



**STUDENT SERVICES PLANNING  
COUNCIL MEETING  
AGENDA  
February 8, 2017**

MEETING TYPE:

<input checked="" type="checkbox"/>	Staff	Date:	February 8, 2017
<input type="checkbox"/>	Product/Project	Starting Time:	9:30 a.m.
<input type="checkbox"/>	Special	Ending Time:	11:00 a.m.
		Place:	MD-155C

CHAIR: Adrian Gonzales

MEMBERS: Antonecchia, Cathcart, Cecere, Cory, DiMaggio, Harris, Hopp, Large, Magnuson, Meyers, Moore, Moss, Nguyen, Nunez, O'Brien, Perez-Corona, Shoop, Springer, Stockert, Titus and Williams.

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
<b>A. <u>MINUTES</u></b>		
1. Approve Minutes of December 14, 2016		
<b>B. <u>ACTION ITEMS/FIRST READING</u></b> – None.		
<b>C. <u>ACTION ITEMS/SECOND READING</u></b> – None.		
<b>D. <u>INFORMATION/DISCUSSION ITEMS</u></b>		
1. Review 2016-17 PRP's	Exhibit A	30 minutes
a. Athletics		
b. Counseling – Instructional		
c. International Students		
d. Police Department		
e. Pride Center		
f. Student Affairs		
g. Student Health Centers		
2. Update on Student Services District BP/AP	Exhibit B	10 minutes
a. AP 5075 – Course Adds and Drops		
b. AP 5110 – Counseling Services		
c. AP 5120 – Transfer Center		
d. AP 5140 – DRC/DSPS		
e. AP 5160 – Gear UP Program		
f. AP 5170 – TRIO Program		
g. AP 5510 – Off-Campus Student Organizations		
h. AP 5610 – Voter Registration		
i. AP 5700 – Athletics		
j. AP 5900 – Prevention of Identity Theft in Student Financials		
3. Promise Program Framework	Exhibit C	10 minutes

- |  |            |
|--|------------|
| <b>4. High School Concurrent/Dual Enrollment</b>                 | 10 minutes |
| <b>5. AB 540/Immigrant Student Support</b>                       | 10 minutes |
| <b>6. Hiring FT Counselor(s) for Fall 2017 – Patrick O’Brien</b> | 10 minutes |
| <b>E. <u>COMMITTEE REPORTS</u></b>                               | 10 minutes |
| <b>1. Academic Review Committee</b>                              |            |
| <b>2. Behavioral Health &amp; Campus Wellness Committee</b>      |            |
| <b>3. Campus Police Committee</b>                                |            |
| <b>4. Registration Committee</b>                                 |            |
| <b>5. Scholarship Committee</b>                                  |            |
| <b>6. Student Program Eligibility Appeals Committee</b>          |            |
| <b>F. <u>OTHER BUSINESS</u></b>                                  |            |

**Next Meeting: Wednesday, February 22, 2016 in MD-155C**





**STUDENT SERVICES PLANNING  
COUNCIL MEETING  
MINUTES  
December 14, 2016**

**CHAIR:** Adrian Gonzales

**MEMBERS PRESENT:** Antonecchia, Cathcart, Cecere, Cunningham, DiMaggio, Large, Magnuson, Meyers, Moss, Nguyen Nunez, O'Brien, Perez-Corona, Shoop, Springer, Stockert, Titus and Williams.

**RECORDER:** Michelle LaVigueur

**MEMBERS ABSENT:** Cory, Harris, Hopp and Moore.

**GUESTS:**

Order of Agenda Items

Attachments

Time Allotted

**A. MINUTES**

**1. Approval of Minutes for November 9, 2016**

MSC – (Titus/Cecere): The minutes for November 9, 2016 were approved and accepted into the record with abstentions from Jamie Moss and Jessica Perez-Corona.

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

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

**B. ACTION ITEMS/FIRST READING – None.**

**C. ACTION ITEMS/SECOND READING – None.**

**D. INFORMATION/DISCUSSION ITEMS**

**1. Review 2016-17 PRP's**

Exhibit A

40 minutes

- a. Assessment – Dean Stockert reviewed this PRP.
- b. Career Center – Rosie Antonecchia reviewed this PRP.
- c. DRC – Instructional – Dean Stockert reviewed this PRP.
- d. DRC – Non-Instructional – Dean Stockert reviewed this PRP.
- e. Evaluations & Records – Dr. Magnuson reviewed this PRP.
- f. Financial Aid, Veterans & Scholarships – Dr. Magnuson reviewed this PRP.
- g. Police Department – This PRP was tabled until the next SSPC meeting on February 8, 2017.

**2. Update on Student Services District BP/AP**

Exhibit B

30 minutes

The following Chapter 5, Student Services Board Policies & Administrative Procedures were reviewed by SSPC and will now move forward to the Policies and Procedures committee for further review.

- a. BP 5000 – Student Responsibility
- b. BP 5010 – Admissions and Concurrent Enrollment
- c. BP 5015 – Residence Determination
- d. BP 5020 – Nonresident Tuition
- e. BP 5035 – Withholding of Student Records
- f. BP 5040 – Student Records: Directory Information/Privacy
- g. BP 5045 – Student Records: Challenging Content and Assess Log
- h. BP 5050 – Student Success and Support Program
- i. BP 5052 – Open Enrollment
- j. BP 5055 – Enrollment Priorities
- k. BP 5075 – Course Adds and Drops

- l. BP 5110 – Counseling Services
- m. BP 5120 – Transfer Center
- n. BP 5130 – Financial Aid, Veterans & Scholarship Services
- o. BP 5140 – DSPS/DRC
- p. BP 5150 – EOPS
- q. BP 5200 – Health Services
- r. BP 5210 – Communicable Disease
- s. BP 5220 – Shower Facilities for Homeless Students
- t. BP 5300 – Student Equity
- u. BP 5400 – ASG
- v. BP 5410 – ASG Elections
- w. BP 5510 – Off-Campus Student Organizations
- x. BP 5570 – Student Credit Card Solicitors
- y. BP 5700 – Athletics
- z. BP 5900 – Prevention of Identity Theft in Student Financials
- aa. AP 5010 – Admissions and Concurrent Enrollment
- bb. AP 5013 – Students in the Military
- cc. AP 5020 – Nonresident Tuition
- dd. AP 5031 – Instructional Material Fees
- ee. AP 5035 – Withholding of Student Records
- ff. AP 5040 – Student Records, Directory Information and Privacy
- gg. AP 5045 – Student Records – Challenging Content and Access Log
- hh. AP 5050 – SSSP
- ii. AP 5052 – Open Enrollment
- jj. AP 5150 – EOPS
- kk. AP 5200 – Student Health Centers
- ll. AP 5210 – Communicable Disease
- mm. AP 5220 – Shower Facilities for Homeless Students
- nn. AP 5400 – ASG
- oo. AP 5410 – ASG Elections
- pp. AP 5570 – Student Credit Card Solicitors

**3. Update on new PRP forms** – Tabled. 10 minutes

**E. COMMITTEE REPORTS** – Tabled. 10 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. OTHER BUSINESS**

- 1. **New Student Services Center Update** – VP Gonzales reported that we are focused on all of Student Services being housed in the new Student Services Center. More information will be forthcoming over the next couple of months.
- 2. **Palomar Promise Update** – VP Gonzales reported that the focus of the Palomar Promise has shifted from a Financial Aid focus to more of a comprehensive Student Success initiative. A proposal will be submitted to the Chancellor's Office by February 3, 2017 for \$750,000.00 over two years to enhance the Palomar Promise to include the following five components:
  - a. Financial Aid
  - b. College preparation
  - c. First Year Experience (FYE) program
  - d. Second Year Experience (SYE) program
  - e. Completion

3. **Governing Board meeting on December 13, 2016** – VP Gonzales reported that our new Trustee, Nina Deerfield was sworn in at this Governing Board meeting. He also reported that the following retirements, effective June 30, 2017 were approved:
  - a. Rich Talmo, Director of Development
  - b. Mark DiMaggio, Chief of Police
4. **Current Climate on Campus** – VP Gonzales reported that many in our campus community are feeling either uncertainty or discomfort around the recent elections. He advised that our first focus is to support one another and foster a climate of inclusion. There will be more discussion in the coming weeks and months to allow faculty, staff and students to process any changes that may come forward. A website will be created where credible information will be housed in relation to this topic.

Meeting was adjourned at 11:07 a.m.

Next Meeting: February 8, 2016

# Palomar College – Program Review and Planning Non-Instructional Programs

Exhibit A

## Academic Year 2016-17

**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

**11/06/2016**

**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	2013-14	2014-15	2015-16	Definitions
Sponsored sport programs	22	23	23	Intercollegiate sport offerings, including co-ed cheerleading. Note M/W breakdown (section 1.A).
Participating student athletes	411	409	411	Based on official CCCAA Form 3 eligibility lists. Note breakdown of sports below (section 1.A)
Total competition dates	394	411	411	Compilation of all teams in home and away contest dates.
Home competition dates	138	123	131	Compilation of all teams home or hosted contest dates
Away competition dates	256	288	280	Compilation of all teams away (travel) competition dates
Post-Conference qualified teams	11	15	12	Teams or individual members of teams qualified for state post-conference competition
Post-Conference competition dates	30	46	27	State post-conference contest dates for qualifying teams and/or individual members of teams
Contest officials assigned/compensated	333	364	368	Compilation of all contest officials assigned and compensated per responsibility of host institution
Home event staff assigned/compensated	289	261	292	Compilation of all event staff for home contests (ticket sales, P.A., clock operator, scorer, gate, etc.)
Foundation account transactions	529	542	450	Processed deposits/payment requests among 32 Palomar Foundation Athletic Accounts
Team transportation				
Total vehicle use	463	477	502	Compilation of all vehicle rentals for team transportation to away competition
Charter Bus	35	39	37	Charter coach trips for teams to competition site
Passenger van rentals-outside agency	34	23	34	Passenger van rentals for team trips to competition site
District passenger van use	394	415	426	District fleet passenger van use for all team trips to competition site
Academic Support Issues				
CCCAA Form 1 Eligibility Processed	541	533	490	Full verification processing for student-athlete eligibility (orientation, report, review, signature)
ACS-50 Enrollment	122	173	142	Participating athletes enrolled into 8-week Introduction to Intercollegiate Athletics course
Academic All-Conference Qualifiers	116/28%	133/37%	127/36%	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	225/55%	251/70%	240/69%	Student athletes having passed 12-or-more units in their in-season semester
Athlete Counseling Appointments	546	814	707	Student-athlete counseling appointments, including degree audits and comprehensive Ed. plans
Enrollment/scheduling workshop	187	266	418	Athletes participating/completing counseling workshop for priority enrollment class scheduling
Mid-semester grade checks	--	1,630	1,396	New category for report, long-time standard practice. Self-developed athletic first-alert system
Recruiting Activities				
Athletic eligibility tracers initiated	130	156	140	Outgoing requests processed to gain eligibility information on prospects transferring in
Athletic eligibility tracers responded to	122	108	123	Incoming requests processed from institutions requesting eligibility information on transfer athletes
On-line prospect questionnaires	626	845	712	On-line inquiries from unsolicited prospects received and processed 7/1/14-6/30/15

Athletic Training/Sports Medicine Operations	2013-14	2014-15	2015-16	
Pre-Season Physical Exams	509	470	536	Pre-season physical screening for athletic prospects
Pre-event/practice treatments	3,604	2,416	4,050	Daily preventative and prosthetic taping or wraps
Physical therapy/rehab treatments	4,560	5,539	5,266	Treatments based on evaluation and assessment by certified trainer and/or team physician
Outside health-care referrals	302	271	293	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.

Following is a breakdown of athletic participation numbers for the five-year period 2011-12 – 2015-16, based on official CCCAA Form 3 Eligibility rosters:

#### MEN'S SPORTS

Sport	2011-12	2012-13	2013-14	2014-15	2015-16	Avg.
Baseball (ACS 155)	38	33	35	32	32	34.0
Basketball (ACS 110)	13	17	14	13	12	13.8
Cross Country (ACS 160)	17	10	15	14	8	12.8
Football (ACS 145)	100	87	79	74	83	84.6
Golf (ACS 115)	10	11	7	13	9	10.0
Soccer (ACS 125)	30	25	27	27	26	27.0
Swim/Dive (ACS 135)	22	15	17	20	19	18.6
Tennis (ACS 120)	14	8	8	8	8	9.2
Volleyball (ACS 130)	13	11	11	11	11	11.4
Water Polo (ACS 140)	11	24	18	23	21	19.4
Wrestling (ACS 150)	28	30	32	26	20	27.2
<b>TOTAL</b>	<b>296</b>	<b>271</b>	<b>263</b>	<b>261</b>	<b>249</b>	<b>268.0</b>

#### WOMEN'S SPORTS

Sport	2011-12	2012-13	2013-14	2014-15	2015-16	Avg.
Basketball (ACS 110)	15	13	13	15	15	14.2
Beach Volleyball (ACS-180)				13	10	11.5
Cross Country (ACS 160)	13	8	10	9	12	10.4
Golf (ACS 115)	8	6	12	5	6	7.4
Soccer (ACS 125)	19	21	18	16	15	17.8
Softball (ACS 101)	19	19	17	15	18	17.6
Swim/Dive (ACS 135)	21	9	7	9	10	11.2
Tennis (ACS 120)	8	6	7	4	0	5.0
Track & Field (ACS 165)	15	19	19	9	19	16.2
Volleyball (ACS 130)	14	14	14	15	14	14.2
Water Polo (ACS 140)	15	17	17	15	12	15.2
<b>TOTAL</b>	<b>147</b>	<b>132</b>	<b>134</b>	<b>125</b>	<b>131</b>	<b>133.8</b>

#### COMBINED SPORTS

Sport	2011-12	2012-13	2013-14	2014-15	2015-16	Avg.
Men's Total	296	271	263	261	249	268.0
Women's Total	147	132	134	125	131	133.8
Co-Ed Cheer	15	20	14	23	31	20.6
<b>TOTAL</b>	<b>458</b>	<b>423</b>	<b>411</b>	<b>409</b>	<b>411</b>	<b>422.4</b>

**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

Reported achievement of sophomore athletes in the 2015-16 academic year: Of **119** sophomore (2nd year) athletes, **47 (39%)** earned athletic scholarships to continue their athletic and academic pursuits at four-year institutions; **26 (22%)** 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 **73 (61%)** who have met the four-year transfer requirement. Once again, the figure meets and exceeds the SAO target. It should also be noted that **40 (34%)** sophomore athletes who exhausted their two-year college athletic eligibility during the 2015-16 academic year have maintained enrollment at Palomar College and are continuing to seek four-year college transfer requirements. A total of **six (6)** sophomore athletes from the 2015-16 academic year (**5%**) are either undecided or known to have ended pursuit of a collegiate degree, while **one (1)** has completed an associate degree at Palomar College and joined the workforce, thus meeting an academic goal. The combined figures provide for a collective sophomore continuance/retention rate of **95%** for the 2015-16 academic year (see chart below).

#### 2015-16 SOPHOMORE SCHOLARSHIP/TRANSFER/RETENTION

Sport	Sophs.	Athletic Scholarship	4-Year Transfer	Remain PC Enrolled	Completion (AA)	Undecided	Known Drop
BSB	15	12	1			1	1
MBK	5	2	1	2			
WBK	5	5					
WBV	3	1		2			
MCC	2			2			
WCC	3	1	1	1			
FTB	27	13	8	3			3
MGF	4		3	1			
WGF	1	1					
MSC	3		2	1			
WSC	4		2	1	1		
SFB	5	4		1			
MSW	7		1	6			
WSW	4		1	3			
MTN	1	1					
WTF	3	2	1				
MVB	1			1			
WVB	7	4		3			
MWP	8		1	7			
WWP	5		3	2			
WRS	6	1	1	3		1	
TTL	119	47	26	40	1	2	4
PCT.	100%	39%	22%	34%	0.8%	1.7%	3.3%

It should also be noted that six (6) former student athletes, who exhausted their two-year athletic eligibility during the 2014-15 academic year, completed transfer requirements at Palomar College during the 2015-16 academic year. Of those, four (4) earned athletic scholarships to four-year institutions; the other two have transferred as walk-on athletes.

11/11/2016



**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

**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); **2014-15** - 79 of 123 sophomore athletes = 64%; **2015-16** - 73 of 119 sophomore athletes = 61%.

**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, has been used since, yielding numbers more in line with the findings gathered between the academic years 2009-10 and 2011-12. In this regard, it is clearly evident the annual intercollegiate athletic transfer rate stands at somewhere between 60 and 68 percent.

It should also be noted that in a small percentage 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 not included in the transfer-rate calculation. Conversely, the transfer cohort also includes those 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 as noted for the six identified students in the final paragraph of item I.B above.

Calculation of the collective sophomore continuance/retention rate (includes all transfers and those students confirmed as continuing their enrollment at Palomar College as verified by standing enrollment histories), stated for a first time in the 2014-15 survey at 96%, calculated at 95% for the 2015-16 sophomore cohort (above), is positive reinforcement of the assumption 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.)**

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, 233 of 359 identified student athletes (65%) enrolled on their priority date in the fall for spring-semester classes in 2016; 169 of 238 identified student athletes (71%) enrolled on their priority date in the spring for fall semester classes in 2016. Collectively, that's 402 among 597 identified student athletes (67%) who enrolled on their priority date, **a department high percentage and clearly a higher participation rate than any other prioritized group on campus.**

**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.)**

During the previous academic year (2014-15), 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 for the previous year (2014-15), 381 among 631 identified student athletes (60%) who enrolled on their priority date, which, at the time, was also 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. The program has never met (nor is expected to) the Test 1 proportionality standard, while Tests 2 and 3 of the following recognized standards remain 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 address the situation, specifically as it regards the latter measures: 1) adoption of the program's 22<sup>nd</sup> varsity sport program, women's beach volleyball, which was officially sanctioned by the California Community College Athletic Association for the spring season of



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

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 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 2015-16 academic year:

Rate of full-time undergraduate enrollment – Women 3,569 (46.50%); Men 4,107 (53.50%)

Rate of participation in athletics – Women 131 (34.47%); Men 249 (65.53%)

Exact proportionality for underrepresented gender – 216.38 (for example of calculation see <http://www.cccaasports.org/gender.asp>)

Number needed to reach exact proportionality for underrepresented gender – 85.38

Number of teams currently offered for the overrepresented gender – 11

Number of teams currently offered for the underrepresented gender – 11 (includes tennis, suspended in 2015-16\*)

Average team size for overrepresented gender – 22.6

Average team size for underrepresented gender – 13.1 (does not include women's tennis; suspended in 2015-16\*)

\* Women's tennis suspended for the 2015-16 academic year due to lack of interest/available participants. Program remains intact as a recognized and ongoing intercollegiate sport offering.

The following represents an explanation of fact for development of an action plan to address the existing proportionality non-compliance: 1) 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; 2) 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. 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, 2015 to October, 2016** included **28,923 responses** and the following breakdown by gender: **male – 14,351 total**, of which **8,791 (61%)** indicated no interest in intercollegiate athletics and **5,560 (39%)** with an interest; **female -14,572 total**, of which **10,416 (71%)** indicated no interest in intercollegiate athletics and **4,156 (29%)** with an interest. 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 2015** and **October 2016** follows (see next page):

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

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*	71	0.81	BADMINTON	83	0.80
<b>BASEBALL</b>	<b>482</b>	<b>5.48</b>	<b>BASKETBALL</b>	<b>325</b>	<b>3.12</b>
<b>BASKETBALL</b>	<b>502</b>	<b>5.71</b>	<b>BEACH VOLLEYBALL</b>	<b>218</b>	<b>2.09</b>
BOWLING*	134	1.52	BOWLING*	89	0.85
CREW*	77	0.88	CREW*	68	0.65
<b>CROSS COUNTRY</b>	<b>163</b>	<b>1.85</b>	<b>CROSS COUNTRY</b>	<b>193</b>	<b>1.85</b>
FENCING*	118	1.34	FENCING*	56	0.54
<b>FOOTBALL</b>	<b>928</b>	<b>10.56</b>	FIELD HOCKEY*	39	0.37
<b>GOLF</b>	<b>174</b>	<b>1.98</b>	<b>GOLF</b>	<b>89</b>	<b>0.85</b>
GYMNASTICS*	80	0.91	GYMNASTICS*	142	1.36
LACROSSE*	190	2.16	LACROSSE*	97	0.93
SKIING*	177	2.01	SKIING*	87	0.84
<b>SOCCER</b>	<b>817</b>	<b>9.29</b>	<b>SOCCER</b>	<b>531</b>	<b>5.10</b>
SOFTBALL*	67	0.76	<b>SOFTBALL</b>	<b>366</b>	<b>3.51</b>
<b>SWIM/DIVE</b>	<b>264</b>	<b>3.00</b>	<b>SWIM/DIVE</b>	<b>359</b>	<b>3.45</b>
<b>TENNIS</b>	<b>143</b>	<b>1.63</b>	<b>TENNIS</b>	<b>220</b>	<b>2.11</b>
TRACK & FIELD	419	4.77	<b>TRACK &amp; FIELD</b>	<b>314</b>	<b>3.01</b>
<b>VOLLEYBALL</b>	<b>218</b>	<b>2.48</b>	<b>VOLLEYBALL</b>	<b>519</b>	<b>4.98</b>
<b>WATER POLO</b>	<b>122</b>	<b>1.39</b>	<b>WATER POLO</b>	<b>119</b>	<b>1.14</b>
<b>WRESTLING</b>	<b>309</b>	<b>3.51</b>	WRESTLING*	56	0.54
OTHER*	176	2.00	OTHER*	186	1.79
NO INTEREST	8,791	61.26%	NO INTEREST	10,416	71.48
<b>Total</b>	<b>14,351</b>	<b>100%</b>	<b>Total</b>	<b>14,266</b>	<b>100%</b>

**BOLD FACE – Currently offered sport**

\* Non-CCCAA sanctioned sports

Based on these figures, the ranking interest (descending order) of current or potential sports for the under-represented gender by women applicants to Palomar College between **October, 2015** and **October, 2016** are: 1) Soccer; 2) Volleyball; 3) Softball; 4) Swim/Dive; 5) Basketball; 6) Track/Field; 7) Tennis; 8) Beach Volleyball; 9) Cross Country; 10) Other\*; 11) Gymnastics\*; 12) Water Polo; 13) Lacrosse\*; 14) Golf/Bowling\*; 16) Skiing\*; 17) Badminton; 18) Crew\*; 19) Wrestling\*/Fencing\*; 21) Field Hockey\*

\*Non-CCCAA sanctioned sports

With the addition of women's beach volleyball in the spring of 2015, Palomar College currently offers intercollegiate competition 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 provided 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 59-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.

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

However, architectural planning has begun on the long-awaited Palomar College Kinesiology/Athletics Complex, which is 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 allow for the addition of badminton when completed. Additionally, planning for the complex includes three beach 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	<b>Wascomat Model DXSM665C</b> 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.	<b>\$10,000</b> (Includes tax, delivery, installation)	One time	Annual operational supplies budget will not support this purchase.
a.2	<b>Aggregate Athletic Training Items:</b>  <b>Dynatron X5 Soft Tissue Oscillation Device</b> 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.	2a	GOAL 5	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.  Equipment/Modality units and accessories needed in the athletic training/sports medicine area to successfully service and responsibly treat Palomar College student athletes.  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.	<b>\$ 5,489.90</b>	One time	<b>For all items listed under the a.2 heading:</b> Annual operational supplies budget for Athletic Training Office will not support these one-time equipment purchases.

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.)	<b>Dynatron Solaris® Plus, 709 Plus, 5 Ch. Combo Stim Light Ultrasound With Carts</b> 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.	2b	GOAL 5	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.	Two (2) devices Total: \$10,332.40	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
	<b>Thermo Stim Prob (3)</b> 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.	2c	GOAL 5	This is a featured and necessary accessory to the Dynatron Solaris 709 Plus combo stimulation light ultrasound equipment noted above.	Three (3) devices Total: \$6,517.39	One time	
	<b>Game Ready (New Unit) 2639-16 Game Ready Wraps:</b> 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.	2d	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	

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.)	NORMATEC Pulse Leg & Arm Recovery System	2e	GOAL 5	Normatec is a leader in rapid recovery. This system is a dynamic compression device designed for recovery and rehab. PULSE technology mimics the muscle pump of the legs and arms, greatly enhancing the movement of fluid and metabolites out of the limbs after an intense workout. Athletes recover faster between trainings and after performance.	Two (2) Units \$2,299.00ea \$4,598.00	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
	NORMATEC System Carrying Case				Two (2) ea. at \$160.00, \$320.00		
	NORMATEC Zippered Leg Attachments for tall Athletes (6-foot-3 and up)				Two (2) ea. at \$800.00. Subtotal: \$5,718 Ship/Tax \$6,318.00		
	PT 9060 Athletic Edge Leg & Shoulder Therapy Table w/ Hi-Lo elevating base (2) - MEDCO	2f	GOAL 5	Standard treatment tables tend to limit range of motion, the unique design of the table allows for patient positioning and range of motion to perform a wide range of activities using one stable platform. This is also important for the athletic trainer to maintain stability within themselves so that we do not get injured working with athletes.	Each Table \$3,499.00 \$6998.00 Tax/S&H : \$700.00 TOTAL: \$7698.00	One time	
	PROTEAM by Hausmann A9060 Split Leg Table w/Adjustable Air Spring Back Rest (1) - MEDCO	2g	GOAL 5	Elevation for fluid drainage and recovery. Sanitary reasons due to easy cross contamination with foam vs. vinyl.  Added- adjustable air spring backrest (0-75')	Table \$1485.00  \$277.91 Subtotal: \$1,762.91 Tax/S&H: \$350.00 TOTAL: \$2,012.91	One time	



**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.)	<p><b>PROTEAM by Hausmann A9065 Split Leg Table w/Adjustable Air Spring Back Rest (1) - MEDCO</b></p> <p><b>PROTEAM by Hausmann Model 5557 Mini 4-Sided Rotating Rack Fully Accessorized - MEDCO</b></p> <p><b>Web-Slide Exercise Rail Deluxe System (Stainless Steel) - MEDCO</b></p> <p><b>ATHLETIC TRAINING TOTAL</b></p>	<p>2h</p> <p>2i</p> <p>2j</p>	<p><b>GOAL 5</b></p> <p><b>GOAL 5</b></p> <p><b>GOAL 5</b></p>	<p>Elevation for fluid drainage and recovery. Sanitary reasons due to easy cross contamination with foam vs. vinyl.</p> <p>Added adjustable air spring backrest (0-75")</p> <p>Organizational rack for proper storage of weighted equipment and resistive bands. This would allow us to store weights in a safe manner to decrease risk of additional injury to student athletes and athletic training staff.</p> <p>With the Web-Slide readily available and easy height adjustments we will be able to allow the student athletes to maintain proper sport specific mechanics needed to ensure effective healing.</p>	<p><b>Table</b> <b>\$1485.00</b></p> <p><b>\$277.91</b> <b>Subtotal:</b> <b>\$1,762.91</b> <b>Tax/S&amp;H:</b> <b>\$350.00</b> <b>TOTAL:</b> <b>\$2,012.91</b></p> <p><b>\$1,364.25</b> <b>Tax/S&amp;H</b> <b>\$350.00</b> <b>TOTAL:</b> <b>\$1,614.25</b></p> <p><b>\$638.82</b> <b>Tax/S&amp;H:</b> <b>\$150.00</b> <b>TOTAL:</b> <b>\$788.20</b></p> <p><b>\$46,752.96</b> <b>Includes shipping and tax</b></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.3	<b>Annual Football Equipment Reconditioning and Certification</b> Augmentation of the equipment budget specifically to address the annual required certification of protective football equipment.	3	<b>GOAL 5</b>	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.	<b>\$7,000</b>	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.	<b>Porta-Phone System</b> - 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.	<b>Sport Scope Endzone Camera System</b> 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.	<b>Fender Passport Conference PA System</b> 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.	<b>Bledsoe Axiom-D Knee Braces</b> 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.

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

c3.	<b>Uniforms for Cheerleading Program</b> 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.
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**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.	<b>Charter Transportation</b> 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 <sup>th</sup> 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.
d2.	<b>Replacement of per diem funding</b> 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.	<b>Software Licensing Fees</b> – 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 crucial 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.	<b>Sports Information Specialist</b> Increase allowable hours, enhance employment status of Sports Information Specialist.	1	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 notoriety 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
e2.	<b>Academic Advisement/Compliance Assistant</b>	2	Goal 4	Replacement of a .45 position lost prior to the beginning of the 2015-16 academic year. Position needed to assist in the student athlete academic support operation and eligibility verification processing. Direct report to the Athletic Academic Counselor.	Unknown	Annual	Was funded in the department's part-time classified budget when eliminated.
e3.	<b>Athletic Administrative Assistant</b> 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.	<b>Temporary Staff and Hourly Budget Augmentation</b> 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.	<b>Student Tutorial Assistance</b> 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.

Recently established State (CCC League) Cal-Pass Student Athlete Score-Card data should be accessed to evaluate performance vs. institutional non-student athletes, state-wide non-student athletes and student athletes at other CCCAA institutions as based on units attempted, units successfully completed, percentage of students passing transfer-level English and math. Goal of the data collection, comparison and evaluation to highlight strengths and deficiencies, allowing for the allocation of resources to address and initiate specific actions that would effectively enhance and improve overall program performance.

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

1. Participation: 380 student athletes (249 men; 131 women) verified for eligibility in 22 varsity sports; 31 cheerleaders for a total of 411 student participants in the 2015-16 academic year.
2. Fall Semester Grade Report: A total of 70 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 70 scholar athletes, 10 earned perfect 4.0 grade point averages and an additional 18 posted GPAs of 3.5 or higher. Collectively, a total of 222 athletes participated in the 2015 fall season of sport and produced an aggregate grade point average of 2.53, with 139 (63%) passing 12-or-more semester units.  
  
Spring Semester Grade Report: Among the nine Palomar College spring-sport teams, 57 athletes earned All-Pacific Coast Conference Scholar-Athlete awards. The total included nine athletes with 4.0 grade point averages, while an additional 21 participants achieved GPAs of 3.5 or higher. Of the 128 spring-sport athletes, 101 (79%) finished with 12-or-more semester units passed and produced an aggregate grade point average of 2.80.
3. The Athletic Department worked collectively to produce and conduct a seven-year program review, required by the Pacific Coast Athletic Conference and the CCCAA. The 10-standard, 55-page report was reviewed by a seven-member peer committee, chaired by PCAC Commissioner John Woods. The site visitation included committee interviews of high-ranking institutional administrators, faculty (head coaches), non-instructional assistant coaches, operational staff and student athletes. The final report included 15 commendations in the following standards of evaluation: Constitutional Compliance; Eligibility Processing; Staffing; Educational Planning and Matriculation; Citizenship; Gender Equity; and Accounting Processing.
4. Competitive Performance Highlights - Team:
  - Women's Basketball – 24-5, Pacific Coast Athletic Conference Champion; CCCAA Regional Semifinalist
  - Softball – 37-7, Pacific Coast Athletic Conference Champion; CCCAA Regional Playoff Qualifier
  - Women's Track & Field – Pacific Coast Athletic Conference Champion; Individual CCCAA Regional/State Meet Qualifiers
  - Baseball – 25-14, Pacific Coast Athletic Conference Runner-Up; CCCAA Regional Playoff Qualifier
  - Wrestling – Third-place CCCAA SoCal Regional Duals; Third-place CCCAA SoCal Regional Tournament; Fourth-place CCCAA State Tournament
  - Men's Basketball – 17-10, Pacific Coast Athletic Conference Northern Division Runner-Up
  - Men's Golf – Pacific Coast Athletic Conference Runner-Up; CCCAA Regional Team Qualifier
  - Men's Tennis – Pacific Coast Athletic Conference Runner-Up; Individual CCCAA Regional/State Qualifiers
  - Women's Volleyball – 15-8, Pacific Coast Athletic Conference Third-Place, CCCAA Regional Qualifier
5. Competitive Performance Highlights - Athlete:
  - Softball – Brienna Dunckel, PCAC Player of the Year; Summer Evans, PCAC Pitcher of the Year
  - Wrestling – CCCAA State Weight-Class Champions: Alex Graves (184 Pounds); Seville Hayes (245 Pounds)
  - Men's Tennis – Peter Trhac, PCAC Player of the Year; PCAC Single Champion; PCAC Doubles Champion with partner Taylor Bryant
6. Competitive Performance Highlights - Coach:
  - Softball – Lacey Craft, PCAC Coach of the Year
  - Men's Tennis – Ronnie Mancao, PCAC Coach of the Year
  - Women's Track & Field – Jennifer Williams, PCAC Coach of the Year

7. Sophomore football player Luke Davis was named the Pacific Coast Athletic Conference Scholar Athlete of the Year. A two-year starter on the Comet offensive line, Davis finished the 2015-16 academic year with 78 credit units passed and a 3.59 cumulative grade point average. A bio-medical engineering major, Luke posted perfect 4.0 grade point averages in two of the three full-time semesters he completed at Palomar College, including the fall of 2014, during his freshman year of intercollegiate athletic competition. Following baseball player Vince Mori (2014-15), Davis's selection marked a second-straight year for a Palomar College Student Athlete to be so honored by the PCAC.
8. On-going efforts of the individual sport teams and student-athletes themselves, as supported by the Palomar College Foundation, once again 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. 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. Once again, of identified athletes qualified to participate, over 60 percent took advantage of priority registration during the 2015-16 academic year.
10. Admission gates from men's/women's basketball double-header and women's volleyball match donated to American Cancer Society.
11. A total of 64 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 2016-17 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 and Southern California Wrestling Alliance.



**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 features 22 varsity sport teams and co-ed cheerleading, encompassing an annual average of 422.4 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.

In fact, an assessment to determine district apportionment gained from students specifically motivated to engage and/or participate in the intercollegiate athletics program as based on credit-unit enrollments for the entire 2015-16 academic year (i.e., summer term, fall and spring semesters) totaled **\$5,369,581**. The methodology and calculation used to reach this figure follows: 1) Identification of all athletically motivated students by those enrolled during the academic year in an ACS (Athletics and Competitive Sports) course; 2) Elimination of those students captured in this grouping who failed to complete an ACS course; 3) Determine the total weekly student contact hours (WSCH) of the remaining group sampling; 4) The number of term enrollments of the group totaled **1,018**. Of those student enrollments, the sum weekly student contact hours totaled **32,589**; 5) That figure, multiplied by 17.5 semester weeks, totaled **570,307.50**; 6) That figure, divided by 525, equals **1,086.30 Full Time Equivalent Students (FTES)**; 7) The FTES figure, multiplied by **\$4,943.00** equals **\$5,369,581.00**. The facts and figures for this calculation have been observed and verified by the vice president of instruction. Clearly, the most evident contributing factor associated with this calculation is the fact that student athletes are specifically recruited as "full-time" students, both to meet and maintain the required eligibility standards of the state governing body for intercollegiate athletics at the California Community Colleges, the California Community College Athletic Association (CCCCAA).

It is believed 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 consider enrollment at Palomar College to be a significant "step-down" when choosing a post-secondary sport program and/or educational institution.

Additionally, during FY 2015-16, the independent athletic teams deposited a collective fundraising total approaching **\$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. However, it is also understood that since the national economic downturn of 2009 and in the reality of an on-going declining enrollment, the district has been operating at a revenue deficit. In this regard, the Athletic Department is appreciative of having had the opportunity to maintain its full complement of intercollegiate-sport offerings, albeit under the strain of reduced financial support. 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, improvements to the softball field, a long-awaited solution to the HVAC issue in The Dome and renewal of architectural planning for the Athletics/Kinesiology Complex as a component of the Prop M build-out. 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 the academic welfare and progress of participating student-athletes.
- An applied restructuring and willingness to increase compensation levels to appropriate levels for full-time faculty, adjunct faculty and non-instructional coaches, based on peer-institution review.
- Reinstatement of district funding to cover the cost of student and staff per-diem in association with travel to sanctioned athletic contests.
- 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:

<b>Scott Cathcart, Director of Athletics</b> Name	<b>Amber Slivick, Dept. ADA</b> Name	<b>Steve White, Athletic Academic Counselor</b> Name
<b>Flecia Heise, Head Athletic Trainer</b> Name	<b>Israel Lopez, Athletic Equipment Coordinator</b> Name	

  
Department Chair/Designee Signature

11/30/2016  
Date

Division Dean Signature



Division Vice President Signature

Date

# PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR THREE UPDATE – 2016-17

## **Discipline: COUNSELING**

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

**Date: 11/22/2016**

### **DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service. The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students. Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success. The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

### **Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

### **Palomar College Mission**

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

### **List everyone who participated in completing this Program Review and Planning Document.**

Patrick O’Brien - Counseling Department Chair,

Counseling Faculty: Dr. Rebecca Barr, P.J. DeMaris, Lorena Lomeli-Hixon, Katie Morris, Dana O’Callaghan, Tom Ventimiglia, Dr. Lisa Romain, Tim Hernandez, Dr. Freddy Ramirez, Rosie Antonecchia

Benjamin Mudgett (Articulation Officer),

Allison Tyra, Senior Administrative Secretary

Patti Whitman, hourly, Counseling Services

Presented to Faculty Senate, 9/22/2014

Approved by IPC, 10/22/2014

Approved by Faculty Senate, 11/3/14



**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING  
YEAR THREE UPDATE – 2016-17**

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline's plans for the current year. Consider trends and any changes in the data as they relate to this year's analysis.

**A. Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year's PRP.  
(For enrollment, WSCH, & FTEF data, use Fall term data only).**

- Enrollment, Enrollment Load, WSCH, and FTEF  
Enrollment has remained flat (2013-1226, 2014-1217, 2015-1209)  
Fill rate has increased from 76.78% in 2014 to 80.23% in 2015.  
WSCH has steadily increase 5.7% since Fall 2013 (2013-3098.24, 2014-3182.80, 2015-3275.77)  
FTEF has remained relatively flat (2013-7.83, 2014-8.20, 2015-8.21)
- Course Success and Retention Rates
- Overall Retention rate increased from 89.3 (Fall 2014) to 92.5 (Fall 2015)
- Retention for Distance Education increased from 80.2% to 83.1%, but still significantly below Day (97%) and Evening (95.6%) classes.
- Degrees and Certifications – N/A

**B. SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:**

<http://www2.palomar.edu/pages/sloresources/programreview/>

**First Planned Assessment (FPA)**

**Course Outcome Status:** Active

**COUN 100 (FPA 2010-11) Understanding material** – Apply appropriate basic counseling skills and strategies that maximize student understanding and practice of course material.

**COUN 101 (FPA 2011-12) Understanding transfer requirements** - Students will increase their knowledge of UC and CSU transfer requirements.

**COUN 110 (FPA 2014-15) Active Reading with SQ3R** – Students will be able to identify the content and sequence of the SQ3R reading method.

**COUN 115 (FPA 2013-14) Career Research** - Students will use career material to conduct research about careers and use the information to choose a career goal.

**COUN 120 (FPA 2014-15) Communication Skills** - Students will be able to role play healthy boundary setting to improve their communication skills in their relationships.

Presented to Faculty Senate, 9/22/2014

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Page 2



**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING  
YEAR THREE UPDATE – 2016-17**

**COUN 148 (FPA 2015-16) Identifying A Stress Prone Personality** - Students will be able to assess their anxious thoughts and behaviors and connect it to a stress prone personality so that they can understand how their personality contributes to their symptoms of stress. Subsequently, they will choose an effective stress reduction technique to address their symptoms of stress related to their personality style.

**COUN 165 (FPA 2013-14) Career Decision and Development Process** - Students will learn and apply 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 about the career development process.

**COUN 170 (2013-14) Research and Web Navigation** - Students will successfully navigate the online tools presented in the class for purposes of gathering information on available college majors for their appropriate degree goal. More specifically, students will demonstrate the ability to identify the lower division degree requirements, (GE, Major, and/or Major Preparation) for a proposed college major.

**C. Other Relevant Data and Information.**

1. Review other data and/or information that you included in last year's assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.

Last year's assessment (Step II.C) addressed non-instructional examples and will be addressed in the non-instructional PRP for Counseling. Curricular adjustments have not been updated to in Counseling Department's class to incorporate development of educational planning as an SLO yet.

2. Given this updated information, how are your current and future students impacted by your program and planning activities?  
**Note:** Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.

N/A

- D. Labor Market Data.** For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year's PRP. (See Step II.D). This data is be found on the CA Employment Development website at <http://www.labormarketinfo.edd.ca.gov/>. Go here and search on Labor Market Information for Educators and Trainers (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112>). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are

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Page 3

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING  
YEAR THREE UPDATE – 2016-17**

relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)

N/A

**STEP II. Progress on Previous Year's Goals and Plans** (See "Step III - Updated Goals and Plans" in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

**Discuss/Summarize progress on last year's goals. Include**

- a) the impact on resources allocated and utilized;
- b) any new developments or concerns that are affecting the program;
- c) any new goals for the program; and
- d) other information you would like to share.

From 2015-16 Step III

b1. – Computers for the Escondido Center – see 2016-17 Assessmet PRP

b.1 – Computers for the Transfer Center – see 2016-17 Transfer Center PRP

e1. Conference and Workshops – did not receive requested amount of \$30,000. Almost all conference and travel requests are funded by Student Equity or SSSP funding.

f1. Counseling Support Staff - The Counseling Department/Main Campus continues to have 2 vacant full-time counseling support staff specialist. Currently we are staff with three hourly workers, a student work and the SARs administrator filling in. We are in the process of hiring one full-time staff member.

f3. Career Center staff request – See 2016-17 Career Center PRP

f4. Escondido Center staff request – The Escondido Center did not receive 1.0 additional staff as request. As of 11.22/16 we are in the process of hiring a full-time staff member for the Escondido Center.

f5. SAO/SLO Support Specialist – Did not receive a support specialist



## PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING YEAR THREE UPDATE – 2016-17

The Counseling Department has been without a Counseling Supervisor since June 30, 2016. There was a failed search in August 2016 and the job description was revised and sent out again. The application period has closed and we expect to interview and fill the position in Spring 2017.

AB 288/Dual Enrollment – There has been a directive to partner with local high schools to create dual enrollment opportunities. In Fall 2016 we offered Coun 115 at San Marcos High and Mission Hills high school, taught by San Marcos district counseling faculty. In Spring 2017 we will offer dual enrollment/concurrent classes to San Marcos, Mission Hills, Fallbrook and Ramona high school. Counselors have been asked to work with instructional deans and high schools to create more dual enrollment opportunities.

With the new compressed calendar the Schedule Build worksheets are being reviewed to fit student needs.

Enrollment in Coun 110/Math 50 Learning Community remains strong (27 students enrolled as of 11/22/16)

The Student Equity counselor has been working with the department chair of English and the Faculty Resource Coordinator to offer Coun 110/Eng 50 Learning Community in Fall 2017 for potential Puente/Umoja program students.

**STEP III. Resources Requested for FY 2016-17:** 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](#).

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

# PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING

## YEAR THREE UPDATE – 2016-17

\*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). Enter requests on lines below. Click here for examples of equipment:** [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed 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, etc.)
a1.		600010				
a2.		600010				
a3.		600010				
a4.		600010				
a5.		600010				

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed 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, etc.)
b1.		600010				
b2.		600010				
b3.		600010				
b4.		600010				
b5.		600010				

**Budget category c. Supplies (acct 400010 and per unit cost is <\$500). Enter requests on lines below. Click here for examples of supplies:** [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed 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, etc.)
c1.		400010				



**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING  
YEAR THREE UPDATE – 2016-17**

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed 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, etc.)
c2.		400010				
c3.		400010				
c4.		400010				
c5.		400010				

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense: [Budget Category](#)**

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed 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 partially funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
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 Addressed 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). Enter requests on lines below.**

**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING  
YEAR THREE UPDATE – 2016-17**

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed 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 THREE UPDATE – 2016-17**

**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 Addressed 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.)
1.						
2.						
3.						
4.						
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7.						
8.						
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Presented to Faculty Senate, 9/22/2014  
Approved by IPC, 10/22/2014  
Approved by Faculty Senate, 11/3/14  
Page 9



**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING  
YEAR THREE UPDATE – 2016-17**

**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 Addressed by this Resource*	Provide a detailed rationale for the each position. The rationale should refer to your discipline's goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

  
Department Chair/Designee Signature

12/1/16  
Date

  
Division Dean Signature

12/2/16  
Date





# Palomar College – Program Review and Planning

## Non-Instructional Programs

### Academic Year 2016-17

**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

**11/03/2016**

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)

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
Number of Application Processed	245	247	221	275	Total number of applications we processed each year
Number of Acceptance	137	148	150	165	Total number of students officially accepted
Number of New Admits	125	130	112	139	Total number of new students enrolled
Number of New Admits by Recruitment Effort	43	43	46	53	Total number of new students enrolled by recruitment effort (articulation agreement, recruiting agencies, etc.)
Assessment	96	98	105	119	Total number of students assessed.
Number of Orientation Held	4	4	4	3	Number of new student orientation held.
Annual Enrollment	443	495	475	524	Annual number of students
Number of Associate Degree awarded	39	30	32		
Certificate of Achievement awarded	33	29	37		
Number of students applied for OPT	5	6	11	14	
Number of Students who transferred	47	48	31	57	Number of students who have transferred to University or other college
Number of International Visitors	1	1	1	2	Number of institutions outside the US which visited Palomar College
Number of Full Time Staff	2	2	2	2	
Number of Part Time Staff	1	1	1	2	1 Adjunct counselor & 1 student employee

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

Each area in international admission, assessment, and completion shows increase in numbers. These figures indicate the program expansion over the past several years, with larger increase during the 2015-2016 academic year. Japan is the top country where students come from followed by China, Korea, and Vietnam. The number of students from these countries also continues to increase.

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

During the new international student orientation sessions, students take 2 tests, one before the session starts (pre-orientation test) and the other at the end of the session (post-orientation test). We assess student learning by comparing the average scores from both tests.

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

The assessment results showed a slightly higher average score for the post-orientation session. The average score for the pre-orientation quiz was 50, while that of the post-orientation quiz was 58. We expected higher average score for the post-orientation test, which may mean that students either do not pay attention to the context of the session or cannot process all the information given to them during the orientation sessions. We will add another assessment tool (homework assignment) for the future orientation tests.

**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. Expansion of the International Student program by recruitment and retention efforts by budget and staff increase.**

Recruiting efforts during the 2015/2016 year included our participation in US higher education fairs in the United Kingdom and South Korea, an annual school/agency visitation to Japan, and a visit to China to determine the feasibility of developing an MOU with a Chinese educational institute. To handle the increased workload in the office, we hired a short-term employee working 14 hours a week. Numbers of application documents submitted, acceptance and enrollment increased from 2014-2015 academic year.

**II. B.**

For the program extension, allocate additional funds to equip the office with the goal to increase the number of international students to 500; develop a process to start working with recruiting agencies; hire additional staff to provide additional services; request additional counseling hours to accommodate the academic needs of students.

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

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

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	HP Deskjet 9000 Wide Format Color Printer 1,000		2.3	Students very often ignores posted announcement in the office. We also decorate the office for the students to learn American culture and adjustment purposes. Printed material in colors attracts students' attention easier.	1,000.00	One-time	no
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 ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
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.	International Student Academic Planner		2.2	International students must meet F1 visa regulations to stay and study full-time. Although covered during the orientation sessions, many students forget about the seriousness of regulations, and there are several number of each semester who become out of status (become illegal). The International Student Academic Planner will include different kinds of regulations including visa, immigration regulations, criminal law, how to obtain a driver's license, and when to apply for a social security number. The planner also had information on American holidays and their history.	\$1,500.00		
d2.							
d3.							
d4.							
d5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (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 full time permanent position	1	4.1	International student program has been staffed by two full-time employees, one adjunct counselor, one student and one short-term employees who work up to 12 hours (each position) per week. The program has been short-staffed for the past several years. The current trend encouraging the program to grow cannot be met unless the program has adequate staff to meet a goal while maintaining the quality of services provided to both prospective and enrolled students.	\$93,000.00	Ongoing	Not yet.
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?**

None



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

In the middle of March, Jack Kahn, Jenny Ferrero, and Yasue O'Neill visited Hebei, China as requested by Charlie King from US-China Business Institute whose interest is in creating collaboration between Palomar College with Chinese colleges and high schools. We learned that one of the college we visited, Meicheng Teachers College MTC), desires to develop an articulation agreement with the ECE at Palomar College. Ben Mudgett, Articulation Officer along with Jenny Ferrero, chair of Child Development, has been reviewing MTC's curriculum for the past several months (2016 strategic plan object 3).

In July, Charlie King brought a group of elementally school children, their parents and teachers to Palomar campus and to have the group to perform Chinese songs and Beijing operas, which gave an excellent cultural learning opportunity for Palomar students, faculty, and staff.

Since Spring 2016, the IE staff have been working with Tracie Sayre (Business Analyst) to implement OnBase document storage and workflow capabilities. The team procured scanners and is developing the document types for initial document storage.

**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)

One comment I have contributes to one of the college's values: Diversity in learning environments, philosophies, cultures, beliefs, and people, the college may consider reviving the study aboard program which helps students understand the host country's values, culture, language, governments and economy to better support to Palomar students as they transform themselves to global citizens.

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

11/3/16

Division Dean Signature

Plan for Academic Year 2015-2016

11/3/16

Division Vice President Signature

*a. fe*

Date

*11/8/16*

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to [mlavigueur@palomar.edu](mailto:mlavigueur@palomar.edu) by November 3, 2016.
- Email an electronic copy to [rjohnson3@palomar.edu](mailto:rjohnson3@palomar.edu) by November 3, 2016.

# Palomar College – Program Review and Planning

## Non-Instructional Programs

### Academic Year 2016-17

**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: College Police Department**

**11/03/2016**

**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)

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
Police Reports	457	452	467	428	Documentation of incidents/crimes committed
Parking Citations	7,450	7,949	7,344	4,852	Enforcement of parking rules and regulations within the District
Arrests	22	12	20	18	Apprehension and detainment of persons who have committed crimes on campus
Citizen Assists	368	371	624	420	General assistance provided to the public
Vehicle Unlocks	288	298	229	194	Assist members of the campus community who have locked keys in car
Vehicle Jump Starts	350	418	349	316	Assist members of the campus community whose cars won't start (battery)
Room Lock/Unlocks	1,731	1,774	1,644	1,635	Open/lock classrooms for instructional day, plus individual requests from staff as needed
Traffic Accidents	112	91	127	140	Investigate and document major vehicle accidents, facilitate exchange of information for minor (non-injury) vehicle accidents
Emergency Notification/Class Cancellations	142	143	104	111	Direct notification of class cancellations for instructor illness or other reason, and also locate and notify students of emergencies
Lost and Found	1,711	1,963	2,085	1,914	Lost and found items collected and processed, claimed and unclaimed
Escort Service	1,683	2,013	2,777	2,542	Provide travel assistance to members of the community, and safe oversight for students/staff
Vehicle Stops	1,036	388	635	1,348	Traffic stops for violations of the Vehicle Code
Field Interviews	557	187	319	330	Pedestrian stops for the purpose of educating members of the community about laws and policies, documented suspicious activities, ect.
Medical Assist		93	108	89	Provide first-aid assistance and related transport services for injuries which occur on campus
Alarm Response	725	778	785	740	Automated alarms responded to at San Marcos and Escondido campus'
Permit Machine Detail	228	201	93	84	Retrieve money, provide maintenance and troubleshooting of permit machines in student parking lots
Contact for Smoking Policy Enf.	265	707	398	443	Contact with students in response to complaints about smoking policy violations (education and enforcement)
Skateboard Policy Contact	401	1,139	452	625	Contact with students in response to violations of skateboarding policy
Officer:Population Ratio	1:4,125*	1:3,412	1:3,769	1:3,361	New calculation limits ratio to student/staff, older calculations* included volunteers and recorded guests/visitors/vendors
Number of FT Police Officers	7	8	7	8	District approved level of Police Department staffing
Rape Aggression Defense Course	2	2	2	2	Self-defense/awareness education offered to females in the District
Background Investigation Asst.	197	241	279	293	Provide data for outside agencies regarding arrest/conduct of applicants for hire who have attended or worked for Palomar College

Athletic Event Support	662	640	669	665	Staffing, parking, security and other accommodations for Athletic Department events
1 <sup>st</sup> Level Appeals	577	556	655	572	Administrative Review of parking citations, requested by the violator
2 <sup>nd</sup> Level Appeals	33	29	30	28	Impartial third-party review of parking citations
Planned Event Support	1,253	1,202	1,263	1,129	Parking accommodation and support for the District

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

In an effort to ensure the safety of traffic related collisions involving pedestrians, the Department significantly increased its traffic control activities represented by the number of traffic stops. This activity increased by 112%, which effectively addresses the on-going safety of pedestrian-involved collisions. Overall, the number of traffic collisions increased by 10% in the beginning of the year, but this rate has decreased near the end of the year as a result of the increased enforcement. Reductions to staffing (CSO's) limited the department's ability to perform constant parking enforcement. Other factors that affected this number included increases in the number of planned events for which the Department was asked to suspend citing.

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

- 1) Provide a safe and secure learning and working environment: Based on the 2015 Clery Report, the number of reported crimes which qualify under the Act fell by 34% from the 2014 calendar year, to a total number of 21.
- 2) Acquire remote capacity to access data from vehicles: The department successfully completed the purchase of 2 Dell Rugged laptop computers, associated mounting hardware, data subscriptions, and seat licenses for ReportExec and ARJIS data to be accessed remotely by Police Officers.
- 3) Improve the level of parking enforcement conducted, as measured by number of citations written: This SAO is still in the beginning stages, so no assessment has been completed yet.

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

- 1) Almost the entire difference between Clery crimes compared to 2014 was related to the absence of arson cases. In the previous year, the Department investigated 10 arson cases in a string of fires set in restrooms on the San Marcos campus. These incidents ceased after an arrest was made in that year. There was a drastic increase in reported crimes at the Escondido Center, with 4 compared to the previous year's zero. On the San Marcos campus, reductions in Liquor Law and Weapons Law violations were offset by increases in arrests for Drug Law violations. For the first year since the Department began reporting Clery statistics, all of the violators of drug and liquor laws were arrested rather than referred to the office of Student Affairs for student discipline.
- 2) In most cases, the officers who are on-duty at the San Marcos campus are able to remotely access the important databases and resources from the patrol car, thanks to recent purchases and expansions of existing services.
- 3) It is too early to assess any results from increased emphasis on parking enforcement, but addressing the situation in regards to that function is vital to the Department's financial viability.



## 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.

The Police Department's funding model is based almost exclusively on parking permit sales and fines/forfeitures from citations, with subsidy provided by the General Fund. Parking permit and citation fines have been decreasing annually, primarily as a result of a decreasing student headcount.

The Palomar College Police Department has undertaken great efforts to proactively engage the community, as well as to improve outreach and community relations. The Department plans to continue these efforts through maintaining current initiatives, as well as by spending time and resources in the interest of remaining an integral component of the community it serves.

Legislative actions have called for increased levels of training in various areas. The Department will need to identify resources to fund increased levels of training, as well as work diligently to ensure that all officers meet or exceed all of these new requirements in addition to those which already exist. The process of training in police work is vital and continual.

As the department moves forward, the need to replace and/or upgrade equipment to meet industry standards cannot be overstated. This is vital for protecting the campus community. The need includes technological equipment as well as vehicles, protective gear, and communications investments.

Prop M construction has led to a greater density of population in the buildings on campus. The new structures require additional surveillance for the Department to effectively protect the students, staff, and faculty into the future as these new buildings are constructed.

### II. B.

## 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?
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a1.	Ballistic Shields – Level IV (2)	1		In active shooter and riot scenarios, ballistic shields provide protection for police officers against fired projectiles, enabling them to protect the community against these threats to student/staff lives and to address a threat effectively.	\$7,000	One-time	No funding currently available.
a2.	Gas-powered golf carts (2)	1		Providing escorts to DRC students, guests, students, staff and esteemed VIP guests of the district; responding to medical assist calls; and providing access to the parking lots for enforcement are a vital aspect of the Department's services. The electric carts currently owned by the Department are 10 years old, are in a state of disrepair and are visibly poor and shoddy. Maintenance and repair costs are increasing rapidly. Replacing them is vital.	\$25,000	One-time	District administration is currently attempting to find funding to assist with this purchase.
a3.	Police Vehicles (2)	1		Vehicle replacement plan calls for an 8-year cycle for law enforcement vehicles, due to safety and performance requirements. The Department has two vehicles which are 8 years old, two at 15 years, and one vehicle at 13 years old, in need of replacement.	\$120,000	One-time	Ideally, they could be leased on a monthly basis.

**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.	CCTV cameras (10+)	1		The new buildings on the San Marcos campus are tall and dense, which creates areas especially prone to various types of criminal activity. Placing more CCTV cameras in these areas would help to deter crime, provide documentation of crimes which do occur, and improve the safety of the District's stakeholders.	\$90,000	One-time, with some ongoing costs for monitoring, maintenance, etc.	No funding currently available.
b2.	New Printers (2 color, 1 B&W)	2		Three important printers within the Department are over 10 years old, and have reached the end of their useful life. These printers serve high-volume	\$7,500	One-time	The Department should be able to fund some of this need, depending on the status of other

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				locations/functions (including the only two color printers in the department, one of which is devoted to CLETS), and their replacement is vital.			required expenditures.
b3.	Computer for records processing	3		Additional requirements from the Department of Justice and other regulatory authorities have expanded the function of records, which does not meet the system requirements for the dispatch and records management software, requiring an upgraded model.	\$3,000	One-time	The Department's funding is too limited to facilitate this need, additional funding may be required.

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Medical Trauma kits (5 ind./1 large)	1		The risks to officers of being seriously injured on duty are great. Furthermore, Police Officers are almost always the first responding unit to any medical assist call. Providing an adequate trauma kit for police officers to have on-duty is essential to their safety, as well as the public. In a massive injury situation such as an active shooter or natural disaster scenario, a large trauma kit will allow Police Department personnel to assist with tending to the wounded and to triage individuals appropriately in conjunction with paramedic and Fire Department	\$2,000	One-time	Depending on the status of various other needs, PCPD's budget should conceivably be able to absorb this cost, either on its own or in partnership with Health Services and student health fees.

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.	Active-shooter ballistic kit (4)	3		.personnel. This item is a rapid deployment ballistic vest, with additional supplies and equipment already supplied for use in an active-shooter scenario in which time is essential to successfully addressing a threat and protecting the community.	\$3,000	One-time	The Police Department can fund this item, depending on various factors. However, some additional funding may be required.
c3.	XTS 5000 Radio Batteries (36)	2		Police Department radio communications are vital for officer and community safety and to relay important information in virtually all service and law enforcement situations. Providing adequate serviceable batteries for Department radios is an essential aspect of maintaining services.	\$5,300	One-time/ repeating	Fund through parking enforcement revenues.
c4.	Lock-out assistance kits	4		One of the major customer service activities the Department provides is lock-out assistance to students and staff who lock their keys inside a vehicle. The tools for providing this service become worn and bent from use over time. As such, they require periodic replacement for both efficacy and to protect against damage to customers' vehicles.	\$500	One-time	Department to fund this essential item.
c5.	Dispatcher headsets	4		Provide advantages in ergonomics and in utility to busy dispatchers, to provide hands-free operations and improve output and capacity. Improvements to dispatch directly improve conditions for officers, and therefore to provide a safer working and learning environment to the entire community.	\$2,000	One-time	No funding available.

**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.	Training	1		Training is an ongoing and progressive process for Police Officers and other Department staff. From perishable skills training to specialized training in various skills required in the department, including newly mandated training such as for increased levels of firearms and Crisis Intervention strategies and procedures. This year, the cost of training will be higher than average, as new Officers come on board and additional training required by law is implemented.	\$23,000	One-time/ recurring	Training is a major component of the developed budgets for the PCPD. The cost is partly offset by P.O.S.T. reimbursement.
d2.	Printing	3		Various printed materials are needed by the Department, and these are provided by the District's Print Services department. These materials range from procedural (forms, Policy manuals, etc.) to informational (Clery Report, inserts for parking permits, safety brochures, etc.) and instructional (parking directions and information on location in the parking lots).	\$4,250	On-going	This expense is within the Department's ability to fund fully.
d3.	On-site security services for Fallbrook campus (3 <sup>rd</sup> party)	1		It is necessary to provide these services at the Center for the sake of protecting District property and contractors, in an observe-report capacity.	\$15,000	On-going	At this time, the funds being used for this service are coming from student parking fees.

**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?

**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.	Police Support Specialist	1		The person in this job classification is responsible for student parking permit distribution, and for oversight of parking enforcement and determination of citation appeals. It is vital for a Police Department to have someone in this role, and the vacancy has left a distinctively heavier workload on the remaining employees and supervisors.	\$84,000 (incl. benefits)	On-going	This position is funded by a combination of parking permit sales and fines & forfeitures receipts.
e2.	Police Officer I (4 positions) North & South Centers	1		The Police Department seeks to have a staffing level equivalent to 1 sworn officer per 1,500 population served. Additionally, each location served needs a certain level of appropriate sworn staff to operate safely and effectively. This requires individuals to work on each shift, and additional officers to provide back-up whenever possible. The absolute minimum additional sworn staff required by the North and South Education Centers is 2 officers per location. This will provide one officer for day & evening shifts at each location.	\$382,700	On-going	These additional positions will require institutional funding, as they do not bring any additional revenue opportunities to the department to offset the cost, and are necessary to ensure the safety of each site's staff and students. The role of Police Officers is not revenue-neutral, and cannot be funded based on the number of parking permits sold in a given year.
e3.	Police Dispatcher (2 positions)	1		Police Dispatchers are the "lifeline" for operational staff in the field, both sworn and non-sworn. To date, the PCPD has been overly dependent on part-time staff to fill this essential role. Additionally, the Department has shifted two of its Classified Community Service Officers into Dispatch for the sake of providing a more reliable and responsible set of skills and duties to that area. As the District's footprint grows, as well as its need for various aspects of Customer and Law Enforcement services.	\$157,660	On-going	As with the above, these positions are do not bring in any corresponding revenue and their benefit is broadly distributed to the entire District.

**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 2017 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 CSO's additional	1		On-going hiring of part-time staff for services performed on a daily basis.	250,000	On-going	Parking fund.
f2.	Part-time Dispatchers	1		On-going hiring of part-time staff for services performed on a daily basis	100,000	On-going	Parking fund.
f3.	Part-time administrative staff	1		On-going hiring of part-time staff for services performed on a daily basis	100,000	On-going	Parking fund.

**III. B. Are there other resources (including data) that you need to complete your discipline review and planning?**  
None

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

In August, the Police Department expanded its social media presence with the launching of a dedicated Facebook, Instagram, and Twitter page to enhance community engagement and outreach efforts to the community.

In July, the Department enhanced its records management system by purchasing 2 rugged mobile computers to assist with sending calls for service. The system required additional licenses so officers could write reports directly into the system for efficiency and improved capacity for Police Officers.

Provided an additional parking permit pick-up location at the quad in the Student Union area, to assist students with convenient access to pick up their parking permits.

The Police Department held special seminars for Athletics teams, especially the football program, to educate student/athletes about safety on and off-campus. Significant department community events included the following:

Discover Palomar
Stalking and Sexual Assault at the Quad
RADD – Alcohol Awareness at the Quad
RADD – Alcohol Awareness at Escondido
Clothesline Project at the Quad
Alcohol & Drug Abuse Awareness at the Quad
Coffee with a Cop at the Quad
Unity Day Clothesline Project and Jeans Day at the Quad

**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.

California Commission on P.O.S.T. conducted an audit of training records for newly hired police officers. The department was notified of successful completion of all requirements.

California Board of Corrections recertified the Department's detention bench; however, the need to provide a separate space between the detention area and intake was noted. Space limitations currently prevent the Department from addressing this need. PCPD is required, per California and Federal Law, to keep detained juveniles and detained adults separate. PCPD does not at this time have the capability to perform that separate intake/booking/holding function.

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


Space limitations in the current Police Department building have reached a level that requires drastic action on a regular basis in order to continue operating. While the Department looks forward to the opening of its new office in 2018, the locker room cannot house the number of staff currently needing to use lockers, and the detention bench is forced to be located in a less-than-ideal placement. Officers and CSO's are all forced to share space in the Department briefing room, which is also the District's Emergency Operations Center, as well as the detention area. Furthermore, the Department is unable to provide a P.O.S.T. approved Evidence storage area or a proper Armory or as a result of the limitations of space and the structural nature of the facility. The Police department has needed to undergo massive projects to dispose of files through a monthly shredding contract with Corodata, as well as expenses for furniture and storage equipment to condense its supplies, equipment and files to a maximum level.

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

Brian G. Engleman Name	Emily Riddle Name	Karen Boguta-Reeve Name
Nieves Suarez Name	Candy Santos Name	Sergeants Maines and Moore Name

  
Department Chair/Designee Signature

11/03/16  
Date

  
Division Dean Signature

11/03/16

  
Division Vice President Signature

11/03/14  
Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to [mlavigueur@palomar.edu](mailto:mlavigueur@palomar.edu) by November 3, 2016.
- Email an electronic copy to [rjohnson3@palomar.edu](mailto:rjohnson3@palomar.edu) by November 3, 2016.

# Palomar College – Program Review and Planning

## Non-Instructional Programs

### Academic Year 2016-17

**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**

**11/03/2016**

**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)

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
<b>Student Contacts</b>		64/week	90/week fall '14; 128/week spring '15	Approximately 125 per week fall '16	
<b>Palomar Pride</b>					Yearly celebration of pride in the LGBTQ community on campus.
<b>Pride by the Beach</b>					Staff a booth at the North County Pride Celebration in Oceanside.
<b>San Diego Pride</b>					Participate as a contingent from the college in the San Diego Pride Parade. These three Pride celebrations increase awareness in the community of Palomar College's diversity.
<b>Day of Silence</b>					Annual day of non-speaking to honor LGBTQ people who have died.
<b>Transgender Day of Remembrance</b>					Annual day of remembrance to honor transgender people who have died.
<b>World AIDS Day</b>					Annual day to bring awareness of HIV/AIDS. HIV testing is done in the Center on this day, in partnership with Vista Community Clinic.
<b>Guest speakers</b>					Bring speakers, films, etc., to campus that address issues pertinent to the LGBTQ community.
<b>Discussion groups</b>					Faculty-student engagement helps students to deal with issues they face as LGBTQ people.
<b>Advocate for change across campus</b>					To ensure the safety and acceptance of our LGBTQ students.
<b>Number of FT staff</b>		0	0	0	The number of full- and part-time staff will need to increase so that we can be open more hours as we serve more students.
<b>Number of PT staff</b>	1	1	1	1	
<b>Staff/student Ratio per 1 FTE</b>			1/35	1/35	



**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 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 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.**

Results pending. To be completed Spring '17.

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

We continue to have increases 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. We hope to increase our accuracy in tracking students by purchasing a student ID card reader.). This suggests 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 LGBTQ 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.)**  
 Release time for Director, to be negotiated with faculty union. Non-faculty Assistant Director. Expand Safe Zone training to include all new hires. Internships at the Pride Center so that students can develop their leadership skills. LGBTQ-trained counselor. Work-study program. Extend programming and services to Escondido and South Centers. Permanent dedicated space for the Pride Center (see Attachment). The attached proposal will need to be incorporated into the College's Master Plan.

**II. B.**

**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. Graduation Recognition.

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

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

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Funding 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
a2.	Funding for Co-Directors to attend annual LGBTQ Creating Change conference	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	\$6000	Ongoing	no

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a3.	Books and other media for our library	3	Student support and success	To assist LGBTQ students in gaining knowledge about their community	\$700	ongoing	no
a4.	The Center will request SPPF funding for a student ID card reader and laptop		As above	To more accurately track the numbers of students visiting the Center	\$1500	One time	no
a5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Computer and software upgrades	1	Goal 5 – facilities and infrastructure	Provide adequate computing resources for Pride Center students	\$7000	As needed	no
b2.	New printer	2	Goal 5	Ensure that existing facilities and infrastructure support student learning programs and services	\$600	As needed	no
b3.	Flat screen Smart television	3	5	As above	\$500	One-time	no
b4.	DVD Player	4	5	As above	\$500	One-time	no

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



Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.	Announce Pride Center in semesterly class schedule	2	2	As above			
c3.							
c4.							
c5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Printing of flyers for events, announcements, Tshirts, etc.	1	Increased visibility	<b>To better serve LGBTQ people and allies on campus</b>	<b>\$4000</b>	<b>ongoing</b>	<b>no</b>
d2.							
d3.							
d4.							
d5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Assistant Director	1	Goal 2 – student support and success	To better serve LGBTQ students, staff, and allies by providing continuity in services	\$35,000	ongoing	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 <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e2.							
e3.							
e4.							
e5.							

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

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

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. Received recognition of the Center by the ACCJC team on their recent visit as an important contributor to diversity on campus. In concert with Facilities Review Committee, established all current and future single-stalled bathrooms as gender-neutral.



**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 incorporate the Center into its Master Plan.

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

Name <u>Abbie Cory</u>	Name <u>Sherry Titus</u>	Name <u>Bruce Orton</u>
Name <u>Wendy Corbin</u>	Name <u>Monika Brannick</u>	Name

Abbie Cory  
Department Chair/Designee Signature

12-15-16  
Date

Division Dean Signature

a. 18  
Division Vice President Signature

12/20/16  
Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to [mlavigueur@palomar.edu](mailto:mlavigueur@palomar.edu) by November 3, 2016.
- Email an electronic copy to [rjohnson3@palomar.edu](mailto:rjohnson3@palomar.edu) by November 3, 2016.

## **SAO Pride Center for 2016-2017**

### **SAO: Leadership**

Students participating in and utilizing the Palomar College Pride Center will successfully demonstrate commitment to the LGBTQ community by attending and participating in meetings, discussion groups, service projects, and other Center events. These activities will empower students with more confidence in their identity and leadership abilities.

Student accomplishments may be rewarded with letters of recommendation, certificates of achievement and service, and will be recognized on the Pride Center Achievement bulletin board and on the Center website.

### **Means of Assessment/Assessment Method**

The numbers of students participating in Pride Center events will be tracked at first with sign-in sheets and later with an ID card swipe for each event. Students must acquire a minimum of six hours of participation and active engagement in scheduled events and opportunities to receive achievement recognition awards.

### **Criteria**

During every semester, eight students will participate in events and leadership opportunities provided through the Center.

### **Planned Assessment**

Data will be tabulated at the end of spring semester 2017, and a list of student achievements will be posted in the Center (with disclosure permission).

# **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, particularly in light of the current political climate. 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 one of only a handful 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, many 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 North County LGBTQ Center, The San Diego Center; Gay, Lesbian, and Straight Education Network (GLSEN); Parents and Friends of Lesbians and Gays (PFLAG).
- Develop relationships with other college LGBTQ organizations such as the CSUSM Pride Center and the Mira Costa GSA.

#### **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

Additionally, future consideration should be given to LGBTQ-related programming at the Escondido and South Centers.

### ***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 a few other community colleges in California have 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 2016-May 2019) 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. Center Director. As the Center continues to expand and provide additional services, a student-worker assistant will no longer be feasible. The Center Director is currently a faculty member, and release time for this position will need to be negotiated with the Palomar Faculty Federation. The Director would report to the PC3H as the current overseeing body. A professional, full-time Director will be needed in the future.

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.

# Palomar College – Program Review and Planning

## Non-Instructional Programs

### Academic Year 2016-17

**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: Office of Student Affairs

**11/03/2016**

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)

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
<b>Contacts</b>	1000's	Increasing 1,000's	Increasing 1,000's	Increasing	Total # of contacts between the OSA and students, faculty, and/or administration
<b>Student Contacts</b>	1000's	Increasing	Increasing	Increasing	Total # of contacts between the OSA and students
<b>Student Conferences</b>	100's	Increasing 100's	Increasing	Increasing	Total # of conferences between the OSA and students regarding either COC or Grievances
<b>Code of Conduct Conferences</b> (Incident, Police, etc., reports filed)	100's	Increasing 100's	2014-139 2015-219*	2015-250 2016- 136* w/o smoking skateboarding	Conferences concerning student code of conduct ("COC") matters. Initial contact only; not including fact finding, follow-up, resolution, etc.)
<b>Grievance Conferences</b>	6	3	8	5	Conferences concerning Grievance matters
<b>Appeals Hearings</b>	0	0	0	0	Student COC Appeals Hearings
<b>Suspensions</b>	5	12	4	6	Student COC Suspensions
<b>Student Meetings</b>	1000's	Increasing 1000's	Increasing	Increasing	Meetings occurring between the OSA and students on miscellaneous matters
<b>Faculty Conferences</b>	67	Increasing 78	Increasing	Increasing	Conferences between the OSA and faculty regarding COC or Grievance matters
<b>Administrative Conferences</b>	44	36	28	standard	Conferences between the OSA and administration
<b>ASG Meetings</b>	33	36	34	17fa/17sp	Total # of Associated Student Government ("ASG") meetings attended by an OSA representative
<b>ICC</b>	36fa/33sp	34fa/40sp	25fa/29sp	25fa/24sp	Total # of Inter Club Council ("ICC") groups/clubs on campus
<b>ICC Meetings</b>	30	27	30	17fa/17sp	Total # of ICC meetings attended by an OSA representative
<b>Student Activities/Events</b>	101	100	37fa/38sp	40fa/37sp	Total # of Activities or Events held by the OSA
<b>Student Activity Participants</b>	1000's	1000's	1,000's	1000's	Total # of students attending OSA activities or events
<b>Outside Meetings</b>	37	average 34	declining 25	decreasing	Meetings between OSA representatives and off-campus representatives
<b>Computer Center/Lab SU-28</b>	maximum	maximum	14,015*	15,216*	Total # of students using the computer lab *Summer not included



<b>Student Conference Travel</b>	2 fa / 2 sp	2 fa / 2 sp	3 fa / 3 sp	3fa/3sp	Total # of conferences traveled to with students.
<b>Student Activities Office SU- 202 (formerly the Comet Center)</b>	Declining 10,740 \$161,100	Declining 10,156 \$152,340	Declining 9658 \$144,870	Declining 8494 \$127,410	Total # of students purchasing Student Activity Cards (formally called Palomar Identification Cards – PIC)
<b>Diversity Center SU-204</b>	90% usage	90% usage	90%	90%	Total # of students utilizing the Diversity Center (opened September 2008)
<b>Club Hub SU-19 Success, Equity, Advocacy, and Leadership (SEAL) Center</b>	90% usage	70% Usage decreasing	275 monthly*	1751	Opened September 27, 2010 *Closed during summer Renamed SEAL Center fall 2016
<b>Food Bank SU-21A</b>	105 students 1621 items*	222 students 1979 items**	214 students 1373 Items**	114 Students 2201 Items**	Opened September 27, 2010 (returned to OSA from EOP&S summer 2010) *Personal Items (10-15) also given out to 105 students **Personal Items are given out to all students requesting such items
<b>ASG Executive Office SU-104</b>	Est. 625	Est. 700	Est. 725	standard	ASG President and Vice President usage – student constituent work, events, and office hours
<b>ASG Senator Office SU-102</b>	Est. 980	large board Est. 1100	Small board Est. 950	Increasing Larger board	ASG Senator's office usage – student constituent work, events, and office hours
<b>Storage SU-18</b>	16 clubs	16 clubs	Clubs, ICC, ASG	Clubs, ICC, ASG	Opened October 2010; club storage space: 2014 *added ICC and ASG
<b>Club Activity SU-18</b>	3 clubs	1 club	storage	Storage *meeting space created with SEAL Center	Multi-purpose space; mostly dance clubs used the area but needed more storage 2014 so we have converted that space to meeting space and storage space.
<b>OSA Miscellaneous Services</b>	1000's	Increasing 1000's	Increasing *1000	Increasing Outstanding benefits associated with card and services	Total # of students/staff/departments utilizing OSA miscellaneous services (copies, faxes, Scantrons, postings, food bank, requests for assistance, etc...) *Equipment scheduling, food request orders, poster requests, etc.
<b>Commencement Organization</b>	105	Increasing 125	Increasing* 150	Increasing	Total # of hours invested by OSA representatives Commencement planning and organization * 2015 date change due to RAIN
<b>Commencement Attendees</b>	405	Increasing 472	Severe rain 461*	464	Total # of students taking part in Commencement to receive recognition (walking) *2015 date change (SAT) due to RAIN

<b># of Certificates and degrees awarded</b>	3430	Increasing 4237	Increasing 6169	3965	Degrees and Certificates awarded to eligible students
<b>Number of Full-time Staff</b>	3	4*	3**	3***	Number of full-time staff available to serve students. *Janeice Pettit started in OSA September 2014 **Janeice Pettit retired May 2015 ***Lindsay Kretchman resigned September 2016
<b>Number of Part-time Staff</b>	0	0	0	0	Number of Part-time staff available to serve students
<b>Number of Student Workers</b>	18	19	16	19	Number of student workers available to serve students. We have student workers assisting with events, working in SU-202, SU- 28, and SU-19
<b>Funding Incentives</b>	NA	Budget limitations	Budget shortfall	Budget shortfall	Incentive to clubs for early reinstatement/add to club budget
<b>Mission 2 Be Clean &amp; Green M2BC&amp;G</b>	10 / \$1850	7/\$1590	6/\$1420– 2014 Discontinued fall 2015	Discontinued	(Added data element in the 2013-14 PRP Year 2 Update) Campus cleanup campaign developed in 2008: used as a fundraiser for participating club teams. Budget issues forced campaign discontinuation fall 2015.
<b>OSA Gene Jackson Funding</b>	28	34	28	21	Students can receive up to \$50.00 for an emergency loan
<b>Emergency Textbook Loans</b>	22 / \$4000	20/\$3830	23/\$3909.48	20/\$1978.00	Students can receive up to \$250.00 for textbook loans
<b>OSA Monetary Request Funding</b>	9 / \$7660	Funding limitations 7/\$3556	Budget shortfall \$0	Discontinued	Clubs and Departments can request funding for special projects
<b>Campus Tours</b>	396 visitors	*98 visitors **change	0	0	Our office began assisting with campus tours in spring 2010 *Lindsay Kretchman out on bed rest and maternity leave 2013-2014. **formerly requested to have tours returned to Assessment/Outreach and they are provided large group tours and the OSA provided small or individual tours until the Ambassadors/Outreach efforts took over all tours spring 2015.
<b>ASG Scholarships</b>	11	0	0	0	ASG awards scholarships each year

### Office of Student Affairs Mission Statement

Student Affairs staff at Palomar College are focused on fostering learning environments that engage our students and empower them to develop strong leadership skills, inside and outside of the classroom. We are committed to providing well balanced programs and to supporting opportunities for the personal, social, recreational, spiritual, cultural and civic development of our students, to become actively engaged within the campus community and beyond. We value and care for our students and their rights, and embrace diversity by cultivating inclusiveness and enthusiastically engage them in ways to inspire and mentor them.

We strive to meet the needs of our students and offer programs and services that increase student engagement, retention, and success rates. We offer a remarkable amount of services to our campus community as well. We serve as a conduit for all aspects of District operations and take great pride offering fair and equitable service to all.

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

1. Our office is overwhelmed some days with demands. The data clearly demonstrates the magnitude of services provided to and for our students and staff. It is evident that the Office of Student Affairs (OSA) is playing a vital role in retention efforts, providing extra-circular activities and events, promoting student engagement and showcasing student success. Our efforts are filled with diverse programs, wide varieties of support and overall effectiveness. We are proactive in developing beneficial programs for students and we attempt to be forward thinking so we can prepare for changes, adjustments, and meet the demands of our incredible students. We provide student leadership opportunities and support as well as provide advocacy, access, equity, diversity, and positive relationships.
2. Losing another staff member cut our extremely small staff in half when Lindsay Kretchman, Student Activities Coordinator resigned. We are currently running all operations with two permanent employees in the Office of Student Affairs. We continue to rely heavily on student workers and student volunteers through clubs and the ASG. We have decreased some services/programs/benefits, due to overwhelming workloads on the three full-time employees in 2014-2015. Losing our Student Activities Coordinator beginning fall 2016 has impacted our programing, assistance to individual club members, and overall operations.
3. Our Student Activity Card sales continue to slump which directly aligns with the decrease in student enrollment. We have modified our benefits offered and decreased the amount of giveaways/benefits. The reductions and changes are identified in our benefits section (see II.A.). We have cut some of our programing and have been attempting to secure increased partnerships across campus, especially with 3SP and Student Equity programs.
4. We continue to see an increase in student, faculty and staff contact. It appears that students are sent to the Office of Student Affairs on many occasions when they may have received more streamlined service if directed to appropriate departments/staff. It also appears that many staff and faculty contact our office because they don't always know the proper procedures or where to get the information/assistance they are looking for. We have three-part-time Mental Health therapists on staff now but it may be time to hire full-time Mental Health professionals to serve this increasing population of students with Mental Health challenges.
5. We have seen a dramatic increase in student code of conduct violations submitted to the OSA during 2015-2016 school year and into fall 2016. Often the Incident Report requires many conversations/meeting with faculty and/or staff as well as with student or students involved.

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

Maxient Conduct Software Implementation: Launched and in Progress.

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

The OSA has been approved as an official Certifying Organization for The President's Volunteer Service Award: Launched and in Progress.

Enhance our Food Bank services by entering into a partnership with San Diego Food Bank: Early in development.

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

SAO's are in progress and will be added to new SAO's for the Office of Student Affairs in December 2016.

**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.)**

**Our planning efforts, and adjustments are focused on continued services offering student engagement efforts outside the classroom. Our programs are very successful and there is an increased demand and participation for most of the events we offer.**

1. An emerging struggle facing our students is called: food insecurities and homelessness. Our food bank provides one of the most important services we can offer our struggling students. We have seen an increased demand for our Food Bank services. We have also been fortunate to have compassionate students and staff members bring in food bank donations on a regular basis. We are in early discussions on enhancing our food bank services to our student by working with the San Diego Food Bank. We hope to provide perishable items including fruits and vegetables to our students and possible staff and community members. Grants are available to provide refrigerators and avenues to provide more food to more people in need. As we increase our services we will need monetary resources, staff support, and space allocation possibly on all district sites. We may need a third cart to assist with food collection and distribution.
2. We have also seen an increase in the challenges facing our student with mental health issues. The Behavioral Health Counselors are a valuable resource to our students and our campus community. We see more students demonstrating a lack of resiliency and grit. It appears many of our students are facing enormous struggles as they return from military service, job layoffs, career changes, financial crisis, health and wellness struggles, homelessness, health care, academic rigor, language barriers, lack of supportive environments, and suicidal thoughts. We may need to enhance our Mental Health Services by providing additional therapy sessions.
3. The ASG submitted an application and Palomar College OSA has been approved as an official Certifying Organization for The President's Volunteer Service Award. The OSA will assist with implementation and verification of hours toward achieving the illustrious award. Discussions are under way to find an equitable process for identifying a wide variety of service learning, volunteer work, community service and other service opportunities for our students. Many transfer schools are looking for volunteer work/service hours that can be verified and recorded that demonstrate student commitment to service (in a variety of areas).
4. Our benefits package has specifically been aligned with student success in mind. We offer Scantrons and examination books, lots of food give-a-ways,



**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.)**

discounted movie tickets, sticky tabs and highlighters, Day Planners, discounted bus/sprinter passes, as well as free limited printing in SU-19 (SEAL Center) and SU-28 (Computer Lab). We are seeing an increase in use of our card benefits. It appears the DI groups are using the cards for discounted movie tickets, scantrons, examination books and limited free printing. Please see the table attached in section IIB.

5. The ASG continues requesting more physical space and computers for senators. ASG Senator's office may request a new printer but there is not much more room in their office. Senators have requested repair of the key code pad on the senators door so they can access without coming to the OSA for the district key. The ASG has requested moving the Senators Office and Executive Office into a larger space allowing all ASG members to be in the same location. We are looking into options which include using SU-202 as the ASG Office, which would accommodate all ASG Senators and Executives. SU-203 could be used as the ASG meeting/conference room and SU-204 continues to serve as the Diversity Room for larger club meeting.
6. Our flat screen monitors/displays in the Student Union (SU) have been used by many college groups/departments. One monitor/display is non-operational and a small work group has compiled a list of recommendations regarding updating the monitors/displays and options for a variety of application uses. Cost assessments and software review is currently underway.
7. We have seen an increase in discipline reports overall but there appears to be more dealing with students that may have some level of mental illness. We also have many students with possible Mental Health challenges sent to our office for assistance with housing and food. Through collaborative efforts with Counseling Services Division and Health Services we have licensed professionals assisting with mental health services for students. There has been an increase in behavioral issues possibly linked with mental health challenges facing our students. We need to take a comprehensive look (by speaking with our students) about pressing challenges. Student Success and Equity is attempting to deal with some of the identified groups but my experience tells me that we have a large population of students that don't fit into the DI categories (maybe because we don't track that particular data variable). These student populations are most at risk since they may not fit into a category. By not fitting into the DI category, they may be denied, indirectly and as an unintended consequence, access and equity.
8. Maxient Student Conduct Case Management software package is planned to launch with the Incident Reports (IR) to go live October 2016. Employee users received training in August 2016 and once we go live we will be able to confidentially communicate more effectively and efficiently regarding student conduct matters.
9. It is also a priority for our office to continue to seek and/or recapture student space. We need more student space and we need to consolidate and/or reorganize our services. The OSA plans to shift all services into an area where one student worker can manage the combined 3 services into one location. We currently have student workers in three separate spaces and our operational costs will significantly be reduced if we consolidate services. Veterans Resource Center is scheduled to be relocated out of SU-22 in spring 2017. Once they have been relocated we will move our Student Activities Office operations into that location. The Student Activity Coordinator can be relocated to SU-21 allowing for the new position requested for a Student Affairs, Supervisor to have an office space in SU-201.
10. Proper planning is vital as the stadium plans are developed. It is important to keep Commencement needs/requirements in forefront, allowing for a seamless transition from the practice field to the stadium.
11. The commencement account is the only district funded program in our area. Funding must be increased to accommodate increasing numbers of eligible students as well as the ability to serve all guests that participate in the Commencement Ceremony. Budget allocations for commencement should be an institutional allocation which covers all costs associated with Commencement operations and ceremony.
12. We have seen an increase in the number of student transfer forms coming through the office for disciplinary verification. These basic required common application transfer forms must be signed off for students planning to transfer to different institutions. Typically, students want to have

**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.)**

the form signed off while they wait and we require they leave the form and come back for pick up the next day. We have DMV forms, subpoena requests, high school dance requests, and a wide variety of forms that need to be signed off by the "Dean of Students". Possibly some of these requests could be rerouted to Dean's on campus.

13. We have also seen an increase in the number of security and background checks requested by a variety of outside departments and agencies. Students waive their confidentiality rights for us to share disciplinary action or enrollment blocks. Some of these forms inform us that there will be a reporting burden estimated to be an average of 15 minutes and we are bound by law to assist. Most investigators or agents expect to have the form completed while they wait. We accommodate as quickly as possible but it is intensive and we must not violate FERPA and/or give out incorrect information.
14. We are very aware of the fact that space is a premium on campus at this time. It may be years until we have an opportunity to build out the Student Union. We converted the Club Hub (SU-19) into the SEAL Center and added a meeting room adjacent to the storage space and multi-purpose space (SU-18); and we are bursting at the seams. Our Computer Lab (SU-28) is used at maximum capacity. The Diversity Room (SU-204) is too small for some of the student groups that meet there and when the ASG has a full board, we are overflowing. The ASG offices (SU-104/102) are too small to accommodate the ASG Board with the potential of 23 members and one secretary for a total of 24 students (when we have a full board) trying to use the space. We may need to consider a space that will accommodate more computers for student use. We currently have a need for more storage areas for the OSA, ASG, SAO and clubs, more ASG Senator Office space, a larger multi-purpose space, and more outside shady and rain protected areas. This issue is a major concern for our programming and our ability to serve all student clubs and the ASG.
15. We see a huge need for more shaded and rain protected seating areas; the concrete area between the new student union and the old student union is a perfect location for a large temporary covering. Charging stations and Wi-Fi access is imperative if funding is available to provide a SEAL (Success, Equity, Access/Advocacy Leadership) courtyard. A student mural could go on the west wall, showcasing all of our student groups. Coke donated new shade umbrellas for our outdoor tables that have solar charging stations in each individual umbrella. Students appreciate the shade and the ability to charge their electronic devices.
16. Food Bank services could be moved into the Staff Lounge for easy access including food delivery and distribution.
17. Requests for cart usage have increased. We need one new cart at a minimum. If we take on an expanded Food Bank program we may need a cart to assist our campus community with food distribution.
18. Additional wireless speakers could be added so programming from inside the student union could be heard outside, both in front and in back of the Student Union building. An outdoor PA system would greatly enhance our events and activities for the entire campus community.
19. Monitors for all areas would greatly improve our messaging systems including department information, ASG/Club information, and/or campus wide messaging. Discussion has taken place with IS (Connie) regarding placement of monitors in high traffic or high wait time areas. Information displayed would mostly include important dates/deadlines, showcase weekly events with rolling/looping video, and

**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.)**

**SU-19 SEAL CENTER:**

1. We have some innovative ideas we have shared with Student Success Director: Advocacy and Equity efforts are underway.
2. We have developed a "SEAL" team concept. SEAL stands for the Student Equity Advocacy/Access and Leadership idea.
3. Once Veteran's Resource Center relocates into the A building we plan to convert SU-22 and SU-19 into our HUB of SEAL Center operations. We hope to consolidate our services, serve our clubs, and provide new programing, offer faculty discussions and leadership workshops. Social justice conversations can take place in the SEAL Center promoting engaging perspectives, film series, and open dialogue.

**SU-18 Club storage and Multi-purpose room:**

1. Storage space is at full capacity now. Storage issues are a concerns and once space is recaptured we will attempt to provide more storage for the ASG and ICC.
2. We have added a conference table and chairs as well as plans for a smart screen to be used by student groups.

**SU-28 Computer Lab:**

1. All computers have been upgraded. When more space becomes available we believe more computer stations (if resources are allocated for new computers and works stations) would be used at full capacity. At that time we need to budget for increased usage of the limited free printing benefit, which will increase our paper budget.
2. The OSA office took on the copy responsibilities of the computer lab during the summer.

**SU-22 Veteran's Support Center:** Currently used by Veteran's Office.

When the Veteran's move into the A building we need to recapture that room for clubs and the ASG. This space may end up serving as a large meeting space if we move the ASG into SU-204 as they are requesting this year. This space may work for dual purposes since the ASG and ICC (and clubs) could use the larger space for the large meetings and SU-21 for the smaller and even confidential meetings.

**SU-21 Small Conference/meeting room:** available for small club meetings and small ASG committee meetings.

1. ASG and clubs have been encouraged to use this space for small meeting.
2. We offer this space to the Veteran's Resource Center in their effort to meet confidentially with students on Monday and Wednesday's.

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

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

**SU-204 Diversity Room:**

1. The room is used by the ASG and ICC. Many clubs hold their club meetings in the Diversity Room. The room also needs new bright paint if/when resources become available. The computer lab was located here 6-7 years ago but we needed a large student meeting space. We moved the lab into SU-28 to free up the room for the ASG and ICC.
2. The ASG is requesting to have a larger space that allows all ASG students to work in one space. If they occupy one larger space a Konica printer will meet their needs. The Diversity room may work for the ASG but we then have to find a large enough meeting space to host ASG, ICC, and club meetings.

**SU-203 Conference Room:**

1. We have been using SU-203 as an overflow space for student groups.
2. The Foundation has moved into AA-140 for President's Associates meetings.
3. We have several reconfiguration ideas for this space. It could be used for ASG meetings if we move the ASG into SU-202.

**SU-104 ASG Executive Office:**

1. ASG is requesting to move into a bigger location where all ASG members are in the same office.
2. The ASG purchased a Konica copier to be used by all ASG members. The problem is that it is housed in the Executive office and Senators cannot access when executives are off site.

**SU-102 ASG Senator Office:**

1. Space issues continue to be a concern.
2. The ASG is requesting to be in one big office and computers available for all Senators and Executives. They need access to the printer as well.

**SU-103 International Student Office:**

1. Currently used by the International Student Program.
2. We plan to recapture that space for the ASG if we can find a comparable space for our International Students/Staff/Director in the future.

**Student Union itself:**

1. Provide training and purchase new software for digital signage options available to use with Flat Screen Technology in the Student Union.
2. Provide shade and rain protection by adding a permanent covering in front of the SU (where the old retractable screens were located). Solar panels can be retro-fitted (it's all set up for solar panels) to the roof which will also add shade and rain protection to the front of the SU.
3. We are in desperate need of paint in all areas. We need inside paint and outside railing paint. We need more outside tables, umbrellas and chairs and more inside chairs for the Student Union.
4. Upgrade the speaker system in Student Union to include wireless outdoor speakers, both in front and in back of the SU building.
5. There was a request (2013) for a designated disabled table to accommodate our disabled students while eating on campus. The request was being reviewed by DRC (for need), Safety Officer (for compliance), and FRC (for ability for placement) but it has not been completed at this time.



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

6. We need approximately 75 more inside chairs for the student union. When we have resources available, we need to look at the grey chairs we have for the outside patio areas because they seem to be stronger and last longer. New chairs must have feet that will not puncture the flooring inside SU. We also need more outside chairs and depending on additional upgrades we will tally totals once we have funding made available.

**Staff Lounge:**

There has been ongoing discussion regarding recapturing the Staff Lounge now since the new buildings have accommodations for faculty and staff. The lounge has become a smaller meeting room for gatherings of individual departments for training and special events. Staff Lounge is an ideal location for the expanded Food Bank. Resources will be needed for remodeling the space, providing refrigeration and support services for enhanced operations.

**SU-201 Office of Student Affairs (OSA):**

1. OSA reconfiguration of office spaces for Student Affairs staff is complete. The director's office is the only confidential office. The Student Activity Coordinator has a separated space, although it is not a confidential office.
2. We are still waiting for technical software training for digital signage to be used with the Flat Screen Technology in the SU.
3. The Student Services webpage's will be updated/refreshed during fall 2015. Word Press templates will be created and our office will do the updates to our own webpage's to align with Student Services. Our webpage was converted to Word Press a few years ago so we will update content and template use.
4. As we make decisions about consolidation of our services and operations we may consider moving club/ASG mailboxes. Moving the mailboxes may free up limited space inside the entrance.
5. Several years ago the idea of extending office space out onto the existing second level patio was brought to my attention. I was told the SU patio was built structurally to support enclosing the space. I was told that making the outside patio floor level would be very expensive. It is an optional solution to adding critical operational office space until Phase II of the Student Union remodel is complete (which I believe has been moved down in the prioritization of projects). Discussion has taken place regarding the feasibility of enclosing the patio and adding office space, conference room space, and incorporating our Student Activity Card operations into one area. If that is feasible, we may consider using another part of the SU complex to assist with the ongoing increased office space requests from the ASG.
6. We are also aware of the need for emergency training in our area for active shooter scenarios, catastrophic events and unforeseen situations. Security trainings were offered fall 2014 and all staff has been encouraged to take full advantage of the training.
7. We need ADA compliant doors in our areas. We have students with disabilities using our services, offices, and meeting spaces on a daily basis. We are sensitive to the needs of our students with disabilities and we assist with all services, but facility improvements may need to come sooner than later. If we move forward with any remodel projects we need to be sure we are ADA compliant. Update: Restrooms were upgraded with wireless motion sensors for entry and exit.
8. We are working on policy updates and completion and adoption of Violence Against Women Act requirements.
9. We are also actively engaged serving on a variety of councils and committees. We have developed many partnerships across campus.
10. Policies are under review for our area.
11. We removed the large plastic coke recycle containers. We have had several discussions with facilities on recycling programs/efforts and have not found a viable solution to assist with those efforts.

**SU-202 Student Activity Office (SAO):**

2014-2015 SPPF money was allocated to upgrade the student activity card software and cameras. IS will transition the new equipment and software upgrades fall 2015; incomplete.

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

An additional bulletin board was added outside SU-202 for advertisement of upcoming student and campus wide events.

We have started tracking our Student Activity Card Benefits and associated costs to provide such benefits. We provide benefits that assist with Student Success, student engagement, and retention. We cut budget allocations the past two years for events/food/giveaways to reduce our expenses.

Student Activity Card Benefits 2015-2016	Item Amount	Approx. amount Budgeted	Attempting to link all benefits to Student Success
Gift – Fall – Daily Planner	600 individual planners	\$1,200	An aid to assist students to planning/using their Students love these and they need them in SU-28 to print.
Gift - Spring – USB Drives	300 Provided by the ASG	\$1,000	
Aramark expenses:			
Summer Months	0	0	Budget constraints
Fall Months	4 1/2 months	\$8,800	Partnered with ASG on many events
Spring Months	8 events	\$8,800	Partnered with ASG on many events
Comet Hour - SM	8 events	\$2,000	
Comet Hour - Esc	8 events	\$2,000	Event has become very popular
Computer Lab usage	2 semesters 15,500 student users 58,255 pages printed	printing 10/ per day/per student \$1,500 approximate cost	10 copies per day per student – single sided Students must use a USB Drive to print.
Computer Lab copy services	2 semesters	Toner and Paper - no charge	10/single sided pages per day per student
Discount Movie Tickets - \$9.00	Approximately sell 200 per month and 760 per year.	1,440	Students appreciate the discount on tickets
Scantrons (approx. 4 packs each semester)	800 Scantrons (8x100)	100 per pack = \$68.00 8 packs per year	Assists with student success
Exam Books 200 each semester	200 Exam Books	50 per pack = \$25.00 \$100 per semester \$200 per year	Assists with student success
Locker Rentals	424 issued	Lock Replacements 60 @ \$6.00 each	Students use these and district decisions must be made regarding replacement or removal.
Commencement	1 event	\$17,000 and \$3,800 from ASG for reception <del>Marketing pays for some</del>	Celebration of Students transferring/Graduating
Student Worker Costs are not included in the amounts budgeted for benefits.			
Should be noted: Benefit reductions due to budget limitations.			

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

### **Escondido Center:**

1. Need a dedicated space to provide Student Activity Cards and provide benefits. We offer night events at Escondido and will introduce some daytime activities to see what fits the needs of our Escondido students. We have suspended some services at Escondido but will sell Student Activity cards at Escondido.
2. We provide several planned and advertised dates each semester for evening services at Escondido with the help of the Escondido Center staff.
3. As we look at a potential new full-time permanent hire, planning must include an employee that will rotate locations and assist with our services on the main campus and at the Centers.
4. ASG needs a dedicated space to offer their student constituencies services and engagement opportunities.
5. Expanding our Food Bank services to all District sites will require staffing increases, adequate space and resource allocations.

### **Rancho Bernardo (South Center) and Fallbrook (North Center):**

1. We will need new computers, printers, software, card printers, cameras, supplies and an office operational budget (budget for Student Activities and Student Affairs) in the Rancho Bernardo (South Center) and in the Fallbrook (North Center). By planning ahead for this, we will be prepared to provide quality Student Activity and Student Affairs programming/services to students that may only attend classes at these centers.
2. We must also plan ahead for new office furniture in the Rancho Bernardo Center and the Fallbrook Center. We will need basic Student Activity supplies, including canopies, carts, portable sound systems, tables, storage cabinets, and other necessities for start-up. We must also prepare for Card 5 Activity Card software. Card printers, cameras, computers, and printers will be necessary in both centers. Planning has begun and it appears the South Center will open in 2018.
3. As we look at a potential new hire, possibly that person could rotate locations and assist with our services on the main campus and at the centers.
4. ASG needs a dedicated space to offer their student constituencies services and engagement opportunities.
5. Expanding our Food Bank services to all District sites will require staffing increases, adequate space and resource allocations.

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

### **General items:**

1. Office computers and software updates are needed on several computers.
2. Due to a lack of revenue and depleted accounts, future replacements and/or upgrades and repairs will not be authorized unless alternative funding is secured.
3. Maxient: Student Conduct Case management software (2014-2015 SPPF allocation) launched and funding for the ongoing cost associated with licensing fees is requested from district budget. If future training is required, any costs associated with training and implementation will need resource allocation.
4. We have developed and establish protocol and procedures in dealing with mental health issues and possible threatening situations in the classroom or anywhere on campus. As more students demonstrate mental health challenges, our office serves as a safe zone and, students are sent to the OSA when there appears to be a behavioral issue. Students with mental health and disability challenges are set to see us as well, for assistance. **Update:** Behavioral Health is proving to be a much needed service and may require a full-time therapist in the very near future.
5. The District needs a Case Manager type of employee to coordinate efforts between several of areas (Behavioral Health, Counseling, Campus Police,

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

Student Affairs, victims and accused advocates as examples) that are established to assist students with an assortment of needs. In many cases, students use the OSA Director and/or office staff as the case managers and they each need specialized attention to detail.

6. Most computers in SU 202 and SU-201 need to be updated.
7. SPPF funding allocation (2013-2014) was approved for card 5 update and new cameras. I believe everything has been purchased but it has not been installed.
8. Many computers in SU 28 and SU-19 were updated with Equity funds. Over the years we have partnered with Assessment by sharing the computer lab with them for Assessment testing. We continue that partnership and will assist with recruitment efforts across campus.
9. We see an increase in student discipline issues and mental health issues. These issues may not always arise in the classroom and our department is a potential target mostly because student discipline is administered out of the OSA and it is the hub of extracurricular activity.

**2016-2017 SPPF submission: Waiting on details and if there we have a SPPF request we will submit it by announced deadline.**

**2016-2017 Planning:**

1. Reduce services in SEAL Center, Student Activities Office, and lastly, Student Computer Lab, if necessary.
2. Hire Federal Work Study students for office operations.
3. Close Office of Student Affairs (no student/staff/public service) at noon on Friday's to allow time for paperwork without interruption or time off. Office staff will be working but the office will be closed.
4. Partnership with SSSP and Student Equity for events and funding.
5. Develop the SEAL (Success, Equity, Access/Advocacy, and Leadership) Campaign. This includes the SEAL team development, partnership with SSSP and Student Equity; work with ASG, ICC, Student Ambassadors, DI groups, etc., to launce the campaign fall 2017.
6. Professional development is important and we plan to ask for District funding for two staff members to attend the CCCSAA Professional Conference spring 2017.
7. The ACCCA conference provides valuable information for the Director of Student Affairs and a request will be made to attend the professional administrative statewide conference.
8. A requests was made to authorize approval and funding for the OSA Director to attend the Asilomar Leadership Skills Seminar in late February 2017.
9. We continue to allow departments to check-out our equipment; example, golf carts, popcorn machine, US and military flags, sidewalk signs, canopies, etc. We see increased requests for the equipment which may lead to repair or replacement needs. We do not have a replacement or repair budget and will need district funding for replacement and/or repair when the time comes.
10. Requested Wi-Fi access port to be installed in SU-201.
11. Included in the SEAL Campaign, we have identified the Staff Lounge as space that could be utilized to support a Welcome Center and offer space for the Ambassadors and Outreach Manager. Campus Tours, Assessment, SEAL Hub, Student Government, Student Clubs, International office, Career Center, as examples, are all in that area and may help maximize exposure of services/student engagement programs for all incoming students and families.
12. Requests for food bank donations will go out monthly via general email. We hope to expand our Food Bank services and when/if we do, we will need district funding resources. We will also need to recapture student space and an ideal location appears to be the Staff Lounge. Discussion has started with San Diego Food Bank and it looks promising. If we expand to all district locations we will need increased staffing, space and resource allocations.



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

13. Non-instructional days and the implementation of the compressed calendar may offer opportunities to close the office to public users and complete paperwork. Office operations do not allow staff to take consistent breaks and lunch hours. Scheduling changes and organizational changes may be adaptive to align district calendar changes. OSA operations will be closed during non-instructional days.
14. Develop or create training or outside the box thinking opportunities for our small staff.
15. BP 5530 is pending board approval.
16. AP/BP 5500 is pending board approval.
17. BP 5520 will take time to review, discuss with the ASG and revise with appropriate updates.
18. Other policies in Student Services and under the purview of the OSA are in the process, under review or pending approval from appropriate parties. Once complete, they will go to the Board for approval.
19. District policy has improved as new legislation is adopted regarding VAWA and Title IX language. OSA recommendation includes efforts to be intentional about cross referencing policies to insure compliance with changing legislation.
20. We need to develop a process online allowing students to pay for and release their locker hold through their eServices/portal account.
21. Replacement of old and/or lockers slated to be removed must be discussed. Many students use lockers for classroom/course materials.
22. We will continue efforts to coordinate a few evening extended late hours open for operations for our evening and ESL students to purchase their student activity cards. OSA remains open late on several evenings to attempt to accommodate evening students. As a recommendation, the District may consider creating 2-3 collaborative extended evening hours, providing comprehensive services campus wide, and ensure campus-wide advertising in an effort to serve the evening only students.
23. The OSA, ASG and all clubs are required to use Aramark food services for on campus events. It is cost prohibited in many cases. OSA recommends alternative off-campus options. Off-campus options would help clubs have food at club meetings, decrease the operational costs for student events and activities, and reduce the number of canceled benefits offered to students with the activity card.
24. OSA recommends succession planning for future personnel needs of the office. Currently, the OSA is operating with only two full-time employees. Both employees may have retirement possibilities/options and there is no line of succession in place for student discipline or office operations. The office has unique areas of expertise and need at a minimum the two replacement positions and one more permanent employee to assist with Centers and evening operations.

**SEAL Team Campaign:**

The SEAL Team Campaign was brought forward through brain storming sessions in the Office of Student Affairs. We currently act as the hub of student engagement and provide services to all student groups(ASG, ICC, clubs), including service learning projects, student activities, club hub, student computer lab, activity card sales, food bank, equipment requests, and many more services.

We have discussed the SEAL campaign as a concept with a variety of departments on campus. We are very interested in partnerships since we don't have any funding to help facilitate the campaign. We hope to unite all students; ASG, ICC, clubs, student organizations (ex: athletics and PTK) and from all DI groups, to come together and provide valuable insight into what promotes and provides pathways to success, as well as what are major obstacles preventing success, equity, access, advocacy, and/or leadership development.

**SEAL Team = Success, Equity, Access/Advocacy and Leadership Team**

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

We envision the **2017-2018 SEAL Team** and related campaign programs to be comprised of our disproportionate impact groups (Veterans, African Americans, students with disabilities, foster youth, Hispanic students) and departments/programs that represent those service areas (EOPS, FYE, HSI, GFSP's, Trio, Tutoring, Assessment) as starting points. The intent is to provide opportunities for club activation and/or formation of DI group clubs and need advisors to serve each of those clubs. Possibly members of Student Success and Equity Council may consider serving as advisors to the student groups that eventually create the formation of the SEAL Team.

Student representatives from each of the areas would be members of the 2015-2016 SEAL Team. As an example, a student from the Foster Student Club would be selected to serve as a Seal Team member. An EOPS student would be identified either as a student from the EOPS club or recommended from the EOPS staff to serve as a SEAL Team member.

The SEAL Team would be composed of a group of about 15-20 students that represent each of their respective groups and/or clubs. Incentives would include pre-paid student activity cards, SEAL Team polo's and/or sweatshirts, temporary student employment, as starters. Students will coordinate events and activities, promote engagement, serve as role models, and assist in college wide efforts.

### **Associated Student Government (ASG):**

1. Two SPPF requests were submitted November 2014; charging stations and recruiting and marketing materials. Charging stations were moved to Finance and Administrative Services for funding. This is still incomplete.
2. ASG has been requesting to be moved into a larger space as identified above.
3. The ASG needs an employee assigned to assist them directly with daily requests and needs. There is a high turnover of ASG members and it requires constant training and education regarding Education Codes, District Policies and Procedures, and their own By-laws, not to mention travel, meeting requirements, advocacy efforts and a wide variety of demands as leaders of the largest constituency group on campus.
4. The ASG continues to serve on as many shared governance councils and committees as possible and varies each semester upon actual board size. Some variables affecting the council and committee coverage by the ASG include class schedules, work schedules, parenting duties, and transportation. ASG students face the same challenges most community college students face and it requires refined time management skills.
5. The ASG works closely with the Telescope and buys ad space to recruit members and encourage student involvement. Purchasing ad space provides a valuable service to the ASG and supports another student organization on campus.

### **ASG 2016-2017 Goals**

**Main Goal:** Promote awareness of ASG;  
Establish a student-oriented environment that encourages and promotes student involvement alongside the ASG

### **Sub-Goals**

- 1) Funding
  - a) Convey to students/clubs that funds are available. Encourage students to utilize funds to facilitate main goals to increase student participation.
    - i) Goal: Presentations made by ASG to at least 70% of active clubs on the process of monetary requests by the end of the fall semester.
  - b) Promote Awareness of Services
    - i) Goal: Make summaries of grant funded programs available to students within different areas of the campus by the end of the fall semester.
      - (1) ASG Offices
      - (2) SU Building
      - (3) SEAL Center

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

(4) Other high traffic areas

2) Events

a) Palomar Beautification

i) Campus Cleanup

(1) Collaborate with OSA on service projects revolving around the beautification of Palomar College throughout the year.

b) Use national days to collaborate with departments

i) Host a national dance alongside the Palomar Dance department by the end of the year.

ii) Host a donut day by the end of the fall semester that connects Deans with students.

c) Town Halls

i) Present Fall 2016 General Assembly Resolutions to Palomar Students in October 2016

d) Meet the Senators/Delegates

i) Hold small events throughout the month increasing exposure of ASG. To be held throughout the year.

e) Club Star Events

i) Recognize a Palomar club monthly through social media

f) Student Appreciation/Encouragement

i) Recognize a Palomar Student monthly through social media

ii) Establish Humans (Students) of Palomar College

3) Bylaws/Policies

a) Review/Analyze as needed

i) Have bylaw revisions go through PPER and ASG Board by the end of the semester.

b) Keys/Code for Senator Office

i) In conjunction with bylaw revisions, increase Senator Access to offices by end of semester.

c) Member Training

i) Compile guide for incoming ASG members regarding ASG office procedures by the end of the year.

ii) Create orientation/workshop for incoming ASG members regarding overall ASG duties. 'ASG 101'.

4) Legacy/Tradition

a) List of Accomplishments

i) Keep record of ASG achievements

(1) Physical and Electronic records complete by end of year.

b) Media Archive

i) Maintain pictures and photos of ASG involvement for public viewing.

c) 'Time Capsule'

i) Short videos of sitting ASG members for future administrations.

5) Engagement/Communication

a) Advertise with Physical Merchandise

i) Spring Gift

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

- b) Outreach
  - i) Student Surveys
  - ii) Online Polls for Students
  - iii) Classroom presentations
- c) ASG Online Bio
  - i) Have picture and short summary of ASG members
- d) PVSA Partnership
  - i) Become a certifying organization with PVSA
  - ii) Possible Service learning partnership

**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.**

**Fund 11 – Student Activities; Director and Staff Assistant salaries/benefits, Commencement.**

**Fund 12 – Student Activity Fee; Student Activity Coordinator salary/benefits, student workers, all events, food, supplies etc., and Monetary Request.**

**Fund 71 – ASG Budget; Line items, ICC and club accounts, reserve.**

**Fund 72 – Student Representation Fee; Student Advocacy (local, state, and national/federal levels).**

**Fund 73 – Student Center Fee; facility payment and maintenance.**

**Notable: 2015-2016 SPPF request was granted for \$33,000 (approximately).** SPPF allocation will be used to replace outdated electronic digital signage on south and west facing exterior wall of the Student Union. We are waiting for the recommendation from IS and the District Digital Signage plan for implementation. Update for fall 2016: currently waiting on direction from the district. There are specific timelines for allocations to be spent and our goal is to have the outdoor displays operational spring 2017.

**Ongoing items:**

1. Student workers provide valuable services to our overall operations. We rely heavily on their service to handle most all daily operations in the Student Activity Office and events. Staffing requests do not include a section for student worker requests. Our office depends on 10-20 student workers each semester depending on the time of the semester. It will be imperative to fund our student workers and we may need to look for alternative resources if service demands continue to rise. More importantly, if our activity card sales continue on the downward cycle we will not have funding for our student worker staff. As enrollment rebounds and more students purchase the Student Activity Card our services will also rebound.
2. We have prioritized our departmental requests/needs and we will need additional funding to meet the demands on our office for 2016-2017. We have cut our services and programs about as much as we possibly can. Without benefits linked to the activity card, students will not have an incentive to purchase the card.
3. The Student Affairs account has not covered our Commencement expenses for years. OSA needs a Commencement budget and a separate office operational



- budget. Also, the Commencement Program production (selection of cover, BIO's, print deadlines, layout, budget allocation, etc.) should be moved completely out of the OSA and into Public Affairs, Communications and Marketing department.
4. Commencement language along with student success and completion should appear in the Student Success and Student Equity planning documents. They are directly linked with Commencement, while it serves as the highlight of many student success stories.
  5. Commencement discussions must be included in the planning of the stadium project. Future ceremonies will be held in the new stadium and proper planning is essential. This item will stay in the OSA PRP's as an attempt to be certain the discussions occur.
  6. Position Authorization Request has been submitted for a Student Affairs Supervisor as a replacement position for the retirement in May 2015 and (the position is still vacant).
  7. Unfortunately, we lost our Student Activities Coordinator in September 2016. The position remains vacant and a timeline for filling the position has not been prioritized.
  8. The OSA is operating at 50% of capacity and it is reflected in reduced services and operational timelines. Office demands continue to elevate and we simply do not have the staffing or hours available to complete requests in a timely manner. The two OSA staff members are maxed out beyond capacity, often working extended hours, not taking required breaks including lunch, and losing vacation days.
  9. The Director of Student Affairs should be reclassified to a Dean of Student Affairs (Student Life), Senior Administrator position. The complexities of new legislation, legal procedures as well as the overwhelming demands of the two person Student Affairs operation is extremely inadequate for a District this size. The overall operations and demands of the district continue to increase and securing fundamental operational employee positions are evident.
  10. I have had this in our planning documents before but it may be time to again consider changing the office name from the Office of Student Affairs to the Office of Student Life.

**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.	Food Bank upgrades (in progress now so I don't have actual cost to request district funded allocations).						
a2.	Golf Cart (in progress)						
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.	When the South Center/Rancho Bernardo center opens we will have technology needs for office and program operations. Resource allocation, staffing needs, programing and planning is imperative.						
b2.	When the North Center/Fallbrook center opens we will have technology needs for office and program operations. Resource allocation, staffing needs, programing and planning is imperative.						
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.	Requesting an increase to the Office of Student Affairs operational district budget.	2		Commencement costs continue to rise. Some costs are covered by other departments and there should be one Commencement Account that covers operations.	\$3000	On-going	Yes, this is a request to add additional funds to the account.
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.	Requesting an increase to the Office of Student Affairs operational district budget.	1		Commencement costs continue to rise as well as a resource request to attend professional conferences.	\$5,000	On-going	Yes, this is a request to add additional funds to the account.
d2.	Maxient Software (annual costs)			Software Licensing renewal	\$9,000	On-going	There is no funding allocation for this yearly expense.
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.	Office of Student Affairs Supervisor	1		Currently in the staffing priority list for hiring approval.	Estimated total: \$100,000 per yr. (Salary \$70,000 plus benefits \$30,000 )	On-going district funded position	

**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.	Move the full-time Student Activities Coordinator position into a District funded position	2	retirement replacement position	This position is funded through Student Activity Card sales. There is NO operating budget associated with this programs so as operational costs go up, programming decreases; limiting growth and innovation. Card sales revenue would support programming, benefits, giveaways, etc., and Student Activities office operations. This position has been reclassified from level 25 to a level 26 which means more cards sales will be needed to cover increasing salary and benefits.	Estimated at 85,000 per year (salary \$95,000 (\$65,000 and benefits \$30,000)	On-going district funded for the employee. Card sales support program.	Student Activity Card sales generate revenue used to pay for the employee salary and benefits. No district funding for employee or operations. Requesting this be moved to district funding.
e3.	Student Activities Specialist (new request)	3		This is a new request to be sure we can adequately provide services at all District locations once the South and North Centers open. This employee would work on all District locations but would assist with enhanced services including food bank operations, evening events at all sites, card sales at Centers, event programming and assist the main OSA operations.	Estimated at \$90,000 per year (salary \$60,000 and benefits \$30,000)	On-going	District Funding
e4.	Reclassify OSA Director to Dean; Student Life	4		New request for consideration in planning efforts for July 2017.	Dean's level salary including benefits	On-going	District Funding
e5.							

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



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

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

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

Food Bank: This service is vital to the success and retention, not to mention simply survival for many of our students. We see many students request food bank services and we are fortunate to see how gracious our faculty, staff, and students are that continue to help with donations keeping our shelves stocked. The ASG is extremely supportive and contributes when called upon. The annual "Stock the Bank" event was held on November 2, 2016 and the Office of Student Affairs is extremely grateful for the donations from our campus community. Over 1300 items were donated and will be available to offer our students during the holiday season. We partnered with several organizations across campus including the bookstore, Veterans Services, Early Child Development Lab, and Deans in their efforts to collect donations.

We anticipate an increase in requests for services as more students struggle with food insecurities and homelessness. Dr. Blake is promoting more extensive services for our students in need and she plans to assist with resource allocations in order to increase services. We hope to offer food assistance to employees and community members as well. Additional services may be available to our student as early as late spring 2017 but it will be dependent upon resources, staffing and program development and implementation.

Commencement 2016: Another successful ceremony and the OSA is grateful to all those people and departments that make the event a success. We had 3,965 total students complete Associate Degrees, Associate Degrees for Transfer and Certificates of Achievement. We also had another 2,208 Degree and Certificate Candidates. The event is extremely rewarding and serves as one of our best displays of diversity, success, access, and completion.

**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.)

1. The ASG and ICC have moved their weekly meetings to Friday's. This is a good thing for our students but it impacts our ability to use Friday's to complete paperwork generated Monday – Thursday. The office is short staffed and one of the two of us must assist the ICC and ASG as advisors in their Friday meetings. Our office operations may be impacted on Friday's and may lead to either closure of the office or the afternoon serves as an opportunity for staff to complete required paperwork. We plan to close the office at noon on Friday's which allows for time off or paperwork completion. The OSA will be closed on non-instructional days.
2. Staffing: we need to fill two (2) vacant positions and possibly add a third (total of 5 employees) when we open the South and North Centers. If we upgrade our Food Bank services we will require more staffing and funding. We are spread very thin. Need to consider reclassification of the Director of Student Affairs to Dean of Student Affairs or Student Life.
3. We have attempted to use Federal Work Student (FWS) Eligible students as our core student workers staff due to a lack of resources. It is very difficult to get FWS students hired through HR in a timely fashion for the operational needs of our area. We also have a very difficult time getting regular student workers hired in time to train and begin office operations two weeks before the start of each semester. Adequately staffing (with student employees) our Student Activities Office for card sales cuts down on the long lines and wait times for students each semester. The workload is almost impossible for the office, especially as short staffed as we are if we cannot get our student worker hired in a timely manner. Hiring complications greatly impact our ability to provide services for early operations.
4. It may seem like a lofty goal but at some point, as an institution, we may want to require all students to have a Palomar College Student Activity Card. If that were implemented then it becomes a mandatory fee and the District must pick up the cost of the card. The benefits may outweigh the district expense as we open more centers and utilized the card for tracking purposes. It serves as current identification as well since we have many non-students on our campus. It may be extremely helpful in emergency situations.
5. Since our office handles many of the behavioral health student issues often linked with conduct violations, we are strongly recommending a full time Behavioral Health Coordinator and possibly a full time therapist. We are also recommending that Academic Counselors identify ways we can help them when we have students in our area (OSA) that may not need Behavioral Health but need personal counseling. Extensive partnerships are vital to our students' success. The BIT Team has officially organized and will meet on a regular basis to discuss students of concern.
6. Social Justice Topics are moving to the forefront of college campus discussions. A variety of Campus Climate hearing have been held over the past several years and it is likely that we may see an increased demand for programming/forums/dialogue/surveys around social justice concerns and program development to address topics.

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

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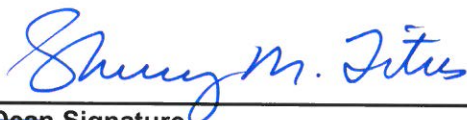
Please identify faculty and staff who participated in the development of the plan for this department:

Marilyn Lunde, Staff Assistant	Vacant position	Vacant position	Sherry Titus, Director, Office of Student Affairs
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 Signature	Signature	Signature	 Signature
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Department Chair/Designee Signature

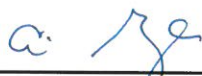
Date



11/08/2016

Division Dean Signature

  
DIRECTOR



Division Vice President Signature

Date

11/21/16

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to [mlavigueur@palomar.edu](mailto:mlavigueur@palomar.edu) by November 3, 2016.
- Email an electronic copy to [rjohnson3@palomar.edu](mailto:rjohnson3@palomar.edu) by November 3, 2016.



# Palomar College – Program Review and Planning

## Non-Instructional Programs

### Academic Year 2016-17

**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: Student Health Centers

**11/03/2016**

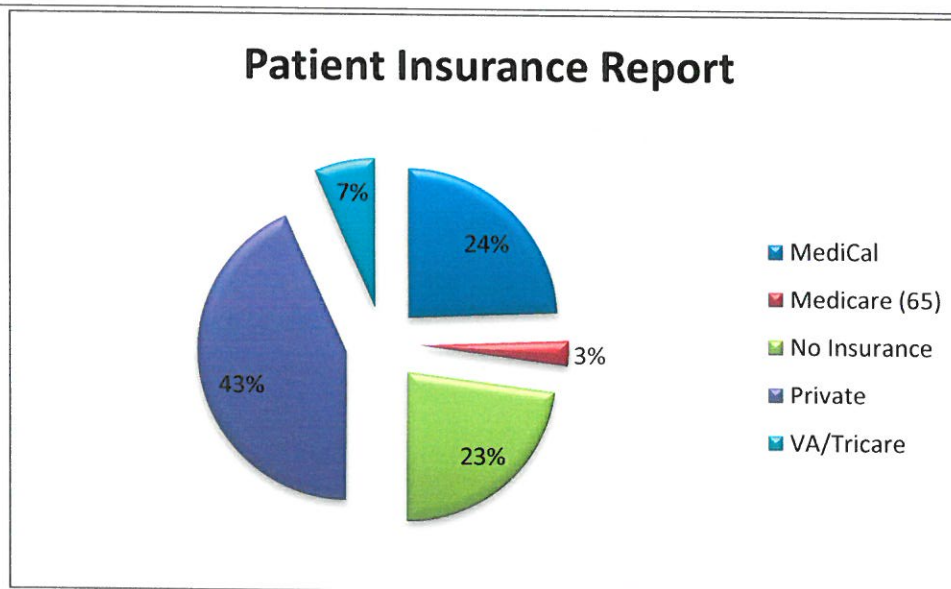
Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

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

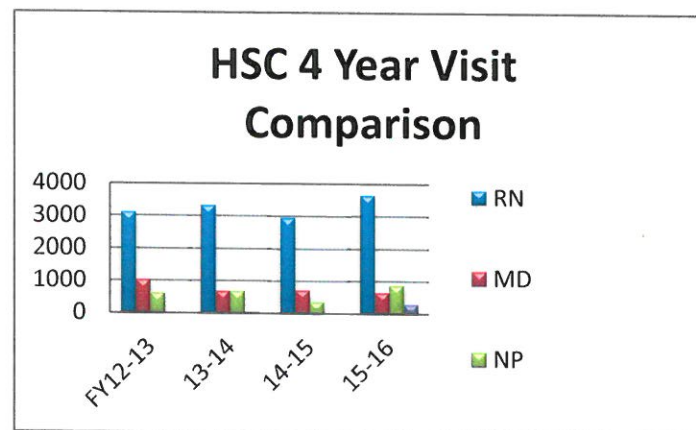
	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	%	Definitions
RN	3,113	3,513	2,962	3,660	+19%	Initial Registered Nurse level holistic health assessment of all patients who receive services. Assessment and intervention to on-campus emergencies, assists MD/NP in treatments, performs venipuncture for 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 departmental projects, act as medical receptionist at the Escondido Center as needed.
MD	1,031	672	718	651	-10%	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 Quality Assurance and compliance, researches latest medical information and provides medical in-services to update staff and follow-up as needed.
NP	606	677	362	872	+59%	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	22	43	0	290	n/a	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 6 visits).
Medical Reception Assist	182	216	277	274	-1%	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	30,615	23,252	18,917	22,121	+15%	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 communicates to Campus Police (first responders). Maintains and updates Electronic Medical Records, scans patient chart documentation, RN/MD/NP clinic assists and emergency response. Provides information about clinic services and information to students, faculty, staff and the general public regarding Palomar College.
<b>Totals</b>	<b>35,569</b>	<b>28,373</b>	<b>23,818</b>	<b>27,868</b>	<b>+15%</b>	



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



Student insurance reporting was initiated in January of 2016 and indicates that **43%** of the students that utilize Student Health Centers have **Private Insurance**. The number of students with Private Insurance is expected to increase due to the fact that private insurance plans, with lower monthly premiums will also require higher out of pocket expenses before the high deductible is met. Students that purchase these types of private insurance plans will find that Student Health Centers fee for service is less expensive than the out of pocket costs for private local medical clinics. 47% of the students have either **No Insurance** or **Medi-Cal** and a large percentage of no insurance patients are probably eligible for Medi-Cal coverage.



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

Overall, **provider visits** have increased by 11%, 4901 total visits in FY 14-15 versus 5473 in FY 15-16.

- **MD Visits:** The **10% decrease in MD** visits is attributed to the fact that the Student Health Center filled a vacant full-time Nurse Practitioner position in FY 15-16. The NP is now seeing patients that would have been scheduled with the MD. The MD only works 2 days/week and does not see female patient with gynecological issues.
- **NP Visits:** The **59%** increase in NP visits due to full-time NP hired in August 2015.
- **RN Visits:** Visits at the Escondido Health Center have increased by **26% for FY 15-16**. This is due to full-staffing at 32 hours/week for clinic operations. Exam rooms at the Escondido Center are still limited, however we are expecting to have the remodel completed by the end of FY 16-17 to better accommodate patient appointments.
- **Behavioral Health Counselors:** The Student Health Center assumed responsibility for the Behavioral Health Counselors in January 2016. Since the initial transition, an expansion to 3 Adjunct Faculty Counselors has allowed for the San Marcos clinic to have Counselors available 5 days a week, and one day a week in Escondido. In addition, a Veterans Services Behavioral Health Counselor position was established in October 2016 and funded through the Palomar College Foundation by a benefactor for 17 hours week for fall 2016.

- ✓ Total **appointments** for Behavioral Health from January 18 through June 30, 2016 was 334, 290 of those were actual appointments and 44 (13%) were **No Shows**

**January 18 - June 30, 2016**

Behavioral Health	Jan	Feb	Mar	Apr	May	Jun	Totals
Triage Visits	0	7	29	29	11	4	80
Individual Sessions	10	30	24	40	39	4	148
Intake Visits	12	5	8	19	9	1	55
Phone Consult	0	0	1	0	0	0	1
Urgent Visits	0	1	2	1	2	0	6
							290
No Shows	1	3	10	17	12	1	44

- ✓ One (1) student seen in the Student Health Center was placed on a **5150** status by Campus Police and admitted to Palomar Hospital



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

The Student Health Center **RNs measured Service Area Outcomes** for **PPD Read appointment No Shows** in FY 15-16.

**SAO-** Less than 2% of PPD Read appointment No Shows will require retesting, thus incurring an additional PPD testing charge.

- Out of a total of 628 PPD read appointments in FY 15-16, 20 patients were No Shows for their PPD Read appointment. Of the 20 No Shows, 17 patients were contacted by nursing staff, after not attending their appointment, and informed that their PPD test must be read 48-72 hours after placement or they would be required to pay an additional PPD testing fee to be retested. Only 3 of the 20 No SHOW PPD read patients were unable to be contacted and thus didn't return to have the PPD skin test read in the required timeframe. This action resulted in a lowering of the No Show rate for PPD read appointments to 1.5%.
- **Analysis:** 19 patients with PPD Read no show was recorded in FY 14-15, which was similar to the number of patients recorded in FY15-16. Implementation of a nursing staff call back procedure to patients that didn't attend the PPD read appointment resulted in lowering the no show rate/need for PPD retesting, thus meeting the SAO.

The **Administrative Team** measured **Service Area Outcomes** for **Student No Shows to Medical Appointments**.

**SAO-** The "No show" rate for Medical appointments will be less than **8%**, which is the National "No Show" average as reported by the American College Health Association (ACHA).

- The Student Health Center Standardized Policy for "No Shows" states that at the time of scheduling an appointment, the student will be advised of our policy and will be provided with an Appointment Card on which to write down the name of their provider, and date/time of the appointment. In addition, students are sent a **"text message"** reminder. Cell phone numbers and mobile carriers are updated at the time the appointment is made.

Student Health Center Medical No Shows			
FY 12-13	FY 13-14	FY 14-16	FY 15-16
6%	5%	5%	6%

- Students continue to provide positive feedback about receiving the text reminder for their appointments. Students are requested to call the SHC 24 hours in advance if they are unable to keep their appointment. If the student fails to keep their scheduled appointment and doesn't call, the "No Show" is documented in our EMR. Students are allowed two (2) No Shows without consequence. After two No Shows, the student will only be seen for future visits on a walk-in basis.
- **Analysis:** The SAO has been met with the current no show rate consistently below 8%.

The **Administrative Team** measured **Service Area Outcomes** for **Student No Shows to Behavioral Health Counseling Appointments**.

**SAO-** Behavioral Health Counseling No Shows will be below the National Average of 8%, which is the National "No Show" average as reported by the American College Health Association (ACHA).

- The No Show rate at the end of FY 15-16 (since Behavioral Health Counseling Program was moved to Student Health Center in January 2016) was calculated at 13% (44/334). This rate was noted to be above the national average so following a discussion with other community college behavioral health programs, a decision was made to implement a No Show Policy in fall 2016. A No Show policy stated that students will be charged \$5.00 for No Show without a phone call to cancel up to the time of the appointment. Students are informed of this policy when they call for an appointment. For the fall 2016 Semester (8/22/16 -10/31/16), there have been 226 Behavioral Health Counseling appointments, 19 of those were No Shows, which is 8.4%.
- **Analysis:** The No show rate is significantly lower than previously recorded at the end of FY 15-16 and slightly above the national average of 8%.

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

1. PPD no show rates have significantly improved with nursing staff implementation of same day call back to patients to remind them of the timeframe for the PPD skin test reading. The number of PPD placed is expected to decrease drastically with the new regulatory change not requiring college employees to receive PPD skin testing.
2. Will continue to monitor No Show rates for Medical and Behavioral Health Counseling appointments, primarily concentrating on Behavioral Health. Behavioral Health counseling appointments are in high demand and during peak times can have two week timeframe for an available appointment. It would be interesting to see the breakdown of no show appointments rates among initial triage (30 minute) or individual session (1 hour) appointments.

**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.**

**1. Expansion of BHCS Program** to meet increased student demand which includes:

- a) Remodel NB Room #1 to include Reception Area, 3 offices and a Conference Room with completion date of early spring 2017.
- b) Hiring full-time Manager/Coordinator and full-time Administrative Specialist I.
- e) Implement Mental Health Intern Program.
- f) Maintain 3 part-time Counselors; 2 at San Marcos campus, 1 at Escondido Center, and 1 at San Marcos Veterans Center (through private benefactor).

**2. Expansions at Student Health Centers:**

- a) Remodel Escondido Health Center late Spring 2017 to include reception area, 2 offices, exam room, large lab, and comfort area.
- b) Increase staffing to include permanent Director and a second full-time College Health Nurse.
- c) Establish Student Health Center at Fallbrook site (opening 2017). Student Health Center will include reception area, 2 offices, exam room, large lab, and comfort area.

**3.** To align with current part-time wage levels as reported by the San Diego County Labor Statistics, an across-the-board review and possibly increase wages for all seasonal Student Health Center employees. Seasonal employee wages have not increased since 2009.

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

- The Student Health Center was recently approved as a MediCal Intermittent Clinic Provider and is currently anticipated to start a Family Pact Program in Spring 2017. Family Pact Program will authorize medical providers working in Student Health Center to provide free gynecological services to MediCal eligible students. Negotiations are underway to contract with Medical Billing Technologies, Inc. pending approval of the VP of Finance and Administrative Services and Vice President of Student Services, to seek reimbursement for medical services provided to MediCal eligible students.
- The Student Health Center and Director, Informational Services are in discussion to contract with Point & Click Solutions- PnC (Electronic Medical Records) to provide Host Services in order to expand PNC capabilities. Current college computer infrastructure doesn't support expansion of Electronic Medical Records advanced capabilities (student portal, i-pad check in, etc.)



### STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

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

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
A1.	Exam Room Equipment – Fallbrook (Power Table & Accessories, Lab Refrigerator, small Refrigerator, Vital Signs Monitor Wall Mount, lab Task Chair, Autoclave)	1		Required for Clinic Operations	\$30,000	one-time	Funded by Student Health Fees
a2.	Office Furniture - Escondido (Nurse, Reception & Behavioral Health)	1		Required for Clinic Operations	\$15,000	one-time	Funded by Student Health Fees
a3.	Office Furniture for Behavioral Health NB 1	1		Required for Clinic Operations	\$20,000	one-time	Funded by Student Health Fees
a4.	Office Furniture – Fallbrook (Receptionist, Nurse)	1		Required for Clinic Operations	\$10,000	one-time	Funded by Student Health Fees

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource <a href="#">(Link)</a>	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
B1.	4 ea Computers-Behavioral Health NB 1	1		Required for Clinic Operations	\$10,000	one-time	Funded by Student Health Fees
b2.	5 ea Computers – Fallbrook Center	1		Required for Clinic Operations	\$9,000	one-time	Funded by Student Health Fees
b3.	2 ea Computers – Escondido Center	1		Required for Clinic Operations	\$4,000	one-time	Funded by Student Health Fees
b4.	1 Printer/Fax/Scanner – Behavioral Health NB 1	1		Required for Clinic Operations	\$500	one-time	Funded by Student Health Fees
b5.	1 Printer/Fax/Scanner – Fallbrook Center	1		Required for Clinic Operations	\$500	one-time	Funded by Student Health Fees
b6.	Topaz Signature Pad (P&C) Fallbrook	1		Required for Clinic Operations	\$100	one-time	Funded by Student Health Fees
b7.	1 Zebra Printer for Lab Labels - Fallbrook	1		Required for Clinic Operations	\$400	one-time	Funded by Student Health Fees

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
C1.	Office Supplies - Fallbrook	1		Required for Office Operations	\$350	ongoing	Funded by Student Health Fees
c2.	Office Supplies-Behavioral Health NB 1	1		Required for Office Operations	\$350	ongoing	Funded by Student Health Fees
c3.	Clinic medical Supplies, medications – Fallbrook Center	1		Required for Clinic Operations	\$1,000	ongoing	Funded by Student Health Fees

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
D1.	(2) Additional P&C Software Licensing Behavioral Health – NB 1	1		Required for Point & Click EMR operations	\$600	ongoing	Funded by Student Health Fees
d2.	2 Additional P&C Software Licensing Behavioral Health - Fallbrook	1		Required for Point & Click EMR operations	\$600	ongoing	Funded by Student Health Fees
d3.	(5) P&C Workstation Licenses - Fallbrook	1		Required for Point & Click EMR operations	\$700	ongoing	Funded by Student Health Fees
d4.	(4) P&C Workstation Licenses – NB 1	1		Required for Point & Click EMR operations	\$600	ongoing	Funded by Student Health Fees

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
E1.	College Health Nurse	1		To replace a College Health Nurse position that has been VACANT for 5 years. Clinic has been operating with 1 FT RN and hourly RN's. Hourly RNs are not always available to cover clinic operations.	\$66,891	ongoing	Funded by Student Health Fees
e2.	Administrative Specialist I	1		Position required to support Behavioral Health Clinic operations.	\$38,168	ongoing	Funded by Student Health Fees
e3.	Manager Behavioral Health Counseling	1		Position required to manage and supervise 4 Behavioral Health Counselors, 1 Administrative Specialist, and oversee operations.	\$97,801	ongoing	Funded by Student Health Fees



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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource ( <a href="#">Link</a> )	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
F1.	80% RN – 1 Fallbrook	1		Position(s) required to provide RN services for clinic operations.	\$55,191	ongoing	Funded by Student Health Fees
f2.	80% Adm. Specialist I – 1 Fallbrook	1		Position(s) required to provide Medical Reception services for clinic operations.	\$31,094	ongoing	Funded by Student Health Fees
f3.	Adjunct Behavioral Health Counselor – Seasonal: 8 hours week - Fallbrook	1		Position(s) required to provide BH services for clinic operations.	\$10,100	ongoing	Funded by Student Health Fees

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

**Construction costs: Additional expenses not projected in operational budget (calculated from one time requests (non-staffing) listed above)**

- Behavioral Health NB Room 1, Remodel \$175,000 – \$200,000 (includes IDF Room), office furniture/supplies- \$32,500
- Escondido Student Health Center Remodel - \$150,000 – 175,000, office furniture and equipment/supplies- \$19,000
- Fallbrook Student Health Center, construction cost \$150,000 and equipment/supplies- \$51,200
- Not Anymore Online Training Program (Title IX and VAWA training program for students, staff and faculty)- \$51,000 for 5 year contract
- No smoking/No skateboarding signs for campus- \$15,000
- Food Pantry remodel- \$30,000
- **Total One Time Costs Projected for FY16-17= \$750,000 (approximately)**

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

1. Assumed responsibility and supervision of Behavioral Health Counseling Services in the Student Health Center.
2. Awarded Student Equity Grant for NaBita training, and coordinated Needs Assessment and BIT campus-wide training.
3. Facilitated BIT Steering Committee and member of the BIT Team.
4. Assisted Facilities with the remodeling plans and operational cost estimations for the NB Building for the Behavioral Health Counseling office and the remodel of the Escondido Health Center.
5. Completed applications and preliminary enrollments to become Medi-Cal provider and provide Family PACT services.
6. Completed NaBita Training Proposal and awarded Special Reallocation of Student Equity Grant.
7. Coordinated USD Preceptorships for Nurse Practitioner Students with full and part-time Nurse Practitioners in Student Health Center.

8. Updated the Student Health Center webpage to be in compliance with Palomar College standards.
9. Facilitated CPR Training for all Student Health Center staff.
10. Facilitated Mental Health First Aid training for all Student Health Center staff.
11. Successfully transitioned in the use of the IDC-10 in the Electronic Medical Records.
12. Increased community liaisons with and established campus-wide presence for: Alternative Women's Center, Planned Parenthood, Vista Community Clinic, and North County Health Services.
13. Implemented a Service/Therapy dog policy in March 2016 to provide a healthy and safe environment for all who visit the Student Health Centers in San Marcos and Escondido.
14. The Interim Director served as Chair for Hiring Committees for a Behavioral Health Counselor (hired Spring 2016) in the Student Health Center and for the Veterans Services Behavioral Health Counselor hired for the Fall 2016 Semester.
15. Member of the Task Force for Spark Point-type program chaired by Palomar President Dr. Joi Blake.

**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.)

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

Judy Harris, Interim Director <i>Name</i>	Yvette Martinez, Adm. Specialist II <i>Name</i>	<i>Name</i>
<i>Name</i>	<i>Name</i>	<i>Name</i>



Judy Harris  
Department Chair/Designee Signature

November 2, 2016  
Date

\_\_\_\_\_  
Division Dean Signature

A. 18  
Division Vice President Signature

11/8/16  
Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to [mlavigueur@palomar.edu](mailto:mlavigueur@palomar.edu) by November 3, 2016.
- Email an electronic copy to [rjohnson3@palomar.edu](mailto:rjohnson3@palomar.edu) by November 3, 2016.

**STUDENT SERVICES****REV 1-19-17****AP 5075 COURSE ADDS AND DROPS****References:**

Title 5 Sections 55024 and 58004

**Adding Courses**

Students may add classes through the registration period. If a class is closed because the enrollment maximum is reached, the permission of the instructor is required for entry. (See the class schedule for details or AP 5052 titled Open Enrollment for other enrollment conditions.)

Students are not registered in a class if their name does not appear on the class roster. Students on a waiting list are not officially registered in a course. Students' schedule of classes also indicates whether students have officially registered for a class.

**Withdrawals**

- Withdrawals, or drops, are authorized through the eighth week of the term or 50% of the length of a class. No notation will appear on the student's record for drops during the first two weeks of the term for semester length courses or before 20% of all other courses.
- A drop after the "no notation period" and before 50% of a course will have a "W" assigned.
- Drops after 50% of the course is completed will not be authorized. An evaluative grade (A, B, C, D, F, FW) or an "I" must be given.

While primary responsibility for class attendance and maintaining an accurate registration record rests with the student, the instructor has the responsibility for maintaining accurate and proper accountability records for state apportionment requirements. Students are responsible for adding or dropping of courses to their schedule of classes. Each instructor shall clear the class roster(s) of inactive students not later than the end of the last business day before the census day.

As such, the instructor:

- Must drop any student identified as a "no show" (students registered who have never attended class) by reporting these students on the **drop census** roster through Faculty eServices.

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**Date SPC Approved: 11/20/2007; Revised 9/22/2009; Revised 4/17/2012; Reviewed:**

*(Replaces former Palomar College Procedures 417, 417.1, 418, and 418.2)*

- May elect to drop a student for the following reasons:
  1. Excessive absences (normally defined as more than the number of times the class is scheduled to meet per week)
  2. Failure to take examinations
  3. Failure to complete class assignments

The instructor must indicate a last activity date (the date of the last active participation in the class) when the student is dropped. Such records should be kept a minimum of three years in accordance with Title 5 regulations. Veteran/Financial Aid All students must be reported no later than two (2) weeks after their last date of activity. Veteran/ Financial Aid students are identified on the class roster with an asterisk (\*\*). Each instructor should shall maintain adequate records to support a student's last activity date (e.g. last paper submitted, last exam taken, last date of attendance, last electronic transmission).

### Types of Withdrawals/Drops

**Official Withdrawal:** A student who formally withdraws or is dropped by a faculty member from a class prior to the drop deadline.

**Unofficial Withdrawal:** Students who stop attending class and do not drop are considered unofficially withdrawn. These students may receive an "F" or "FW" grade for the class.

**Administrative Withdrawal:** Administrative withdrawals may occur for academic or disciplinary reasons, or for non-payment of fees. If the administrative withdrawal occurs after the refund period, the student will not be entitled to a refund of registration fees.

**Military Withdrawal:** Members of an active or reserve military service who receive orders compelling a withdrawal from courses will be permitted withdrawal at any time during the semester. Upon verification of such orders, the grade symbol "MW," will be assigned after the "no notation" period or after the first four weeks of the semester. The "MW" will not be counted in progress probation, or dismissal calculations, or in calculating the permitted number of withdrawals and will not have any adverse effect on the academic record or enrollment status. Upon petition, the student will also receive a refund of the entire enrollment fee.

**Conditions for Petition to Withdraw:** Students who have verifiable extenuating circumstances beyond their control may petition for an exception to withdraw from a class after the eighth week of a full semester course, or 50% of a short-term course. The student may petition the Director of Enrollment Services for authorization to receive a withdrawal (W) in the following manner:

- A formal petition must be submitted to the Director of Enrollment Services by the student, or the student's representative.
- Proof of the extenuating circumstances being cited as reasons for withdrawal, or unsuccessful course completion, must be submitted.
- The instructor of each course in question must be consulted. In the event the instructor of record cannot be contacted, or is unavailable, the department chair will act on behalf of the instructor of record.
- Palomar College defines extenuating circumstances as serious and compelling reasons which are limited to the following:
  - Illness, hospitalization, or medical reasons
  - Employment
  - Relocation
  - Illness or death of a family member or loved one
  - Incarceration

Pursuant to AP 4225 titled Course Repetition, the District will notify all students that have excessive W symbols on their record the limitations on withdrawals and provide the opportunity for counseling and educational planning services.

Also refer to the Palomar College Catalog.

Office of Primary Responsibility: Enrollment Services



## STUDENT SERVICES

REV 1/11/17

## AP 5110 COUNSELING SERVICES

## References:

Education Code Section 72620;

Title 5 Section 51018

ACCJC Accreditation Standard II.C.5

The counseling services available in the District's counseling program include at least the following:

- Academic and career/technical counseling, in which students are assisted in assessing, planning, and implementing their immediate and long-range academic goals. Academic and career/technical counseling is available to students seeking assistance with scheduling or clarification of requirements for graduation or transfer.
- Career counseling and courses, in which students are assisted in assessing, understanding, and developing their aptitudes, abilities, skills, values, and interests, and are advised concerning the current and future employment trends and services.
- Personal counseling, in which students are provided assistance related to their educational progress.
- Coordination with the counseling aspects of other services to students which exist on campus, including but not limited to those services provided in programs for students with special diverse needs, skills testing programs, financial assistance programs, and job placement services.

**Confidentiality of Counseling Information**

Information of a personal nature disclosed by a student 12 years of age or older in the process of receiving counseling from a counselor is confidential, and shall not become part of the student record without the written consent of the person who disclosed the confidential information. However, the information shall be disclosed when permitted by applicable law, including but not limited to disclosure as necessary to report child abuse or neglect; reporting to the Superintendent/President or other persons when the counselor has reason to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or other persons living in the College District community; reporting information to the Superintendent/President or other persons as necessary when the student indicates that a crime involving the likelihood of personal injury or significant or substantial property losses will or has been

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**Date Approved: SPC 11/20/07***(Replaces current Palomar College Procedure 418.2)*

40 committed; reporting information to one or more persons specified in a written waiver by  
41 the student.

42 Also refer to the Palomar College Catalog and Schedule of Classes.

43 Office of Primary Responsibility: Counseling Services

## STUDENT SERVICES

REV 1/11/17 (no proposed changes)

## AP 5120 TRANSFER CENTER

**References:**

Education Code Sections 66720-66744;  
Title 5 Section 51027

The District has a Transfer Center Plan that complies with the requirements of Title 5. The Plan identifies appropriate target student populations and is designed to increase the transfer applications of all students including underrepresented students among transfer students.

Plan components include, but are not limited to:

- Services to be provided to students
- Facilities
- Staffing
- An advisory committee
- Evaluation and reporting
- Transfer path requirements for each articulated baccalaureate major

The Transfer Center offers information resources and staff to assist students with transfer planning.

Also refer to the Palomar College Catalog and Schedule of Classes

Offices of Primary Responsibility: Transfer Center and Counseling Services

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**Date Approved: SPC 11/20/07**

*(Replaces current Palomar College Procedure 418.2)*

## STUDENT SERVICES

REV 1/11/17

**AP 5140    DISABILITY RESOURCE CENTER (DRC)/  
DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)****References:**

Title 5 Sections 56000 et seq.

The District maintains a plan for and a vehicle to provide programs and services to students with disabilities designed to assure that they have equality of access to District classes and programs.

This plan includes:

- procedure for timely response to accommodation requests involving academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee
- long-range goals and short term measurable objectives for the program;
- long-range goals and short term objectives for the program
- definitions of disabilities and students eligible for the program
- support services and instruction that is provided
- technology accessibility
- verification of disability
- student rights and responsibilities
- ~~student educational contract~~ academic accommodation plan or plan that is developed by a designated person in consultation with the student
- academic accommodations adjustments, auxiliary aids and services
- provisions for course substitution and waivers
- staffing
- advisory committee

Under the provisions of federal and state legislation, Disability Resource Center (DRC)/Disabled Students Programs and Services (DSPS) provides special counseling, services and instruction for those with physical, learning, developmental, vision, hearing, acquired brain injuries, and communication disabilities. Post-secondary institutions shall take whatever steps necessary not to discriminate or have the effect of discrimination on the basis of handicap against a student with a disability. This prohibits the institution from denying any necessary items such as dog guides in buildings, tape

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**Date Approved: SPC 11/20/2007**

*(Replaces current Palomar College Policy 409 and Procedures 409 and 418.2)*



recorders, or anything else that limits the student with a disability from full participation. Examinations and other auxiliary aids will be made available and flexible to fit the requirements of the student with a disability upon the student's formal request to the Office of DRC (DSPS).

**The following is available to students with verifiable disabilities:**

- Adapted physical education
- Counseling
- Educational guidance
- English support classes
- Math support classes
- On-campus transportation
- Orientation
- Priority registration
- Reading support classes
- Instruction in personal adjustment
- Speech/language services
- Testing accommodations
- Learning disability assessment
- Adapted computer instruction
- Interpreters-for-the-deaf
- Readers
- Note takers
- Mobility assistance
- Other specially designed equipment

In general, the DRC (DSPS) program acts as an advocate for students with disabilities by representing their interests on campus as well as with various state and local agencies including the State Department of Rehabilitation.

**Degree/Certificate Requirement Change to Comply with the Americans with Disabilities Act of 1990**

The District acknowledges that a disability may preclude a student from demonstrating required competencies or from completing the requisite courses for an Associate degree or certificate in the same manner that non-disabled students are expected to. The District also recognizes its responsibility to accommodate students with documented disabilities to the greatest extent possible without compromising a disabled student's course of study as well as maintaining the standards of academic rigor relative to degree and certificate programs.

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**Date Approved: SPC 11/20/2007**

*(Replaces current Palomar College Policy 409 and Procedures 409 and 418.2)*

In order to accommodate students with documented disabilities, the District will use the following criteria in evaluating a student's request: documentation of a disability, evidence of the student's good-faith effort to meet the requirement, evidence that the student is otherwise qualified for success in the degree or certificate, evidence that the objectives of the course in question may be fulfilled in some other way that is consistent with the academic requirements of the program, and evidence that the request would not require a fundamental alteration to an essential component of an academic requirement.

**The following criteria will be used in evaluating a student's request:**

- Documentation of Disability with specific test scores and/or medical documentation and a description of the degree of educationally related functional limitations in the academic area under discussion and
- Evidence of the student's good-faith effort to meet the Degree/Certificate requirement such as:
  - Consistent and persistent effort in attempting course work as shown by academic transcripts
  - Regular attendance, completion of all assignments
  - Use of all appropriate and available services such as tutorial assistance or instructional support classes
  - Use of all appropriate and available academic adjustments such as test accommodations.

(Such accommodations include extended test time, provision of a quiet room for test taking, or provision of a reader.)

The student's good faith effort may also be validated in a written statement from the instructor and a DRC (DSPS) Specialist.

If a student with a documented disability can demonstrate to the DRC (DSPS) Specialist that his/her disability is of such magnitude that any attempt at completing the course would be futile, the student need not provide evidence of good faith effort as described in (B) above.

and

- Evidence that the student is otherwise qualified such as:
  - Student's success in completing course work in all other areas required for the degree or certificate
  - Success in courses that demonstrate equivalent skills to the courses under consideration
  - Success in employment.

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**Date Approved: SPC 11/20/2007**

*(Replaces current Palomar College Policy 409 and Procedures 409 and 418.2)*

and

- Evidence that the objectives of the course in question can be met in some other way (course substitution or other.)

and

- Evidence that the request would not require a fundamental alteration to an essential component of an academic requirement. ("Academic requirements that the District can demonstrate are essential to the program of instruction being pursued by the students, or directly related to licensing requirements, will not be regarded as discriminatory." Volume 34 of the Code of Federal Regulations 104.44(a).)

#### Documentation to be Submitted:

The student shall submit all of the following to the DRC (DSPS) Director a minimum of two semesters before the proposed degree or certificate completion date:

- Completion of Section A of the Request for Degree/Certificate Requirement Change. These forms are available at DRC (DSPS) ~~or at an Admissions counter.~~
- A letter written by student addressing the ~~criteria A-E (listed above).~~ as listed on the form.
- Evidence from a specialist on disabilities [the DRC (DSPS) or other recognized professional source] verifying the disability as it relates to student's request.
- An informal academic evaluation by a District counselor of degree or certificate requirements which student still needs to complete.
- A current academic transcript. An informal transcript is available in Counseling.
- Documentation from instructor(s) outlining evidence of persistent and consistent effort in attempting the course.

or

documentation from a specialist on disabilities that the student's disability is of such nature or magnitude that any attempt at completing the course would be futile.

- Documentation from instructional support faculty or staff outlining evidence of use of all appropriate and available services and academic adjustments.

The DRC (DSPS) Director will complete section B of the Request for Degree/Certificate Requirement Change form ~~the request~~ and, upon receipt of items A-G, will call a meeting of a committee comprised of:

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**Date Approved: SPC 11/20/2007**

*(Replaces current Palomar College Policy 409 and Procedures 409 and 418.2)*

- The Dean from the academic area(s) involved
- The DRC (DSPS) Director, or designee
- An advocate of the student's choice (non-voting)
- The department chair from the academic area(s) involved
- A representative from the Faculty Senate (preferably from the concerned academic area.)

Minutes of the meeting will be taken. The Committee will review all evidence presented by the student.

The Committee's decision will be determined by a majority vote. In the event of a tie, the request will be referred to the Vice President for Instruction. If the Committee recommends a course substitution, the Committee will request the department for the course in question to identify appropriate course substitutions.

If the request for change is approved by the committee and later granted by the department for the course in question, the student must fulfill all other requirements for the associate degree or certificate.

Decisions that affect a transfer-level course may not be recognized by the educational institution where the student intends to transfer.

The committee will forward its decisions in writing to the student and Director of Student Affairs within three weeks of receiving the original completed petition.

If the student is dissatisfied with the committee's decision, he/she may appeal to the Vice President for Instruction. Further appeals may be made to:

Office of Civil Rights  
Coordination and Review Section  
Civil Rights Division  
U.S. Department of Justice  
P.O. Box 66118  
Washington, D.C. 20035-6118

Also refer to the Palomar College Catalog and class schedule.

Offices of Primary Responsibility: Disability Resource Center (DSPS)  
Counseling Services



## STUDENT SERVICES

REV 1/11/17 No proposed changes

**AP 5160 — GEAR UP PROGRAM****References:**

Education Code Section 70902

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal program funded by the U.S. Department of Education to help raise expectations, provide college preparatory insights, and develop academic skills and plans to ensure that low-income middle school students are well prepared for college.

The Palomar College GEAR UP Project partners include local educational institutions and community organizations.

The GEAR UP Program provides:

- Specialized academic enrichment through support activities college courses, e.g. Spelling Bee/Math Competitions
- Off-track/after-school enrichment programs
- Instruction in critical thinking skills, study skills, SAT Preparations, etc.
- Tutoring
- Academic, Career, Personal Counseling
- Mentoring Programs
- Parent Workshops
- Computerized Scholarship Search
- College Campus Visits/Tours
- Academic Needs Assessment
- Personal Education Plans
- Cultural Enrichment Trips
- Cultural Diversity Training
- Professional Development and training for staff, teachers, counselors, tutors, mentors and volunteers

Also refer to the Palomar College Catalog and class schedule.

Offices of Primary Responsibility: Grant Funded Student Programs, Counseling Services

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**Date Approved: SPC 11/20/2007; Reviewed:**  
(Replaces current Palomar College Procedure 418.2)

## STUDENT SERVICES

REV 1/11/17 no proposed changes

**AP 5170 — TRIO PROGRAMS****References:**

Education Code Section 70902

The TRIO Program is a federal program funded by the U.S. Department of Education to helping students from low income families and first generation background to finish high school, enter college, and successfully graduate.

The District hosts the following TRIO Programs: Educational Opportunity Center, Student Support Services, and Upward Bound.

**TRIO/North County Educational Opportunity Center (NCEOC)**

NCEOC staff provides information and advising to qualified adults (low income and or first-generation college) who want to enter or continue attending:

- an adult school (GED program)
- a community college (including ESL, career/technical, certificate and degree programs)
- other educational institutions (after high school)

The program staff provides the following services:

- academic advisement
- career advisement
- financial aid information
- access to postsecondary tutoring
- test preparation
- workshops designed to support student success

**TRIO/Student Support Services**

TRIO/Student Support Services at Palomar College is designed to provide support services to potential transfer college students and enhance their chances for successful completion as they pursue their baccalaureate degree.

In order to receive assistance through TRIO/Student Support Services, students must be enrolled at Palomar College and need the services of the program. Program services include:

- academic advising
- tutoring
- priority registration
- personal
- career and transfer counseling
- college/university visits
- student success workshops
- financial aid information
- cultural events.

All participants must be either low income, first-generation, and/or disabled.

### **TRIO/Upward Bound**

#### **Escondido Center**

The Upward Bound (UB) Program is an outreach and retention program for eligible high school students who are motivated to attend and succeed in college. Services offered to student participants include:

- academic advising
- after-school tutoring
- college-admissions and financial-aid information
- study-skills and SAT workshops
- college-campus visits
- cultural and educational programs
- supplemental instruction in subjects such as English, math, science, and foreign language on UB College Saturdays
- summer residential program

In order to participate in the Upward Bound Program, students must meet the low-income and first-generation eligibility criteria and be ninth graders enrolled in the

61 following high schools: Escondido High School, Orange Glen High School, San  
62 Pasqual High School, San Marcos High School, Oceanside High School, and El Camino  
63 High School.

64 Also refer to the Palomar College Catalog and class schedule

65 Offices of Primary Responsibility: Grant Funded Student Programs  
66 Counseling Services



**AP 5510 OFF-CAMPUS STUDENT ORGANIZATIONS**

**Reference:**

34 Code of Federal Regulations Section 668.46(b)(7)

**Note:** This procedure is **legally required**. Either alternative may be used. If the District Police monitors off-campus activity, insert Alternative A. If the District Police does not monitor off-campus activity insert Alternative B.

**[Alternative B]**

**[Identify name of District Police Department or Responsible Security Official]** does not provide law enforcement service to off-campus organizations nor are activities off-campus recognized by District authority.

Office of Primary Responsibility: Student Services

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**NOTE:** The **red type** signifies **legally required** language recommended by CCLC. language in **blue ink** is included for consideration. This item was discussed in 2011 but no action was taken.

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**Date Approved:**

*(This is a new procedure recommended by the CCLC and the League's legal counsel)*

## STUDENT SERVICES

Revised 1/11/17

## AP 5610 VOTER REGISTRATION

## References:

20 U.S. Code Section 1094(a)(23)(A);  
34 CFR Section 668.14(d)(1)

The District will ensure that:

- a good faith effort will be made to distribute a mail voter registration form to each student enrolled in a degree or certificate program and physically in attendance at the institution
- forms will be widely available to students at the institution, and
- a contact person will be designated as the contact for the Secretary of State for distribution of voter registration cards.

Districts that operate an automated class registration system, on or before January 1, 2008, must allow students to coordinate with the Secretary of State during the class registration process to receive voter information.

Office of Primary Responsibility: ~~Student Affairs~~ Enrollment Services

## STUDENT SERVICES

REVISED 1/11/17

## AP 5700 ATHLETICS

**References:**

Education Code Sections 78223, 66271.6, 66271.8, 67360 and 55041 et seq.;  
Title IX Education Amendments of 1972

Students must meet the eligibility standards of the California Community College Athletic Association (CCCAA) to participate in Palomar College athletics. Also refer to Student athletes are also required to adhere to the rules and regulations of the college as outlined in the Palomar College Catalog, Palomar College Student Athlete Handbook, class schedule, and Athletics web site.

**Athletic Drug Testing**

Athletic Drug Testing is not mandated.

Office of Primary Responsibility: Athletics

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**Date Approved: SPC 04/08/2008**

*(Replaces current Palomar College Procedure 418.2)*

## STUDENT SERVICES

REV 12/12/16

**AP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL  
TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) (15 U.S. Code Section 1681m(e))

**The Purpose of the Identity Theft Prevention Program**

The purpose of this Identity Theft Prevention Program (ITPP) is to control reasonably foreseeable risks to students from identity theft, by providing for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft.

**Definitions**

**"Identity theft"** is a fraud attempted or committed using identifying information of another person without authority.

A **"creditor"** includes government entities who defer payment for goods (for example, payment plans for bookstore accounts or parking tickets), issued loans, or issued student debit cards. Government entities that defer payment for services provided are not considered creditors for purposes of the ITPP.

**"Deferring payments"** refers to postponing payments to a future date and/or installment payments on fines or costs.

A **"covered account"** includes one that involves multiple payments or transactions.

**"Person"** means any individual who is receiving goods, receives a loan, and/or is issued a debit card from the District and is making payments on a deferred basis for said goods, loan, and/or debit card.

**Detecting "Red Flags" For Potential Identity Theft**

Detection or discovery of a "Red Flag" indicates the need to take action under this ITPP to help prevent, detect, and correct identity theft.

The District will consider the following factors in identifying relevant "Red Flags:"

- the types of covered accounts the District offers or maintains
- the methods the District provides to open the District's covered accounts
- the methods the District provides to access the District's covered accounts
- the District's previous experience(s) with identity theft



The District will continue to incorporate relevant “Red Flags” into this ITPP from the following sources:

- incidents of identity theft that the District has experienced
- methods of identity theft that the District identifies that reflects changes in identity theft risks
- guidance from the District’s management, legal counsel, and/or risk management advisors who identify changes in identity theft risks

The following Red Flags have been identified for the District’s covered accounts:

- Alerts, Notifications, or Warnings from a Consumer Reporting Agency, such as:
  - A fraud or active duty alert is included with a consumer report the District receives as part of a background check of an individual with any duties in, or access to, or who holds covered accounts and the alert suggests that the individual may be a perpetrator.
  - A consumer reporting agency provides a notice of credit freeze in response to a request for a consumer report of an individual with any duties in, or access to, or who holds covered accounts and the alert suggests that the individual may be a perpetrator.
  - A consumer reporting agency provides a notice of address discrepancy. An address discrepancy occurs when an address provided by a student substantially differs from the one the credit reporting agency has on file. See the section titled Preventing and Mitigating Identity Theft for specific steps that must be taken to address this situation.
  - A consumer report indicates a pattern of activity that is inconsistent with the history and usual pattern of activity of an individual with any duties in, or access to, or who holds covered accounts, such as:
    - A recent and significant increase in the volume of inquiries
    - An unusual number of recently established credit relationships
    - A material change in the use of credit, especially with respect to recently established credit relationships
    - An account that was closed for cause or identified for abuse of account privileges by a creditor or financial institution
- Suspicious Documents, such as:
  - Documents provided for identification appear to have been forged or altered
  - The photograph or physical description on the identification is not consistent with the appearance of the applicant or customer presenting the identification
  - Other information on the identification is not consistent with information provided by the person opening a new covered account or customer presenting the identification
  - Other information on the identification is not consistent with readily accessible information that is on file with the District, such as a signature card or a recent check
  - An application appears to have been altered or forged, or gives the appearance of having been destroyed or reassembled

- Suspicious Personally Identifying Information, such as:
  - When necessitated by the presence of an applicable red flag, checks of provided personally identifying information reveal inconsistencies when compared against external information sources used by the District. For example:
    - The address does not match any address in the consumer report
    - The Social Security Number (SSN) has not been issued, or is listed on the Social Security Administration's Death Master File, or
    - There is a lack of correlation between the SSN range and date of birth
  - Personal identifying information provided by a person is not consistent with other personal identifying information provided by the person and the types of inconsistencies suggest possible identity theft. For example:
    - The name or identifying number on a document does not match identifying information on other immigration documents
  - Personal identifying information is associated with known fraudulent activity as indicated by internal or third-party sources used by the District. For example:
    - The address on an application is the same as the address provided on a fraudulent application
    - The phone number on an application is the same as the phone number provided on a fraudulent application
  - Personal identifying information provided is of a type commonly associated with fraudulent activity as indicated by internal or third-party sources used by the District. For example:
    - The address on an application is fictitious, a mail drop, or a prison or
    - The phone number is invalid or is associated with a pager or answering service
  - The SSN provided is the same as that submitted by other persons currently being served by the District and such submittal or use is suspected of being fraudulent, intentionally incorrect, or otherwise malicious.
  - The address or telephone number provided is the same or similar to the address or telephone number submitted by an unusually large number of other persons being served by the District and such submittal or use is suspected of being fraudulent, intentionally incorrect, or otherwise malicious.
  - The person opening the covered account fails to provide all required personal identifying information on an application or in response to notification that the application is incomplete.
  - Personal identifying information provided is not consistent with personal identifying information that is on file with the District.
  - The person opening the covered account cannot provide authenticating information beyond that which generally would be available from a wallet or consumer report when required or requested.
- Unusual Use of (or Suspicious Activity Relating to) a Covered Account, such as:

- A new covered account is used in a manner that is commonly associated with known patterns of fraud. For example, a person makes a first payment, but there are no subsequent payments or explanatory contacts made and/or he/she continues to attempt to conduct business beyond the timeframes typically associated with such circumstances.
  - A covered account is used in a manner that is not consistent with established patterns of activity on the account. For example, there is:
    - Nonpayment when there is no history of late or missed payments, or
    - A material change in electronic fund transfer patterns in connection with a payment.
  - A covered account that has been inactive for a reasonably lengthy period of time is suddenly used or active without reasonable purpose such as without enrollment of for non-enrollment-related fees due such as for transcript requests.
  - Mail sent to the person holding the covered account is returned repeatedly as undeliverable although transactions continue to be conducted in connection with the person's covered account.
  - The District is notified that the person is not receiving paper account statements and at least one other "red flag" condition type exists.
  - The District is notified of unauthorized transactions in connection with a person's covered account.
- Notices from Persons, Victims of Identity Theft, Law Enforcement Authorities, or Other Businesses About Possible Identity Theft in Connection with Covered Accounts, such as:
    - The District is notified by a person with a covered account, a victim of identity theft, a law enforcement authority, or any other person, that it has opened a fraudulent account for a person engaged in identity theft.

### Measures to Detect "Red Flags"

The District shall do the following to aid in the detection of "Red Flags:"

- When a new covered account is opened, the District may obtain identifying information about, and information verifying the identity of, the student or other person seeking to open a covered account if one or more "red flags" are indicated. The following are examples of the types of valid identification that a person may provide to verify the identity of the person seeking to open the covered account:
  - Valid state-issued driver's license
  - Valid state-issued identification card
  - Current passport
  - Social Security Card
  - Other photo identification believed to be authentic
  - Current residential lease, or
  - Copy of a deed to the person's home or invoice/statement for property taxes

- Persons with covered accounts who request a name change will be required to:
  - Make the change in person
  - Provide documentation proving the change
  - Show valid photo identification, such as state-issued driver's license or identification card or current passport
- Persons with covered accounts who request a change in their personal information on file, other than a name change, will have the requested changes verified by the District, as follows:
  - Any changes made on-line will be considered verified by reason of valid entry into the account using personal username and password.
  - Any change requests made in person shall be accompanied by the photo identification of the requester and at least one written form of verification reflecting the requested changes to the personal information. For example, if an address change is requested, then documentation evidencing the new address shall be obtained. If a phone number change is requested, then documentation evidencing the new phone number, such as a phone bill, shall be obtained.
- When a student obtains the District photo identification card, the student shall be required to provide, in person, photo identification in the form of a valid state-issued driver's license or identification card or a current passport.
- When a breach of the District's electronic or other security measures, including firewalls, is detected, an analysis shall be performed to identify any suspicious activity, attempted breaks, and violations.
- The District shall consider implementation of any new technologies for identity verification and "red flag" detection in application, enrollment and other on-line processes when they become available.

### **Preventing and Mitigating Identity Theft**

One or more of the following measures, as deemed appropriate under the particular circumstances, shall be implemented to respond to "Red Flags" that are detected:

- Monitor the covered account for evidence of identity theft
- Contact the person who holds the covered account
- Block all online transactions and process transaction requests in-person with appropriate identification
- Change any passwords, security codes, or other security devices that permit access to a covered account
- Reopen the covered account with a new account number
- Not open a new covered account for the person
- Close an existing covered account
- Not attempt to collect on a covered account or not sell a covered account to a debt collector



- Notifying law enforcement
- Where a consumer reporting agency provides an address for a consumer that substantially differs from the address that the consumer provided, the District shall take the necessary steps to form a reasonable belief that the District knows the identity of the person for whom the District obtained a credit report, and reconcile the address of the consumer with the credit reporting agency, if the District establishes a continuing relationship with the consumer , and regularly, and in the course of business, provides information to the credit reporting agency, or
- Determine that no response is warranted under the particular circumstances.

### **Updating the ITPP**

The District shall update this ITPP on an annual basis to reflect changes in risks to persons with covered accounts, and/or to reflect changes in risks to the safety and soundness of the District from identity theft, based on the following factors:

- The experiences of the District with identity theft
- Changes in methods of identity theft
- Changes in methods to detect, prevent and mitigate identity theft
- Changes in the types of covered accounts that the District maintains
- Changes in the business arrangements of the District, including service provider arrangements

### **Methods for Administering the ITPP**

Oversight by the District's Vice President of Finance and Administrative Services and Vice President of Student Services shall include:

- Assigning specific responsibility for the ITPP's implementation
- Reviewing reports prepared by the staff regarding compliance of the ITPP
- Approving material changes to the ITPP as necessary to address changing identity theft risks

Staff responsible for the development, implementation, and administration of this ITPP shall report to the Vice President of Finance and Administrative Services and Vice President of Student Services on an annual basis, or as necessary. The report shall address material matters to the ITPP and evaluate the following issues: the effectiveness of the policies and procedures in addressing the risk of identity theft in connection with opening new covered accounts and with respect to existing covered accounts; service provider arrangements; significant incidents involving identity theft and management's response; and recommendations for material changes to the ITPP.

Whenever the District engages a service provider to perform an activity in connection with one or more covered accounts the District shall take steps to ensure that the activity of the service provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft. To that end, the District shall require our service contractors, by contract, to have policies and procedures to detect relevant "Red Flags" that may arise in the performance of the

262 service provider's activities, and either report the "Red Flags" to the District, or to take  
263 appropriate steps to prevent or mitigate identity theft.

264 Offices of Primary Responsibility: Student Services and Finance and Administrative  
265 Services

