extensively for co-ed cheerleading and kinesiology classes, virtually eliminating the possibility of additional scheduling and/or utilization.

However, architectural work in the form of precinct planning has begun on the long-awaited Kinesiology/Athletics Complex as a component of the district's Proposition M build-out of the San Marcos campus. The key component of the plan, which includes baseball and softball diamonds, a football stadium, tennis courts and pool complex, will be a multiple-use athletic field house, featuring both a competition arena and auxiliary gymnasium that will easily allow for the addition of badminton when completed. Additionally, planning for the complex includes three sand volleyball courts, which will provide on-campus interest and growth in the institution's newest intercollegiate program.

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 (Link) | 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? |
|----------|--|---------------------------------------|---|---|--|--|--|
| a.1 | Wascomat Model DXSM665C Purchase/replacement of industrial-grade washer for equipment management operations | 1 | Goal 5 | Current equipment has had a long and extended life, based on the requirement frequent repairs beyond warrantee. Efficient operation of this equipment critical to the athletics operation both in terms of volume capability and proper care of apparel and soft goods. | \$10,000 (Includes tax, delivery, installation) | One time | Annual operational supplies budget will not support this purchase. |

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 (Link) | 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? |
|----------|--|---------------------------------------|---|--|---|---|---|
| a.2 | <p>Aggregate Athletic Training Items:</p> <p>Dynatron X5 Soft Tissue Oscillation Device The unique construction utilizes a non-conductive layer to prevent current flow, thus creating an electrostatic field between the probe, gloves, and the tissue. By quickly alternating the polarity, a vibratory mechanical action is created which is highly effective in the treatment of both acute and chronic pain.</p> <p>Dynatron Solaris® Plus, 709 Plus, 5 Ch. Combo Stim Light Ultrasound With Carts Solaris Plus offers the most options in any one device by including Ultrasound, 7 Stim waveforms, Exclusive Target and Target Sweep are still standard, allowing interferential treatment to be moved directly over the center of interference. Solaris Plus is covered by a 2-Year Warranty and backed by the best customer service in the industry.</p> <p>Thermo Stim Prob (3) Delivers heat or cold therapy in combination with electrical stimulation, significantly reducing the time typically required to administer separate treatments. Temperature Range: 35°-112° F; reaches target temperature in less than 60 sec. Multi-surface head with edges and corners optimizes Thermo Stim transfer.</p> | <p>2</p> <p>3</p> <p>4</p> | <p>GOAL 5</p> <p>GOAL 5</p> <p>GOAL 5</p> | <p>Studies have shown that athletic trainers are at a greater risk of osteoarthritis as a result of hands on manual therapies thus decreasing their effectiveness as a result industries standards have shifted towards instrument assisted therapies.</p> <p>Equipment/Modality units and accessories needed in the athletic training/sports medicine area to successfully service and responsibly treat Palomar College student athletes.</p> <p>Enhance and increase safety and welfare standards for the benefit of participating student athletes; better protect the district in the area of liability issues associated with the care and prevention and treatment of athletic injuries.</p> <p>We currently have 2 machines that are over 10 years old. We have had to replace the cords numerous times and one of the ultrasounds does not work. As a result, this increases the liability potential of injury and decreases the effectiveness of treatments being performed on a daily basis.</p> <p>This is a featured and necessary accessory to the Dynatron Solaris 709 Plus combo stimulation light ultrasound equipment noted above.</p> | <p>\$ 5,489.90</p> <p>Two (2) devices Total: \$10,332.40</p> <p>Three (3) devices Total: \$6,517.39</p> | <p>One time</p> <p>One time</p> <p>One time</p> | <p>For all items listed under the a.2 heading: Annual operational supplies budget for Athletic Training Office will not support these one-time equipment purchases.</p> |

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 (Link) | 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? |
|-------------|--|---------------------------------------|---|---|---|--|--|
| a.2 (Cont.) | Game Ready (New Unit) 2639-16 Game Ready Wraps: Straight knee; Straight elbow; L Hip/Groin; R. Hip/Groin; Articulated Knee Wrap; Hand/Wrist Wrap; Flexed elbow w/ ATX Dual Connector Hose Game Ready simultaneously circulates ice water and delivers intermittent pneumatic compression through anatomically specific wraps. Giving your athletes the upper hand against swelling, pain, effectively enhances the body's natural repair mechanisms and speeds healing. | 5 | GOAL 5 | The combination of cold and compression has had dramatic results in the recovery of athletes with acute injuries. Due to the uniqueness of body parts having an array of wraps is vital. Portability is crucial to the recovery as well. The student athletes are able to bring the units home for continuous therapy in the comfort of their own homes. We have seen a tremendous decrease in referrals for non-surgical procedures and faster recoveries for surgical procedures. | One (1) Unit \$2075.00 +Wraps Total: \$3,969.00 | One time | For all items listed under the a.2 heading: Annual operational supplies budget for Athletic Training Office will not support these one-time equipment purchases. |
| | Light Therapy (3) Dual Light Pads allow for greater coverage of a joint, treatment of 2 separate areas simultaneously, and the ability to treat large areas of the body when placed side-by-side. | 6 | GOAL 5 | Cutting edge research has shown deep thermal modalities increases recovery rates of soft tissue as a result work- loads decrease for athletic trainers as athletes recover faster and return to play sooner. In the long run this will benefit our bottom line in that we can potentially decrease the number of athletes seen by medical doctors thus decreasing insurance premiums. Enhance and increase safety and welfare standards for the benefit of participating student athletes; better protect the district in the area of liability issues associated with the care and prevention and treatment of athletic injuries | Three (3) devices Total: \$5,712.24 | One time | |
| | Alert Aqua Portable with cup dispensers and casters (Alert Services) The redesigned Aqua Portable TM transports Gatorade or water from the training room to the sideline of any athletic event. Moves easily from one location to another. Ideal for pool decks, tennis courts, and gymnasiums. | 7 | GOAL 5 | Hydration is crucial to support for normal bodily functions. Drinking more water has shown to help keep student athletes focused and performing at elite levels thus decreasing potential for injury. These portable hydration dolly's allow us to have multiple stations available for the student athletes during practices and competitions thus making fluids easily accessible for student athletes. | Three (3) devices for \$450.00 Total: \$1,939.50 | One time | |
| | ATHLETIC TRAINING TOTAL | | | | \$33,960.43 Includes shipping and tax | | |

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 (Link) | 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? |
|----------|---|---------------------------------------|---|---|---------------------------------------|--|--|
| a.3 | Annual Football Equipment Reconditioning and Certification Augmentation of the equipment budget specifically to address the annual required certification of protective football equipment. | 8 | Goal 5 | Annual liability requirement to insure that protective football equipment meets industry safety standards; insures the district's best effort to provide reliable protective equipment and a safe environment for students participating in the intercollegiate football program. | \$7,000 | Annual | Remains a struggle each year to fund as a component of the limited athletic equipment budget (400010 08350). |

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 (Link) | 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. | Porta-Phone System - All-in-one sideline communication headset system for football. Total of five sets (two for press box, three for field). | 1 | Objective 5.4 | Current system is six years old and outdated. Often inoperable due to wireless technology for scoreboard and timing system interference at various venues. | \$5,500 | One time | Annual operational supplies budget will not support this purchase. |
| b2. | Sport Scope Endzone Camera System Rugged, yet lightweight design allows this endzone video system to be easily transported and set-up by virtually any user. Fully automatic camera controls; 30-Ft. extended height; 10-Yr. frame warranty; easy set-up/operation; HD camera and 9" monitor included. | 2 | Objective 5.4 | Current equipment damaged and outdated, ready for replacement. System can be shared among athletic teams and provide an invaluable instructional tool in addition to a recording platform to assist student athletes in transfer recruiting. | \$4,500 | One time | Annual operational supplies budget will not support this purchase. |
| b3. | Fender Passport Conference PA System 175 watts of power - ample for small to medium-size audiences; International voltage operation (100V-120V / 220V-240V); Included microphone kit contains mic, cable, clip in zipper pouch; Five-channel mixer lets you intuitively mix lecture panels and small musical ensembles; XLR and 1/4" mic/line inputs for flexible source connectivity. | 3 | Objective 5.4 | Back-up/replacement for aging system (over 10 years old) that is crucial to contest operations. | \$399.00 plus tax, available on Amazon, includes free shipping. | One time | Annual operational supplies budget will not support this purchase |

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 (Link) | 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. | Bledsoe Axiom-D Knee Braces Custom-fitted as protective equipment for offensive and defensive linemen (football). | 1 | Goal 2 | Safety item for interior line play in football. Custom fitted to individual participants; each pair expected to last for two seasons of competition. Will reduce the frequency of major knee injuries in the football program. | \$4,500 | Annual | Not currently funded. Item considered to be required protective equipment for the safety of select group of football players and borne out of Athletic Equipment budget. |
| c3. | Uniforms for Cheerleading Program Purchase and replacement funding to provide for cheerleading uniform and associated supplies. | 2 | Goal 5 | The Athletics Program has never been provided with specific budgeting to support the cheerleading program, which has essentially the same annual requirements of any other athletic team. | \$2,500 | Annual | Not currently funded. Replacement of lost, obsolete or damaged uniforms has been borne by the existing Athletic Equipment account (400010 08350) with no consideration of augmentation since program moved to the Athletic Program in 2008. |

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 (Link) | 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. | Charter Transportation for large teams in addition to football (specifically: baseball, softball, soccer, swim/dive, track & field) | 1 | Goal 5 | Student and employee welfare as it regards safety and efficiency for mandatory travel to sanctioned athletic events. In a survey of 17 CCCAA peer-institution programs (those with 16-or-more sport teams) initiated by the Athletic Department in August of the current year (complete results/analysis available), Palomar College ranked 13 th in its average number of annual charter trips to competition sites. Of the four schools with fewer trips, none incur charter travel to home football games (without its own facility, Palomar hosts football contests at Escondido High School. | \$15,000 | Annual | General operations budget 5000010 60100 cannot support this much-needed enhancement at current budgeting level. |

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 (Link) | 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? |
|----------|--|---------------------------------------|---|--|---------------------------------------|--|--|
| d2. | Replecement of per diem funding and lodging expenses for student athletes and staff members on mandatory athletic road trips. | 2 | Goal 1 | Reasonable expense to nourish student athletes, coaches and support staff on extended travel days/nights for intercollegiate competition. | \$35,000 | Annual | Annual funding from district department cost center 5000010 has been appropriated for this purpose in the past. |
| d3. | Software Licensing Fees – Establish annual maintenance and licensing fund to address rising costs for photographic (game video), computer and communication systems. | 3 | Objective 5.4 | Up-dated video, computer and communication apparatus is cruical to instruction and contest preparation, as driven by competition among peer programs. Existing equipment requires periodic maintenance and annual payment of rights usage fees affecting various sport programs. | \$5,000 | Annual | Required existing licensing and upgrades create strain on available district operational funding. |

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 (Link) | 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. | Sports Information Specialist Increase allowable hours, enhance employment status of Sports Information Specialist. | 2 | Goal 4 | Important position for the efficient and successful operation of the intercollegiate athletic program. Positioned to bring recognition and recruitment interest to participating student athletes. Contributions include administration of the department website; cultivation of regional, state and national media contacts and industry-related outlets, bringing noteriety of the institution through the endeavors of the intercollegiate athletic program. Contest operations include management of statistical data, specific to CCCAA Bylaw 4.3.3, which is a required and specifically dated task under the penalty of sanction; scores reporting and record keeping. Serves as department historian and key member of the Athletic Hall of Fame Committee. Current hourly restrictions and lack of benefits have long been inappropriate for this position, which, in effect, is currently recognized as working out of class. | Unknown | Annual | None |

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 (Link) | 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? |
|----------|---|---------------------------------------|---|--|---------------------------------------|--|--|
| e2. | Athletic Administrative Assistant Creation of entry-level position to serve as administrative assistant to the Director of Athletics. | 3 | Goal 4 | With 22 varsity sports, the program is the largest and most comprehensive in the state. In this regard, it would seem a second administrative position would certainly be warranted. The admin assistant could serve to increase general operations and event coverage capability of the department to better meet the needs of student athletes, the coaching staff and the institution as a whole. Administrative management is a CCCAA requirement for all home athletic events. Would put Palomar College athletic operations on par with peer programs in the region and the state. | Unknown | Annual | None |

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 (Link) | 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 Staff and Hourly Budget Augmentation Provide department with a much-needed increase of the short-term hourly budget (230010), in order to bring assistant coaching stipends to more realistic levels. Also used for necessary overtime-hour compensation of classified staff personnel. | 1 | Goal 1 | The athletics program relies heavily upon part-time and short-term coaches and staff to manage operations. Current compensation levels in the form of seasonal stipends lag far behind peer schools. If the department is to function without permanent staffing, it will require additional funding for temporary part-time and overtime-hours in the areas of athletic training, equipment/facilities operations. | \$10,000 | Annual | Requested as augmentation to existing 230010 compensation cost center. |
| f2. | Student Tutorial Assistance Employ part-time hourly student tutors, specifically assigned to meet the needs of student athletes, as supervised by the academic athletic counselor. | 2 | Goal 1 Objective 1.1 | Specifically intended to improve the academic performance, retention and transferability of participating student athletes. Funding request based on two (2) student tutors assigned for three days per week, three hours per day at \$10 per hour for 20 weeks (10 weeks in each of the fall and spring semesters). | \$3,600 | Annual | None currently; requested as augmentation for stated specific purpose to the existing 230010 compensation cost center. |

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

Development of standard data gathering program or system by the Office of Institutional Research to evaluate annual academic performance of student athletes in comparison to other full-time students. Comparison criteria to be evaluated: 1) retention; 2) grade point average; 3) units attempted and passed; 4) transfer qualification and 5) AA degree completion.

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

1. Participation: 386 student athletes (261 men; 125 women) verified for eligibility in 22 varsity sports; 23 cheerleaders for a total of 409 student participants in the 2014-15 academic year.
2. Fall Semester Grade Report: A total of 75 athletes in 12 varsity sport programs earned All-Pacific Coast Athletic Conference Scholar-Athlete recognition (passed a minimum of 12 units with a minimum 3.0 grade point average, while participating in their season of competition). Among the 75 scholar athletes, 12 earned perfect 4.0 grade point averages and an additional 21 posted GPAs of 3.5 or higher. The women's volleyball team posted an aggregate 3.08 grade point average to qualify as a nominee for the CCCAA State Scholar Team Award.

Spring Semester Grade Report: Among the nine Palomar College spring-sport teams, 58 athletes earned All-Pacific Coast Conference Scholar-Athlete awards. The total included seven athletes with 4.0 grade point averages, while an additional 25 participants achieved GPAs of 3.5 or higher. The women's swimming and diving team qualified to be nominated for a CCCAA Scholar-Team Award, posting an aggregate grade point average of 3.22. Additionally, the men's golf team (3.15), softball team (3.05) and women's swim team (3.25) posted aggregate grade point averages to qualify as nominees for CCCAA State Scholar Team Awards.
3. Competitive Performance Highlights - Team:
 - Softball – 44-4-1, Pacific Coast Athletic Conference Champion; CCCAA State Champion
 - Baseball – 37-8, Pacific Coast Athletic Conference Champion; CCCAA State Championship Tournament Qualifier
 - Women's Basketball – 26-4, Pacific Coast Athletic Conference Champion; CCCAA Regional Semifinalist
 - Men's Golf – 46-4, Pacific Coast Athletic Conference Champion; CCCAA Regional Qualifier
 - Men's Water Polo – 18-9, Pacific Coast Athletic Conference Champion, CCCAA Regional Qualifier
 - Men's Swim/Dive – Pacific Coast Athletic Conference Champion
 - Men's Basketball – 15-12, Pacific Coast Athletic Conference Northern Division Co-Champion
 - Women's Volleyball – 19-5, Pacific Coast Athletic Conference Runner-Up, CCCAA Regional Qualifier
 - Football – 7-4, National Division Southern Conference Runner-Up, Patriotic Bowl Champion
 - Wrestling – Third-place finisher CCCAA SoCal Regional Duals Tournament; Third-place finisher CCCAA SoCal Regional Tournament
4. Competitive Performance Highlights - Athlete:
 - Softball – Kali Pugh, PCAC Player of the Year; Summer Evans, PCAC Pitcher of the Year
 - Baseball – Francis Christy, PCAC Player of the Year
 - Women's Basketball – Keisha Cox, PCAC Player of the Year
 - Men's Golf – Nick Belstrom, PCAC Player of the Year
 - Men's Swim/Dive – Rich Farley, PCAC Outstanding Swimmer of the Year
 - Football – Dylan Donohue, National Division Southern Conference Defensive Player of the Year
 - Men's Water Polo – Evan Dean, PCAC Co-Player of the Year

5. Competitive Performance Highlights - Coach:
 - Women's Basketball – Leigh Marshall, PCAC Coach of the Year; CCCWBCA State Coach of the Year
 - Softball – Lacey Craft, PCAC Coach of the Year; CCCAA State Coach of the Year
 - Baseball – Buck Taylor, PCAC Coach of the Year
 - Men's Golf – Mark Halda, PCAC Coach of the Year
 - Men's Water Polo – Chad Aronen, PCAC Coach of the Year
 - Women's Water Polo – Jackie Puccino, PCAC Coach of the Year
 - Men's Basketball – John O'Neill, PCAC Northern Division Co-Coach of the Year
6. Sophomore baseball player Vincent Mori was named the Pacific Coast Athletic Conference Scholar Athlete of the Year. A two-year starter on back-to-back PCAC championship teams, Mori concluded his community college career earning an Associate in Arts Degree in Business Administration, having passed 80.5 units with a 3.925 cumulative grade point average in just four full-time semesters.
7. The Palomar College Athletic Program earned its' third Pacific Coast Athletic Conference Chet Devore Award, emblematic of the organization's most successfully competitive program overall, in just the sixth year of the honor having been presented. No other conference member has won the award twice.
8. On-going efforts of the individual sport teams and student-athletes themselves, as supported by the Palomar College Foundation, raised and spent in excess of \$200,000 to improve and enhance their annual operations. Much of this funding has supplemented general operational expenses that in the past were regularly supported by district funds.
9. Successful planning to initiate the institution's 11th women's and 22nd overall intercollegiate sport program, women's sand volleyball, came to fruition in the spring of 2015. With the addition, the Palomar College Intercollegiate Athletics Program now consists of an equal number of men's and women's varsity sport offerings for the first time in its 70-year history of operation.
10. Initiated and managed by Athletic Academic Counselor Steve White, the program expanded its ongoing effort to effect group scheduling workshops as a key component of priority registration for participating student athletes. Of identified athletes qualified to participate, 60 percent took advantage of priority registration during the 2014-15 academic year.
11. Admission gates from men's/women's basketball double-header and women's volleyball match donated to American Cancer Society.
12. A total of 68 athletic department staff members and associates (full-time permanent, part-time and/or volunteers) participated in and achieved a passing grade of 80 percent or higher to meet the annual California Community College Athletic Association on-line compliance-exam requirement in advance of the 2015-16 academic year.

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 program is a recognized member in good standing of the California Community College Athletic Association, having met all annual CCCAA operational compliance standards: Form R-1, Statement of Compliance; Form R-2, Statement of In-Service Compliance Training; Form R-3, Statement of Compliance as associated with Non-Traditional Season activities; Form R-4 Statement of Federal Title IX Gender Equity Compliance. The program is also recognized as a compliant member in good standing with the Pacific Coast Athletic Conference, the Southern California Football Association, Southern California Wrestling Alliance and as a hosted associate in the sport of women's golf with the Orange Empire Conference.

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

The Palomar College Intercollegiate Athletics Program now features 22 varsity sport teams and co-ed cheerleading, encompassing an annual average of 434 participating students. Among the 106 California Community Colleges engaged in intercollegiate athletics, *none* have more teams, more contests or more student participants. Considering this complex, diverse and comprehensive nature of the program, it is believed the district receives a tremendous return on investment from a limited operational budget and undersized support staff.

For the most part, the program's adjunct coaches and non-instructional assistants are among the lowest paid in the state, Comet teams travel to competition on a comparative low-level basis and facilities remain outdated, dysfunctional and extremely difficult to recruit to. Clearly, the program continues to suffer with a "facility-poor" reality, which is magnified by the breathtaking athletic facilities at district high schools such as San Marcos, Mission Hills, Escondido, Rancho Buena Vista, Poway and La Costa Canyon. More than ever, regional athletic prospects and their parents continue to consider enrollment at Palomar College to be a significant "step-down" when choosing a post-secondary sport program and/or educational institution.


Because student-athletes are required to meet full-time-student status in order to meet eligibility requirements, the athletic program contributes more than \$3 million annually to the district's state apportionment funding in the form of full-time student equivalency and weekly student contact hours. Additionally, during the fiscal year 2014-15, the athletic teams deposited an all-time high aggregate fundraising total in excess of \$200,000 into Palomar College Foundation trust accounts and used the funding for program enhancements and general operational expenses (student travel and meals) that in past years had been financed with district funding. This having been said, it is also understood that since the national economic downturn of 2008, the district has been operating at a revenue deficit. In this regard, the Athletic Department is truly appreciative of having had the opportunity to maintain its full complement of intercollegiate-sport offerings, albeit under the strain of reduced financial support. Indeed, the district administration is to be commended for its understanding of the inherent educational value and positive public notoriety associated with a vibrant and diverse intercollegiate athletic program.

The athletics staff has received a tremendous morale boost with the opening of the new baseball facility and completed precinct planning for the long-awaited Kinesiology/Athletics Complex, as a component of the Prop M build-out. However, there remains much concern for existing facilities meeting needs to bridge the time gap for anticipated completion. Specifically, the district must address the operational condition of the Dome gymnasium, which continues to deteriorate and remains highly dysfunctional: it is unbearably hot in the late spring, summer and fall months, cold and drafty in the winter and leaks profusely when it rains. While it is encouraging for the facility issue to have finally been addressed, it is hoped that better economic times will allow for the program to gain financial support more appropriately suited to its size and scope. In this regard, the following items of operational enhancement, which may or may not meet with the established goals and/or objectives of the standing strategic plan—some previously noted in this document—should be addressed as priority needs:


- Appropriate operational staffing, beginning with athletic training/sports medicine for the safety and welfare of participating student-athletes.
- Reinstatement of district funding to cover the cost of student and staff per-diem in association with travel to sanctioned athletic contests.
- A peer institution review to determine compensation standards for adjunct coaches and willingness to increase to appropriate levels.
- A carefully reviewed and appropriately structured compensation schedule for non-instructional program associates.
- Expanded utilization of charter transportation to athletic contests.

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

| | | |
|--|---|--|
| Amber Slivick, Dept. ADA Name | Flecia Heise, Head Athletic Trainer Name | Steve White, Athletic Academic Counselor Name |
| Israel Lopez, Athletic Equipment Coordinator Name | | |


Department Chair/Designee Signature
11/16/2015
Date


Division Dean Signature
12/3/15
Date


Division Vice President Signature
12/4/15
Date

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.)

Student Services: Career Center

12/1/15

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)

| | 2011-2012 | 2012-2013 | 2013-2014 | <<Prelim >> 2014-2015 | ← Preliminary Fall 2011 data are as of 1/31/2012 Definitions |
|---|--------------------|-----------|-----------|-----------------------------|---|
| Student Counseling Contacts and Career Services accessed-SARS Data | 8,129 | 5,857 | 6,915 | 6,457 | Face to face counseling appointments, group presentations and walk-in services: derived from SARS and excel monthly report. |
| Educational Plans | | | | | A sub-set of "Student Counselor Contacts" where an educational plan is created or updated. General Counseling tracks all Ed Plans. |
| Career Assessments | 842 | 559 | 620 | 664 | Number of students assessed for career exploration and identification purposes: derived from PCC order purchase history. |
| Career Center Student Orientations: | 871 | 1,268 | 1,587 | 1,214 | Number of students served via Career Center Services Orientation: derived from excel monthly report. |
| Career Center Orientations in the Career Center | | 39 | 60 | 37 | Number of Career Center Orientations facilitated in the Career Center for instruction faculty: (derived from student sign-in sheets) |
| Student Contacts: | Data not separated | 905 | 1,214 | 830 | Number of students completing a CC orientation. |
| Career Center Orientations in Instruction Classrooms | | 12 | 16 | 17 | Number of Career Orientation Presentations provided to instruction faculty in the classroom . (data derived from student signing sheets) |
| Student Contacts: | Data not separated | 363 | 373 | 384 | Number of students served during classroom visits. |
| Career Workshops-Student Contacts | 372 | 167 | 184 | 139 | Number of students that completed a Career Workshop: derived from excel monthly report. |
| StudentLingo Workshops | | 14 | 78 | 181 | StudentLingo Monthly Report excel sheet. |
| Career Center Lab – Class Visits | *1,233 | *819 | *905 | *933 | Number of students utilizing the Career Center Lab during class. *These students are enrolled in Counseling 165 courses; enrollment has been accounted for in Counseling Services Instructional Program Report. |

| | | | | | | |
|--|--|--|-----|-------|----------------|---|
| Full-time FTEF | | | 50% | 50% | 50% | FTEF from Contract Counseling Faculty: derived from IRP/Staff data |
| Part-time FTEF | | | 56% | 30% | 51% | FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals. |
| Number of FT Staff | | | 2 | 2 | 2 | Number of FT staff available to serve students: derived from IRP office |
| E-Mail/Phone contacts EAP phone calls | | | 934 | 1,408 | 1,252 1,157 | Number of phone calls and e-mails answered by staff and counselors: derived from manual tracking by CC staff. EAP Students called from contact information on survey collected. |

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

The Career Center student data for career counseling services was obtained from the SARS scheduling grid and the excel report that is compiled on a monthly basis.

Update: 2011-2012 In Fall 2011 Career Counseling was not provided at the Escondido Center; in Spring 2012, counseling hours were decreased at the San Marcos campus and decreased career counseling hours were offered at the E.C. In addition to less available career counseling hours, the Career Center prepared to move from SSC Building in Fall 2011 and completed the move to the new location SU-17 in early Spring 2012. It is important to note that we reduced the amount of computers brought to the new location from 35 to 25. In turn, decreasing the class enrollment cap from 35 to 25. This contributed to a reduction in our student contacts. In addition, students had less access to the career center during the move. From mid May 2012, the Center has operated without one full-time employee, therefore, the center hours were reduced for this reason as well. However, in 2011-2012 student contact numbers reflect a more accurate number of students accessing the Career Center primarily for career services. In the previous location, students visited the lab for ALL college student services, not just career needs/questions. Although the number of students visiting our career center has recently decreased the most (2011-2012) in the 4 year span (due to reasons already explained), we have increased the number of contacts we have made via workshops by 277 student contacts from 2010-2011. We have increased the number of workshops offered in the lab, even though we have less counselor hours available. It's important to note that for career services to function as a full service center, staff and resources are needed during the times that the center is open to students and faculty members who use the center after office hours for class. Lastly, the Career Center historically, has not maintained a log of phone and email contacts. This is a practice that we will discuss, and implement a tracking method soon.

Update: 2012-2013 student phone calls and email contacts were tracked; 36 workshops were offered between Fall 2012 & Spring 2013. Student contacts continued to decrease: attributing factors- Counseling 165 cap from 35 to 26 spots eliminates 10 spots automatically; variation of workshop times each month to reach out to different students, didn't turn out advantageous in increasing student contact. Two counseling 165 classes were cancelled one in Summer 2012 and one in Fall 2012 due to not having 20 students show up to class on the first day. Enrollment was at 100% capacity. Part-time counseling has decreased from 80% in 2009-10 to 56% in 2011-12 to 30% in 2012-13. Counseling 165 class offerings have been gradually decreased over the years, due to budget cuts. For example, in **Fall 2008, 13 Counseling** 165 sections were offered (including 1 intersession course). In **Fall 2013** we are offering **6 sections**. In Addition, the Career Center, SU-17 is being utilized as a classroom as of Fall 2012 to teach Career Search. Therefore the lab is closed during class time. The Months of August-November, in 2011 had the most volume of students in the C.C. due to registration and transfer application deadlines, a significant decline in numbers is reflected in Fall 2012, since we moved to the current location. However, in comparing visitors from January-June, 2011 (2,182) to 2012 (2,841), student contact increased. This indicates a steady increase of Career Services accessed by students.

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

Update: 2013-2014 total number of students served increased by 18% from the previous year; 25% more students completed a Career Center Orientation; there was a 10% increase in career workshop student participation; a 10.5% increase in student attendance-Counseling 165 course; lastly, a 50.75% increase in student phone calls/emails has been identified since the career center staff started tracking this service in 2012-2013.

Update: 2014-2015 total number of students served decreased by 6.62% from the previous year; 23.5% less students completed a Career Center Orientation; there was a 35% decrease in face to face career workshop offerings & a 24.5 % decrease in student participation. However, StudentLingo workshop log-in/views have significantly increased in the past 3 years. In 2012-2013, **14** students utilized StudentLingo; **78** in 2013-2014 (+457%) and **181** in 2014-2015 (+132%).

There was a slight **3%** increase in student attendance-counseling 165 course. Lastly, there was an 11% decrease in student calls/emails in comparison to last year. In analyzing the 4 year span, we had an increase in our overall services in 2013-2014.

*In May 2015, the EAP program disseminated and collected a survey on behalf of the career center to assess how many EAP students were decided/undecided and/or had declared a major upon completing the Palomar College application. 1,157 surveys were collected and returned to the Career Center. Results: 716 students have decided on a major; 304 are undecided; 120 didn't select a major on their college application, and 312 completed the ASVAB in H.S. All students who authorized permission to contact were called by the CC staff. The surveys were separated into 3 groups. 1) Undecided 2) no major selected 3) Decided on major. Group 1 & 2 were called first and invited to sign up and attend the First Year Game Plan: Setting Career Goals workshops offered in June & July. 73 signed up, 29 attended. The third group was called, made aware, and invited to access the services the Career Center offers. If staff is available, this effort could be repeated in 2016 by developing a better planning system, tracking method, and overall desired outcome.

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

1. The Criterion has been met. Students increased their knowledge and understanding by **90%** about the different types of services and resources offered in the Career Center in 2014-2015 **TOTAL (44 presentations)**
97% Agree or Strongly Agree that The Career Center information was delivered in an organized and clear manner.
98% The services and resources presented were helpful.
87% After today's presentation, I will visit the Career Center for more career information/assistance.
95% I learned about resources that I will use in the future.
95% I have a clearer understanding on Services offered by the Career Center at Palomar College.

Results were comparable to 2013-2014 results. The area that remained below the desired mark is item #3 (will visit the career center). However, the range was the same as in 2012-2013, 87% for question 3 but higher than 2013-2014 80%. Conclusion derived at this point in time: the presentation covered all that students need to know and they are able to navigate the career center website independently,

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

once they learn about the career resources available to them. *Plan: Add an open ended question to the orientation survey to assess the services students might seek from the career center, in the future.

The Criterion has been met. Students increased their knowledge and understanding by **90%** about the different types of services and resources offered in the Career Center in 2013-2014 **TOTAL (43 presentations)**

98% Agree or Strongly Agree that The Career Center information was delivered in an organized and clear manner.

97% The services and resources presented were helpful.

80% After today's presentation, I will visit the Career Center for more career information/assistance.

94% I learned about resources that I will use in the future.

96% I have a clearer understanding on Services offered by the Career Center at Palomar College.

Results were comparable to 2012-2013 results. The area that remained below the desired mark is item #3 (will visit the career center). The range was higher in 2012-13, 87% for question 3. Conclusion derived at this point in time: the presentation covered all that students need to know and they are able to navigate the career center website independently, once they learn about the career resources available.

2. Findings for Counseling 165 "Career Search" SLO Fall 2014 & Spring 2015

Students will learn the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways and gain an understanding that this course is an introduction to their career development process.

Of the 177 administered surveys/177 surveys were returned:

89% Agree or Strongly Agree that they have assessed their skills/abilities.

88% Agree or Strongly Agree that they have identified an occupation that fits their personality.

74% Agree or Strongly Agree that they have clarified their career interests.

78% Agree or Strongly Agree that their STRONG theme Code is a reflection of their answers on the assessment.

88% Agree or Strongly Agree that they have identified their values.

86% Agree or Strongly Agree that they have an occupational field in mind that they would like to work in (for ex: business, medicine, performing arts).

52% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).

95% Agree or Strongly Agree that they understand "Career Search" is the starting point of their career development process.

*Results were comparable to 2013-2014 results. The areas that remain below the 80% goal are questions that address "**interests**" and "**deciding on an occupation**". This is not uncommon, since students have not narrowed down their interests at this point and deciding on an occupation is a big commitment after taking this class. It is for this reason that the **Career Development Process** item was added to the

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

survey. To assess student understanding that a career decision is a process that takes time. **94%** expressed an understanding about this process.

***In spring 2015, a new open-ended question was added to the survey to collect qualitative data and determine if there was a correlation between the “interest identification” the “STRONG assessment theme code” and “deciding on an occupation” items. The results indicate that students understand how they assess their interests, question #4 (78% of students A or S.A.). Nonetheless, on question #3, (74% of students A or S.A) that they have clarified career interests. Essentially, the same question asked in a different way.*

“After completing this course, what would prevent you from choosing a career pathway?”

The open ended question added to the survey was highly instrumental in finding the missing link. This question helped identify elements that students are aware of, and are preventing them from selecting a career. Question response themes: fear, uncertainty, lacking motivation and initiative to make a decision. These factors significantly influence the career decision making process, and cannot be completely addressed in one class. These findings provided valuable information in better understanding the less than expected outcome for item #7 (*deciding on an occupation*). Conclusion: no correlation found between *interests* and *identifying a career*.

177 students completed Career Search in 2014-2015 and 174 students in 2013-2014.

Findings for Counseling 165 “Career Search” SLO Fall 2013 & Spring 2014

Students will learn the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways and gain an understanding that this course is an introduction to their career development process.

Of the 174 administered surveys/174 surveys were returned:

91% Agree or Strongly Agree that they have assessed their skills/abilities.

87% Agree or Strongly Agree that they have identified an occupation that fits their personality.

73% Agree or Strongly Agree that they have clarified their career interests.

91% Agree or Strongly Agree that they have identified their values.

85% Agree or Strongly Agree that they have an occupational field in mind that they would like to work in (for ex: business, medicine, performing arts).

56% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).

94% Agree or Strongly Agree that they understand “Career Search” is the starting point of their career development process.

*Results were comparable to 2012-2013 results. The areas that remain below the 80% goal are questions that address **“interests” and “deciding on an occupation”**. This is not uncommon, since students have not narrowed down their interests at this point and deciding on

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

an occupation is a big commitment after taking this class. It is for this reason that the **Career Development Process** item was added to the survey. It allowed instructors to assess student understanding on the career decision process.

Findings for Counseling 165 “Career Search” SLO Fall 2012 & Spring 2013

Of the 136 students who returned the survey:

85% Agree or Strongly Agree that they have identified an occupation that fits their personality.

79% Agree or Strongly Agree that they have clarified their career interests.

88% Agree or Strongly Agree that they have assessed their skills/abilities.

83% Agree or Strongly Agree that they have an occupational field in mind that they would like to work in (for ex: business, medicine, performing arts).

62% Agree or Strongly Agree that they have decided on the occupation that they want to pursue (for ex: financial planner, physician assistant, movie director).

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

1. Method of assessment was effective and will continue to be used. Student survey responses indicated that students learned about the different resources available to them, found the Career Center Services presentation helpful and will return for further assistance. 2013-2014: Will continue to use the same survey. The results are highly satisfying overall. Collecting this data allowed the Career Center to see and pay more attention to the number of students that do return to the career center after the career orientation presentation. Will need to develop a tracking system to address this area.
2014-15 Students are self-identifying as having learned about the CC services through a class presentation. No formal tracking mechanism has been developed yet to capture this data.
2. Method of assessment was effective and will be repeated in Fall 2013 and Spring 2014 in Counseling 165. The area that is noteworthy discussing in the findings from the SLO surveys is that students are not ready to commit to a career after taking this class, which is not surprising. Students are somewhat skeptical about committing to a career that is a fit based on the career assessment results after completing just one class. A follow-up question for this area of measurement could be included in the survey in the future to gather more concrete qualitative data as to what is preventing them from deciding on an occupation that is a potential match (based on the assessment information reflected from their answers).

Fall 2013, Career Decision Questionnaire was updated to include the following questions: “I have identified my personal and work values” and “I understand that “Career Search” is the starting point of my Career Development Process”. 94% of students understand that career development is a process that does not end with Career Search, but rather, it is the beginning of this lifelong journey.

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

Fall 2014 Update: An item will be added to the SLO survey and implemented in spring 2015 to address the lower than expected outcome on question #3 and #6 regarding career interests and choosing a career.

Update: Spring 2015 a new question was added, (My STRONG Theme Code...to determine if there was a correlation between the two questions, #3, #4 & #7 (previously #6).

2014-2015: A parallel between question #3 and now #4 was identified. Students clarified interests, and STRONG theme code is still below the 80% goal. And #7(previous #6) remained unchanged, still underperforming (52%).

Conclusion: No correlation found between questions 3,4 and 7. The lower than expected "interests clarification" is not preventing students from "selecting a career" after completing the Career Search class. Rather, it is a lack of confidence that appears to be a barrier in achieving this career goal.

Continue to encourage students to participate in experiential learning/internships to "try out" fields of interests and better refine their goals. In turn, students may gain more confidence in identifying a future career.

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.)

At the curriculum level, some aspect of career exploration, preparation, relevance and gainful employment should be implemented across all disciplines for students to make informed decisions. The Career Center Director would like to work with all staff to develop faculty syllabi to address job market trends in all disciplines and what specific careers can be pursued with specific majors. The Statewide Student Success and Support Program (3SP) recommends that students complete a degree in a timely manner. Therefore, it is imperative that career identification assessments be provided to students across the disciplines to explore interests and select a career pathway earlier in their academic journey. In turn, students will be better prepared and informed to select a major, plan courses via an Educational Plan and register for courses required/articulated supporting the major and career goal.

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

State budget reduction has resulted in a reduced budget apportionment for Palomar College. This has negatively impacted class sections and services offered to students. Unemployment remains high and displaced workers are seeking retraining opportunities but have less access to our college services due to the national and state financial climate. More than ever before, it is imperative that we implement a formal and

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

permanent **job placement service and/or an internship program** to meet the demands of our students and the displaced job seekers in the workforce. ***Employment opportunities is one of the most frequently asked question Career Center visitors inquire about. The center provides job announcement and internship information, what students receive is assistance in preparing for jobs searches and interviews, but ultimately, what they need is becoming gainfully employed.***

Update: through SSSP, funding has been allocated to community colleges to matriculate students and assist them in successfully completing a degree. This is an opportunity to allocate funds to develop and implement an Internship program at Palomar College. Internships could afford students in disciplines that don't have internship courses imbedded in their programs, the opportunity to gain the skills and experience employers are seeking in potential job candidates.

2014-15 Update: Palomar College Career Center, was allocated 40% of the CTE Enhancement Funds to provide student internship services. An Internship Coordinator (consultant) was hired to start an internship program for Palomar College students and an Internship Coordinator Assistant (hourly) was hired to assist the internship coordinator. The program criteria was developed and the program has been actively advertised on campus. The student interest has been favorably high. The grant funding this program expires on June 30, 2016. The skill gap is still an issue for industry and the goal of this program is to help address this challenge and better prepare students for future employment.

A permanent internship program would be of great benefit to our students and Palomar College as an institution. Connecting, building, and maintaining long lasting relationships with industry requires time, focused effort, staff dedication and lastly, support and institutional commitment to an internship program.

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 (Link) | 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. | | | | | | | |
| a2. | | | | | | | |

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 (Link) | 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? |
|----------|-----------------------------|---------------------------------------|---|---|---------------------------------------|--|--|
| 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 (Link) | 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. | | | | | | | |

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|-----|--|--|--|--|--|--|--|
| | | | | | | | |
| 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 (Link) | 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. | Perkins Grant Funding | 1 | 1.7 | Career Center Director will continue working with the Perkins grant to provide additional services and obtaining needed adjunct faculty and staff. | | | |

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 (Link) | 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? |
|----------|-----------------------------|---------------------------------------|---|---|---------------------------------------|--|--|
| c2. | | | | | | | |
| c3. | | | | | | | |
| c4. | | | | | | | |

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 (Link) | 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. | | | | | | | |
| d6. | | | | | | | |

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 (Link) | 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. | Internship Placement Coordinator | 1 | 1.7 (1.1, 1.3, 1.6) 2.2, 2.3 | <p>It is necessary that the career center have at a minimum a 45% Internship Placement Coordinator position (Level 25 = \$60,000 salary). A 100% position would be preferred and more beneficial to students.</p> <p>The role of this position is to assist students with internship connection or placement, to gain experience, skills and knowledge about industries of interest. In turn, students would be better prepared to follow an informed career decision making plan and select a college major that supports their career goal. This role supports and aligns with the Student Success Support Program. Bridging education to industry early on, to gain the experience companies require of students along with their college degree. This can be accomplished via part-time work or internships (paid/unpaid).</p> <p>It is also necessary to have 3-5 staff and student workers to assist students and faculty with information on career services,</p> | 60,000 | On going | NO |

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 (Link) | 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? |
|----------|-------------------------------|---------------------------------------|---|--|---------------------------------------|--|--|
| | | | | orientations, program and planning for the workforce. Due to the relocation of the Career Center, staffing is essential to be maintained and preferably increased. The Center has to remain open to provide consistent student access. | | | |
| e2. | Counseling Support Specialist | 1 | 3.1, 1.1 | A full-time position was lost due to retirement. It is essential that this position be filled in a timely manner to continue providing the services we offer on campus to faculty and staff. | 39,000 | On going | NO |
| 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 (Link) | 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. | Student worker | 1 | 3.1 | Student workers have been essential to the Career Center when permanent staff is absent due to illness or vacation. The Center is able to remain open with the assistance of student workers. | | n/a | Work Study |
| f2. | | | | | | | |
| f3. | | | | | | | |
| f4. | | | | | | | |

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 (Link) | 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? |
|----------|-----------------------------|---------------------------------------|---|--|---------------------------------------|--|--|
| f5. | Career Center Director | 1 | 1.7 (1.1, 1.2, 1.3) | <p>It would be ideal to have a full-time, Career Center Supervisor/Director in a classified position if a full-time faculty position is more strenuous on the current college budget.</p> <p>Having a classified position would benefit the Career Center in the following manner: 1) Consistency at a 100% capacity. 2) A forty-hour week, 12 months a year position provides continuous and adequate coverage. It is fiscally reasonable, therefore, feasible, for the college to fund this position.</p> <p>Colleges that have had the stability and program development with most success, are those that have a 100%, designated Faculty Career Center Director, working 40 hours, 12 months a year. To better align with the current district general fund, a classified Career Center Supervisor position would be a reasonable request, to serve in this capacity in the career center in a near future.</p> | | | |

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.

In Summer 2012 The Career Center Director recruited a Counseling Intern and a Webpage Designer Intern. The first ever Career Center Orientation presentation was created to provide information on Career Services to students in the Career Center and in the classrooms across campus. It has been an effective tool that has enabled us to share Career Center services and valuable career information to students and instructors. The Orientation has been uploaded to the Career Center website for students, faculty and staff to access and share our resources. The website was redesigned and continues to be updated with current information. An SLO for Counseling 165 was measured in Spring 2012 and the results were satisfying. The goal of the course is being met. Workshop SAO's have been assessed and measured, the results have been very satisfying. In Fall 2012 Career Center Director with collaboration from Career Center Coordinator developed/created the Career Center Mission Statement. It is currently posted on our website and our Career Center brochure. A Career Center Logo was created in Spring 2013, branding our center has been accomplished. SLO's and SAO's have been created and assessed for Career Search course, Career Workshops and for the first time a Job Expo SAO was assessed for Vendors and students attending the event in Spring 2013. The results for all events are very satisfying. Training Workshops were provided to Counseling Faculty in Spring 2012 & 2013.

In Summer 2013 Career Center Director updated the Career Search course presentation materials and updated course content. Training workshops were provided for Counseling Faculty in Fall 2013 & 2014. In Fall 2014, a *College Profile* report was added to the STRONG interest inventory assessment, which provides students a list of majors and school activities to consider in addition to occupations based on their career interest results. Career Services presentation requests have steadily increased since the orientation was developed 2 years ago. On April 30, 2014, Palomar College Career Center hosted Addeco's "Way To Work" worldwide event. Addeco chose San Diego to host Way To Work, the only city in the U.S. 157 students were provided valuable career services. The highest number of students reached and served during this "careerathon" occurred at Palomar College.

Summer 2014 Mentored an Intern and started planning the Career Discovery Day event. StudentLingo was renewed for another year. Fall 2014- career workshops at the HS Counselor Conference and the EOPS Region X event were facilitated. Partnership with GEICO and an Internship Presentation was given to students to recruit for their summer internship program.

Spring 2015- Launched Career Discovery Day event. Nineteen academic programs/departments participated, 495 students stopped and spoke to faculty at their tables. Addeco returned to Palomar College and promoted "Street Day" and CEO for a Day the month of April, 100+ were provided job search information.

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.)

2011-2012 During the move to SU-17, the Career Center reduced the amount of student computers in the lab from 35 to 25 due to the reduced space area in the new location. In Fall 2012, we started reaching out to instruction faculty to invite the Career Center into their classrooms to conduct Career Center Services Presentations to their students and reach out to as many students and faculty as possible to increase awareness on the valuable resources available in the Career Center at Palomar College. The Career Center continues to reach out to faculty and provide classrooms presentations as well as continuing to accommodate instructors who bring classes into the career center. It has become an issue in accommodating classes with more than 25 students. We have been able to use the Assessment office to accommodate the student overflow. We presented career center orientations to 24 classes in the Career Center (473 students) and visited 6 classes (196 students) in 2012-2013. In the future, the Career Center needs a Computer Lab with a classroom adjacent to the Lab to maintain student access open during hours of operation as Career Search classes and/or class visits take place. Career Center Coordinator is participating in Student Events on campus to reach out to students and refer them to our services. Career Center Coordinator is tracking and assessing the time the center is not accessible to students when career events are held in SU-17. Data will be reviewed to assess lack of access to the general student population on a monthly basis. This information will be used to determine if an additional room/space is needed for the career center to operate and function more effectively. 2014-2015 Career Center hours were monitored by Career Center Coordinator on a monthly basis to determine the percentage of time the CC is not accessible to students, due to other career activities taking place (ex: classes, class visits, workshops, on campus outreach activities without staff in the CC). The percentage of hours the CC is closed on a monthly basis ranges from 10-26% on a 48.5 hour week. This supports that the Career Center would best serve all students by having an instruction classroom adjacent to the Career Center Lab to maintain hours of operation accessible 100% of the time.

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

| | | |
|---------------------------|----------------------|-----------------------|
| Rosie Antonecchia Name | Pippa Pierce Name | Nicole Moreau Name |
| Name | Name | Name |



Department Chair/Designee Signature

12/1/15

Date

B. B. A.

12/1/15

Division Dean Signature

B. B. A.

12/1/15

Division Vice President Signature

Date

- Provide a hard copy to the Vice President Gonzales no later than **November 6, 2015**
- Email an electronic copy to mlaviguer@palomar.edu by **November 6, 2015**
- Email an electronic copy to idecker@palomar.edu by **November 6 , 2015**

**PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE - 2015-16**

EOPS

STEP III. Resources Requested for FY 2015-16: Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the "Academic Department Resource Requests" PRP form only. Click here for examples of budget category:

<http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf>

Prioritize within each category and then prioritize across categories in Step IV.

*Refer to Strategic Plan 2016 Objectives at:

<http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf>

Budget Category A - Equipment (acct 600010 and per unit cost is >\$500):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| A1 | | 600010 | | | | |
| A2 | | 600010 | | | | |
| A3 | | 600010 | | | | |
| A4 | | 600010 | | | | |
| A5 | | 600010 | | | | |

Budget Category B - Technology (acct 600010, examples: computers, data projectors, document readers):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|--|--|--|
| B1 | Printer | 600010 | Student Learning; Student Support and Success; Facilities and Infrastructure | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 5.2, 5.3, 5.4 | At the present time, equipment is not needed. However, as the warranty for these equipment expires in the future, it is needed for staff to perform tasks to support service to students and students can print required EOPS and Financial Aid forms | |
| B2 | Computer | 600010 | Student Learning; Student Support and Success; Facilities and Infrastructure | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 5.2, 5.3, 5.4 | At the present time, equipment is not needed. However, as the warranty for these equipment expires in the future, it is needed for staff to perform tasks to support service to students | |
| B3 | Copier | 600010 | Student Learning; Student Support and Success; Facilities and Infrastructure | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 5.2, 5.3, 5.4 | Even though a copier was received in 2013, it needs to remain on the list so the request is in when the warranty runs or it is no longer cost effective to fix the machine. Equipment is needed for staff to perform tasks to support services to students | |
| B4 | | 600010 | | | | |
| B5 | | 600010 | | | | |

Budget Category C - Supplies (acct 400010 and per unit cost is <\$500):

**PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE - 2015-16**

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| C1 | | 400010 | | | | |
| C2 | | 400010 | | | | |
| C3 | | 400010 | | | | |
| C4 | | 400010 | | | | |
| C5 | | 400010 | | | | |

Budget Category D - Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| D1 | | 500010 | | | | |
| D2 | | 500010 | | | | |
| D3 | | 500010 | | | | |
| D4 | | 500010 | | | | |
| D5 | | 500010 | | | | |

Budget Category E - Travel Expenses for Faculty (acct 500010: faculty travel only):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|---|--|
| E1 | Repairs and maintenance | 500010 | Student Support and Success | 2.3, 2.4, and 2.5 | This on-going funding is needed to provide staff with the resources to adequately perform student support services | \$1,500 |
| E2 | Travel, conferences | 500010 | Student Learning; Human Resources and Professional | 1.1, 1.2, 2.2, 4.3, and 4.5 | This on-going funding is needed to ensure that staff is able to attend professional development events and to provide in person student support services. Limited EOPS funding is available to cover staff travel and professional development. | \$1,500.00 |
| E3 | | 500010 | | | | |
| E4 | | 500010 | | | | |
| E5 | | 500010 | | | | |

Budget Category F - Short-term hourly (temporary and student worker):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| F1 | | 230010 | | | | |
| F2 | | 230010 | | | | |
| F3 | | 230010 | | | | |
| F4 | | 230010 | | | | |
| F5 | | 230010 | | | | |

PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING

YEAR TWO UPDATE - 2015-16

STEP IV. Prioritize Resource Requests. Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests. **IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| Priority Number for all Resource Requests in Step III | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, \$LOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (include tax, shipping, benefits, etc.) |
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**PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE - 2015-16**

STEP V. Contract Position Requests. Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction. (Do not include faculty positions.)

| Priority Number for Contract Position Requests | Position Title/Category Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (include tax, shipping, benefits, etc.) |
|--|-----------------------------------|---------------|--|---|--|---|
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Carin Theodor

Department Chair/Designee Signature

Date

12/4/15

B. B. A.

Division Dean Signature

Date

12/4/15

Palomar College – Program Review and Planning
Non-Instructional Programs
YEAR 1
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: Evaluations & Records/Enrollment Services

11/10/2015

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

| | 2011-2012 | 2012-2013 | 2013-14 | <<Prelim>> 2014-15 | Definitions |
|---|-----------|-----------|---------|-----------------------|---|
| EVALUATIONS OFFICE | | | | | |
| Number of FT Staff | 6 | 6 | 6.45 | 6.45 | A 45% specially funded position was approved and hired in August 2013. |
| In-Person Contacts | 7,492 | 8,128 | TBD | TBD | |
| Phone Contacts | 5,940 | 6,415 | 7,035 | 9,099 | |
| E-Mail Contacts (Does not include evaluation notification emails) | 3,552 | 3,826 | TBD | TBD | |
| Associate in Arts: | | | | | |
| Approved | 1,858 | 1,338 | 1,253 | 949 | The numbers listed for the AA, AA-T, AS, AS-T, CA, and CP are not a count of individual students, but a count of each degree/certificate awarded. |
| Denied | 492 | 413 | 353 | 267 | |
| Total | 2,350 | 1,751 | 1,606 | 1,216 | |
| Associate in Arts for Transfer: (New in Fall 2011) | | | | | |
| Approved | 5 | 36 | 59 | 77 | |
| Denied | 40 | 22 | 62 | 75 | |
| Total | 45 | 58 | 121 | 152 | |
| Associate in Science: (New in Fall 2011) | | | | | |
| Approved | 3 | 238 | 644 | 778 | |
| Denied | 0 | 74 | 211 | 241 | |
| Total | 3 | 312 | 855 | 1,019 | |
| Associate in Science for Transfer: (New in Fall 2011) | | | | | |
| Approved | | 9 | 35 | 88 | |
| Denied | | 4 | 46 | 77 | |
| Total | 0 | 13 | 81 | 165 | |
| Associate Degree Totals | | | | | |
| Approved | 1,866 | 1,621 | 1,991 | 1,892 | |
| Denied | 532 | 513 | 672 | 660 | |
| Overall Total | 2,398 | 2,134 | 2,663 | 2,552 | |

| | | | | | |
|---|--------------|--------------|--------------|--------------|---|
| Certificates of Achievement: | | | | | |
| Approved | 1,666 | 1,474 | 1,706 | 1,735 | |
| Denied | 224 | 249 | 250 | 207 | |
| Total | 1,890 | 1,723 | 1,956 | 1,942 | Chancellor's Office approved programs of 12 units or more. |
| Certificates of Proficiency: | | | | | |
| Approved | 182 | 232 | 436 | 280 | |
| Denied | 25 | 20 | 26 | 15 | |
| Total | 207 | 252 | 462 | 295 | Programs of less than 18 units; Chancellor's Office approval not required. |
| Certificates of Completion: | | | | | |
| Approved | 80 | 88 | 104 | 110 | |
| Denied | 188 | 239 | 165 | 217 | |
| Total | 268 | 327 | 269 | 327 | Noncredit certificate programs in ESL and Adult Basic Education. |
| Certificate Totals | | | | | |
| Approved | 1,928 | 1,794 | 2,246 | 2,125 | |
| Denied | 437 | 508 | 441 | 439 | |
| Overall Total | 2,365 | 2,302 | 2,687 | 2,564 | |
| CSU GE Certifications: | | | | | |
| Full | 675 | 639 | 767 | 776 | |
| Partial | 229 | 220 | 263 | 277 | |
| Total | 904 | 859 | 1,030 | 1,053 | CCC certification of lower-division GE requirements for transfer to the CSU system. |
| IGETC Certifications: | | | | | |
| Yes | 345 | 248 | 285 | 249 | |
| Partial | 8 | 38 | 49 | 47 | |
| No | 26 | 10 | 17 | 13 | |
| Total | 379 | 296 | 351 | 309 | CCC certification of lower-division GE requirements for transfer to the UC or CSU system. |
| Certification Totals | | | | | |
| Full | 1,020 | 887 | 1,052 | 1,025 | |
| Partial | 237 | 258 | 312 | 324 | |
| Denied | 26 | 10 | 17 | 13 | |
| Overall Total | 1,283 | 1,155 | 1,381 | 1,362 | |
| Veteran Evaluations | 753 | 897 | 1,027 | 1,007 | Program evaluations for veterans and their dependents. |
| SOCMAR/SOCNAV Evaluations | | | | | Program evaluations for active duty marines or sailors and their dependents. |
| Camp Pendleton | 82 | 82 | 38 | 23 | |
| Transfer Credit Evaluations | | | | | Evaluation of transferred-in course work as requested by Financial Aid Advisors. |
| Financial Aid <i>(New in Fall 2011)</i> | 1,717 | 1,848 | 1,801 | 1,076 | |
| Course Evaluations | | | | | Evaluation of transferred-in course work as requested by counselors. |
| Counseling | 284 | 340 | 365 | 372 | |
| Prior Credit Evaluations | | | | | Program evaluation as requested by Nursing and Financial Aid. |
| Nursing/Fin Aid only <i>(Effective Summer 2011)</i> | 86 | 159 | 119 | 93 | |
| Life Science Prerequisite Evaluations | | | | | Evaluation of transferred-in course work for meeting Nursing science prerequisite requirements. |
| Nursing <i>(New in Fall 2010)</i> | 189 | 206 | 164 | 176 | |
| Course Repetition | | | | | |
| Petitions | 138 | 92 | 317 | 266 | |
| Withdrawals | 1,720 | 1,457 | 495 | 406 | |
| Academic Standing: | | | | | |
| Dean's List | 3,193 | 3,038 | 3,079 | 2,979 | |
| Probation | 8,096 | 8,324 | 8,396 | 8,361 | |
| Dismissal <i>(spring term only)</i> | 600 | 606 | 603 | 598 | |

| | | | | | |
|---|---------------|---------------|---------------|----------------|--|
| CTE Transitions/Tech Prep (Posted in the spring term only) | | | | | |
| Courses | 80 | 72 | 61 | 57 | |
| Students | 1,785 | 1,524 | 1,078 | <i>Pending</i> | The Tech Prep student enrollments are processed after the high school year has ended. Therefore our counts are always a year behind. |
| RECORDS OFFICE | | | | | |
| Number of FT Staff | 3 | 3 | 3 | 3 | We have been asking for an additional Records position for several years, but there has been no funding available. |
| In-Person Contacts | 4,365 | 9,815 | 12,794 | TBD | With the re-model of Evaluation & Records, the Records Office is seeing more Evaluations students at their counter. |
| Phone Contacts | 6,710 | 11,867 | 9,121 | 12,821 | We started receiving phone reports from Information Services in Fall 2012, providing an accurate count of incoming calls. In 2013 the Records Office phone tree was modified to include more prompts, providing improved choices for students to select the right person/department. |
| E-Mail Contacts | 1,633 | 1,764 | 2,348 | TBD | |
| Outgoing Transcripts | | | | | |
| Electronic | 5,142 | 5,873 | 7,110 | 8,416 | |
| Paper | 31,339 | 30,141 | 30,202 | 29,610 | Electronic count includes EDI, XML, and PDF |
| Incoming Transcripts | | | | | |
| Electronic | 314 | 457 | | | |
| Paper | 6,960 | 6,653 | 7,522 | 6,089 | |
| Verifications | | | | | |
| Current Enrollment, Dates of Attendance, Financial Aid, Investigations, Good Student, etc. | n/a | 1,950 | 3,075 | 2,246 | We started tracking this in the 2012-13 year. The verifications are accepted at the Records Office counter and received through the mail. |
| Grade Changes | 1,173 | 910 | 1,058 | 1,082 | |
| Student Petitions | | | | | |
| Petitions to Withdraw | 1,071 | 945 | 617 | 682 | |
| Academic Renewal | 531 | 386 | 363 | 535 | |
| Credit by Exam | 119 | 83 | 53 | 64 | |
| Prior Credit Evaluations | | | | | |
| Financial Aid (Discontinued Summer 2011) | n/a | n/a | n/a | n/a | |

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

California legislative changes continue to significantly impact the Evaluations and Records areas.

The number of financial aid students appears to be holding steady and we are continuing to process a large number of Transfer Credit Evaluations. The workload keeps us running behind schedule, particularly in the spring term. For the last couple of years, we finished processing spring graduate files at the end of summer, with last spring being about 8 weeks beyond our usual processing time. The Student Success and Support Program implementation is causing us to review and update several procedures. The implementation of Transfer Credit will meet the needs of requisite checking. We will follow with the implementation of Academic Advising, hoping to minimize the work placed on the Evaluators. Although we have received special funding for a 45% position, we would like to increase that to 100% in order to meet the demands of these changes.

Document imaging and transcript data entry continue as issues for the Records Office. The College purchased a new imaging system, Hyland OnBase, which the first stage has been implemented. We are told the implementation of the OnBase module Workflow will provide easier management of documents and follow-up with students, faculty, and staff. Transcript data entry is currently handled through hourly employees. We are continuing to ask for an additional Enrollment Services Specialist/Records position to manage the tasks associated with the document imaging and Transfer Credit implementations.

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

Graduation success rate for Nursing students with prior credit evaluations continues to hold around 90%.

75% of transcripts processed last year were requested online. We continue to see small increases every 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 successfully met the goals of these SAOs. The graduation success rate of Nursing students who have prior credit evaluations remains steady at about 90%. We continue to see small increases every year with the number of students requesting transcripts online, currently at 75%. We will be closing these SAOs and moving on to outcomes associated with improving student use of eServices.

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.)

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.)

Implementation of the Hyland OnBase imaging system with Workflow during Fall 2014:

- Reviewing imaging procedures to make the cross-over from Singularity to OnBase a smooth transition
- Working on creating documents to be used in the Workflow process

Preparation for implementation of the Student Success and Support Program initiatives:

- Updated the academic standing policy in regard to probation and dismissal
- Created an enrollment priority petition for students to use to apply for an earlier registration date
- Looking at implementing the Los Rios Student Education Planner for meeting both education planning and degree audit printing needs which the Counseling Office has approved

Planning for a Spring 2015 implementation of Transfer Credit:

- Reviewing and updating the Region 10 articulation spreadsheets
- Planning for requisite checking to begin with the Fall 2016 term

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

Full implementation and maintenance of Transfer Credit and Academic Advising to provide timely and accurate data on student progression:

- Dedicate contract staff to the project
 - Articulation Officer
 - Curriculum Specialist (new position)
 - Academic/Evaluator Advisor (new position)
 - Enrollment Services Specialist/Records (new position)

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 (Link) | 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. | | | | | | | |
| a2. | | | | | | | |
| 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 (Link) | 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. | | | | | | | |
| 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 (Link) | 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. | | | | | | | |
| 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 (Link) | 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. | TES Software License | | 2.4 | Provide catalog and course description access to Evaluations, Counseling, Articulation, and Instruction services staff | \$15,500 | On-going | Yes. From Transcript Fees and Matriculation. |

| | | | | | | | |
|------------|------------------|--|-----|--|---------|----------|----------------------------|
| d2. | CCC Tran License | | 2.4 | Provide access to electronic transcript services | \$6,000 | On-going | Yes. From Transcript Fees. |
| 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 (Link) | 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. | Enrollment Services Specialist/ Records | 2 | 2.4 | Data entry and document imaging to support Transfer Credit and Academic Advising | \$75,000 | On-going | No |
| e2. | Academic Evaluator/Advisor | 1 | 2.4 | The Degree Audit and Transfer Credit projects are large and on-going activities. We hired a full-time Lead Evaluator to take the lead, but the on-going workload will require more person-power to make the project work more effectively for our students. | \$80,000/annually for salary and benefits. | On-going | District and 3SP match. |
| 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 (Link) | 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 | 1 | 2.4 | Data entry and document imaging for incoming transcripts for Transfer Credit and Academic Advising | \$22,000 | On-going | Yes. From STEM grant funds for four years. Seek 3SP/SE Funding for after Sept 2016 |
| 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?

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

The Evaluations & Records Office:

- Met the ADT (Associate Degree for Transfer) deadline during March 2015 for the Fall 2015 CSU transfer applicants. The Evaluators were able to complete a review of the 360 applicants during one of the busiest times of the year! (Something some of the other community colleges couldn't meet.)
- Kristyn Lewko, new Senior Academic Evaluator, and Tracie Sayre, Admissions & Records Functional have made great achievements in Academic Advising.
 - Over 80 plans have been built in Academic Advising, addressing the degrees and certificates of 83% of the graduating class
 - The transfer articulation spreadsheet for Mira Costa College was completed and staff is currently working with a consultant for upload to People Soft
 - A template for an online, automated graduation application and staff workflow has been created and staff is currently working with a consultant on implementation
- Completed another year of degree, certificate, and transfer certification evaluations (**NOTE:** evaluation count, not student count)
 - Decrease of approximately 5.2% in Associate Degree and Certificate of Achievement program evaluations
 - Decrease of approximately 1.1% in CSU GE and IGETC transfer certification evaluations
- With the implementation of OnBase it has made it much simpler to reindex documents that were converted incorrectly, separate documents that were imaged together, and search for specific documents (grade changes, academic renewals, specific institutions, etc.) for research and report information.
- Implemented posting incoming transcripts in the PS Education page, making it quicker and easier for Financial Aid Advisors and Evaluators to track for program evaluation purposes

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.)

The Evaluations and Records Office must stay current in our area of expertise and be able to provide up-to-date information for our students. Funding and support through annual dues, registration fees, and travel expenses is essential for staff to attend and participate in professional groups and organizations, workshops and conferences, and training sessions.

- Regional Workshops
- CACCRAO Conferences and Training Sessions

- Oracle/PeopleSoft Conferences and Training Sessions
- Hyland OnBase Conferences and Training Sessions
- CollegeSource/TES Conferences and Training Sessions
- Articulation and ASSIST Conferences and Training Sessions

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


| | | |
|----------------------------|---------------------------|--------------------------------|
| Rick Herren <i>Name</i> | Jamie Moss <i>Name</i> | Kendyl Magnuson <i>Name</i> |
| <i>Name</i> | <i>Name</i> | <i>Name</i> |


Department Chair/Designee Signature

12/3/15
Date

Division Dean Signature

Date


Division Vice President Signature

12/4/15
Date

- Provide a hard copy to the Vice President Gonzales no later than **November 6, 2015**
- Email an electronic copy to mlavigueur@palomar.edu by **November 6, 2015**

**PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE - 2015-16**

GFSP

STEP III. Resources Requested for FY 2015-16: Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the "Academic Department Resource Requests" PRP form only. Click here for examples of budget category:

<http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf>

Prioritize within each category and then prioritize across categories in Step IV.

*Refer to Strategic Plan 2016 Objectives at:

<http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf>

Budget Category A - Equipment (acct 600010 and per unit cost is >\$500):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| A1 | | 600010 | | | | |
| A2 | | 600010 | | | | |
| A3 | | 600010 | | | | |
| A4 | | 600010 | | | | |
| A5 | | 600010 | | | | |

Budget Category B - Technology (acct 600010, examples: computers, data projectors, document readers):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| B1 | | 600010 | | | | |
| B2 | | 600010 | | | | |
| B3 | | 600010 | | | | |
| B4 | | 600010 | | | | |
| B5 | | 600010 | | | | |

Budget Category C - Supplies (acct 400010 and per unit cost is <\$500):

**PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING
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| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| C1 | | 400010 | | | | |
| C2 | | 400010 | | | | |
| C3 | | 400010 | | | | |
| C4 | | 400010 | | | | |
| C5 | | 400010 | | | | |

Budget Category D - Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|--|--|--|
| D1 | Travel, conferences | 500010 | | Goal/Objective 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, and 5.4 | Proposal Writing Workshops- not allowed with TRIO grant funds. Presented by the Council for Opportunity in Education, COE, and other national associations for various USED grant competitions and to hire editors, consultants, and grant writers for proposals. Expenses associated with staff travel to attend USED and other federal grant Proposal Writing Workshops (PPW). Such expenses are not allowed to be paid by federal grant funds. Attending PPWs provides necessary insights and strategies for highly competitive, effective, and accurate grant proposals. | \$20,000 |
| D2 | | 500010 | | | | |
| D3 | | 500010 | | | | |
| D4 | | 500010 | | | | |
| D5 | | 500010 | | | | |

Budget Category E - Travel Expenses for Faculty (acct 500010: faculty travel only):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| E1 | | 500010 | | | | |
| E2 | | 500010 | | | | |
| E3 | | 500010 | | | | |
| E4 | | 500010 | | | | |
| E5 | | 500010 | | | | |

Budget Category F - Short-term hourly (temporary and student worker):

| Priority Number for Resource Requests | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (Include benefits if applicable) |
|---------------------------------------|-------------------------|---------------|--|---|--|--|
| F1 | | 230010 | | | | |
| F2 | | 230010 | | | | |
| F3 | | 230010 | | | | |
| F4 | | 230010 | | | | |

PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING
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| | | | | | | |
|----|--|--------|--|--|--|--|
| F5 | | 230010 | | | | |
|----|--|--------|--|--|--|--|

PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING

YEAR TWO UPDATE - 2015-16

STEP IV. Prioritize Resource Requests. Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests. **IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| Priority Number for all Resource Requests in Step III | Resource Item Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, \$LOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (include tax, shipping, benefits, etc.) |
|---|-------------------------|---------------|--|--|---|---|
| 1 | Travel, conferences | 5000100 | | Goal/Objective 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, and 5.4 | Expenses associated with staff travel to attend USED and other federal grant Proposal Writing Workshops (PPW). Such expenses are not authorized to be paid by federal grant funds. Attending PPWs provides necessary insights and strategies for highly competitive, effective, and accurate grant proposals. Proposal Writing Workshops- not allowed with TRIO grant funds. Presented by the Council for Opportunity in Education, COE, and other national associations for various USED grant competitions and to hire editors, consultants, and grant writers for proposals. | \$20,000.00 |
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**PALOMAR COLLEGE ACADEMIC PROGRAMS - PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE - 2015-16**

STEP V. Contract Position Requests. Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction. (Do not include faculty positions.)

| Priority Number for Contract Position Requests | Position Title/Category Requested | Fund Category | Discipline Goal Addressed by this Resource | Strategic Plan 2016 Objective Address by this Resource* | Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.) | Amount of Funding Requested (include tax, shipping, benefits, etc.) |
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John Oberthur

Department Chair/Designee Signature

12/4/15

Date

S. S. A.

Division Dean Signature

12/4/15

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.)

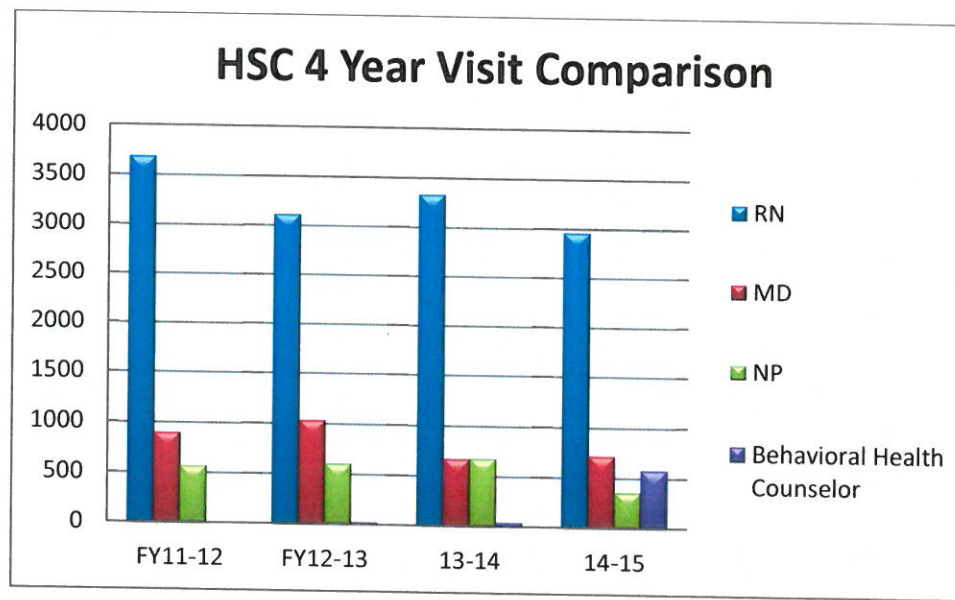
Discipline: **HEALTH SERVICES CENTERS**

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 |
|--|---------------|---------------|---------------|---------------|-------------|--|
| RN | 3,685 | 3,113 | 3,513 | 2,962 | -16% | 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. |
| MD | 897 | 1,031 | 672 | 718 | +7% | 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. |
| NP | 573 | 606 | 677 | 362 | -47% | 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. |
| Behavioral Health Counseling | 0 | 22 | 43 | 582 | +73% | 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). |
| Medical Reception Assist | 130 | 182 | 216 | 277 | +23% | 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. |
| Medical Reception Direct Services | 23,041 | 30,615 | 23,252 | 18,917 | -19% | 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. |
| | 28,326 | 35,569 | 28,373 | 23,818 | -17% | Total Visits |



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.

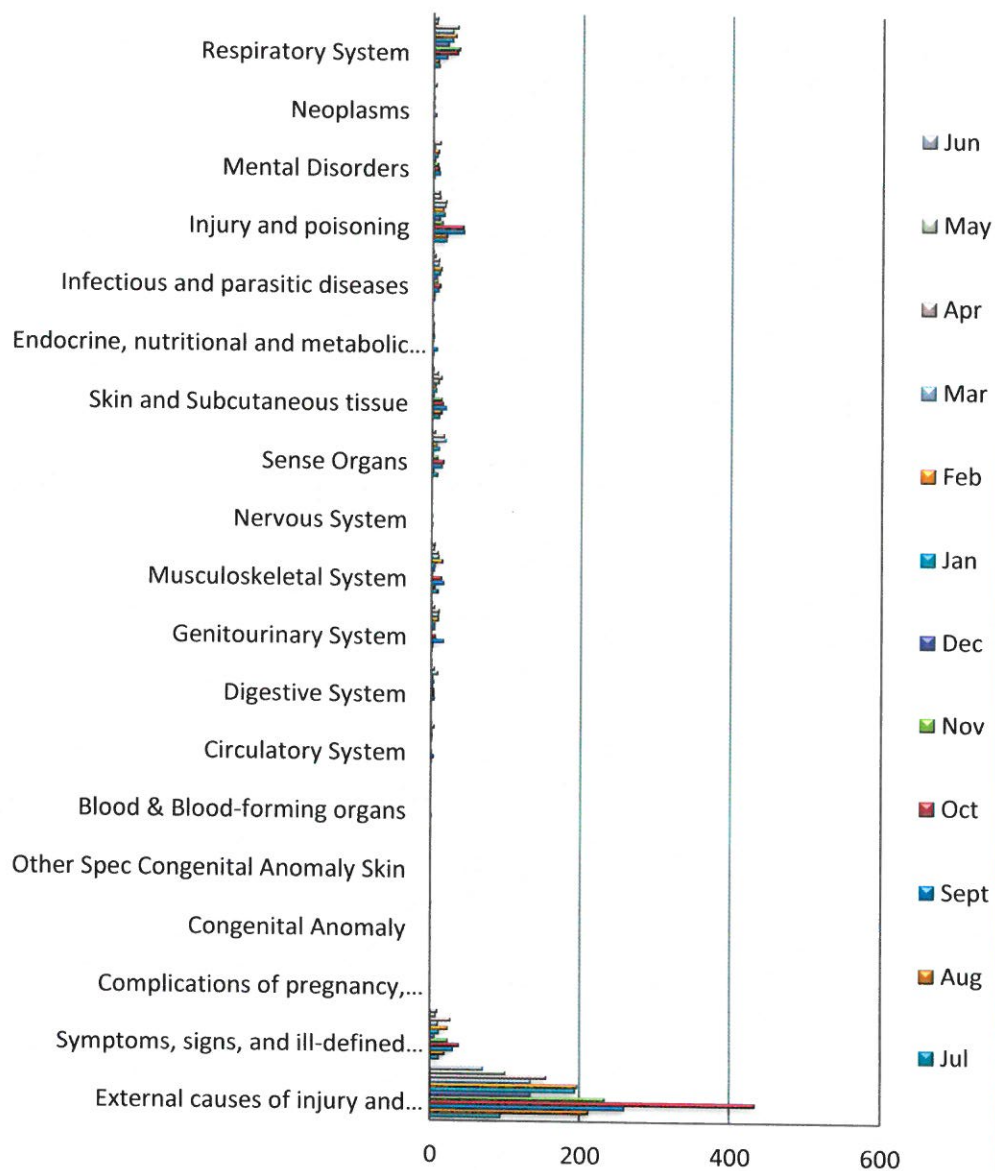
MD/NP Visits:

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.

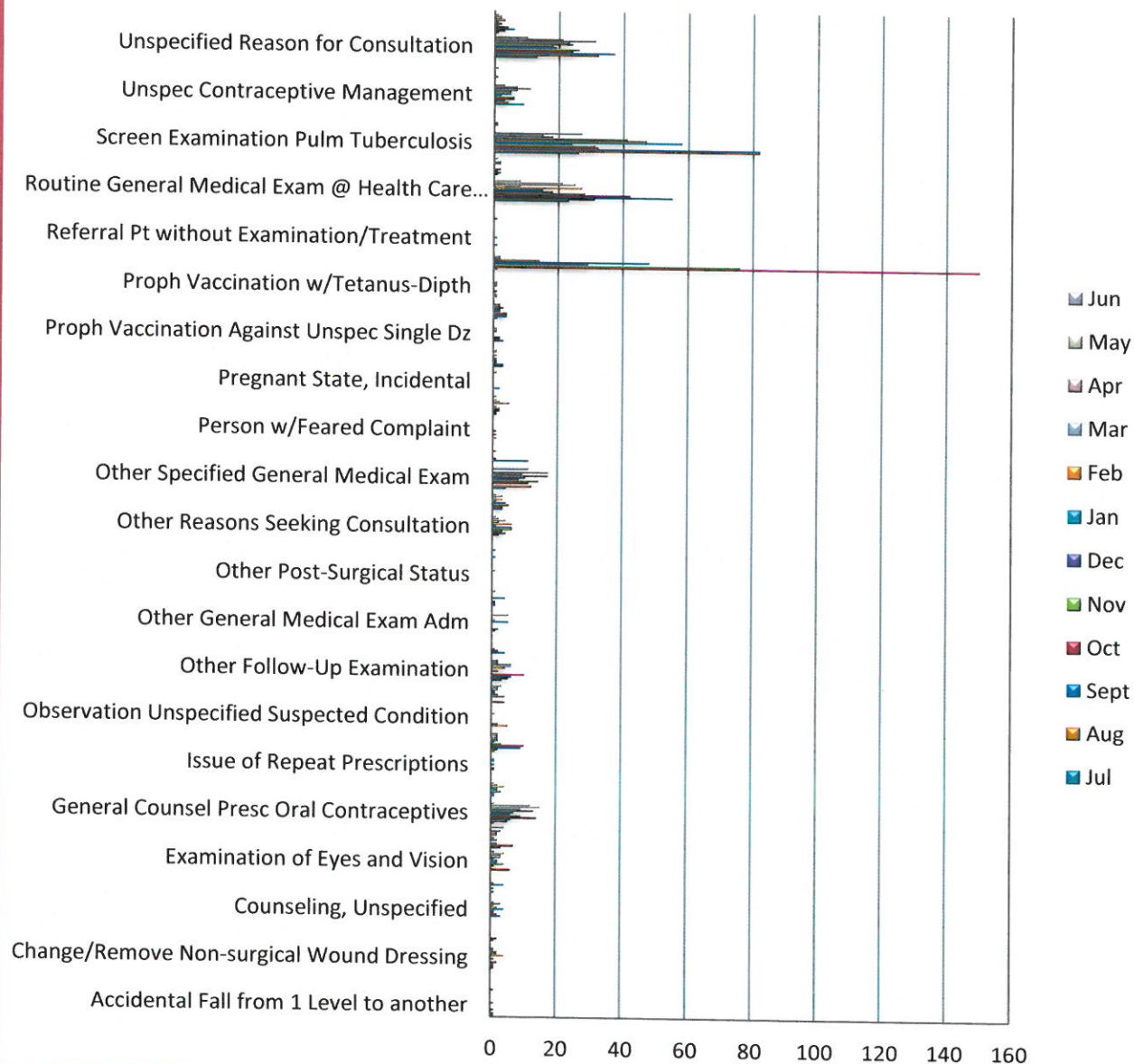
Counseling Visits:

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.

| Health & Wellness Outreach Visits Include: | 2012-2013 | 2013-2014 | 2014-2015 |
|---|------------------|------------------|------------------|
| 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 (Link) | 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 (Link) | 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 (Link) | 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 (Link) | 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 |
| Total | | | | | \$ 76,038 | | |

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 (Link) | 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 (Link) | 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 3rd 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 4th 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:

| | | |
|--|--|---|
| Judy Harris, RN, MSN, FNP-BC, Interim Director Name/Title <i>Judy Harris</i> | Maria Monsalud, BSN, RN Name/Title <i>Maria P. Monsalud</i> | Lenka Schalkle, MPH, CHES, Staff Assistant Name/Title <i>Lenka Schalkle</i> |
| Yvette Martinez, Senior Admin. Secretary Name/Title <i>Yvette Martinez</i> | Randy Gallagher, Office Specialist III Name/Title <i>Randy Gallagher Office Specialist</i> | Doris Asombrado, RN, MSN, FNP-BC 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 1
Academic Year 2014-2015

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: International Education

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

11/6/2015

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

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Definitions |
|--|------------|-----------|------------|-------------|---|
| Number of student contacts at IEP college fairs | Approx. 45 | N/A | Approx. 30 | Approx. 100 | The number is from student fairs in Sao Paolo, Brazil in March 2015. No participation in local IEP fairs. |
| Number of agents/schools overseas visited | 7 | 12 | 12 | 13 | Number of agencies and schools we visited for recruiting/annual visit purposes overseas. In addition, we participated in two agent workshop; one in Brazil and the other in Canada and met over 80 agents from different countries. |
| Number of TOEFL takers | 159 | 138 | 80 | 0 | Due to the closure of California English School, one of our feeder schools, we no longer administer Institutional TOEFL test. |
| Number of applications | 180 | 245 | 247 | 221 | Total number of international student application packets we processed each year. |
| Number of acceptance | 110 | 137 | 148 | 150 | Total number of students we officially accepted. |
| Number of new admits | 91 | 125 | 130 | 130 | Total number of admitted students who actually enrolled. |
| Number of admits by recruiting effort | 41 | 43 | 43 | 46 | Total number of admitted students who were referred by agencies/schools we have good relationship with. |
| Assessments | 90 | 96 | 98 | 105 | Total number of students who were assessed either at the Assessment Center or at the Office of International Education |

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Definitions |
|--|-----------|-----------|-----------|-----------|---|
| Number of orientation held | 4 | 4 | 4 | 4 | Number of new student orientation session we held |
| Enrollment | 385 | 443 | 495 | 475 | Reduced enrollment figure stems from 2013/14 student success. At the end of the spring 2014 semester, there were 48 students successfully transferred to universities. In addition, 6 students started their optional practical training, and 25 graduated with AA/AS degree and 3 with certificate of achievement. For the fall 2014 semester, 155 remaining students continued their studies here while there were 170 continuing students between the spring 2013 and fall 2013 semesters. |
| Average GPA | 3.02 | 3.13 | 2.845 | 2.921 | Value of average GPA. GPA for the spring 2015 semester was higher than fall 2014 at 3.017. |
| Number of students who received AA/AS degree | 23 | 39 | 30 | 32 | Number of students who received AA/AS degree |
| Number of students who received a certificate of achievement | 23 | 33 | 29 | 37 | Number of students who received a certificate of achievement |
| Number of students on OPT | 3 | 5 | 6 | 11 | Number of students who applied for optional practical training. |
| Number of students who transferred | 29 | 47 | 48 | 31 | Number of students who transferred to universities. In 2014-2015 academic year, increased number of students switched from transfer program to AA/Certificate program, possibly due to economic situations. |
| Number of international organization visit | 1 | 1 | 1 | 1 | Number of groups from overseas which visited Palomar College for short-term study tour. |
| Number of FT staff | 2 | 2 | 2 | 2 | |
| Number of PT staff | 1 | | 1 | 1 | *Adjunct counselor |

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

Total number of international application for 2014-2015 decreased approximately by 9%; however, number of acceptance increased by 2.

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

Only 50 % of students scored 75% or above on the post-orientation quiz. Comparing the ESL placement and result, it was confirmed that language skills was not an issue in terms of student learning during the new student orientation sessions.

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

Since the students' language skills do not affect the student learning, we will identify other methods to measure SAO for the 2016-2017 year.

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.)

There were increase in the number of degrees and certificates issued for international students. Students have become aware of CSUGE and IGETC certification, while vocational certificate programs attracted a few new students. In addition, number of students participating in the post-completion practical training increased by 83%.

To streamline both application and student services process, we are in the process of using an imaging system for

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

1. To expand the International Student program (2.1), establish an annual recruitment plan (fall & spring) focusing on the same region for a minimum of 3 years (Brazil, U.K., etc.). Increased and more diversified number of international students will contribute to the college's mission "...to contribute as individuals and global citizen....," in addition to bringing additional funds to the district

2. Hire a 45% person to provide administrative support to the coordinator, especially with SEVIS (Student and Exchange Visitor Information System) for required reporting and acceptance of F-1 visa students. As the number of international students increase, this position may change to a 100% position.

3. Coordinate international educational relationship involving students, staff and faculty.

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 2013 Goal/ Objective Addressed by This Resource (Link) | 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. | | | | | | | |
| a2. | | | | | | | |
| 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. | | 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. | | | | | | | |
| 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 2013 Goal/ Objective Addressed by This Resource (Link) | 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. | | | | | | | |
| 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 2013 Goal/ Objective Addressed by This Resource (Link) | 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. | Create and print the new international student handbook | 1 | Objective 2.4: | Increase student awareness and use of appropriate support services printed on the new student handbook. Handbook also has information such as (but not limited to) monthly planner with college events and US holiday, safety information, policies, regulations, and benefits by the US Department of Homeland Security, and local information. | \$2,803.2 | One-time to start | no. |
| 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 2013 Goal/ Objective Addressed by This Resource (Link) | 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. | One 45% classified staff position | 1 | Strategic Goal 2 | There are currently 2 full-time staff member and 1 part-time adjunct counselor with 260 F-1 visa students. To expand the program, the office must have at least a 45% permanent employee to maintain the quality of student services provided. | \$23,000 | On-going | No |
| 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 (Link) | 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?

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

There were increased number of students who completed their certificate or associate degree programs.

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 accreditation application submitted by California English School was denied in April by CEA (Center for English Accreditation). Negotiation with CES continues.

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

Another method to increase the number of international students is to start working with overseas agencies.

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

| | | |
|-----------------------|------|------|
| Yasue O'Neill Name | Name | Name |
|-----------------------|------|------|

| | | |
|------|------|------|
| Name | Name | Name |
|------|------|------|

Department Chair/Designee Signature

Date

Division Dean Signature

Division Vice President Signature

Date

- Provide a hard copy to the Vice President Vernoy no later than **September 14, 2012**
- Email an electronic copy to ipettit@palomar.edu by **September 28, 2012**
- Email an electronic copy to jdecker@palomar.edu by **September 28, 2012**

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 full- 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 (Link) | 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 (Link) | 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 (Link) | 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 (Link) | 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 (Link) | 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 (Link) | 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 (Link) | 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 (Link) | 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.