

Statement on Report Preparation

Through Palomar College's governance process, the membership of the Midterm Report Writing Team was confirmed by the Strategic Planning Council (SPC) at its October 18, 2005 meeting. The writing team membership ensured college-wide representation from faculty, staff, and administration as well as employees responsible for and involved with the areas requiring response.

The Midterm Report Writing Team included the following members:

Michelle Barton	Director, Research and Planning, Institutional Review Committee
Berta Cuaron	Vice President, Instruction, Accreditation Liaison Officer (ALO)
Robert Deegan	Superintendent/President
Bonnie Ann Dowd	Vice President, Finance and Administrative Services
Brent Gowen	Faculty, English Department, Learning Outcomes Council
Nancy Horio	Manager, Human Resources
Kelly Hudson-Maclsaac	Manager, Environmental Health & Safety/Facilities Planning
Barb Neault-Kelber	Faculty, Learning Outcomes Council Co-chair
Becky McCluskey	President, CCE
Katie Townsend-Merino	Faculty Senate President
Sara Thompson	Dean, Math/Natural & Health Sciences, Institutional Review Co-chair
Mark Vernoy	Dean, Social & Behavioral Sciences
Lori Waite	Faculty, Professional Development Coordinator

The Progress Report Writing Team was convened by Berta Cuaron, the Accreditation Liaison Officer, for its first meeting on November 29. At this meeting, a timeline was developed to ensure ample writing time for drafts and a final report on each recommendation and the self-identified issues. This timeline allowed for review, input and approval by the Strategic Planning Council, and for the final Midterm Report to be reviewed and approved by Palomar's Governing Board prior to submission. The writing team's approach to the report was to create small writing groups of 2-3 members. The writing team met and reviewed drafts of the midterm report on December 13, January 20 and January 25.

A final draft of the midterm report was presented to the Strategic Planning Council (SPC) for review at its meeting on January 31, 2006. Some minor changes were made by SPC and the midterm report was approved at this same meeting. The report was submitted for review and approval to the Palomar College District Governing Board of Trustees at its February 14, 2006 meeting.

Palomar College Midterm Report

March 2006

The SPC membership includes:

Robert Deegan	Superintendent/President - Chair
Jeanette Akins	President, Classified and Supervisory Team (CAST)
Michelle Barton	Director, Research and Planning
Bruce Bishop	Director, Student Affairs
Berta Cuaron	Asst. Superintendent/Vice President for Instruction
Sue Doran	CCE representative
Bonnie Dowd	Asst. Superintendent/Vice President of Finance/Admn. Services
Molly Faulkner	Faculty Senate representative
Tricia Frady	Vice President, Council of Classified Employees (CCE/AFT)
Brent Gowen	Faculty Senate President
Lynda Halttunen	Dean, Counseling Services
Julie Ivey	Co-President, Palomar Faculty Federation (PFF)
Neill Kovrig	President, Associated Student Government
Becky McCluskey	President, Council of Classified Employees (CCE/AFT)
Joe Madrigal	Asst. Superintendent/Vice President for Student Services
Tom Plotts	President, Administrators Association
Deborah Stanley	Director, Palomar College Foundation
Sara Thompson	Dean, Math & the Natural and Health Sciences
John Tortarolo	Asst. Superintendent/Vice President of Human Resource Services
Curtis Van Engle	Associated Student Government representative
Rocco Versaci	Co-President, Palomar Faculty Federation (PFF)
Lori Waite	Faculty, Professional Development Coordinator

The Palomar College Governing Board reviewed and approved the progress report at its February 14, 2006 meeting ([Attachment #15](#))

Robert P. Deegan
Superintendent/President
Palomar College

Date

Response to Team Recommendations and the Commission in the Action Letter

Recommendation #1

The college should carefully structure its employment procedures to ensure recruitment and hiring efforts that result in further diversification of the staff with an emphasis on full-time faculty in particular. (2.6,7.A.3, 7.D.1)

Response: The College continues its commitment to hiring a diverse staff. Through extensive planning and research in the Human Resources Planning Council in collaboration with Human Resource Services, recruitment strategies have been expanded to reach diverse applicants for all positions, particularly full-time faculty. The following statistics reflect positive results from these expanded strategies. During the 2004–05 academic year, Palomar College hired 13 new full-time faculty. Of that number, 30.8% (n = 4), were from under-represented groups. The increased percent of interviewees who were from underrepresented groups, 28.9% (n = 191) is of special note as it is at its largest diverse interviewee pool to date.

Table 1 (revised, March 2006)—Percent Under-represented applicants, interviewees and hires

Year	# of positions	# of applicants	% under-represented applicants	% under-represented interviewees	% under-represented hires
00-01	31	1,028	20.9%	25.1%	9.7%
01-02	12	470	18.3%	22.6%	16.7%
02-03	4	23	8.7%	13.3%	25%
03-04	16	984	20.5%	18.5%	25%
04-05	13	621	24.5%	28.9%	30.8%

To ensure continued progress in its recruitment efforts to attract and hire a diverse faculty, staff, and administration, Palomar College remains committed to the following outreach strategies:

- Distribute job announcements to candidates listed in the Minority and Women Doctoral Directory.
- Continue professional development workshops to improve the application/interviewing skills of current part-time faculty, a logical source of diverse applicants. The first workshops were held in Fall 2004 and Spring 2005 and were continued this academic year.
- Developed a new faculty hiring procedures training manual that emphasizes the commitment and importance of diversity to the College and its students. The new manual also emphasizes the importance of a fair and respectful interview process for all applicants.
- Encourage diversity in composition of Screening/Hiring Committees whenever possible.
- Raise the college’s awareness of the benefits of hiring a more diverse faculty and staff, particularly faculty, in support of a Strategic Plan 2009 goal to work towards increasing diversity
- Continue to attend job fairs and to target advertising to specific colleges and universities, as well as local and national professional organizations that serve ethnically diverse candidates (including Camp Pendleton).

- Advertise new faculty positions earlier in the academic year so competitive diverse candidates will still be in the job pool when the screening/hiring process begins.
- Represent the ethnic breakdown of the current student population in recruitment materials and develop new recruiting brochures depicting more diversity in the College and the demographic diversity of the community served by Palomar.
- Continue updating the Palomar and Human Resources web pages to feature more photographs of an ethnically diverse student population and staff. A web page entitled "Faces of Palomar" is under development and will reflect the diversity of students, faculty, and staff.
- Continue establishing partnerships with community college teacher training programs for underrepresented candidates (e.g., SDICCA) and participating in community outreach efforts with our membership in the Higher Education Recruiting Consortium (HERC).
- Continue to improve the selection committee training materials. Emphasize the need to include diverse members on each selection committee to reflect the diversity on campus. This could increase the desire of ethnically diverse candidates to want to teach at Palomar. We also train selection committees in cultural differences in approaches to the interview process.

Summary: Palomar continues to make gradual progress towards diversifying its full-time faculty. The College has carefully structured its employment procedures to ensure recruitment strategies and hiring efforts that may result in further diversification of the staff with an emphasis on full-time faculty in particular. These procedures and strategies will continue to be evaluated for their effectiveness and modified as needed to ensure progress on this recommendation.

Recommendation #2

Given the relative newness of the strategic planning process and the plans to re-establish the institutional review process, within two years the college should evaluate the effectiveness of the institutional review process, modifying, as appropriate, and linking it to strategic planning and the resource allocation process. This will greatly assist the college in assuring that its long-term educational and facilities planning efforts are updated. (3.B.3, 3.C.3)

Response: As described in the March 2005 Progress Report to *ACCJC – Accreditation Progress Report (2005)*, the College has revised its Institutional Review process. Upon receiving the WASC report of 2003, the Strategic Planning Council (SPC) charged the Institutional Review Committee (IRC) with evaluating and modifying the college's institutional review process to address concerns about its effectiveness and its links to planning. As a result of its evaluation, IRC proposed a revised process. The Strategic Planning Council approved the revised process and the College piloted the process in 2003-04. Then, IRC spent 2004-05 refining the new process and strengthening the link between Institutional Review and planning. Currently, the college is completing its 2005-06 review cycle.

The new process includes four key changes.

- First, the review process is an annual event for every program instead of the previous cycle of once every 5 years. This allows a timely evaluation, particularly important for disciplines that change rapidly or for departments that experience internal change. It also provides the divisions with the capability to look at all areas together when prioritizing needs and allocating resources each year.

- Second, the review process is based on a simplified and standard set of questions and data which is established at the beginning of the cycle by the planning councils. This allows for continuous updating of the type of information gathered each year. It also provides the planning councils with the opportunity to request additional information related to progress on college-wide planning initiatives. For example, the new institutional review forms ask programs/departments to identify one student learning outcome and describe how it is assessed. This addresses a major college-wide movement to define and assess student learning outcomes.
- Third, the review process is expertise-based. With the new process, the program or department reviews are now evaluated by the division deans/directors in consultation with the department chairs. Previously, individual members of IRC evaluated the reviews. The deans/directors then write an area report which is sent to the appropriate planning council (e.g., Instructional Planning Council).
- Fourth, the review process is integrated into the planning council structure of the College. As mentioned above, at the beginning of the review cycle, each planning council defines the questions and data that their respective programs/departments will use when completing their annual reviews. When the reviews are completed, planning councils evaluate area reports made by the division deans/directors.

The planning councils incorporate the needs identified through the institutional review process when generating priorities to pass on to the Strategic Planning Council and, if necessary, to the Revenue Allocation Committee. Further, the Strategic Planning Council can consider the results of the divisional institutional reviews when developing the Institution's Annual Implementation Plan (a component of the Strategic Planning process). Thus, the review process is now linked to Palomar College's planning and resource allocation process.

After the first year of implementation, IRC held focus groups to evaluate the effectiveness of the new process. In general, departments/programs appreciated the new forms and process and felt that the revised process encouraged compliance. Based on specific feedback from the focus groups, IRC spent the 2004-05 year refining the process and the forms. During 2004-05 IRC completed the following tasks:

- IRC requested that IR&P add data to the institutional review website to allow for the evaluation of trends. IR&P completed this task. See link:
<http://www.palomar.edu/institutionalreviewcommittee/>
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- IRC worked to strengthen the connection between institutional review and the college's planning process by:
 - meeting with each council to review the purpose and importance of institutional review as well as the role of the planning councils in the review cycle; and
 - revising the Institutional Review forms to include space for feedback from planning councils and deans.
- For the 2005-06 review cycle, IRC developed a detailed orientation describing the purpose, timeline, and information needed to complete the 2005-06 review. Representatives from IRC presented the orientation to the planning councils, department chairs and directors, and the faculty senate.

The College is currently implementing the 2005-06 review cycle. Programs are submitting their completed reviews to their department deans and directors and the Administrative Secretary for Institutional Review. To date, departments have submitted over 80 reviews. In January and February, the planning councils will receive the 2005-2006 reviews, analyze the information provided in the reviews and use this information to begin identifying priorities for the next fiscal year. Also, the planning councils

will provide feedback to the Division Deans and the Department Chairs as to how this information was used. In April and May, they will begin to plan for what needs to be included in the 2006-2007 IR review process. Discussions are already taking place as to how learning outcomes might be further integrated with the Institutional Review process in 2006-07.

Summary: Institutional Review is now an annual expertise-based process for each department or program. Also, it is integrated with the planning process of the college. At the beginning of each cycle, planning councils identify the data and information that each department or unit will use to complete its review. Departmental teams complete reviews and provide a report to their appropriate dean or director. The deans and directors present the reviews to their appropriate planning council. Finally, planning councils use this information to help prioritize and allocate funds and initiatives for the following year.

As the College completes several cycles of this new process it is expected that slight modifications will be needed to strengthen and increase its impact. The IRC is tasked with providing training on the process, monitoring the effectiveness of the process, and recommending improvements to increase its effectiveness, if needed.

Recommendation #3

The college has begun to develop processes for measuring student learning outcomes and should integrate into its formal methods of review of academic programs and certificates the creation and evaluation of student learning outcomes on a course, program, and degree/certificate level. (4.B.3)

Response: In responding to this recommendation, Palomar College has developed three themes as a guiding framework for our initiative: **Conversation, Information, Preservation**. While there is considerable overlap among them, each theme has value for the College's mission, and the following chronology describes the steps taken to formally engage the campus community in this work.

Fall, 2003

- Palomar College established a Learning Outcomes Task Force. This was a 31-member task force, co-chaired by the college President and the Faculty Senate President. All college constituent groups, including students, were represented.
- From within the larger Task Force, a small working group was established to work with the co-chairs on a proposed organizational structure to formalize our college's approach to learning outcomes.
- The products of the work of the Task Force and small working group were the revision of the college's Principles of Assessment (**Attachment #1**) and a Governance Structure Group Request (**Attachment #2**), establishing a Learning Outcomes Council (LOC) which would be guided by a Coordinating Committee.
- The faculty co-chair reported to the LOC about a review of core skills developed by the Curriculum Committee. In this request, department chairs and program directors were asked to consider the ways in which a number of core skills are assessed in their disciplines (**Attachment #3**). This information has helped the Coordinating Committee imagine how the college might begin thinking about "skills" and "concepts" or "knowledges" in different ways.
- Concurrent with these activities, the Institutional Review Committee, whose task is to oversee program review in instructional and non-instructional programs, began to discuss the relationship of institutional review/program review to learning outcomes.

Spring, 2004

- Institutional resources were identified, including reassigned time for the faculty co-chair and faculty coordinating committee members. Administrative support and commitment to a faculty-driven process were identified as essential elements.

- The Task Force continued to refine its products and to shepherd them through the formal governance process. The proposed organizational structure of the Learning Outcomes Council and the Coordinating Committee were approved by the Faculty Senate, the Instructional Planning Council, the Curriculum Committee, the Strategic Planning Council, and they were finally endorsed by the Governing Board.
- In Spring 2004, the Curriculum Committee recommended the adoption of Curricunet, an automated curriculum management system. The system will allow for the inclusion of learning outcomes for every course offered on campus.
- The Institutional Review Committee completed its work on the revision of the Data Collection Form ([Attachment #4](#)) to include a new request: that departments and programs “identify one learning outcome that has been incorporated in one course in the program.” Additionally, they were asked to identify a measure by which that learning outcome had been assessed.

Fall, 2004

- The LOC and the Coordinating Committee began meeting regularly at the start of the semester. The faculty co-chair addressed the faculty and administration at the Fall Plenary Session, identifying student learning outcomes as among the most important initiatives for the college and encouraging participation in the dialogue.
- The LOC established that it will meet once a month, and the Coordinating Committee three times a month. The attention has been almost exclusively on dialogue, more often called conversation or discussion. These meetings have resulted in an enthusiastic and sometimes intense exchange of ideas about how the college will “develop processes for measuring student learning outcomes.” This has been an essential element of what is hoped will eventually be considerable integration of these ideas.
- The college funded the Coordinating Committee’s participation in the AAHE/WASC “Workshop on Assessment” in October. The committee members became better informed about the larger context of assessment and its relationship to the new accreditation standards. The experience allowed for team-building, which has resulted in gained momentum and enthusiasm for the work. Most importantly, the team project which was generated at the conference outlines a one-year plan, “Conversation, Information, Preservation” for engaging the entire campus in a focus on student learning outcomes ([Attachment #5](#)).
- The LOC invited the chair of the Nursing program to share some of the details of that program’s response to accreditation requirements which have been in place for some time. The remarkable success of the Nursing program and its approach to learning outcomes and assessment suggests that much can be learned from many other programs on our campus, most of them in vocational and technical areas, which are accountable to various accrediting bodies.
- The faculty co-chair of the LOC and Coordinating Committee developed a presentation, “Student Learning Outcomes: an Invitation to an Important Conversation,” which was presented to the Governing Board in November. This same presentation was presented to the Faculty Senate, the Chairs and Directors group, and several planning councils.

Spring, 2005

- The Coordinating Committee offered a presentation and facilitated discussion of student learning outcomes at the Adjunct Faculty Spring ’05 Plenary Session.
- The one-year plan for “Conversation, Information, and Preservation,” developed by the Coordinating Committee and endorsed by the LOC, was incorporated into the Professional Development Spring 2005 schedule ([Attachment #6](#)). The entire campus community was invited to participate in a series of eight forums in order to facilitate discussion of student learning outcomes.
- In order to reach out to faculty who do not teach at the San Marcos campus, the LOC offered a forum in the evening at the college’s largest education center in Escondido.
- A web-site was established for the purpose of posting information, articles, and ideas about learning outcomes and assessment.

- The Coordinating Committee created a newsletter, *Conversation*, intended to inform and entertain colleagues with glimpses into work relating to student learning outcomes ([Attachment #7a-c](#)).
- The college library has established a collection of materials dedicated to student learning outcomes and assessment.
- The members of the LOC have begun to recruit interested students who might benefit from participation in this process. An invitation was extended to future teachers and any other students who might experience this as a significant learning opportunity. It is hoped that these students will serve as ambassadors and information-gatherers for this campus-wide initiative.
- The faculty co-chair of the LOC joined representatives of the Vocational/Technical division for a workshop on Program Improvement and Assessment in February, 2005.
- In addition to the more formal environment of the forums, the LOC partnered with the Faculty Senate to host an informal gathering off-campus in order to engage faculty and staff in conversations about this initiative and to celebrate the “outcomes” of another successful year.
- Members of the LOC attended a workshop sponsored by the San Diego and Imperial Counties Region 10 Consortium, focusing on the Student Learning Outcomes Assessment Cycle.
- In May LOC members facilitated a two-day workshop for interested members of the faculty. The goals were to inform and engage participants, generating conversation and ideas for the campus initiative on learning outcomes. The workshop was funded by the Voc-Tech division for the purposes of developing learning outcomes and connecting academic and vocational programs ([Attachment #8](#)).

Fall, 2005

- The LOC has developed a campus-wide, interdisciplinary project called “Campus Explorations.” This extended learning community allows for consideration of some of the conceptual areas of general education competency listed in Accreditation Standard II. The inaugural theme for the year, established by a vote of the campus community, is ethics. A new theme will be considered each year through seminar sessions featuring faculty speakers, along with other connected occasions for students, faculty, and staff ([Attachment #9a-b](#)).
- Another event on campus intended to highlight issues of citizenship and community was the Celebration of Free Speech in early November, co-sponsored by the LOC and the Associated Student Government.
- The college newspaper, *The Telescope*, has helped to spread the word about the Campus Explorations project and other events as part of the Learning Outcomes initiative on campus.
- The LOC began attending academic department meetings to explain the nature and implications of Outcomes, determine the extent to which departments have engaged Outcomes, and urge departments to forward to the LOC narratives describing their Outcomes processes and their involvement of courses in the Outcomes assessment cycle. (One goal of the LOC is to identify specific projects such as basic skills assessment, “capstone” courses, and course outline development that will reflect movement through the entire cycle.)
- In November, members of the LOC along with other interested faculty members attended a workshop on the Student Learning Outcomes Assessment Cycle sponsored by the San Diego and Imperial Counties Region 10 Consortium.

Spring, 2006

- The LOC, directed by the work of the Coordinating Committee, continues to advance the college’s Student Learning Outcomes initiative. A second annual report was presented to the Governing Board at its January 10, 2006 meeting.
- Visits to departments and divisions continue, as we attempt to broaden the conversation and engage more areas of the campus in consideration of the parts they play in support of student learning.

Plans for continued progress

- Members of the LOC continue to educate themselves by attending and presenting at conferences and reporting on these experiences to the entire council.
- The LOC will review the work of the initiative and present a proposal to the Strategic Planning Council for what might be the formal, ongoing shape of the Learning Outcomes initiative within the shared governance structure of the college. Issues such as appropriate levels of reassigned time for faculty, reporting functions, and relationship to Institutional Review will be primary points of focus.
- A campus-wide vote has established next year's theme "Work and Poverty in America" for the continuing campus-wide interdisciplinary project, Campus Explorations. Plans are underway to identify class sections for participation, faculty speakers for the seminar, and potential community service projects to highlight the theme.

Summary: In considering this recommendation, the College agreed to begin with a strong acknowledgement that the assessment of learning outcomes has always been successfully undertaken by the faculty here at Palomar College. In this spirit, numerous campus constituents have worked diligently to respond in a meaningful, authentic way to this recommendation. As a first step, Palomar has begun to formally record the methods by which outcomes are measured and student success is achieved. One of the significant challenges at Palomar College was to establish an environment in which we could engage in healthy collegial debate about trends in assessment and performance reporting. The LOC will continue to encourage dialogue and to focus on communication, seeking broad participation. We have begun gathering information from departments and divisions as we raise awareness of the cycle required for authentic improvement rather than simple compliance. Preparing the ground for truly transformative change in the area of learning outcomes will no doubt prove worthwhile for our students and our community.

Recommendation #4

The college should develop mechanisms to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up following college policy or contract provisions. (7.B.1, 7.B.2)

Response: Ensuring that supervisors and department chairs evaluate classified staff, administrators and managers, and part-time faculty on a regular cycle continues to be at the forefront of discussions of new procedures with constituent group representatives.

The Human Resources Planning Council (HRPC) has developed procedures to ensure that supervisors and department chairs evaluate classified staff and administrators/managers on a regular cycle with formal and timely follow-up and in compliance with college policy or contract provisions. These new procedures include notification to the employee being evaluated, as well as to the employee's supervisor/manager, so that timely completion of the evaluation is more likely to occur.

The Human Resources Department has discussed these new procedures with the constituent group representatives and implementation is scheduled during Spring 2006. Included in these discussions was consideration for the frequency of the evaluation cycle and timeliness of feedback to the employee. In addition, extensive and on-going training will be provided to all supervisors and administrators responsible for employee evaluations as these new evaluation procedures are implemented.

For classified staff and administrators/managers, the Human Resources Department has determined that utilization of the "Performance Review" function of PeopleSoft is the most effective/efficient manner of ensuring that supervisors/department managers are notified on a timely basis, and to follow up on whether the reviews are performed. This has become a two-step process: (1) updating PeopleSoft on a person-by-person basis to include information regarding the most recent review and identifying the

current supervisor/manager; and (2) beginning the notification process once all database information is updated and verified.

The Human Resources Planning Council developed a very detailed procedure for accomplishing the above notifications. However, as we attempted to adapt that procedure to the PeopleSoft function, it became clear that some details of the procedure cannot be implemented without major modifications to PeopleSoft. In order to move the evaluation process along as quickly as possible, the Human Resources staff has determined that we will do what we can to accomplish notifications through PeopleSoft and will ask HRPC to modify the procedures to reflect what is feasible with the current applications available in PeopleSoft.

The Palomar Faculty Federation contract approved in Spring 2005 defines in Article 17 the process for regular evaluations of part-time faculty. During the Fall 2005 semester, a work group consisting of representation from PFF, the Faculty Senate, and TERB developed the guidelines and evaluation instrument to be used for this process. The evaluation instrument and guidelines were agreed to by the District and PFF at the end of the Fall 2005 semester ([Attachment #10](#)). This evaluation process for part-time faculty has been implemented this Spring 2006 semester.

Summary: Progress has been made towards achieving this recommendation. Procedures have now been developed and are in the process of being implemented to ensure that classified staff and administrators/managers are evaluated on a regular basis. The PFF contract has defined a process for regular evaluations of part-time faculty and this process is also now being implemented. The implementation of these new evaluation procedures will be monitored and assessed regularly to ensure successful outcomes.

Recommendation #5

The college should ensure the planning and resource allocation process effectively address the need for equipment replacement to meet the educational and student services needs of the college. (6.2, 6.5, 8.1, 8.3, 8.4, 8.5, 3.B.3, 9.A.1, 9.A.3)

Response: To address this recommendation, several steps have been taken to include:

- The Strategic Planning Council (SPC) convened an Equipment Replacement Task Force in spring 2004. The Task Force recommended an Equipment Replacement Procedure that was approved by SPC and provides for general funding allocation for equipment replacement based upon eligibility, priority and critical or safety needs.
- The Revenue Allocation Committee (RAC) requested that SPC consider reallocation of resources where appropriate due to inequities between departments in the funding of equipment. During the 04-05 budget allocation of one-time funds, hi-tech augmentation was given high priority.
- For the past two years, the State Chancellor's Office has distributed block grant funds requiring a 3:1 college match. It is anticipated that this specified funding allocation will continue and will enable Palomar College to use these funds as one resource for equipment replacement and repair. To allocate these block grant funds, each instructional division and student services area develops a prioritized list of equipment based on department priorities. To ensure that various instructional and student service needs are addressed, funds are categorized and allocated to support general instructional equipment needs and repairs, computer labs, faculty, classroom technology, and student support services. The distribution of these funds is an inclusive process among faculty, department chairs, administrators, and governance committees responsible for prioritizing and allocating these funds. This procedure is addressing the equipment replacement needs in instruction and student services.

- The Fiscal Stability Task Force (FSTF) was convened in summer 2004 to address budget development and allocation processes. FSTF completed its work in spring 2005 with several recommendations being made to and accepted by SPC. A Two-Year Fiscal Plan through the end of FY2005-06 was developed and accepted by SPC and reported to the Governing Board. The plan includes recommendations that planning and resource allocation processes be connected to budget allocations to ensure appropriate budget levels for instruction, student services, and administrative needs to include equipment replacement and repair as well as purchase and maintenance of site software licenses.
- A Technology Master Planning Task Force (TMPTF) was convened in spring 2004 to develop a comprehensive, college-wide technology and programs services plan linked to the 20-year Educational and Facilities Master Plan. The Technology Plan includes an assessment of the current state of technology as well as a recommendation for a long-term plan for resource allocation, including staffing levels, equipment replacement, and facilities. TMPTF completed the development of a comprehensive, college-wide technology plan linked to the Strategic Planning process, which is further linked to the 20-year Educational and Facilities Master Plan. The Technology Master Plan was approved by SPC at its December 6, 2005 meeting along with a proposed Governance Structure request that establishes a Technology Resources Committee (TRC).
- The TRC is being tasked with implementing the Technology Master Plan 2005 by developing processes for addressing the need for proven and cutting edge technology and streamlining the organization's structure with regard to technology. Working with RAC and SPC, TRC will propose specific budget lines for technology, hardware and software, technology support, and innovation. In addition, the TRC will review and update the plan every three years in conjunction with the District's Strategic Plan. TRC is expected to be convened and begin its work in spring 2006.

Summary: Progress on this recommendation has been ongoing for the past several years. Through the efforts of Palomar's shared governance process, various task force recommendations, strategies and procedures, and funding sources have been identified and implemented or are under discussion. A Two-year Fiscal plan to address funding sources and procedures for allocations of funds has been developed and implemented. The plan includes a budget development model to simplify the process, procedures to provide for reallocation of funds according to needs identified in the strategic planning process, and the implementation of budget development training workshops. A Technology Master Plan has been developed which includes consolidation of the decision-making process for all district hardware and software purchases, replacement, and maintenance through a shared governance committee, identified as the Technology Resources Committee (TRC). The combination of all of these procedures, strategies, and funding sources will ensure an on-going planning and resource allocation process to assist in identifying resources to effectively address the replacement of equipment to meet the educational and student support services needs of the college.

Recommendation #6

The team recommends that future retiree health and dental benefits be clearly identified and funded as a future obligation of the college. (9.C.1)

Response: Palomar College has identified several issues concerning future retiree health and dental benefits as a future financial obligation. In the past, the college paid the total cost of the retiree medical premiums for all retirees from the Unrestricted General Fund. Palomar paid the current annual premium as a current expense employing the "pay as you go model." When additional funds were available, some funds were earmarked to offset the retiree health obligation. The balance accumulated was inadequate to catch up to the total future liability of the rising costs of medical premiums. Beginning in 2004-2005, future retiree medical benefit costs are considered part of the complete benefit package cost for each employee. Funds are now being transferred into the Retiree Medical Fund for every current employee. Implementing

this plan, the College transferred over \$3 million to the Retiree Medical Fund during 2004-2005. This amount is expected to exceed the premiums paid out, resulting in a balance in that fund that is expected to increase from year to year. Although this new funding model will cover the future retiree medical benefits for current employees from this point forward, it does not address the existing liability for current retirees and for a number of long-term employees close to retirement. To address this existing liability, the Benefits Committee and the Revenue Allocation Committee (RAC) will review an updated actuarial study completed in 2005 and will make recommendations to SPC to resolve the liability.

Another problem identified by the college regarding future retiree medical benefits was the practice of funding all retiree medical premiums from the Unrestricted General Fund, although some retirees had been funded 100% from categorical programs during their employment at Palomar. The College now funds future retiree medical benefit costs as part of the complete benefit package. In short, categorical programs now fund both current and future retirement benefits, this representing the true costs that should be charged to these programs.

Summary: Palomar College has taken steps to fully fund the future retiree health and medical benefits of current employees. A plan to fund the future liability of current retirees and long term employees close to retirement will be developed once the updated actuarial study has been reviewed.

Response to 2002 Institutional Self-study Self-identified Issues

Standard One: Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

Issue: The Strategic Planning Council will facilitate a shared governance process encouraging participation by students, faculty, staff, community members, and the Governing Board.

Progress: In Fall 2002, the College implemented the Strategic Plan 2005 and a new Governance and Administrative Structure. (See www.palomar.edu/strategicplanning/.) The structure includes five planning councils and several operational committees that address college-wide issues. The membership on the councils and committees is clearly defined to draw representation from all constituent groups to ensure universal participation in the governance process. The governance structure continues to be evaluated and updated through changes recommended by the councils and committees as needed.

Issue: The College will achieve its mission, goals, and objectives by linking the budget development process to strategic planning and research.

Progress: The College is continuing to work toward the goal of linking budget development to strategic planning. In particular, the Strategic Planning Council and the Revenue Allocation Committee are addressing this goal. Processes already in place that may help achieve this goal include Institutional Review, the Learning Outcomes initiative, and a new budget development process implemented in 2004-05. (**Attachment #11: 2006-207 Budget Development Timetable and Frequently Asked Questions**).

Issue: The mission statement and the planning process will be implemented for the academic year 2002-2003 and will be reviewed every three years.

Progress: The College adopted a new mission statement in 2002-2003 as part of our new planning process for Strategic Plan 2005:

Palomar College is an educational leader committed to quality learning. We provide our community the knowledge, information, skills, and aesthetic appreciation necessary to live responsibly, effectively, and creatively in an interdependent and changing world.

As part of the planning process for Strategic Plan 2009, which we expect to complete in spring 2006, the College has reaffirmed our vision, mission statement, and goals, and we are in the process of updating our objectives.

Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs; and in relationships with its accreditation association and other external agencies.

Issue: The Marketing Communications Department will propose the development of graphics standards and a style manual that will be a reference for all Palomar College publications.

Progress: The Marketing Communications Department developed a Graphic Standards and Style Manual in July 2002. (See <http://www.palomar.edu/guidelines/manual/>.)

A small working group comprised of Marketing staff and Spanish language experts has been organized to develop a new manual section offering translations in Spanish, including a lexicon of terms central to academic settings. When this work is complete, Marketing will redistribute the manual.

Issue: The Director of Student Affairs will work with Academic Technology and the Marketing Communications Department to ensure that the Student Code of Conduct is available in the *Palomar College Class Schedule* and on the College website and that it is referenced clearly.

Progress: The Director of Student Affairs has ensured that the Student Code of Conduct appears in the printed *Palomar College Class Schedule* in the General Information section and is referenced in the index. The college website also includes the Code of Conduct, accessible through the link for students (<http://www.palomar.edu/studentactivities/>) under the heading "Academic Information." In addition, the Faculty Senate has requested that a summary of the student rights and grievance policy be incorporated into the Class Schedule and the college website. The Communications office expects the Director of Student Affairs to develop the summary for inclusion in the Summer 2006 printed class schedule.

Standard Three: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.

Issue: Institutional Research and Planning will provide training on the availability, use, and analysis of standard reports to heads of planning groups, departments, and programs.

Progress: The Office of Institutional Research and Planning (IR&P) helped develop an enrollment load standard report and provided training in the use of the report. The Office of Instruction now generates and distributes this report.

In addition, IR&P produces an annual Weekly Student Contact Hours (WSCH) to Full-time Equivalent Faculty (FTEF) report. This report is posted on our website under the section "Standard Reports." (See <http://www.palomar.edu/irp/WSCHtoFTEF.htm>.) Further, IR&P distributes the report to all deans and the Vice President for Instruction. Upon request, IR&P provides additional versions of this report by particular variable of interest (e.g., location).

In partnership with Enrollment Services and Information Services, IR&P helped develop a workshop addressing attendance accounting and scheduling in the California community colleges. IR&P delivered this workshop to all department chairs and deans.

Issue: The Strategic Planning Council will develop a clear model that provides a framework and means for evaluating how well the institution accomplishes the District's long-term and short-term plans and initiatives through its new strategic planning process

Progress: The College has implemented the process described below to track and evaluate how we are addressing our long-term and short-term plans and initiatives.

Each year, the Strategic Planning Council (SPC) selects several objectives listed in the current Strategic Plan and includes them in an annual implementation plan. As part of the annual implementation plan, SPC identifies the individuals and groups responsible for addressing the objectives. Throughout the year, these individuals and groups provide progress reports on their work to SPC. At the end of the year, SPC evaluates the work completed on each objective and determines if adequate progress has been made. For an example of the Annual Implementation Plan format, see <http://www.palomar.edu/strategicplanning/>.

Further, SPC, with assistance from IR&P, has developed an evaluation model to assess the effect of work completed on the objectives cited in the Strategic Plan. The model also tracks and monitors the institutional effectiveness indicators required by the State (e.g., Partnership for Excellence accountability measures). Data and information related to each goal in the Strategic Plan are collected, tracked over time, and presented to SPC. Information currently tracked includes, for example, transfer preparedness, persistence, numbers of degrees and certificates awarded, successful course completion, experience and performance after attending Palomar, student engagement, organizational communication, and percentage of full-time faculty teaching courses.

Using information from the annual implementation plan and evaluation model, the College creates an annual report.

Issue: The Strategic Planning Council will require the use of IR&P data and other relevant data in short-term and long-term planning and evaluation by the institution as well as by individual departments and programs.

Progress: As part of the Institutional Review process, IR&P provides data to assist departments and programs in their planning and evaluation. The data are provided at the department and discipline level. Departments and disciplines completing Institutional Review use this data to help assess their programs and develop departmental plans related to the College's strategic goals.

To help the College with its long-range planning, IR&P completes internal and external scans and provides information such as enrollment projections, enrollment flow, and demographic analyses of our students and the community. Finally, as described earlier, IR&P has worked with SPC to develop a tracking and evaluation model to assess the effect of work completed on the objectives specified in the Strategic Plan.

Issue: The director of Institutional Research and Planning will provide direct access to pertinent information for planning and evaluation to campus users.

Progress: IR&P has developed a website that allows the campus community to access information related to planning and evaluation. (See <http://www.palomar.edu/IRP/>.) Also, IR&P posts relevant data on Palomar's Strategic Planning and Institutional Review websites. Finally, IR&P holds membership on the Strategic Planning Council, Instructional Planning Council, Student Services Planning Council, and Learning Outcomes Council Coordinating Committee as well as the Institutional Review Committee. As needed, IR&P provides data and information to these groups.

Standard Four: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented or by whom taught.

Issue: The Educational and Facilities Master Plan will use a strategic planning process to develop and provide programs that are consistent with the mission of the college and appropriate to the identified needs of the community.

Progress: In September of 2001 the College initiated a strategic planning process to set priorities for action in serving our community. The Strategic Planning Task Force was assembled from established constituent planning committees at the College. There were two primary components in the planning process. One component addressed the development of a vision, mission, and values for the College. The other component was information gathering in nature and included an internal and external scan.

Consistent with this approach, the Educational and Facilities Master Plan Task Force was formed to create the Palomar College Master Plan 2022. This plan reflects the College's values, especially the value of providing access to our programs and services. The educational plan reflects attention to accessible and safe campuses and centers and to creative learning environments that emphasize innovative teaching methodologies, technology, and interactive laboratories to meet student-learning needs. Master planning is now an on-going process at the College that is responsive to changes in educational delivery systems, curriculum, programs and services, student populations, and community needs. The Task Force, faculty, administration, and staff spent many hours on this plan, ensuring that the College is advancing toward achieving its vision, "Learning for Success." (The Educational and Facilities Master Plan is available at <http://www.palomar.edu/masterplan/> and the Technology Master Plan at <http://www.palomar.edu/technologymasterplan/>.)

Issue: The Instruction Office will develop a comprehensive schedule to enable students to more successfully develop a comprehensive schedule of courses that will allow them to reach their goal in a timely manner.

Progress: The Instruction Office, working with the deans and department chairs, continues to reevaluate the schedule development process to ensure student access to those courses necessary for certificate, degree, and transfer. Division deans and department chairs continue to utilize enrollment data to develop a class schedule that meets student demand, course rotation, and comprehensiveness.

During the 2002-03 and 2004-05 academic years, instructional departments and divisions audited their certificate program requirements. The purpose of this process was to verify that the courses required for completion of a certificate were indeed being rotated through the schedule within a two-year period to ensure access to full-time students. This audit process caused departments to make scheduling adjustments to provide opportunity for students to complete their programs.

Beginning in 2003, the attention of the Instruction Office and the Governing Board turned toward providing increased student access to "Golden 4" courses. The Golden 4 courses are those that fulfill the Oral Communication, Written Communication, Critical Thinking, and Mathematics/Quantitative reasoning requirements for transfer to a CSU. Utilizing extensive data and analysis provided by IR&P, the instructional departments responded by offering additional sections of these courses to better meet student demand.

In Spring 2005, the Instruction Office began evaluating the schedule of classes offered at the Escondido Center and the extent to which this schedule provided students access to the CSU GE Transfer Pattern. To improve this schedule, Instruction created a new schedule matrix that charts the classes offered and the GE transfer requirement they satisfy. This matrix has allowed all departments to see "holes" in the schedule and to fill them with additional sections of appropriate courses.

Issue: The college will develop a plan to maximize the use of computer labs.

Progress: The Technology Resource Committee has been tasked by the Technology Master Plan to look into the organization of technology related departments and programs. The class scheduling process has begun to maximize the use of computer labs by implementing standard class times for the San Marcos campus as well as the Escondido Center.

Issue: The Assistant Superintendent/Vice President for Instruction and the Curriculum Committee will monitor requirements of degree and certificate programs that are dependent upon external accreditation.

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Progress: The Instruction Office in cooperation with the Curriculum Committee and the Faculty Senate has continued to monitor requirements of all degree and certificate programs that are dependent on external accreditation.

Issue: Each division dean will coordinate with the department chairs to develop specific expected learning outcomes for each degree/certificate and publish them in the catalog.

Progress: After much dialogue and research, the College's Learning Outcomes Council has committed to an approach to learning outcomes that begins with faculty rather than with department chairs and deans. Currently, faculty members of the Learning Outcomes Council and its Coordinating Committee are meeting with individual departments to engage faculty in the discussions necessary to enacting and chronicling the learning outcomes cycle. The Council acts as a liaison among departments as the College advances this pluralistic method.

Issue: The Dean of Career, Technical, and Extended Education will support the development of capstone courses, comprehensive exams, and/or student projects designed to demonstrate competence at the completion of occupational programs.

Progress: The Dean of Career, Technical, and Extended Education has been a significant supporter of work relating to student learning outcomes as the College develops an approach to the new standards for accreditation. The Dean has made funds available specifically for workshops on learning outcomes and assessment cycles. ([Attachment #12: Learning Outcomes Spring 2005 Workshop.](#)) The Regional Occupation Program (ROP) has developed a master list of competencies (learning objectives) for each course. Students can use the list as a self-assessment tool to track their progress. Faculty within each discipline develop and use appropriate methods and measures of assessment. At the conclusion of each course, ROP instructors generate an individualized list of competencies (outcomes) mastered for each student. ([Attachment #13: ROP Competencies "Culinary Arts" example.](#))

Issue: The Office of Institutional Research and Planning will develop reliable tracking of occupational student job placement.

Progress: The Office of Institutional Research and Planning continues to implement follow up studies of vocational education students. These studies involve interviewing former Palomar students who earned either an Associates of Arts degree or Certificate of Achievement and their employers. Also, as part of these studies, IR&P conducts additional interviews with former students who completed several vocational education courses but did not earn a degree or certificate. The interviews include questions regarding the jobs students hold and the salaries and benefits that they earn.

Issue: The Curriculum Committee will revise the A.A. Degree Requirement format in the Palomar College Catalog so that degree options and associated general education patterns are more clearly defined.

Progress: A work group drawn from the Instruction Office, the Curriculum Committee, and Student Services met during 2004-05 to modify the college catalog to make it more student friendly, with a specific focus on making degree and general education requirements and patterns more clear. The 2005-06 Palomar College Catalog reflects this work, which is being continued with additional modifications in the 2006-07 catalog focusing on continuity of formatting for both certificate and degree options. The intent of this work group is to provide a college catalog that offers clear information to students with regard to certificate, degree, and transfer requirements.

Issue: The Instruction Office will develop a comprehensive plan to identify and assess core knowledge and skills.

Progress: The Learning Outcomes Council and its Coordinating Committee have developed a plan that acknowledges the core knowledge and skills (that is, the competencies included in general education programs) specified in Accreditation Standard II. The College's focus is now on developing an approach to learning outcomes and assessment that will address the details of the standard and provide qualitative and quantitative evidence of the varied, extensive educational opportunities students can find at Palomar College to acquire these competencies.

Issue: The Assistant Superintendent/Vice President for Instruction, in conjunction with the Curriculum Committee, will develop and publish a comprehensive plan for the development, coordination, delivery, and evaluation of on-line classes.

Progress: The Curriculum Committee continues to include in its oversight of curriculum development, review, and approval a separate review of courses to be offered through distance education, including online classes. With the adoption of Curricunet, a web-based curriculum management system, the committee revised and streamlined this process.

The College has made a significant investment in upgrading and licensing the Blackboard Learning System, which the Academic Technology Resource Center (ATRC) maintains for delivery of on-line classes. Every section in the class schedule is offered a Blackboard site, with the intention of promoting consistency and communication between students and instructors, as well as among students.

The ATRC offers technical support in the form of a helpdesk, phone extension, and email available five days a week, Monday through Friday, from 6:30 a.m. to 5:00 p.m. In addition, the AT Coordinator has developed a "certificate" program for training faculty in on-line teaching. This program has been well received and promises to be increasingly productive.

To comply with the Palomar Faculty Federation (PFF) contract, the online evaluations process requires the coordinated efforts of the Tenure and Evaluations Review Board (TERB) Office and the ATRC. Last year, students evaluated approximately forty-five online faculty and their classes. This Fall 2005 semester, twenty-one faculty were scheduled for evaluation. Student response rates over the past three semesters varied from 9% to 11%. Though low, these percentages are actually higher than the typical 5% reported by many institutions. The ATRC and the TERB Office will continue to address technical and procedural problems that may contribute to the low percentage of student response. These offices will continue to explore other technology and processes available that may elicit more student response.

Concerns exist regarding the College's online evaluation process. One concern is anonymity of student responses. In the present process, students must receive a password generated by the TERB Coordinator to access the evaluations site; they cannot simply use their own Blackboard password in order to log on. In the past, the password was generated in the TERB Office and then communicated by the online professor to the students enrolled in her or his class. Many involved assumed that this process made it possible for professors to see individual student responses. (Actually, faculty did not have this access.) In Fall semester 2005, with the help of the ATRC, the TERB Coordinator did not involve faculty teaching online classes but instead sent a message to all students in the classes being evaluated that described the process and requested their participation. This protocol is similar to the one used in face-to-face classes, whereby the professor leaves the classroom and a second faculty member steps in to conduct the evaluation. The TERB Coordinator also made her email address available so that students could voice questions or concerns.

Standard Five: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

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Issue: The Student Services Planning Council will develop a comprehensive plan for a one stop center for the delivery of student services.

Progress: The College has identified the creation of a one stop center for student services as a priority in the recently adopted Educational and Facilities Master Plan 2022 (<http://www.palomar.edu/masterplan/>) and will establish it upon completion of re-modeled facilities. In the interim, the Student Services Planning Council has developed a comprehensive plan (<http://www.palomar.edu/strategicplanning>) that includes establishing a Cashier's Office within the Student Services building to enable students to pay registration fees, purchase parking permits, and pay other associated college fees in one location.

The Student Services Planning Council has implemented cross training that allows for both financial aid and registration staff members to simultaneously serve students in one common lobby area in the Student Services building. Future plans include expanding the number of cashiers' windows and extending cross training to staff in both Counseling Services and the Career Center. The Student Services Planning Council addresses and monitors the progress of training through the College's Annual Implementation Plan. (See <http://www.palomar.edu/strategicplanning/AIP%202003-2004.pdf>.)

Issue: The Student Services Planning Committee will develop a plan to provide necessary resources to support student services at the San Marcos campus and all Palomar College centers.

Progress: The Student Services division continues to make structural improvements. The Planning Committee identifies these improvements in the Counseling Services Division Strategic Plan 2004-2005 (**Attachment #14**) that currently is addressing the needs and assignment of resources for students not only at the San Marcos campus and Escondido Center but all Palomar College education sites.

Ongoing assessment has occurred to identify services needed at the Escondido Center and other college sites. Increased services include bilingual (Spanish-English) counseling for students at the center and cyber-counseling for students at education sites, including Borrego Springs. The Financial Aid Office has increased outreach efforts to potential Board of Governors Fee Waiver recipients, student health services have been augmented at the Escondido Center, and the Peer Ambassadors program has increased recruitment efforts at feeder high schools.

Issue: The Office of Student Affairs will explore opportunities for increased student participation in co-curricular experiences at all education centers of Palomar College.

Progress: An increase in student activities has been realized on the San Marcos campus as a result of a reorganization of staff in the Office of Student Affairs in 2004. This reorganization has increased efforts to attract students to existing clubs and to create new student clubs. Regularly scheduled student activities have been instituted, such as intramural and recreational basketball and volleyball, once a week movie days, and a number of new cultural and multi-cultural celebrations.

The Associated Student Organization in conjunction with the Office of Student Affairs is currently assessing student interest in co-curricular activities at Escondido Center. Concurrently, the Office of Instruction is assessing facilities availability and utilization at the Escondido Center with the goal of offering additional classes and student co-curricular activities. Where appropriate, the Office of Student Affairs will address future plans for offering co-curricular activities at all Palomar College sites after evaluating the effectiveness of activities implemented at the Escondido Center.

Standard Six: Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and correctness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

Issue: The Learning Resource Center (LRC) will develop a plan for enhancing the number of volumes to keep pace with the Association of College and Research Libraries and the American Library Association collection standards.

Progress: Recently the LRC, then a sub-collection of the greater library, completed a general inventory of its items, removing damaged and outdated items. Also, the LRC worked with faculty to enhance the collection, especially in nursing education, dance, history, and popular culture. As a result of library remodeling and reorganization, LRC materials were integrated into the main collection.

Issue: The Technology Planning Committee will investigate the feasibility of standardizing the computer lab hardware, software, and support services to increase access to and the use of all the labs.

Progress: The Technology Planning Committee has investigated the feasibility of standardizing the computer lab hardware, software, and support services to increase access to and the use of all the labs. Initial steps have been taken for standardization of computer "imaging" throughout the College, with both Information Services and the Academic Technology Resources Center agreeing on a standard image. (The standard computer image includes standard licensed software that is loaded onto all College computers, allowing all students and staff to use any College computer to access the software they need to complete their assignments.)

Issues: The Technology Planning Committee will assess the technical support needs of the education centers and implement a plan to support identified needs. The Technology Planning Committee will develop a plan that addresses the need for adequate technical support and services for the entire campus community, including adjunct faculty and staff.

Progress: The College completed an educational and facilities master plan in August 2003 and included it in the publication of the Palomar Community College District Master Plan 2022. The College continues to implement and update the Technology Master Plan.

In November 2003, the Strategic Planning Council formed the Technology Master Plan Task Force (TMPTF) to develop a comprehensive, College-wide technology programs and services plan tied to the twenty-year Educational and Facilities Master Plan. This plan, the Palomar Community College District Technology Master Plan 2005, has five major sections: "Executive Summary," "Background," "Goals and Objectives," "Situation Analysis," and "Recommendations."

"Background" contains necessary history and demographic information relevant to technology planning. Enrollment trends, participation rates, and free-flow analyses together indicate that the Palomar Community College District is expected to enroll nearly fifty thousand students by the year 2022. "Goals and Objectives" includes an update of the existing Technology Master Plan, a long-range technology budget plan, and a review of the current committee and organizational structure related to technology in order to serve those fifty thousand students. In our quest to reach those goals and objectives, "Situation Analysis" includes a study of the current status of technology and technology planning at Palomar and a gathering of primary data on technology and technology use gleaned from campus-wide focus groups.

Based on the primary and secondary data gathered, including the suggestions of the focus groups, the TMPTF has several recommendations. In "Recommendations" the TMPTF refers to the formation of a governance level Technology Committee, the implementation of the Technology Plan, the alignment of

the plan with the Strategic Plan, the creation of processes for addressing the need for proven and cutting edge technology and organizational structure with regard to technology, the creation of specific budget lines for technology--both hardware and software-- and technology support, and a commitment of funds for innovation.

The Technology Master Plan is available at (<http://www.palomar.edu/technologymasterplan/>).

Issue: The Strategic Planning Council will investigate a plan to move all information and learning resources into one division, which would be a more efficient utilization of district resources.

Progress: The Technology Master Plan Task Force investigated many technology reorganization plans, including a plan to move all information and learning resources under one dean or one vice president. Finally, the technology task force rejected this reorganization. But in the meantime all College academic information and learning resources have been consolidated into the Social and Behavioral Sciences Division. The result has been a more effective utilization of College resources and improved decision-making processes. Information Services has continued to report to the Vice President/Assistant Superintendent for Finance and Administrative Services.

The College undertook an extensive Library remodel project that relocated the LRC, Library Media Center, Audio/Video and Academic Technology Resource Center in order to improve student access and make more efficient use of valuable space. The remodel was funded through the generosity of the President's Associates and Palomar College Foundation.

Issue: The Library Media Center and the Academic Technology Group will implement plans to collect data and report on the effectiveness of and user satisfaction with services offered.

Progress: In the process of completing the Technology Master Plan, the Technology Master Plan Task Force gathered data from eleven focus groups. The focus groups discussed, among other topics, the effectiveness of and user satisfaction with the Academic Technology Resource Center, formerly known as the Academic Technology Group, as well as the technology services provided by the Library. The results of these focus groups can be found in "Summary of Responses to Focus Group Questions," Appendix B of the Technology Master Plan. (The Technology Master Plan is available at (<http://www.palomar.edu/technologymasterplan/>.) In addition, the Academic Technology Resource Center has used a suggestion box and an informal "question of the week" poll to assess student satisfaction and the effectiveness of its operation. Although some of the questions are trivial and some are more global in nature, many of the questions relate directly to the operations of the Academic Technology Resource Center. The results of some of the polls are available at http://www.palomar.edu/at/lab/past_polls.htm.

Standard Seven: Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

Issue: The Human Resources Planning Council will develop a long-term plan designed to make progress toward achieving the 75/25 full-time/part-time faculty ratio.

Progress: Achieving the 75/25 goal is the responsibility not only of the Human Resources Planning Council but of the entire College, and the College must involve all planning councils in this matter. While the College recognizes that falling short of 75/25 is a statewide problem, existing in large because the

ratio is an unfunded mandate, we will not simply acquiesce but rather will pursue solutions at state and local levels.

Issue: Human Resources will develop a plan to provide training to assist in performance evaluations.

Progress: The Human Resource Planning Council developed a process to provide a more timely method of evaluating classified employees. The process includes Human Resources notifying both the employee and supervisor that an evaluation is due, ensuring a follow up review of the evaluation with the parties, and offering supervisor workshops on improving the evaluation process. The process also includes notification of the appropriate administrator if an evaluation is not completed in a timely manner. The plan will be implemented in Spring 2006.

Issue: The Tenure and Evaluations Review Board, the Faculty Senate, and the Palomar Faculty Federation will examine current due process procedures to determine their adequacy.

Progress: The recently approved Palomar Faculty Federation (PFF) contract has a grievance policy, and the current Board Policy does allow for an Academic Due Process procedure. This procedure is currently under review by the Faculty Senate. The Tenure and Evaluations Review Board does not have its own due process procedure outside of PFF. (See District/PFF Agreement at <http://www.palomar.edu/HR/Personnel/faculty.htm>)

Issue: In developing and/or revising personnel policies, Human Resources, in conjunction with employee groups, will use language that ensures clear understanding.

Progress: To ensure clear understanding, Human Resources continually reviews and revises the language of personnel policies with the appropriate employee groups and with the Governing Board.

Standard Eight: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

Issues: The Educational and Facilities Master Planning Task Force will develop a comprehensive Educational and Facilities Master Plan that will provide the necessary space, programs, and services that will best serve the needs of the residents of the district. The Technology Planning Committee will evaluate access to technology for students with disabilities and include recommendations for improvement in the Technology Master Plan. Strategic Planning Council and the Technology Planning Committee will develop a formal planning and budgeting process for information technology to relate resource allocations to expectations and activities.

Progress: The College has developed and has begun to implement a comprehensive Educational & Facilities Master Plan. The master plan provides direction for the development of facilities that will provide appropriate and necessary learning environments that will support the college's curriculum. The Educational and Facilities Master Plan is available at <http://www.palomar.edu/masterplan/>.

A new Student Union was completed in 2003. Construction of the first master plan project, the High Technology Building, is currently underway with an occupancy date of spring 2007. The College is aggressively pursuing state funding for the Educational & Facilities Master Plan projects via the state capital outlay program. Initial Project Proposals for the following projects are in: Multimedia Lab/ Planetarium, Child Development Center, and Humanities Building. A Final Project Proposal (FPP) for the modernization of the S building has been submitted. We anticipate submitting an FPP for a new Library Resource Center in July 2006. Funding for the Multidisciplinary Building is being requested by the Board of Governors in the 2006 budget.

The College is seriously pursuing the acquisition of land for future educational centers in both the north and south areas of the district. The College has entered into a purchase agreement for eighty acres in the north area of the district. The College is in the process of obtaining approval for a certified educational center in Fallbrook from the California Community College Chancellor's Office, Board of Governors and Commission of Post Secondary Education. The Letter of Intent has been approved, and we anticipate submitting the Needs Assessment to the Chancellor's Office in Spring 2006.

The College has begun work on a local Prop 39 bond proposal that may be presented to district voters in 2006. A successful bond measure will allow the College to implement ten to fifteen of the projects outlined in the Educational and Facilities Master Plan and proceed with the purchase and development of the land for the educational centers in the North and South.

Standard Nine: Financial Resources

The Institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

Issue: Financial planning will be linked to the district's strategic plan.

Progress: As the strategic plan priorities are identified each year, the College will tie funding to them through the budget development process. A new budget development process, budget priorities established by the four planning councils and forwarded to the Strategic Planning Council, and Institutional Review are all processes now in place that link financial planning to the strategic plan.

Issue: Through its planning process, the district will investigate the feasibility of creating a grant administrator position to coordinate/oversee all grant activities.

Progress: In Fall 2005, the Strategic Planning Council assigned the Vice President for Human Resources to research the feasibility of such a position and to propose a job description that would create a grant administrator position. This study is currently underway, and a recommendation is expected during the Spring 2006 semester.

Issue: The Assistant Superintendent/Vice President for Finance and Administrative Services will develop an amortization plan for future benefits costs. The Assistant Superintendent/Vice President for Finance and Administrative Services will develop an amortization plan to address the increases in healthcare costs for retirees.

Progress: This fiscal year the College has begun earmarking funds for current and future retiree health benefits. This action is notable as we are ahead of the GASB implementation timeframe. The Assistant Superintendent/Vice President of Finance and Administrative Services anticipates evaluating the recommendations of our actuarial consultant, and the College is committed to ensuring that future retiree health benefits are properly funded and that reporting is in line with auditing requirements.

Standard Ten: Governance and Administration

The institution has a Governing Board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the Board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

Issue: The superintendent/president will ensure that the Resource Allocation Committee be directed to fund the priorities that are identified as part of the strategic three-year plan and the one-year implementation plan.

Progress: The new budget development process and the process for planning councils to submit funding priorities for consideration to the Strategic Planning Council (SPC) provide the opportunity for strategic plan priorities to be addressed and funded. As chair of SPC, the superintendent/president can provide direction to the Revenue Allocation Committee (formerly the Resource Allocation Committee) to consider strategic plan needs as the top priority in its funding considerations and recommendations. This new process is in its second year of implementation and is being monitored for its success in addressing this issue.

Issue: The Faculty Senate will review procedures for committee appointments to ensure widespread participation in shared governance.

Progress:

The Committee on Committees, a subcommittee of the Senate, has worked the last few years to develop open, transparent, and clear policies and procedures to ensure wide participation by many faculty in shared governance. (See "Committee on Committee Guidelines" at <http://www.palomar.edu/facultysenate/coc/>.) The Committee on Committees sends out an email "call" for volunteers at least three times per semester and coordinates the elections and/or confirmations of the faculty volunteers at the Faculty Senate meetings. The Faculty Senate now provides 10% of its allotted release time to the Committee on Committees chair in recognition of the workload involved in administrating the committee memberships of over 280 full-time faculty and many part-time faculty as well. The best evidence we can provide that our new procedures are working is provided by the current Committee Membership list, available at <http://www.palomar.edu/facultysenate/coc/>. It is evident that most of our committees are working with their full complement of faculty.

Issue: The Faculty will revise its Constitution to reflect the official recognition of the Palomar Faculty Federation and in any other ways agreed upon by the faculty.

Progress:

The Faculty initially revised the Constitution to reflect the official recognition of PFF on May 3, 2004. Those changes did not yet acknowledge that the PFF contract had been ratified. Thus, the Faculty Senate has just completed a new revision of the Constitution, which currently is being distributed to the faculty in preparation for voting on its ratification. The two at-large Faculty Senate council members will facilitate discussion of this revision by holding several open forums on the San Marcos campus. The Faculty Senate expects to have a new ratified version of the Constitution by May 2006.

Update on Substantive Change in Progress, Pending, or Planned

Through its Master Planning efforts, the Palomar Community College District has identified the need for two new education centers. As part of the 2004-05 Accreditation Annual Report submitted to ACCJC, WASC, the District indicated that it had taken the first step towards establishing education centers in the northern and southern portions of the District.

The District has submitted a formal Letter of Intent to establish an education center for the northern portion of the District. The California Community Colleges Chancellor's Office recently approved this Letter of Intent. The District is now working on completing the Needs Study required by the California Postsecondary Education Commission for establishing an education center. In the ACCJC 2005-06 Annual Report, the District will provide a complete update on the status and progress of its planning for these two new educational centers. Background information on the need for these two new centers is contained in the District Master Plan 2002 (<http://www.palomar.edu/masterplan/>) approved in 2003 by Palomar's Governing Board of Trustees.