

# Educational Master Plan

## INTRODUCTION

The Palomar College Educational Master Plan is the result of nearly two years of campus planning and research. The plan is meant to be a comprehensive District-wide educational programs and services plan that will drive the 20-year facilities master plan. The plan, using current programs and services as its base, projects programs and services development over the next 20 years. The plan will guide the development of these programs and services as the District grows to its expected enrollment of 47,000 students in the year 2022.

This document is meant to be the foundation for more detailed plans which will be created as the programs, services, and demographics evolve over the years. It is expected that this plan will be modified periodically as it guides the Palomar College District Five-Year Construction Plan.

## Process

On November 20, 2001 the Educational and Facilities Master Plan Task Force was approved by the President's Advisory Council. The task force was charged with developing a comprehensive District-wide educational programs and services plan tied to the 20-year facilities master plan. The goal was to produce the Palomar College Educational and Facilities Master Plan 2022 by June, 2003. The task force was co-chaired by a faculty member appointed by the Faculty Senate and an administrator appointed by the Superintendent/President. Campus constituency groups were represented as follows: 7 faculty appointed by the Faculty Senate, 2 students appointed by the Associated Student Government, 1 classified employee appointed by CCE/AFT, 1 administrator appointed by the Administrative Association, 3 vice presidents (Instruction, Finance & Administrative Services, Student Services), 2 deans (1 Instruc-

tion, 1 Student Services), 4 directors/managers (Institutional Research and Planning, Extended Education, Facilities, Facility Planning), and the Superintendent/President (ex-officio). In addition, Jennifer Lebedeff an interested community member and at least one employee of Spencer/Hoskins Associates attended the meetings on a regular basis. All agendas, minutes, reports, presentations, and draft documents were published on the Educational and Facilities Master Plan Task Force Website [<http://www.palomar.edu/masterplan/>].

The first meeting of the task force took place on Thursday, February 7, 2002. At that meeting the members were introduced to the educational planning process, and a tentative timeline was established for the completion of the various tasks assigned to the task force. The need to create individual educational plans for departments and programs, facilities plans for the San Marcos Campus, facilities plans for existing Centers, as well as plans for possible new centers and campuses was discussed. Jim Spencer and Mike O'Brien of Spencer/Hoskins Associates presented information on the facilities planning process and discussed an analysis of student free-flow data for Palomar as well as adjacent community colleges.

The discussion during the next few meetings focused on how to accommodate the expected growth in enrollment over the next 20 years. The Task Force looked at demographic data supplied by the Palomar College office of Research and Planning, SANDAG, and Spencer/Hoskins to develop demographic data that included adult population projections, 20 minute drive times, inter-district free flow, and District enrollment projections. Given that the District enrollment was projected to grow more than 50% over the next 20 years a decision had to be made as to how the District was to accommodate that growth. There were basically 4 different possible ways that this additional growth might be accommodated: 1) Build new multistory

buildings and parking structures on the San Marcos Campus, 2) Expand existing centers, 3) Build at least one new comprehensive campus, or 4) Some combination of the three other alternatives. After several months of discussion, the task force asked the consultants to focus on expanding the San Marcos Campus to accommodate at least 25,000 students in conjunction with a combination of existing centers and at least one new center in the North or the South of the District and at least one new Campus in the North or the South of the District. On November 19, 2002 this information was presented to the Governing Board and they agreed on a New District Structure on December 10, 2002. This New District Structure is described in detail in the chapter on Selection of New Sites.

While the discussion of what would be the shape of the New District Structure was moving forward the task force was also gathering the data necessary to begin writing the educational master plans for the departments. During the first two weeks in May 2002 Spencer/Hoskins and several members of the Task Force conducted over 60 separate one-hour interviews with faculty and staff from over 90 different disciplines and programs. Each interview began with a discussion of the current status of the program and quickly moved to a discussion of the future educational and facilities needs. Transcripts of these interviews along with demographic data for each program were then provided to the Task Force. The Task Force then formed several writing teams that were to be responsible for consulting with each department or program and then producing a draft education plan for that unit. The draft education plans were completed by September 2002. These draft plans were then sunshine to the general campus community. The sunshine process lasted three months during which each department/program had a chance to review their document and make changes or corrections as necessary. The education plans were



Image 6.1  
Clock Tower Sitting Area



Image 6.2  
Library Study Area

finalized in December 2002, and the sunshining process continued until the final draft of the educational master plan was presented to the Governing Board at their March 11th meeting.

Because the Educational Master Plan was to drive the Facilities Master Plan, once the Future District Structure had been determined and the draft Educational Master Plan was finalized, Spencer/Hoskins had all the information that they needed to begin finalizing the Facilities Master Plan. The Facilities Master Plan is discussed in the following chapter.

### Strategic Planning Process

In September of 2001 Palomar College initiated a strategic planning process to set priorities for action in serving its 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. The internal scan included student demographics; internal and external student success; Partnership for Excellence outcomes and goals; student satisfaction survey data; and staff, faculty, and administration priorities survey data. The external scan included projected population growth and forecasts for San Diego's North County from the San Diego Association of Governments (SANDAG). There were also presentations from business and industry representatives addressing the types of improvements Palomar College could undertake in order to better prepare its students. Topics included cluster studies to identify economic growth and development and feedback on company requirements and training necessary in small and large businesses/organizations throughout North County. A presentation from educational partners from high schools and four-year universities was the last element of the external scan process. Issues pertaining to improving and expanding Palomar's relationship with educational partners were discussed.

After the internal and external scan, a writing committee analyzed the results of a task force brainstorming session and formulated a draft of the mission, values and goals. After the mission, goals and values were approved by the task force a campus survey determined priorities for action initiatives related to the College goals.

### College Organization

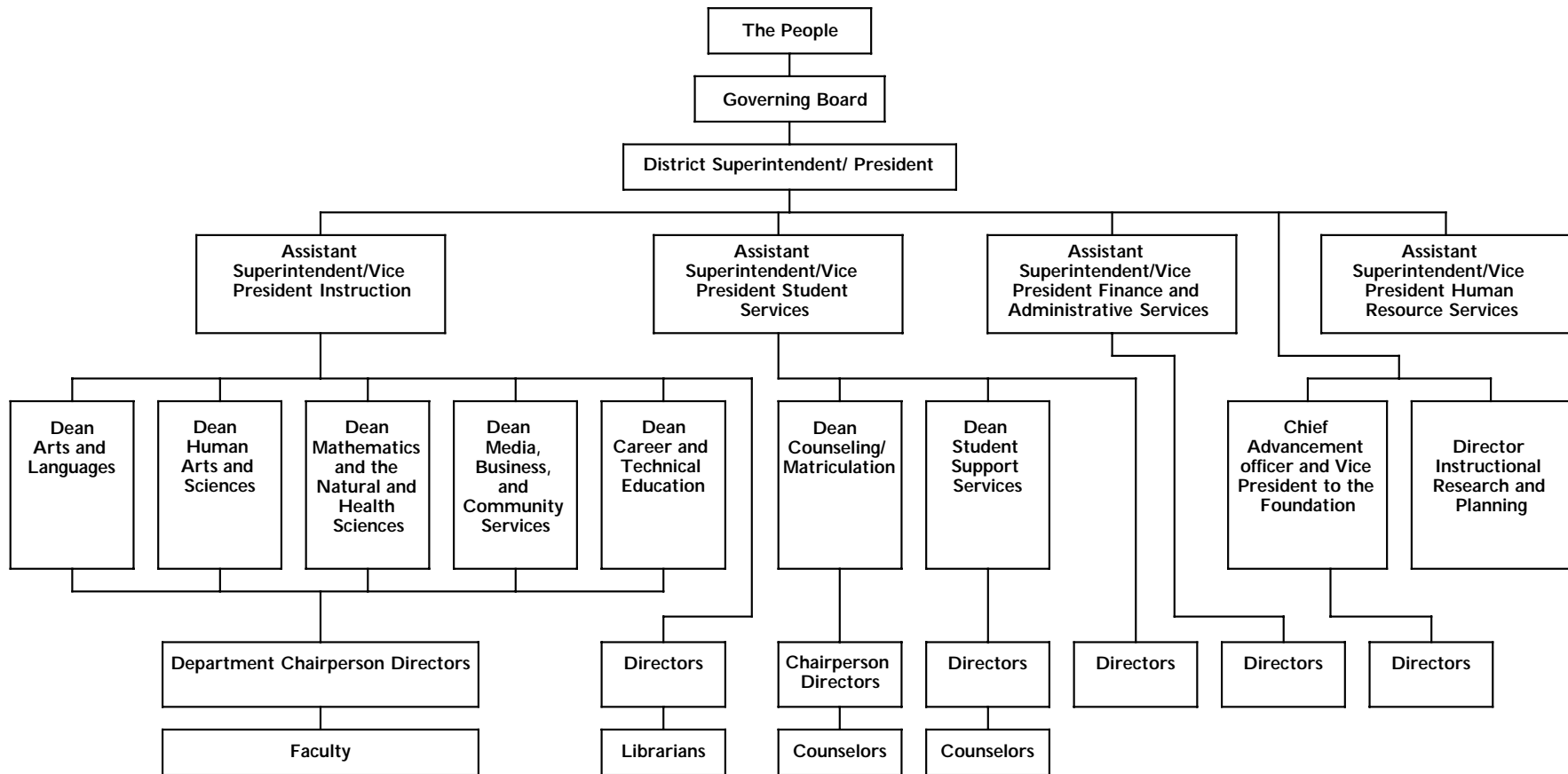
The current college organization is the result of over 50 years of planning and growth. As the College continues to grow, and is challenged by ever-changing budgets its organization will need to be continually reassessed to ensure adequate administrative and student services support and academic department discipline combinations to provide the optimal use the College's human and fiscal resources.

The Palomar College organizational structure is outlined on the opposite page.



Image 6.3  
Outdoor Walkway and Sitting Area

# PALOMAR COLLEGE ORGANIZATIONAL STRUCTURE 2002-2003



## COLLEGE VISION AND MISSION

### Vision and Values

Palomar College is committed to the educational philosophy of providing quality learning experiences toward the successful achievement of goals by the learner. Our vision, "Learning for Success," reflects our values.

Palomar is a learning community dedicated to achieving student success and cultivating a love of learning. We strive to improve performance and outcomes based on evidence. To provide the highest quality learning and cultural experiences, we are guided by our core values of

- achieving excellence in teaching, learning, and service;
- fostering integrity as the foundation for all we do;
- providing access to our programs and services;
- ensuring equity and fair treatment in all policies, processes, and procedures;
- celebrating diversity in people, philosophies, cultures, beliefs, programs, and learning environment;
- supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes;
- promoting mutual respect and trust through open communication and actions; and
- supporting innovation to enhance and enrich learning environment and services.

### Mission

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.



Image 6.4  
Library Computer Learning Center



Image 6.5  
Library Computer Learning Center



Image 6.6  
Library Computer Learning Center

## ENROLLMENT PROJECTIONS

### Population, Free-Flow, and District Participation Rates

The projected enrollment for the Palomar Community College District was based on many factors. Three factors evaluated in detail include: adult population forecasts, free flow between districts, and district participation rates. Spencer Hoskins has reported that the current statewide participation rate is approximately 62 per 1,000. Palomar's average participation rate for Fall 2000 was 46.7 per 1,000. The Educational and Facilities Master Plan Task Force established the goal of increasing Palomar's average participation rate to 60 per 1,000 by 2022.

### Projected Student Enrollment

Based on the goal to increase the participation rate and a review of the adult population forecasts for the District provided by the San Diego Association of Governments (SANDAG), the Educational and Facilities Master Plan Task Force identified an enrollment target of 47,500. This target represents a projected annual growth rate of 2%.

### District Configuration and Weekly Student Contact Hour Projections (WSCH)

#### District Configuration

After identifying the enrollment target, the Task Force calculated the WSCH forecast for the District. In order to determine the WSCH forecast, the Task Force first identified a recommended District configuration. Using population estimates, 20-minute drive time studies, and information regarding the impact of different types of college locations on participation rates, the Task Force identified the recommended District configuration presented in Table 4.1.

Site	Approx. Enrollment
San Marcos Campus	25,000
One Campus (North or South)	10,000
One Center (North or South)	5,000
Escondido Center	3,000
Smaller Outreach Sites & Distance Ed	4,500
Total	47,500

Table 4.1 Recommended District Configuration

#### District WSCH Projections

To determine the projected WSCH for the Educational and Facilities Master Plan, 2002, the Task Force multiplied projected enrollments at each site by an average WSCH per student estimate. The average WSCH per student estimate generated at each site was adjusted based on the "size" and planned offerings of the site. For example, the San Marcos Campus is a full-service campus with comprehensive offerings. Currently, the average WSCH per student is higher at the San Marcos Campus than at Palomar's other centers and sites. Therefore, it is expected that in the future, the average WSCH per student at this campus will be higher than the average WSCH per student at a smaller outreach site. The final WSCH prediction accepted by the Task Force is 390,000.

### Projections of WSCH by Department and Discipline

Through the Educational Master Planning effort, the Task Force developed WSCH projections by program and discipline. This involved interviewing members of every instructional department. Specifically, interviewees provided information on the future growth of the programs or disciplines in their departments. Interviewees were asked to identify if their discipline would:

- grow at the same rate as the college,
- grow at a faster rate than the college,
- grow at a slower rate than the college, or
- experience no growth at all.

The information provided in these interviews allowed the Task Force to generate WSCH projections for each instructional discipline or program in the near to mid-term (within 10 years) and the long-term (by 20 years). Also, the Division Deans, working with their department chairs and directors, provided a breakdown of the WSCH projections for each discipline by component (lecture and laboratory).

### Growth Spreadsheet

The results of the WSCH projections by discipline were placed in the growth spreadsheet. The growth spreadsheets are located in the Linkage Between Educational and Facilities Master Plans chapter and in the Appendix.



Image 6.7  
Campus Central Walkway

## **SUPERINTENDENT/ PRESIDENT**

### **Office of the Superintendent/President**

#### ***Description of Office***

The Office of the Superintendent/President houses both district and college functions. The office is located on the second floor of the Library and Learning Resources Center. The Superintendent/President reports to a five-member governing board and is responsible for the district as the chief executive officer and for all college operations. The Superintendent/President has two support staff located in her office and their duties are divided by district and college functions. The Vice Presidents, the Director of Institutional Research & Planning, and the Chief Advancement Officer/Vice President to the Foundation report to the Superintendent/President. The Superintendent/President is both the internal and external leader of the college district; therefore the students, staff and public need open access to the office for service. The office has both a functional and symbolic purpose.

The current suite of offices for this function is poorly designed for access and workflow. Access to the office is up two flights of stairs or an internal elevator which is open only during Library hours. The offices of the support staff are separated by the Superintendent/President's office and a conference room. If guests enter through the exterior entrance, they must walk through the Superintendent/President's office to enter the conference room. The design does not allow for eye contact between support staff which makes workflow and communication difficult. External access to one of the support staff is from the inside of the Library.

#### ***Future Development***

The workload within the office will increase over the next five years for two reasons: the need for assistance with legislative and community development issues given the physical size of the district, and the district's

growth creating the need for sites that will operate at the campus and/or college level. The additional staff required for these services is a director of legislative and community development and an additional support staff.

To maximize staff access, work space and communication, the offices of Institutional Research & Planning and Advancement, including Public Information and Marketing should be located in close proximity to the Superintendent/President's Office. Both the design of the Office and the persons' actions within it, must portray the image that Palomar offers the best in student learning, leadership, service, and stewardship. The Office must be accessible, provide opportunity for open, responsive communication with students, staff and the public, and reflect an institutional culture of evidence by the availability of plans, research, and documented outcomes. The grouping of these functions and the design should reflect that image.

#### ***Minimum Facility Requirements for the President's Office***

The Office of the Superintendent/President should have a reception area that accommodates five people seated, large work stations with public counters for two support staff, and a separate work area for one support staff. Located off the work area, there needs to be a work/storage room with space for a copier, official files and documents, and a collating counter. The reception area would have an entrance to two rooms with one door leading to the Superintendent/President's personal office and one door leading to a conference room with the seating capacity of 35 and reception capacity of 60. The tables and chairs should be designed for flexibility in groupings. A small kitchen and serving area with storage should be adjacent to the conference room.

The location of the Office of the Superintendent/President should be at the front of any easily-identified location and building where people can enter and then make a decision to access it or turn one way to go to the Advancement offices or the other way to Institu-

tional Research and Planning offices. A small staff conference room should be a part of this complex or floor for these three functions.

Visitor parking must be available outside the main entrance to the building and on the same level. The design should provide architectural spaces for displaying student work, projects, and awards; faculty projects and awards; and institutional plans, documents, and drawings that provide evidence Palomar College represents the best in student learning. The three offices should have access to each other through internal hallways as well as public access through front entrances.

The Governing Board Room should be connected to, or in close proximity to, the Superintendent/President's Office. The board room should provide flexible seating for 75 in the audience. There should be a dais which accommodates 7 and staff seating for 20. The room should be designed for flexible uses: a level floor with retractable partitions for dividing it into multiple rooms would be ideal. The Governing Board room must have convenient parking that allows public access to the front of the room/building. The design should also incorporate systems for audio/recording, screen/projection/computer access, and electronic voting.

### **Advancement**

#### ***Description of Office***

Led by the Chief Advancement Officer/Vice President to the Foundation, the Advancement Division consists of the Advancement Office, Marketing Communications Office, Public Information Office and the Foundation Office. The Advancement Division implements a total program to foster understanding, support and growth for Palomar. Major elements under the Advancement Division include: internal and external communications, marketing, fund raising, public relations, alumni relations, community involvement and government relations.

The Marketing Communications Office manages and coordinates the college's marketing communications program which includes publications, network market-

ing, community outreach, and advertising. Marketing Communications oversees the production of the class schedule three times per year. The Public Information Office develops internal and external public awareness, understanding and support of the District—especially among taxpayers, potential students, and other important publics, both internal and external. The Foundation Office secures external support from community members, corporations and foundations to assist Palomar in the achievement of its goals and objectives. The Foundation activities and support include student scholarships and recognition of scholarship achievements, program enhancement, purchases of institutional equipment, development of new facilities and underwriting special programs. The Foundation Office and the two Foundation staff members are funded by the Foundation. Current office staff in the Advancement Division includes 10 staff in offices spread throughout the campus.

#### Future Development

The expected growth rate for the Advancement Division is predicated on the projected increase in enrollment, community support and understanding the college's desire to achieve in the years ahead.

#### Minimum Facility Requirements for Advancement

Advancement Division Offices should be part of the College Superintendent/ President's Office complex. It is important for the president to have direct and immediate access to Advancement Division personnel. Special needs for division offices include having access close to visitor parking, easy office access for business and community leaders, a conference room/kitchen area able to seat 15 people, and shared workspace for assembling work and workstations.

The minimum facility requirements include: one 15-seat conference room with kitchen; one workspace for assembling work and workstations; one reception area; one large storage space for equipment, auction items, publications, etc.; Advancement Office—two large private offices with seating for up to 4 people for each

office; Marketing Communications Office—three private offices with administrative secretary space; Public Information Office—two private offices; and Foundation Office—two private offices.

### **Office of Institutional Research and Planning**

#### ***Program Description***

The Office of Institutional Research and Planning (IR&P) provides the District with information about its students, its programs, and its effectiveness. It also provides support for the development and maintenance of the institution's strategic planning process. The office is staffed with one Director, two Research Analysts, and one part-time, 20%, Administrative Secretary for a total of 3.2. Currently, IR&P is located on the San Marcos Campus in the AA building. One Analyst and the Administrative Secretary share work space in the central area of one office. The Director and the second Analyst have their own office space. The central work area or office space also houses the general research library including documentation and research reports.

#### Future Development

Two factors will impact the level, type, and amount of work completed by the Office of Institutional Research and Planning: assessment of student learning outcomes and technology.

The requirements for community colleges to define, measure, and assess student learning outcomes at the class, course, program, and institutional levels are increasing. For example, the accreditation standards set forth by the Accrediting Commission for Junior and Community Colleges require that community colleges provide evidence of the achievement of student learning outcomes. Working with the administration, faculty, and staff, the Office of Institutional Research and Planning (IR&P) will facilitate the assessment of student learning outcomes at the institutional level. While faculty will lead the effort to assess student learning outcomes at the class, course, and program levels, IR&P

should be prepared to provide any necessary and supplemental support.

The capability to provide decision makers with access to information through personal computing technology is changing how the office gathers and distributes data and information. In the future, a database administrator will organize and facilitate access to information and reports through a data warehouse. End users will be able to query and tailor reports to their needs. Research will emphasize analysis and the implication of the data as opposed to data generation.

We anticipate that these two factors will influence the growth of IR&P over the next twenty years. We expect to increase the full-time equivalent of our part-time administrative secretary from 20% to 100%.

Over time and depending upon how the District formally addresses the need to assess learning outcomes, we also expect to add the following positions: one to two research analysts, one to two learning assessment technicians, a manager of institutional research, and a database administrator.

#### Minimum Facility Requirements for the Office of Institutional Research and Planning

While the current IR&P facilities are adequate, we are growing out of office and storage space. A separate office or work area is needed for one of the Analysts. Also, an additional area for maintaining our general research library and holding meetings is needed. As the office staff grows, additional work space must be identified. Finally, IR&P offices should be moved closer to the President/Superintendent of the District.

As we move towards implementation, adequate space on one of the institution's servers will be needed to maintain the data warehouse.

## INSTRUCTION

### Instruction Administration Office of the Assistant Superintendent/ Vice President, Instruction

#### *Program Description*

Instruction is responsible for providing leadership and direction to the instructional program of the entire District, including credit, non-credit, and not-for-credit offerings. The office oversees the production of the Class Schedules and the College Catalog. The Instruction Office is located on the second floor of the administration building near the front of the campus. In addition to the Assistant Superintendent/Vice President for Instruction, there are nine office staff: office manager, administrative assistant, two secretaries, two curriculum specialists responsible for the Class Schedules, curriculum specialist responsible for the College Catalog, and two functional specialists responsible for the functionality of the instructional interface of the PeopleSoft Student Administration module. Student workers and short-term staff are used as needed.

The following positions also directly report to the Assistant Superintendent/ Vice President for Instruction: Dean of Arts and Languages; Dean of Mathematics and the Natural and Health Sciences; Dean of Career and Technical Education; Dean of Human Arts and Sciences; Dean of Media, Business, and Community Services; Director of Library and Educational Television; Professional Development Coordinator; Tenure and Evaluations Review Coordinator; and Academic Technology Resources Coordinator.

#### *Future Development*

The office is expected to grow at a slower rate than the rest of the College. Increased efficiencies in business processes should allow us to manage some increased workload. Over the next ten to twenty years, the staff may grow by one or two.

There is an immediate need for additional instructional deans. The Division of Arts and Languages is twice as large as the other instructional divisions and needs to

be split. Palomar College Escondido Center serves more students than many small community college districts and should have, at minimum, an instructional dean in charge.

It would be very helpful if instructional administrators and their staff could be housed in the same facility with their departments as this would improve services for students, faculty, and staff.

#### Minimum Facility Requirements for the Office of the Assistant Superintendent/ Vice President, Instruction

A minimum of nine offices with adequate lockable storage space and a large work room is required for the office staff. A reception area is also needed. One small and one large conference room are required.

### Academic Technology Resource Center

#### *Program Description*

The mission of the Academic Technology Resource Center (ATRC) is to facilitate student, faculty, and staff awareness and use of computer technology and information resources. The ATRC provides technical support and faculty training for many levels of distance educations, including online and web-enhanced courses, and the use of technology in traditional classroom environments. The Blackboard Course Management System, maintained by ATRC, is central to the development and delivery of online courses. "Blackboard" workshops assist faculty with the development and implementation of online courses.

Specific services offered by the ATRC include: maintaining the Academic Technology (AT) classroom and lab; administering the technical aspects of online offerings; technical assistance to web authors; developing and maintaining the District administrative web site; maintenance of web sites for Academic Technology and the Academic Technology Lab; training faculty in technology topics that impact student learning; formulating policies and procedures related to the academic use of technology; and researching/ developing new technologies.

Figures for Spring 2003, show a total of 324 classes that benefited from the development and/ or use of the Blackboard system: 101 full online; 52 ETV, Telnet, and/ or Interactive Video classes using the online Blackboard system; and 162 standard, face-to-face classes enhanced using Blackboard content. An additional 85 classes are under "development" on the Blackboard server. There are currently 284 instructors using the online Blackboard class server, and the Blackboard server database includes 21,057 student accounts (cumulative since 1/1/01). Web site data includes: approximately 450 non-Blackboard faculty web sites with a total number of web pages exceeding 56,000, with 1.7 million visitors per year to the Academic Content server; and more than 34,000 pages on the District Administrative Web server ([www.palomar.edu](http://www.palomar.edu)), with 1.9 million annual hits.

The ATRC manages two streaming video servers that have served up more than 30,000 videos/ audios on demand over the last year, in both Windows media and Real media formats. There are approximately 590 video and audio source files (mostly video) that have been encoded and stream on demand from our servers, each encoded in both formats and for multiple bandwidths.

Another ATRC contribution has been the positive attendance reporting of the approximately 4500 students per semester who use the ATG Lab and Classroom, resulting in an additional 187 FTES per year.

The Academic Technology Coordinator is a 80% release time faculty position. The Coordinator supervises the Online College, training for the Blackboard Course Management System and Online Teaching Methods courses, and the Faculty Training Academy. The Academic Technology Supervisor supervises the lab and classroom, located in the lower level of the Library /Media Center on the San Marcos Campus. The 75 computer workstations are used for online class orientations and faculty training. The Academic Technology Supervisor also maintains the College home page as well as the ATG web site, and also maintains the servers for academic computing uses. Furthermore, the supervisor directs the activity of the academic support tech-

nicians (3), a graphics specialist (1), and computer lab technicians (2). He also teaches courses, mainly to faculty, on the use of technology, and directs research and development in new technologies. The offices of the Coordinator and Supervisor are also in the Library/Media Center.

Academic Technology Resource Center facilities currently include: a 44-computer public-access computer lab; a 31-computer classroom, currently the only open-access "smart classroom" on the San Marcos Campus; one room for the 15 servers managed by the ATRC; two separate offices, one shared by the Supervisor and Coordinator, another housing two support specialists, plus an area partitioned from the classroom that accommodates two additional support specialists. The ATRC also currently has access to carrels on the lower floor of the library for an Online College Testing Center.

#### Future Development

It is expected that the demand for online courses and hybrid classes (part online, part live) will grow significantly. Recent surveys indicate that more than 90% of district students have computers at home with Internet access, and polls conducted on the AT Lab home page indicate a growing demand for increased online academic services. The heavy demand on the AT classroom has led the ATRC to initiate a pilot project providing wireless Internet access within the Library/Media Center. With the continued cooperation of Information Systems, the pilot will be expanded to include several classroom buildings across campus with portable wireless laptop labs. Instructors would thus have classroom access to the Internet and the Microsoft Office Suite. It is anticipated that wireless access would reduce the need to add computer labs across campus.

Expansion of Internet usage will demand further training for faculty and staff in the usage of the Blackboard system and other web-authoring tools. Greater research and development will be required to leverage the current investment in technology. AT courses will

be developed to allow faculty to integrate the use of new software into existing courses.

#### Minimum Facility Requirements for the Academic Technology Resource Center

Growth in the usage of the AT Classroom is expected to expand significantly—for Online College orientations, software training for faculty and staff, faculty demands for demonstrating online tutorials, class development of web pages, student digital portfolios, and utilization of other software (SPSS, PhotoShop).

A more centrally located site on campus is preferred, including: smart classrooms that could be converted to open labs when not in use for classes; a larger public-access computer lab; space dedicated to faculty and staff training; space for adjunct faculty computer needs; a research and development center, where faculty can utilize audio-visual recording devices for use on their web pages and/or Blackboard sites; space designed as a server room with the necessary back-up power and air conditioning; additional office space for support staff that will be necessary given the expected expansion of the Online College, hybrid classes, and the use of technology (Blackboard, streaming video) in traditional "face-to-face" classes; storage space, for lab supplies and mobile laptop labs, including a battery charging area; space for a testing center; sufficient restrooms for the high volume of students and faculty using the facilities.

## **LIBRARY/MEDIA CENTER AND EDUCATIONAL TELEVISION**

### **Library/Media Center**

#### **Program Description**

The mission of the Library/Media Center is to acquire, preserve, organize, and make available for use information in all its formats both print and electronic. The library faculty trains and assists students and faculty to locate, evaluate, and use print and electronic information for both their immediate educational and lifelong information needs. The Library/Media Center inte-

grates services with the Pauma AA'Alvikat Indian Library. There is also a full service library, the Ernest J. Allen Library, at the Escondido Education Center.

The San Marcos Library currently includes over 130,000 holdings (books, periodicals, DVD's, CD's, videos, and audiocassettes). The library also subscribes to a variety of general and subject specific databases. The library maintains a Web Site with thousands of linked pages providing research information and links related to the curriculum.

Forty-one computers are available for student use in the Library Academic Research Lab. Sixteen of these computers are available in the Bibliographic Instruction Area and have restricted use during orientations.

The role of infusing information competency across the curriculum is a primary objective of the Library/Media Center. September 2002 instruction classes were attended by 1,609 students. The training in the use of information technology is offered to faculty in professional development programs. A GE transferable Area E class, Information for Lifelong Learning, is taught in an online class.

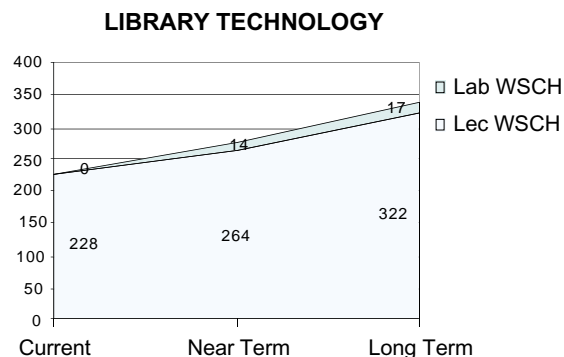
The Library Technology program is an instructional program offering a certificate and AA degree. The local public schools require the certificate for their library/media personnel. The courses have been offered in traditional lecture mode but are now also being converted to online distance education courses offered via the Internet. In Fall, 2001 the program generated a WSCH to FTEF ratio of 760 (228:0.30).

Comparing Library/Media Center staffing to the Minimum Standards for Libraries and Media Centers (California Education Code, paragraph 58724), and using a conservative district enrollment of 18,000 FTE, the staffing level for librarians (7 contract and 3 adjunct positions) approaches the standard of 10 FTEF. The staffing level for classified staff (22 positions) exceeds the standard of 19 FTEF.

The Library/Media Center also houses the Audio-Visual Department (AV). AV supplies equipment, production, repair, and training associated with multi-media classroom and administrative presentations. AV is located on the lower level of the Library in rooms LL-105 and LL-107. AV staff includes one supervisor and two full-time technicians.

#### Future Development

The need for library/media services will grow at the same rate as the College. Depending upon how the requirements for information competency are addressed the library could be severely impacted in both space requirements (facilities) and staff. The Library/Media Center must provide appropriate services at all current and future district education centers. The square footage in the library building devoted to library/media services has actually declined from approximately 45,000 sq. ft. to approximately 30,000 sq. ft. due to space utilization by the Superintendent/President's Office, Tutoring, the Academic Technology Group and the DSP&S adaptive computer area.



## Educational Television

### **Program Description**

Operating from the P building on the San Marcos Campus and a professional office building nearby, Educational Television (ETV) provides a wide range of programming, serving students and the greater community. ETV has a 25-year history delivering distance education programs, enhancing the learning experience and expanding access with multiple technologies. The ETV distance education program at Palomar College is comprised of approximately 50 classes per semester, delivered by a combination of television, Internet, and videoconferencing, that are broadcast 18 hours a day, 7 days a week. Serving 3,000 students annually, distance education programming is sustained through collaboration with various instructional departments/programs as well as Student Services, Marketing and Communication.

Educational Television has 6 full-time professional staff and 27 additional professional staff members off campus who support ETV and two multi-million dollar system wide telecommunications grants: the California Community College Satellite Network (CCCSAT) and e-Conferencing grants. Staff are added and reduced according to the requirements of production schedules and special activities. In addition to ongoing collaboration with instructional and student service departments and programs, ETV is closely aligned with and receives support from many campus entities, such as the campus police, facilities and administration.

### Future Development

ETV is steadily improving the content and method of delivery distance education programs while increasing the current level of student enrollment and retention. The near future will emphasize the fine-tuning of existing programs. The telecourse will become a media-rich "blending", a hybrid of all technologies, to enhance each student's experience. The augmented telecourses will be delivered through a single device to the user/home television. Videoconferencing technology is expected to grow significantly in the next few years. Videoconfer-

encing is easy for faculty to master, as it uses the classroom teaching style, and has the greatest potential for student retention. The cost of developing videoconferencing classrooms is decreasing, and ETV plans to expand its capabilities in this arena. ETV staff is aggressively working to meet Section 508 compliance of the Americans with Disabilities Act for all our ETV produced telecourses. Only five remain to be closed-captioned.

### Minimum Facility Requirements for the Library and Educational Television

The Library/Media Center needs a larger building on the San Marcos Campus to accommodate current needs and future growth. It should be near the entrance of the campus or at the center, close to parking, and preferably close to the Student Union, on flat land, with adequate storage space and a separate custodial staff. A large computer use area should be included, with a minimum of 75 computer stations. A smart classroom to accommodate 50 students is needed. The current space devoted to AV should be sufficient for the next 20 years.

The Ernest J. Allen Library at the Escondido Education Center also needs more space to accommodate current and future growth, including space for a minimum of 30 computer stations and a quiet study area for students. Office space for one librarian and 3 to 4 classified staff is needed. It is estimated that an additional 5,000 sq. ft. would be necessary to accommodate the present needs of the 7500 students it serves, plus an additional 5,000 sq. ft. for future growth.

Current Educational Television facilities include one wing of the P building on the San Marcos Campus and four off-campus office suites in a professional office building approximately 5 minutes from the San Marcos Campus. The P building houses the Broadcast Operations Center, and supports the activities of students and faculty. The need exists for 8 more video conferencing centers (or smart classrooms). The videoconferencing center established at the Escondido Center uses

DSL network connections to 4 high schools, Camp Pendleton and the San Diego Country District Attorney's office. In the near future increased direct satellite transmission to community centers on local Native American tribal reservations is expected to be funded by the Hewlett Packard Digital Village project. Satellite networking does not mandate a special location.

Once the two system-wide telecommunications grants are fully self-funded the goal is to build a professional state-of-the-art technical operations and management center. The current facility would then be available to the Radio and TV department.

## Professional Development

### *Program Description*

The Professional Development Office is charged by Governing Board Policy 167 with providing opportunities for all full-time, adjunct, and temporary faculty members to continually extend their professional competence by keeping current in their fields, by increasing their workplace effectiveness and by contributing to the organizational dynamics of the College. The Professional Development Coordinator is a tenured faculty member who is provided with eighty percent assigned time (10 months) for management of the program. Duties include developing professional development programs and workshops to meet identified needs of the faculty, overseeing the contract and reporting procedures, and communicating with faculty as necessary concerning their professional development activities. The Coordinator is appointed jointly by the Superintendent/President and the Faculty Senate every other year for a two calendar-year term and reports to the Assistant Superintendent/Vice President for Instruction. The Coordinator also chairs the Professional Development Review Board that establishes guidelines for the approval of professional development contracts and reviews requested exceptions to the guidelines. The Professional Development Office is supported by a classified contract Staff Assistant and a student office worker. The Professional Development Office is located in room AA-113.

In 2001-2002 the office supervised the submission and approval of professional development contracts of 350 contract and 885 adjunct faculty members. The program of 62 planned activities included orientations, department/division activities, and workshops designed for professional enhancement, for promoting student success, and for technology training. In fall 2002, the total increased by 10. The Palomar College professional development program is unique in that self-designed activities are encouraged in addition to the many pre-planned activities.

The community college reform bill AB 1725 appropriated funding for nine categories of faculty and staff development activities. For the 2001-2002 fiscal year \$79,520 was allocated to Palomar College. Carryover funds of \$30,130 from 2001-2002 increased the total budget to \$109,650. The Staff Development Committee, co-chaired by the Assistant Superintendent/Vice President of Human Resource Services and the Professional Development Coordinator, allocated \$10,000 for professional development teaching resources. Salaries, benefits, supplies, and other operating expenses are budgeted from the general fund. Staff development funding was completely cut from the state budget for fiscal year 2002-2003.

### *Future Development*

The expected growth rate for the professional development program will likely mirror that of the District. The workload of the office would be impacted by increases in the number of District faculty and by increases in the number of training activities. Since September of 2001 the program has employed a student office worker for 15-20 hours per week to help with the increased workload. Palomar College has strongly supported professional and staff development; however, scarce resources may affect the extent to which the District will be able to continue that level of support. Although the professional development website and an on-line contract make it easier for faculty to fulfill their professional development obligations and obtain information, the addition of new education cen-

ters or campuses at remote locations will complicate communication.

The scope and duties of the Coordinator and Staff Assistant may be affected by the collective bargaining contract that is being negotiated.

### *Minimum Facilities Requirements for Professional Development*

The Professional Development Office occupies two offices in the AA building. This space is adequate at present for the three workstations used by the Coordinator, Staff Assistant, and student worker. Storage for files, equipment and supplies is inadequate now. One file cabinet is already in the hall outside the office. Additional space will be needed to accommodate District growth.

A learning resource center near the Professional Development Office is needed. Space for equipment, books, other print materials, computer hardware and software that support faculty professional development have had to be integrated into various areas in the Library and thus have been underutilized. Learning resource centers should be available at district educational centers. A conference room adjacent to the Professional Development Office that would accommodate 15-20 would alleviate current competition for space for workshops and meetings.

## Tenure and Evaluations Office

### *Program Description*

The Tenure and Evaluations Office operates under the immediate supervision of the Tenure and Evaluations Coordinator who is a faculty member with 80% re-assigned time. There is one 80% 10-month classified contract employee and a part-time typist who is employed for various hours during the year. The Coordinator reports directly to the Vice President of Instruction. The office coordinates the evaluations of every full-time tenured contract faculty once every three years. Each probationary contract employee is evaluated every year for four years until the granting of tenure.

Adjunct faculty are evaluated in their first year and then every three years thereafter.

In 2001-2002 the office coordinated the evaluations of: 85 tenured faculty (approximately 150 sections of student evaluations), 60 probationary faculty (approximately 550 sections of student evaluations), 400 adjunct faculty (approximately 400 sections of student evaluations), and several temporary and ROP faculty

Evaluations of each faculty member are required and constrained by state law, Palomar College District Board Policy, and current administrative policy. As soon as a collective bargaining contract is signed between the District and the Palomar Faculty Federation, the actual procedures will be constrained within the contract.

#### Future Development

At this point, it is very difficult to project future needs because of the uncertainty surrounding the collective bargaining contract. With that said, Palomar has steadily hired new full-time and adjunct faculty for years and this pattern should continue. Thus the work responsibilities of the Tenure and Evaluations office should also continue to grow at least as fast as the growth of the college as a whole depending upon requirements of evaluations as dictated by the negotiated contract and the possible increase in the evaluations of part-time faculty. If future growth is significant, increased staff will be needed. A 100% 12-month staff person instead of the current 80% 10-month position would be the first step. An increase in the evaluations of part-time faculty could logically be expected if rehire rights in some form are granted by the contract. Part-time faculty are increasingly asking for formal evaluations because they are looking for full-time jobs. Also, departments are increasingly evaluating their part-time faculty on a more rigorous basis. All of this increases the workload on the Tenure and Evaluations office.

The office has plans to obtain new software for scanning evaluations. It is very important that the Tenure

and Evaluations office be up to date in terms of evaluations technology.

On-line student evaluations are currently processed via a web link that the instructor needs to give to the students. Thus the students do not have the needed sense of confidentiality required for a confidential evaluation. The coordinator needs the capability to send the link directly to the students.

#### Minimum Facility Requirements for the Tenure and Evaluations Office

Currently, the Tenure and Evaluations office occupies one room in the AA building that contains recently purchased office furniture. This furniture is adequate for the foreseeable future. However, both the coordinator and the classified staff person share one office. A separate office for each of these two positions would be far superior to the current conditions. There is inadequate space to house all of the files and there is no place for confidential conferencing (a requirement in the evaluations process).

## ARTS AND LANGUAGES DIVISION

### Office of the Dean of Arts and Languages

#### *Description of Office*

The Arts and Languages Division includes seven instructional departments: Art; Performing Arts (Dance, Music and Theatre Arts); English (including Humanities); English as a Second Language; Foreign Languages (Chinese, French, German, Italian, Japanese, Latin, Spanish and Tagalog); Reading Services; and Speech Communication/Forensics/ASL (Speech and ASL).

The division office is located in AA-102 and is staffed by the Dean of Arts and Languages and a Senior Administrative Secretary. The Dean administers and provides support for all programs within the division, and has primary responsibility for curriculum development, scheduling, enrollment management, faculty hiring and evaluation, budget development, and planning.

#### Future Development

The proposed reorganization of the Division would result in two more homogeneous Divisions, one focused on languages (English, Humanities, English as a Second Language, Foreign Languages, Speech Communications, Forensics, American Sign Language, and Reading Services), and the other focused on the arts (Art, Performing Arts, Communications, Graphic Communications, Boehm Gallery, KKSM radio, Telescope newspaper, and Howard Brubeck Theatre). Moving Communications (Cinema, Photography, and Radio Television) into a comprehensive arts division offers advantages for both instructional and facilities reasons. This is particularly true for a program such as photography as it moves to more intensive use of digital technology.

As the College grows and departments expand course offerings, and develop new programs, the workload for the Division Office will inevitably increase. Proposals within the new faculty contract currently being negotiated could lead to additional scheduling and staffing considerations within the Division, and could necessitate adding support staff to help manage the workload.

#### Minimum Facility Requirements for the Arts and Languages Division Office

Within the next five years the Division Office will need additional clerical space to accommodate at least one clerical assistant and at least two additional offices to accommodate needed additional clerical and administrative staff within the next twenty years. Currently the Instruction office conference room is used when it is available, but as the Division gets larger and more complex there will be a need for a conference room that can accommodate fifteen to twenty people. Ideally the Arts and Languages Division offices should be located near the Instruction Office and within five minutes walking distance of the major department offices and classrooms within the division.

The Arts and Languages Division also includes the Boehm Gallery and the Howard Brubeck Theatre. The

Theatre is 20 years old and needs substantial renovation. The auditorium seating is the most pressing problem. Many seats are broken, the seats themselves are too small for adult audiences, and the accommodations for the disabled are no longer in compliance for either number or location. Other problems include poorly functioning exit doors from the auditorium and new carpeting in the lobby. The facility was originally designed to accommodate a rehearsal space on the north side of the stage, which would in effect double the usefulness of the building by allowing other performances to take place while sets are being built and drama rehearsals taking place. Outside funding for a substantial portion of the remodel is in place (Sprint Antenna lease, County grant). Feasibility of scheduling renovation for Summer 2003 hinges on total cost, which may be prohibitive because of major structural changes based on ADA compliance requirements. If major changes are ruled out, funds available should be used for less desirable solutions e.g. reupholster, repair, or replace present unsatisfactory seating.

The Boehm gallery needs new carpeting, climate control, and upgrade of electrical supply.

**Art Department**  
**Program Description**

With twelve contract FTEF and 13.4adjunct FTEF, the Art Department offers degree programs in Graphic Design, Illustration, Interactive Media Design, Pictorial Arts (painting and printmaking), 3-dimensional arts (crafts, ceramics, jewelry, metal smithing, glass) and Commercial Art production. It also offers eight courses in Introduction to Art and Art History (courses that fulfill general education requirements) and certificates in Commercial Art Production and Interactive Media Design. The department's 140 classes, average over eighteen students per class. In Fall 2001 the Department had 25.12 FTEF generating 11,787 WSCH (2,627 Lecture WSCH and 9,160 Lab WSCH). Art History courses have been offered via television for a decade or more.

The Palomar Art program has been widely renowned for decades, both because the faculty are respected professional artists and because many graduates have gone on to successful careers, especially in the commercial arts. The Boehm Gallery is a major tool for community outreach. It exhibits professional, student and faculty shows all year, is known throughout the county, is widely featured in the media, and brings large numbers of community members onto the campus. In a field that has dramatically changed with recent technological developments, the Art department has embraced the new by developing commercial art programs and an active computer lab, while it has maintained the traditional by offering expanded Art History and introduction to Art classes to all the college's students.

Future Development

The field of art is changing rapidly, and the department is keeping pace. In general, Art has been growing a bit faster than the college average. Given the facilities and faculty, Art will reflect the growth of the college, especially as all students will be encouraged to take the general education courses for a well-rounded education. For this reason, faculty additions should include two historians, one digital expert and one studio teacher. Digital offerings will surely increase, perhaps doubling in the next decades, and the need for state-of-the-art technology may lead the college to consider combining arts-oriented disciplines that may share needs for equipment. Thus, Photography and Graphic/Communications could align with Art. Alternatively all of Palomar's esteemed arts programs (including Performing Arts) could be combined into a School of the Arts.

Minimum Facility Requirements for the Art Department

Despite their importance and their proliferation, the Art History classes are taught in various rooms that were designed for other disciplines. The size of these classes and their dependence on projectors and digital sources indicates a great need for a tiered, theatre-

seating room with 60 to 100 seats, dimmable lighting and projection technology, as well as other, less-specific lecture spaces. Such facilities should be clustered with a slide/video library, 25-station computer lab, a meeting room and faculty offices for contract and adjunct faculty. Storage space is another priority, both specialized space for the Gallery (which recently relinquished its storage space to facilitate the creation of the Pavilion student café) and general storage for the department's many projects is needed. Telephones are needed for security and emergencies in all classrooms and labs.

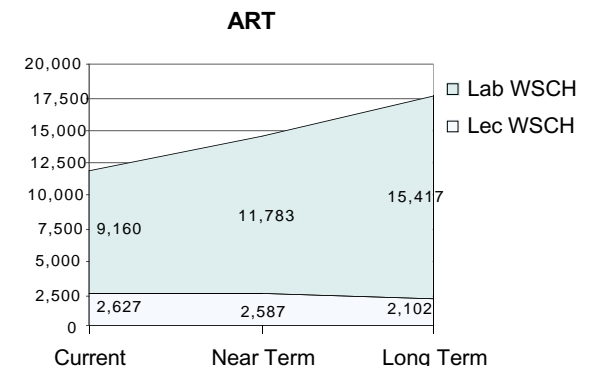




Image 6.8  
English and History Classroom

## ENGLISH DEPARTMENT

### English, Humanities

#### Program Description

The English Department offers a comprehensive curriculum to meet the various needs of Palomar College students. Since 80% of the students taking the English assessment test score below the college level, seventy-nine of the 135 entry-level fall 2001 composition classes were either English 10, (English Essentials), or English 50, (Introductory Composition). Although a substantial effort is made by the Assessment Coordinator, the Counseling Department, and the English and English as a Second Language faculties to encourage students for whom English is not their first language to enroll in ESL classes, many who would be better served by ESL classes enroll in developmental English classes. The Department offered 16 sections meeting the critical thinking/intermediate composition general education requirement. The composition sections are offered at most of the education centers including Camp Pendleton where they are offered in the 8-week format. The composition sections consistently fill with substantial

wait lists. There were 19.93 FTE contract English faculty and a total of 45.53 FTE English faculty in Fall 2001 generating 17,575 WSCH with a WSCH/FTEF ratio of 385. There were a total of 1.4 FTE humanities faculty Fall 2001 generating 581 WSCH with a WSCH/FTEF ratio of 415.

The English Department offered 15 literature classes Fall 2001 including both standard survey courses of particular interest to English majors and general interest courses designed for students with other majors. English majors and minors should take 12 units of these classes as electives towards the AA degree in Liberal Arts and Sciences. The Department also offers the Humanities program in a large team-taught configuration (96 and 94 enrolled fall 2002 in the two sections) in standard face-to-face format and by television. The English curriculum includes a linguistics course cross-listed with Anthropology, a transfer-level grammar course, and creative writing courses that have proved to be very popular with students.

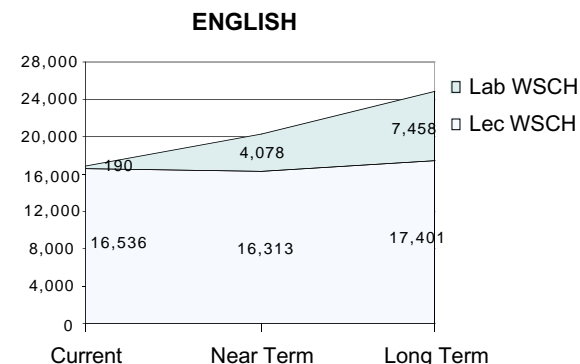
#### Future Development

The continuing need for additional composition classes and the unsatisfactory ratio of full-time to adjunct faculty underscore the need for additional full-time faculty. While the number of literature classes is sufficient for the near term, changes in the curriculum to meet changing student needs will continue. The Department is exploring options to increase use of information technology.

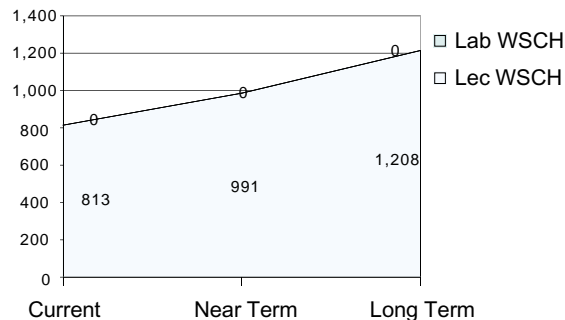
#### Minimum Facilities Requirements for the English Department

The experience of the department indicates that one-on-one or small group tutoring is frequently the best way to give under-prepared students a reasonable chance to develop college-level composition skills. The present drop-in lab will not accommodate the number of students seeking assistance, particularly during peak periods. Office space for individual tutoring is not available. A tutoring lab should have 28 computer stations,

space for small-group tutoring, and six offices or cubicles for individual tutoring. Given the number of students seeking composition classes, the classes will predictably continue to be offered all over the San Marcos Campus, frequently in rooms that are inappropriate for composition classes, e.g., very large classrooms with fixed seating, labs with lab equipment on student tables, and rooms with inadequate sound separation from noisy adjacent facilities. Both composition and literature classes are making increased use of technology and, therefore, need to be offered in rooms with data projectors and DVD players. The work area of the Academic Department Assistant is not in a separate office and is not conducive to efficient performance of the ADA responsibilities. An office with space for two clerical-support persons is needed for a department of this size.



**HUMANITIES**



**ENGLISH AS A SECOND LANGUAGE DEPARTMENT Program Description**

English as a Second Language offers a range of courses designed to provide listening, speaking, reading and writing skills for non-native speakers of English. Although two-thirds of ESL students are Spanish speakers, the program accommodates students with nearly 30 native languages. Credit (ESL) and non-credit courses are scheduled at San Marcos and Escondido, and non-credit (CNED) courses are offered at various sites within the community. The program offers no degrees or certificates. Introductory courses focus on spoken and written American English. Other courses emphasize computer literacy, grammar, pronunciation, listening/speaking skills and vocational ESL. The advanced courses include reading and writing skills necessary for college-level academic reading and writing, and are accepted by UC as electives and CSU as general education courses. In Fall 2001 27.84 credit ESL FTEF generated 3,459 WSCH; WSCH/FTEF ratio was 124. Non-

credit WSCH/FTEF ratio was 914 (12.54 FTEF and 11,459 WSCH).

ESL is unique in that it serves both immigrants—offering very basic instruction to facilitate integration into the workplace and community as well as building a foundation for college-level study—and international students—who may quickly progress to courses in academic reading and writing to support their goal of transferring to a university.

Vocational ESL (VESL) provides complementary instruction specific to vocational certificates or degrees. The program provides a secure beginning and sound foundation for non-native speakers of English, preparing them for a successful college experience.

Future Development

Although the program has an extensive waiting list (more than 300), and could grow very rapidly, classrooms are not available on either the Escondido or San Marcos Campus. The off-campus, non-credit, classes have more opportunities for growth. The primary restriction will be funding.

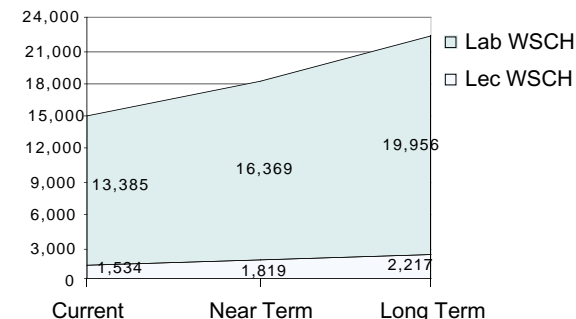
Minimum Facility Requirements for the English As A Second Language Department

Classrooms, labs and offices must be located together to preserve the integrity of the curriculum, to reduce barriers to students, and to facilitate coordination. The current location near student services is ideal, however more space is needed.

Private faculty offices, clustered near the ESL Center and a common room, are the preferred arrangement. The present common room accommodates adjunct faculty with computer workstations, a worktable, copier, fax and other necessary equipment. Student services, including registration, assessment, orientation and counseling, are provided within the physical spaces occupied by the program. Proximity to the Student Services building facilitates access to additional services.

If the program is allowed to expand, it would require a minimum of 10 smart classrooms with 40 seats each. Two fully-smart labs with 45 computer stations each would be optimum. VESL needs a separate, dedicated lab with resources similar to a tutoring center, e.g. 25 computer stations that could be modularized for 5 different vocations. Technology upgrades for ESL labs must be included in the district-wide instructional technology plan, and funded accordingly.

**ESL**



**FOREIGN LANGUAGES DEPARTMENT**

**Chinese, French, German, Italian, Japanese, Latin, Spanish, Tagalog**

Program Description

The Foreign Language department offers a comprehensive selection of languages to meet various needs of students and the community. The curriculum includes Spanish, both conversational and transfer levels, French, German, Italian, Chinese, Japanese, Tagalog, and Latin (Russian has recently been deleted and Latin is not presently being offered). The department has historical-

ly offered a number of study-abroad programs. These programs were temporarily cancelled after September 11, 2001, but are in the process of being reinstated. While Spanish is understandably the most heavily-enrolled language and French has seen a substantial increase in enrollment, the other languages are stable in enrollment and continue to meet the language needs of significant District populations.

The Language Lab includes 35 computers, DVD and video cassette players, and a small space for group study or tutoring. The Spanish program includes a televised conversation class and a videoconferencing class.

There are 22.7 FTE faculty in Foreign Languages, but only 9.6 contract faculty. The WSCH/FTEF ratio, Fall 2001, was 491.

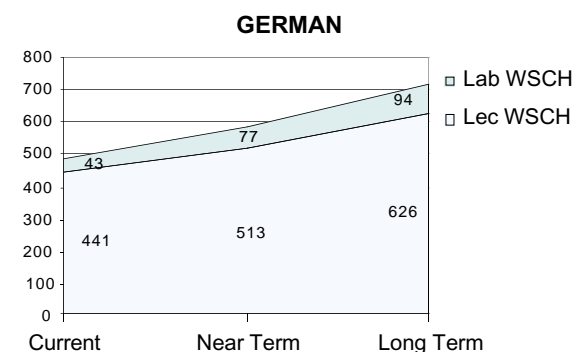
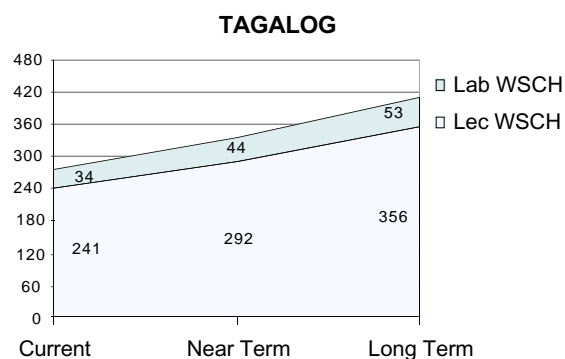
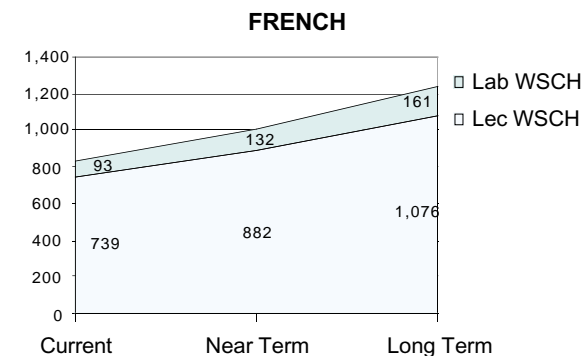
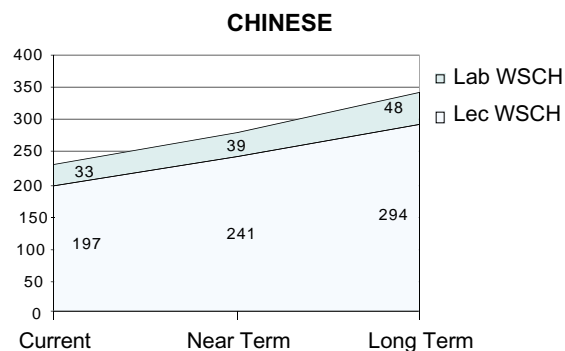
#### Future Development

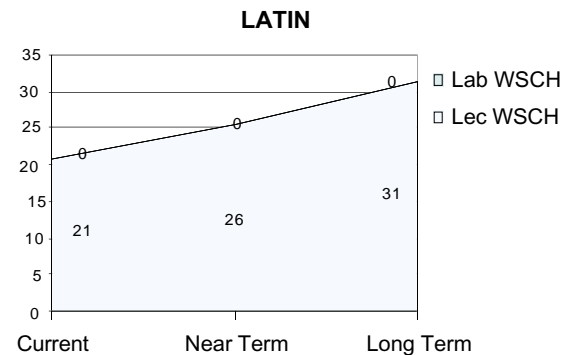
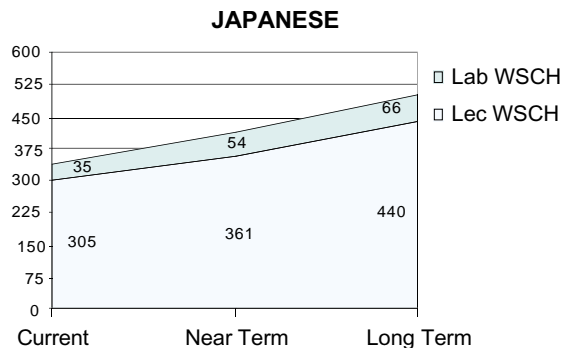
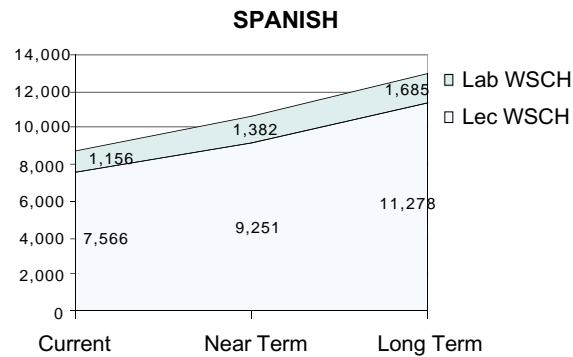
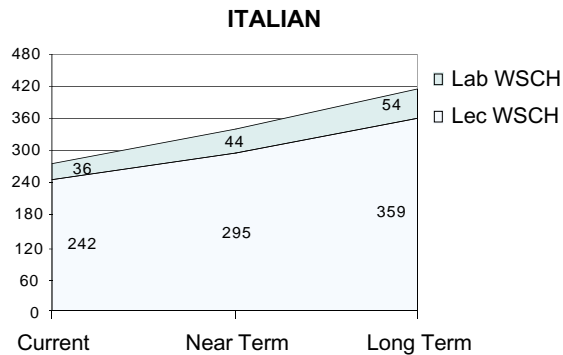
The department is developing A.A. degree programs in Spanish and French. The materials and equipment in the Language Lab are being assessed in order to use technology more effectively. The lab is required of all beginning language students and offers opportunities for Internet language practice as well as use of audio, video, and computer instructional materials. Additional full-time faculty are needed in Spanish. The success of the French program brought about by hiring a full-time faculty member instead of relying solely on adjunct faculty members can predictably be repeated by hiring a full-time faculty member in German. As a whole, the Foreign Languages Department should continue to grow at the same rate as the rest of the college.

#### Minimum Facility Requirements for the Foreign Languages Department

Foreign Language facilities on the San Marcos Campus are scheduled heavily as are additional classrooms around the campus. The greatest facility need is in semi-smart classrooms in order for faculty to take advantage of emerging technology in the classroom as

well as in the lab. There is an immediate need to increase the size of the Language Lab to 75 stations for the self-paced activities presently offered. A space approximately the size of the existing lab to serve as a smart classroom with appropriate sound and computer-projection capability is also needed in the near future.





## PERFORMING ARTS DEPARTMENT

### Dance, Music, Theatre Arts

#### Program Description

The Performing Arts Department combines three disciplines, Music, Theatre and Dance. Student-based performances in all disciplines both enhance instruction and serve the cultural needs of the community at large. Offering a total of 189 classes, more than half in the music area, the department as a whole serves 3,037 students, with 2,946 lecture WSCH and 6,125 lab WSCH. The combined disciplines have a faculty of 7.9 contract FTEF and 9.3 adjunct FTEF. The WSCH/FTEF ratio for Fall 2001 was 433. Classes offered include History and Theory of each discipline, General Education survey classes in each, applied music performance and computer music, technical theatre training, and dance styles ranging from ballet to salsa. Each discipline has both large and small performance ensembles. The degrees, certificates and General Education classes are, Theatre: AA Degree, Certificate in Technical Theatre, and 5 General Education courses, Music: AA Degree, Certificate in Arts Management (not currently an active program), Certificate in Kodaly Music Education, and 3 General Education courses, Dance: AA Degree, Certificate in Dance Specialist for Children, and 9 General Education courses. Some music classes are regularly taught via TV and an Internet music class is in preparation.

The performing arts at Palomar College have long had a reputation for quality. In addition to teaching students the aesthetic and practical aspects of the arts, the department uniquely represents the college to the community at large through a full season of performances, systematically attracting media attention and bringing the public onto the campus for cultural enrichment. In an average year, there are eighty musical concerts, three major theatrical productions and three

major dance shows, plus numerous smaller performances. The department regularly performs recruitment programs in the high schools.

#### Future Development

Performing Arts has recently grown faster than the college average and should grow at least as fast as the rest of the college in the future. This may reflect the growth of arts classes in the public as well as the department's growing recruitment skills. While the department will continue to uphold the traditional disciplines on which its reputation was built, it will also grow in technology-based programs; e.g., the present computer music program is just now finding its constituency among the student body and the technical theatre program is part of a growing cultural trend toward so-called "entertainment technology." The present double-use of a lab for both teaching computer music and making listening facilities available to music students will eventually necessitate adding a new lab.

#### Minimum Facility Requirements for the Performing Arts Department

The Howard Brubeck Educational Theatre, built 23 years ago, is the heart of the performing arts facilities because all disciplines perform there. But Phase II of the theatre construction, which would have added rehearsal, shop and classroom space, was never implemented. Consequently, the stage area itself is needed in order to teach and to build sets, greatly limiting its use for performances. Dance is seriously limited by its lack of facilities, sharing space with other disciplines, and teaching and rehearsing in rooms on opposite sides of the campus. Rooms that were built for the specific needs of Music, are now rigidly scheduled as multi-purpose, multi-departmental rooms. These pressures would be eased by implementing Phase II of the theatre construction. Furthermore, new storage space is critically needed for all three disciplines and additional office space will soon become as critical.

#### **Reading Services Program**

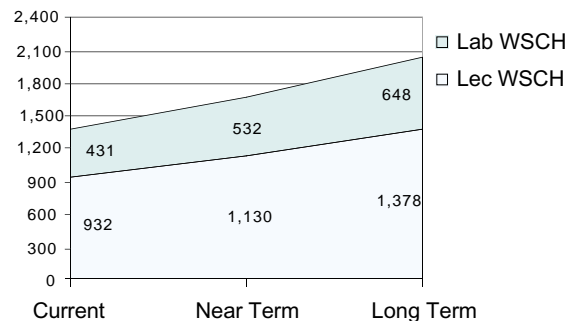
##### ***Program Description***

The Reading Services Department offers a comprehensive reading curriculum across the full spectrum of student needs: special education, developmental, and transfer level. Fifteen percent of the reading students attend developmental classes. Seventy-seven percent of the enrollment results from either faculty referrals or matriculation assessment. District High schools and Disabled Student Programs and Services also refer students. Reading 110 is included in the California State University GE transfer package. In Fall 2001, 1,143 students were enrolled in the 39 reading classes offered. The mean student reading improvement score among reading students is 2 years. In fall 2001 there were 5 FTE faculty generating 3,108 WSCH for a WSCH/FTEF ratio of 623.

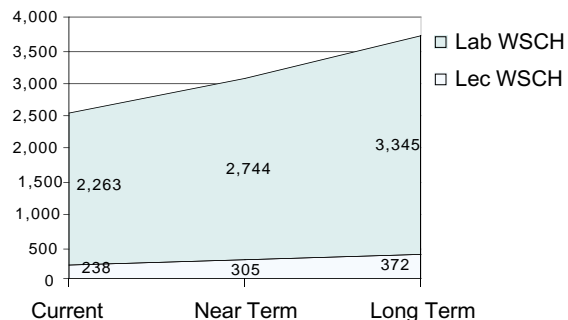
#### Future Development

The Department makes extensive use of print, computer, and other technologies. A critical thinking/read-

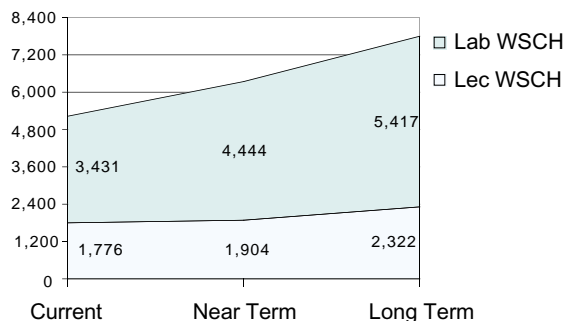
#### **THEATRE ARTS**



#### **DANCE**



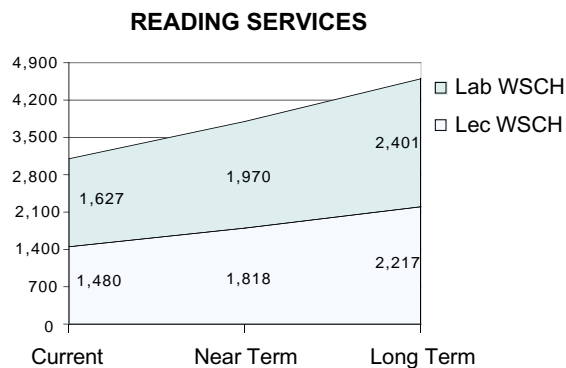
#### **MUSIC**



ing course has been developed and will be offered during the Spring 2003 semester. An on-line hybrid Reading 110 class is currently being offered at the Escondido Center. The department has registered growth beyond that generally experienced by the college in the last two years and can be expected to grow at the same rate as the rest of the college or faster in the future.

Facility Requirements for the Reading Services Program

Although the RC building continues to function well, a lab facility in a permanent building with the lab visible from adjoining offices, and semi-smart lecture classrooms is needed.



**SPEECH, COMMUNICATION/FORENSICS/AMERICAN SIGN LANGUAGE DEPARTMENT**

**Program Description**

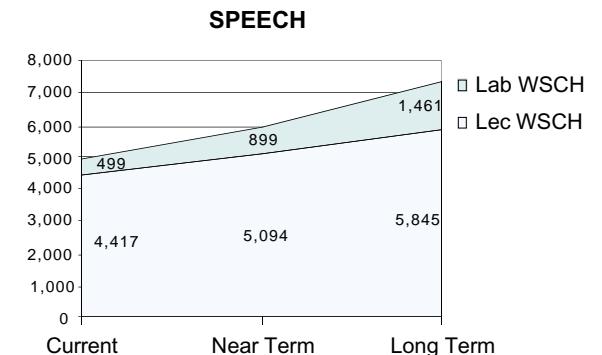
This department serves four related but separate college functions: Speech Communication credit courses, American Sign Language (ASL) credit courses, Forensics intercollegiate speech team, and the interpreter training credit program. An A.A. degree major is offered in Speech Communication. An A.A. degree major and certificate are offered in the American Sign Language /English Interpreter Training Program. The forensics team has a long history of successful competition against teams from two- and four-year institutions at the state and national levels. The Speech program attracts a substantial number of students from four-year institutions completing general education requirements and is a popular transfer major for Palomar students. The ASL courses are generally accepted as meeting the foreign language requirement at California State Universities. They offer a unique service to the deaf community, and prepare students for a very lucrative career as interpreters for the deaf. In the Fall 2001 semester, the department had an FTEF of 18.42 generating 7,737 WSCH, creating a WSCH/FTEF ratio of 420.

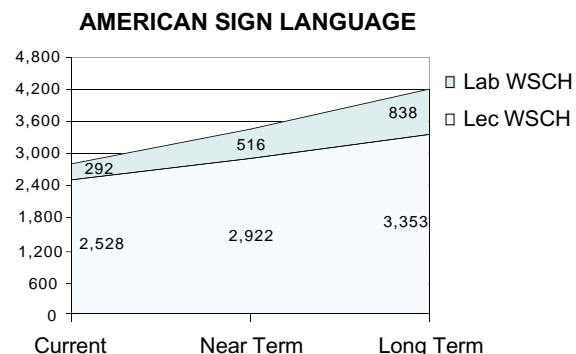
Future Development

Speech Communication will continue to grow at a rate comparable to the college as a whole. Additional faculty will be needed to meet increasing student demand. The ASL lab use has increased substantially in its second year of operation. It needs to be reserved exclusively for lab use rather than serving double duty as an ASL lecture classroom. Additional full-time faculty are needed to meet the very high student demand in both speech and ASL.

Minimum Facility Requirements for the Speech Communication/Forensics/American Sign Language Department

The two classrooms scheduled by the department, SC-4 and SC-5, completely used day, evenings and weekends by speech classes, are scheduled to be moved to make room for the new High Technology Science Building. While temporary buildings can function satisfactorily during construction, permanent facilities with appropriate recording equipment for speech classes are badly needed. The only room customarily assigned to ASL classes, AA-140, is really a conference room and is unsatisfactory as a classroom because of crowded space and lack of appropriate seating (moveable chairs and clear sight lines are imperative when teaching sign language). Permanent appropriate classrooms meeting the needs of both disciplines are desperately needed. A room for the speech team to store materials, practice speeches, and do internet research is necessary if the team is to remain competitive.





## CAREER AND TECHNICAL EDUCATION DIVISION

### Office of the Dean of Career and Technical Education

#### Description of Office

Located in AA-134, the Career and Technical Education Division Office, under the direction of the Dean of Career and Technical Education, and with the support of a Senior Administrative Secretary, administers and provides support for the following departments and programs: Cooperative Education, Emergency Medical Education, Family and Consumer Sciences, Public Safety Programs, Regional Occupational Program, Trades & Industry, Vocational and Apprenticeship Programs, VTEA and Tech Prep Grants, CalWORKS Grant, and the EOC Grant.

The Dean of Career and Technical Education has primary responsibility for curriculum development, scheduling, enrollment management, faculty hiring and evaluation, budget development, planning, and grants management within the division.

#### Future Development

The workload for the Division Office should increase as the college grows and as new programs are added. A new faculty contract is currently being negotiated. If, as proposed, faculty load is decreased to 15 for all lecture and 18 for all laboratory or lecture/laboratory classes, the number of classes taught by most contract faculty would decrease. This would necessitate hiring additional contract faculty in several departments/programs. Other issues being negotiated are rehire rights and evaluations for adjunct faculty. If these become standard operational procedure, the deans will require assistants. The increasing complexity of administrative procedures (financial and scheduling) will require a formal and thorough training program for staff to prevent operational and morale meltdowns.

The lack of adequate work space is an ongoing issue. A workroom and a hallway within the administrative offices of the three deans on the northern end of the AA Building were converted to workspace to accommodate new staff needed for various grants. As we continue to expand our resources by applying for grants, more office space and space for meetings will be required.

#### Minimum Facility Requirements for the Career and Technical Education Division Office

Within the next five years the Division Office will need additional clerical space to accommodate at least one clerical assistant and at least two additional offices to accommodate needed additional clerical and administrative staff within the next twenty years. Currently the Instruction office conference room is used when it is available, but as the Division gets larger and more complex there will be a need for a conference room that can accommodate fifteen to twenty people. Ideally the Career and Technical Education Division offices should be located near the Instruction Office and within five minutes walking distance of the major department offices and classrooms within the division.

## Cooperative Education Department

### Program Description

The Cooperative Education Program offers general work and occupational work experience education; it is an instructional program that supports students who are attending school and are working at least part-time in their major area of study. It also supports and encourages internships in specific areas such as biotechnology, fashion design, and medical assisting. A student may take up to 16 units of cooperative education credits while in attendance at Palomar College. The units are transferable as electives into the California State University system. Many of the vocational certificate programs require cooperative education as one of the courses a student must complete before they can be awarded a certificate or A.A. degree. This guarantees that a student has had some related work experience in their chosen field by the time they graduate from Palomar College. Every academic discipline/program is supported by cooperative education. The Cooperative Education Program at Palomar is the largest in the county generating 4,139 WSCH (3,556 lecture, 582.9 lab) with a WSCH to FTE ratio of 664.

The cooperative education experience is one of the most relevant forms of education available to students. This work-based learning creates a high retention rate in cooperative education and on the job due mainly to the close connection between school and work. Students have the opportunity to work one-on-one with instructors in their chosen discipline and their employers, to develop a set of specific objectives to be accomplished for their on-the-job experience. The cooperative education program has maintained an extensive satellite program for the California Conservation Corps for approximately 100 corps members. The department also works with local high schools in offering cooperative education at schools that do not maintain a program.

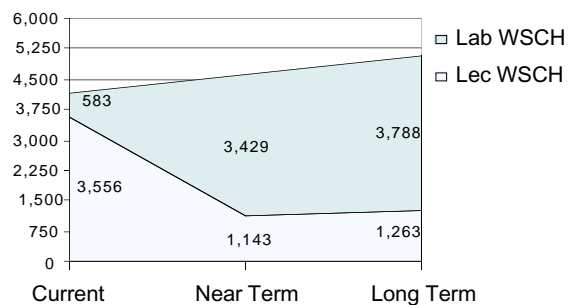
Future Development

The Cooperative Education Program will grow commensurate with the growth of the college and likely stay at 1,000 to 1,200 students per semester. When there is a high level of unemployment, students come back to school to retrain or train in some new field where job opportunities might be better and they often enroll in cooperative education. The job market is a major influence on the growth of the the cooperative education program. Statistics show that the "recovery business" (alcohol and drug) might increase by 30 to 40 percent. The Cooperative Education Program is separate from Career Services, Job Placement, and Counseling and wants to maintain that independence. The records of student employment hours can be emailed and faxed at the present time and this procedure works very efficiently.

Minimum Facilities Requirement for the Cooperative Education Department

The only facilities requirements needed are faculty offices and offices for support staff. Our present facility in Staff Building 3 accommodates our needs nicely.

**COOP. EDUCATION DEPARTMENT**



**Emergency Medical Education Program**  
**Program Description**

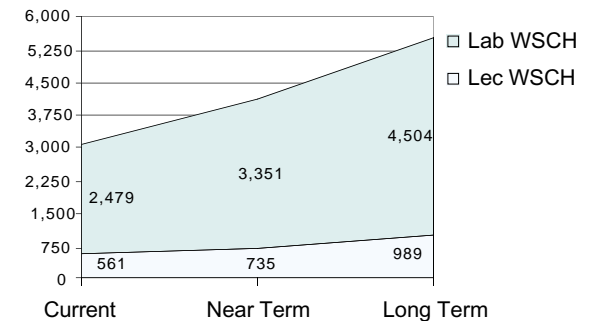
The Emergency Medical Education Department offers a variety of courses that prepares students in all elements of emergency medical services. Courses prepare students to take either the EMT-B and the EMT-P certification exam. Additional courses provide continuing education for seasoned professionals. EME offers an AA degree as well as two certificates (Emergency Medical Technician and Paramedic). EME works closely with fire and ambulance agencies throughout the county. EME provides national testing required in the field. In Fall 2001, EME had a 8.07 FTEF generating 3,040 WSCH for a WSCH to FTE ratio of 377.

Future Development

The Emergency Medical Education Department will grow faster than the college given the resources and opportunity. San Diego County needs an additional 50 paramedics per year. In addition the rate of attrition in the field averages 10 -15 % per year.

Approximately 50% of our applicants are turned away due to lack of facilities. EME could easily add 1 more paramedic class, 3 additional EMT classes and 3 additional First Aid classes. Technology plays a critical role in the EME programs, and up-to-date hardware and software are critical. Although the program stresses hands-on patient care, online classes do have a role in the EME program. One additional full-time faculty is needed to accommodate growth.

**EMERGENCY MEDICAL EDUCATION**



Minimum Facility Requirements for the Emergency Medical Education Department

The EME program needs a minimum of 3 semi-smart classrooms with tables and chairs; 3 dedicated labs with storage for all the equipment and a dedicated lab that is set up to simulate a house with an emergency situation. The current open office environment is inappropriate for private student consultations. Five private offices, a reception area, a meeting room and adequate storage for retention of records is required.

**Family and Consumer Sciences Department**

**Family and Consumer Sciences, Fashion, Institutional Food Service Training, Interior Design**

**Program Description**

Family & Consumer Sciences is a cluster of related disciplines that includes General Nutrition, Interior Design, Fashion Merchandising, Fashion Design, General Family & Consumer Sciences, and Institutional Food

Service (including Child Nutrition). General Family & Consumer Sciences supports a certificate and an A.A. degree with eight classes that meet transfer requirements to CSU and one-course meeting transfer requirements to CSU and UC.

Five classes meet general education requirements. Institutional Food Service Training includes Child Nutrition Substitute, Child Nutrition General Assistant, Child Nutrition Technical Assistant, Child Nutrition Site Manager, and Dietetic Service Supervisor. Among this group are three certificates of proficiency, two certificates of achievement, and two that lead to an A.A. degree. Seven of the required courses in Institutional Food Service Training transfer to CSU. General Nutrition includes four courses: Cultural Nutrition, Fundamentals of Nutrition (cross-listed with Biology), Nutrition: Eating Disorders and Obesity, and Science of Human Nutrition (cross-listed with Health). Three of these courses transfer to CSU and one transfers to CSU and UC. Three of these nutrition courses also meet general education requirements. The Fashion Merchandising/Fashion Design Program supports two certificates, one certificate of proficiency and two A.A. degrees. Twenty-seven courses transfer to CSU and two courses meet general education requirements. The Interior Design Program has one certificate of proficiency, one certificate of achievement, and one A.A. degree. Nineteen courses transfer to CSU. There are no general education courses in Interior Design. At the present time three courses are taught online, one course is a TV class, and another one is a Telenet course. Several other disciplines are closely related to parts or all of the Family & Consumer Sciences Program. They include biology, health, business, drafting technology, CAD, theater, art, child development, humanities, graphic communications, and psychology. The WSCH for Fall of 2000 was 2435 and the WSCH for Fall of 2001 was 2,865 with the WSCH to FTEF ratio of 403. There were 46 classes taught in the Fall of 2001.

Facilities limit our enrollment especially in Interior Design and Fashion Design. Fashion has the strongest

WSCH with Interior Design a close second. The Family & Consumer Sciences Program fills an academic need for students interested in pursuing careers in these areas and it also fills an employment need in San Diego County for the interior design industry, the fashion industry, and the food/nutrition industry. Students do internships, they receive hands-on training in class, they are expected to adhere to high academic standards set by Palomar College and their instructors, and they become proficient in the SCANS skills before they finish in any of the programs. Palomar College is in an excellent geographic area for these fields of study to prepare students to successfully enter the world of work. Current labor market statistics validate the opportunity for work in these areas from Los Angeles to the Mexican border and beyond.

#### Future Development

The vision for the future includes reorganization of the current department (General Family & Consumer Sciences, General Nutrition, Institutional Food Service Training, Fashion, and Interior Design). The goal is to combine with Trade & Industry's drafting technology (architecture, graphics, drafting, CAD/CAM) and electronics & computer hardware. This would increase the FTE to 6 instructors. There is close alignment with many of the classes and there would be a more efficient and effective use of equipment. New course development is also in our future plans (Life Management). In part this is dependent on facility space. Presently we are in 2-20x40 foot rooms. Growth has been limited by lack of space and number of classrooms. Future plans include a design center. The Culinary Arts program, housed in the design center, will prepare students for a career in the food and beverage operations of the hospitality industry. Three major components will be integrated into the Culinary Arts program: (1) Food production and preparation. (2) Food safety, and (3) Food properties. Students will prepare recipes and menus that meet the standards set forth by the Culinary Arts Advisory Committee and the industry standards. Students will also complete work experience in

the hospitality industry to fulfill the degree requirements in the Culinary Arts program. The courses in the Culinary Arts program will also cover such areas as management operations, human resources management, marketing and tourism, communications, and information on current trends in the culinary arts. This design center would include at least one demo kitchen so that students training for this industry would have the opportunity for hands-on training. The ultimate goal would be to have a restaurant on campus run by the students-in-training for faculty and staff. There is a replacement position open and needs to be filled by a nutrition expert for this to be successful. The growth potential of the Family & Consumer Sciences Program is excellent. With new facilities the program is capable of growing commensurate with the rest of the college. With future growth there will be a need for an additional instructor for fashion and interior design. Currently the program has 4 components with 4 budgets. If reorganization occurs there will be an additional 3 components with 3 budgets totaling 7 and may require one additional classified position.

**FAMILY & CONSUMER SCIENCE**

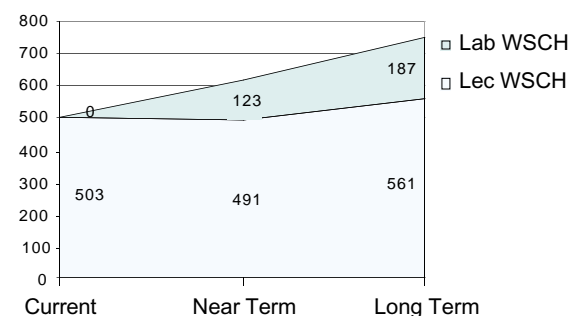
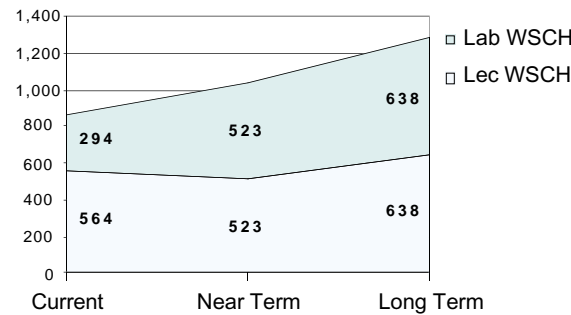




Image 6.9  
FCS Temporary Building

**INTERIOR DESIGN**



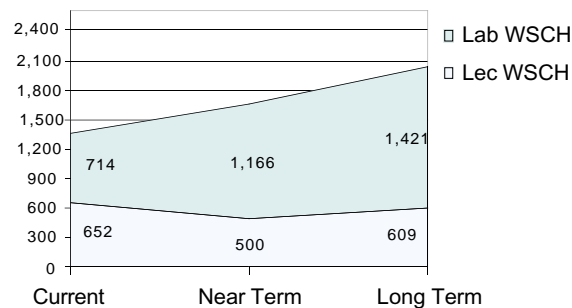
Minimum Facility Requirements for the Family and Consumer Sciences Department

Ideally the department should be housed in a modern design center. This design center should include: 1) Clustered labs – AutoCAD lab, Computer lab, Graphics lab, Drafting lab, Sewing lab, Draping lab 2) Shared lecture rooms 3) On-site library for textiles, historic costumes, historic furniture, research etc. 4) Culinary Arts lab and restaurant 5) Model shop for Architecture/Interior Design 6) Lighting Shop 7) 6 Faculty Offices adjoining labs 8) Storage space.

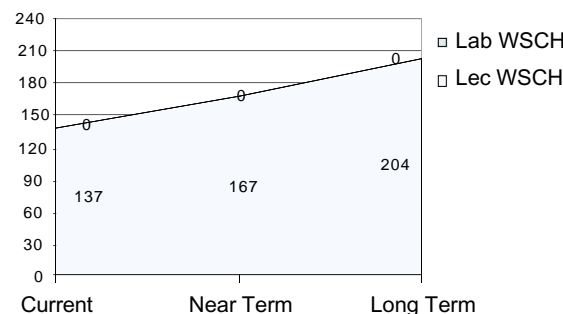
**Public Safety Programs  
Administration of Justice, Fire Technology  
Program Description**

Public Safety Programs offers a wide variety of courses designed for students entering careers in public safety services, as well as courses designed for continued professional development for current public safety personnel. The unit's programs include multi-annual course offerings in the Basic Peace Officer Standards and Training (P.O.S.T.) Police Academy, State Fire Marshal accredited Fire Academy, Police In-Service Training, Fire In-Service Training, and Associate degree (AA) and certificate programs in Administration of Justice and Fire Technology. In addition, the unit offers a field studies program, extra curricular activities through their Criminology Club, and Regional Pre-Employment Police and Fire Testing as a community service. The unit is made up of one academic administrator (Director) and a total FTEF of 8.27, a fall 2001 WSCH of 4,330 and a WSCH to FTEF ratio equal to 524.

**FASHION**



**INSTITUTIONAL FOOD**



Sixteen courses in the Administration of Justice Program meet transfer requirements for CSU and UC. Twenty-five courses in the Fire Technology Program fulfill transfer requirements for CSU.

For fall of 2002, one hundred percent of the Fire Technology, Fire Academy, Police Academy, on-line, and Fire In-Service Training courses were filled (and closed) three weeks prior to the start of classes.

The unit delivers courses at the Palomar College Public Safety Training Center, San Marcos Campus, Escondido Center and Camp Pendleton. To accommodate most students' schedules, day and evening classes are offered in the traditional semester, short-term and intersession formats.

Future Development

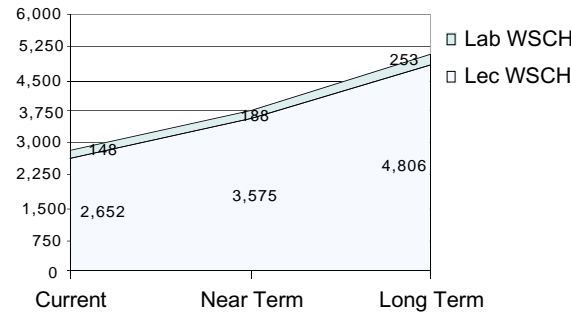
There are three (3) full-time Administration of Justice faculty members in Public Safety Programs. All faculty in the Fire Technology program are adjunct. To provide program continuity and better curriculum coordination, the unit has requested one full-time faculty member for this program.

Labor Market Information for the State and the nation support the need for more trained police officers and firefighters over the next five years. Because of this trend, there will be continued growth in the program. The growth however, will be balanced by other community workforce needs and the District's desire to offer a diverse array of occupational training programs.

Minimum Facility Requirements for the Public Safety Programs

The District currently leases the Public Safety Training Center from the City of San Marcos. The lease is paid through city redevelopment funds at no cost to the District's general fund. The ultra-modern facility offers unparalleled public safety training opportunities for the Police and Fire Academies, Fire Technology, and in-service training programs. The center is conveniently located off the 78 freeway in San Marcos and features a state-of-the-art fire drill tower, a fully equipped instructional building and instructional offices. This facility has been leased until 2005, with an option for another 5 years; after which the college will have to extend the lease or find a new location. All Administration of Justice classes are taught on the San Marcos Campus and will adequately meet instructional needs for the next five years.

**ADMINISTRATION OF JUSTICE**



**Regional Occupational Program  
Air Conditioning, Heating, and Refrigeration (R ACR), Auto Body Repair and Refinishing (R AT), Computer Applications/Computer Technology (R CSIS), Diesel Mechanics Technology (R DMT), Drafting Technology (R DT), Graphic Communications (R GC), Optical Technology (R OT), and Upholstery (R UP)**

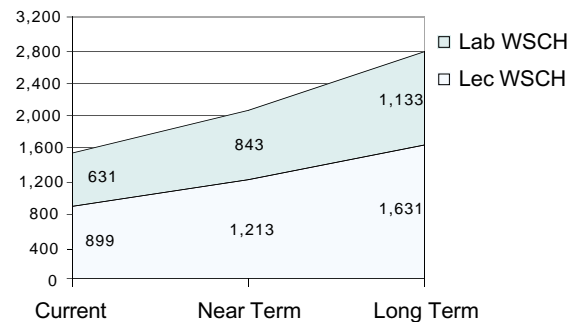
**Program Description**

Operated under contract with the San Diego County Office of Education, the Regional Occupational Program (ROP) prepares students for entry-level employment and career advancement in eleven different occupational areas. All ROP courses are approved by the California State Board of Education. The nine programs in which college credit is available (listed above) are also subject to the rigor of the college curriculum approval process. College-level classes are held on the San Marcos Campus, the Shadowridge Center, and UCSD Shiley Eye Center. Cosmetology classes are held at local providers, and a high school culinary arts program is operated in collaboration with San Marcos Unified School District.

ROP is funded by the State Department of Education. San Diego County ROP distributes the allocation to participating districts. The allocation determines the budget for faculty, administrative and support staff, equipment, technology and supplies for all programs. Districts are expected to provide facilities. Palomar College ROP receives supplemental VTEA funding, which is used for instructional aides, faculty/staff professional development, software upgrades and additional equipment.

The ROP Office, located in AA-136, serves as a registration/records center as well as housing the Director, Academic Department Assistant, Administrative Secretary, and Senior Office Specialist. The office is barely adequate, with minimal workspace for staff and a small counter area for visitors. Large file cabinets that won't

**FIRE TECHNOLOGY**



fit in the main office, outreach materials, and other supplies occupy part of the Director's office. Tables set up outside the office provide space for students to fill out the required registration forms. (PAR is not an option for ROP.) During peak registration periods it is very crowded. The first day of registration, staff set up outside, on the ramp at the rear of the building, as the office cannot accommodate the traffic.

Instructional support is provided by one full-time and one-third (shared) Computer Lab Technician, one part-time Instructional Aide and hourly employees. All classes are taught by 7.5 full-time and 15 – 20 adjunct ROP faculty. Discipline-specific vocational credentials are state-mandated. MIS tracking does not include ROP, so WSCH:FTEF data are not available. However, ROP classes require daily positive attendance tracking, which generally results in lower attrition and higher efficiency.

### **Air Conditioning Heating and Refrigeration**

A Certificate of Proficiency in Air Conditioning, Heating and Refrigeration is available. Students can also prepare for and take the EPA certification exam for refrigerant recovery. The program attracts students from San Diego, Orange and Riverside counties and is a popular option for active military members. Growth is currently limited by availability of space for evening and Saturday classes, availability of qualified instructors and distance education limitations.

#### Minimum Facility Requirements for Air Conditioning, Heating and Refrigeration

The current (Shadowridge) classroom/lab exceeds minimum requirements. The networked classroom includes 10 student computer workstations, an instructor computer workstation, data projection system, "smart" board, VCR, and slide projector. Lab equipment represents current technology—largely donations from manufacturers and local vendors. Natural

gas is available. There is a lockable storage area. A faculty office is the only addition that is needed.

### **Auto Body Repair and Refinishing**

ROP courses constitute core requirements for the Auto Body Work Certificate/Degree. The hands-on curriculum is designed to prepare students for jobs in the collision industry rather than transfer or general education. The program draws students from a wide area and classes fill quickly. Budget/staffing constraints limit program growth.

#### Minimum Facility Requirements for Auto Body Repair and Refinishing

The current facility (T-14) barely accommodates students' needs. The large open space includes a "classroom" with two computers, an enclosed lockable tool room and a faculty office. The paint booth is an aging stand-alone and is located outside. Needs include: a large lab with roll-up doors and specialized built-in equipment; a 30-student classroom (could be shared) with 10 network-accessible computer workstations and a data projection system; downdraft or partial downdraft paint booth; lockable tool room; and adjacent faculty office. Ideally, programs related to transportation would be located together—as was the initial intent—to maximize sharing of facilities and equipment.

### **Computer Applications**

Computer Applications offers a Software Applications Specialist Certificate of Proficiency, MOUS certification preparation and other courses for students seeking employment or general computer literacy. Some are accepted for CSU transfer. The demand for computer literacy and the continual upgrading of software used in the workplace create opportunities for growth. Internal competition through online classes and curriculum/scheduling overlap make it difficult to project growth available to ROP.

#### Minimum Facility Requirements for Computer Applications:

The current dedicated networked lab (B-8), with 24 workstations with task lighting, instructor workstation, server, data projection system, laser printers, scanner, digital camera, and instructor voice amplification system is more than minimal. A shared common space with adjacent faculty offices would be a plus.

### **Computer Technology – Repair and Maintenance**

Four certificates of proficiency prepare students for employment as computer and network technicians. Troubleshooting and problem solving are emphasized in hands-on labs, and reinforced via internship opportunities. Most courses are not intended for transfer or general education. Emerging technology demands new courses. With space limitations at Shadowridge and no on-campus options, creative scheduling will be necessary to meet students' needs. Additional collaboration with Electronics and CSIS and relocating the program near those disciplines would also benefit students.

#### Minimum Facility Requirements for Computer Technology – Repair and Maintenance

Networked computer labs equipped with current technology, including Internet access, are a must. Requirements include: 25-30 student workstations; instructor workstation; data projection system with smart board; VCR; network servers; and printers. Faculty offices, adjunct workspace and access to a shared conference/meeting room are also needed. Two of the current labs exceed minimum requirements. The third lab is usable.

### **Diesel Mechanics Technology**

Diesel Mechanics Technology is offered jointly by the College and ROP. Courses are dually-listed and fulfill requirements for an A.A. Degree/Certificate. As use of diesel engines spreads beyond the transportation industry, there will be some opportunity for growth.

Although there is a shortage of qualified diesel technicians nation-wide, it is often difficult to recruit students. It is also difficult to find qualified instructors.

Minimum Facility Requirements for Diesel Mechanics Technology

The current classroom (T-12) and lab (T-10) meet minimum requirements. The classroom has tables and chairs, work benches, a VCR and TV monitor, and limited storage space. A data projector system is needed.

The large, high-ceiling lab with roll-up doors houses a variety of diesel engines representing major manufacturers. The two-workstation computer lab provides access to on-line product information. Faculty offices are nearby. Due to space constraints, some equipment is stored in an upstairs loft and only brought down to the lab for demonstrations. Other items are stored in a small outbuilding or outside the building. Appropriate indoor storage is needed, as is outside parking for trucks.



Image 6.10  
GJ-1 Graphic Communications Computer Lab

### Drafting Technology

Drafting Technology is also jointly offered by ROP and the College; most courses are dually-listed. The program prepares students for employment, career advancement and/or transfer. A variety of degrees/certificates are available. The program attracts a diverse population, including individuals from industries that rely on computer-aided design and drafting. Scheduling and budget constraints will limit growth.

Minimum Facility Requirements for Drafting Technology

Current facilities include 2 adjoining networked labs (E-10 and E-13) shared with Drafting Technology, Fashion, and Interior Design. Each 22-workstation lab is equipped with current technology, including hardware/software, printers, plotters, data projection systems and TV monitors. Additional needs include: instructor workstations in the labs, smart boards, sufficient space for network servers and workspace for adjunct faculty.

### Graphic Communications

ROP offers a full range of introductory Graphic Communications courses which may be applied to a variety of degrees or certificates. Curriculum development/scheduling is a fully collaborative effort, maximizing opportunities for students. It is unlikely the program will grow, unless funding and classroom/lab space increase dramatically.

Minimum Facility Requirements for Graphic Communications

The dedicated networked lab (GJ-12) contains 24 student workstations, and an instructor workstation—all Macintosh—a data projection system, scanners, gray-scale printers, and a digital camera. Future “smart” classrooms/labs need to be properly engineered and configured. Climate control is also important, as is variable lighting. Shared faculty offices, adjunct work space, and storage space are also necessary.

When the department is relocated, ROP labs/offices should be part of the relocation.

### Optical Technology

The two options within Optical Technology, optical dispensing and ophthalmic medical assisting, prepare students for employment in the vision care field. A Certificate of Proficiency is currently available for optical dispensing students; national certification is available for students in both areas. Optical dispensing has the greatest potential for growth. If California follows other states in requiring an associate degree for opticians, program growth could be significant. Ophthalmic medical assisting will probably remain a small, but vital, program—one of a handful in the nation.

Minimum Facility Requirements for Optical Technology

The dispensing classroom/lab at Shadowridge meets minimum requirements: a variety of industry-specific equipment; computer workstations with Internet access; VCR and monitor; and an inventory of frames/lenses for practical skills development. The ophthalmic medical assisting facilities at Shiley Eye Center are optimum, providing access to very specialized, state-of-the-art equipment at no cost to the program.

### Upholstery

The Upholstery program prepares students for employment in furniture and automotive upholstery including manufacturing, design and restoration. Certificates of Proficiency are available in both Upholstery and Automotive Upholstery. Growth will be limited by space, scheduling and funding as well as availability of qualified instructors.

Minimum Facility Requirements for Upholstery

The Shadowridge furniture lab is marginal. Additional space is needed, including a tool room that is not part of the faculty office. Equipment is adequate, including commercial sewing machines (10), cushion stuffer, foam cutter, pneumatic tools and storage racks. The chal-

lenge in the automotive lab (T-14, shared with auto body) is to find sufficient space to accommodate cutting tables, sewing machines (4-6), and other equipment without negatively impacting the auto body program. A larger facility is needed.

**Trade and Industry Department  
Automotive Technology, Cabinet and Furniture Technology, Diesel Mechanics Technology, Drafting Technology, Electronics and Computer Hardware Technology, Industrial Technology, Welding Technology**  
*Program Description*

The Trade & Industry Program is made up of a cluster of disciplines including Automotive Technology, Cabinet and Furniture Technology, Welding Technology, Diesel Technology, Drafting Technology, and Electronics and Computer Hardware Technology. These disciplines offer 22 certificates and/or A.A. degrees. The Drafting Technology area is closely related to Family & Consumer Sciences, specifically, the Interior Design Program, the Fashion Design Program, and the Fashion Merchandising Program. The Trade & Industry Program has shown considerable growth over the years. Every discipline within this area increased WSCH from fall of 2000 to fall of 2001. The total WSCH for Fall of 2000 was 8,407 and the WSCH for Fall of 2001 was 10,338. The FTEF for Fall 2001 was 22.01. The WSCH to FTE ratio was 470 for Fall of 2001.

The high schools are no longer doing in-depth vocational training. Therefore, the responsibility has fallen to the community colleges. Most of the disciplines in the Trade & Industry area at Palomar College have state-of-the-art technology that has allowed them to grow at a phenomenal rate. The instructional staff has an extraordinarily high level of academic expertise, constant professional development, strong attachments to the industries that will be hiring their students, and compassion and commitment to diverse student populations. All of these qualities contribute to their success with students.

*Future Development*

Welding Technology and Diesel Technology will grow slowly while the rest of the Trade & Industry Programs will grow at least as fast as the rest of the college and may exceed the growth rate of the college if they have increased technology and facilities support. Computer Aided Drafting is a potential growth area that includes study and skill development in telecommunications, biomedical, undersea exploration, solid modeling in drafting, and expansion of fashion related software (Lectra). Drafting Technology and Cabinet & Furniture Technology have state-of-the-art equipment. Partnerships with industry have been successful because the department maintains state-of-the-art status. Palomar is to be the IPC National Standards Council's training site for the electromechanical area. Electronics is at the top of the list in potential growth because of Palomar's location in "Silicon Beach", the 2nd highest area in the state for electronics. There are links with the computer industry and telecommunications industry and there is a need to continue acquiring the latest technology if student training is to be done properly. Another fast-growing area is automotive technology. This area needs to be supported with the latest technology. The program desperately needs on-board diagnostics and computers in cars. There is a new instructor in this area and we expect this area will take off if properly supported. Architectural drafting is expanding. There are transfer agreements with Cal Poly San Luis Obispo, Woodbury University, and The New School of Architecture. Agreements are in the works with USC, SciArc in Los Angeles, and Cal Poly Pomona. The cabinetmaking area is not a typical woodworking program. The students are prepared with the skills necessary to set up their own businesses. The geographical area that serves Palomar College is very affluent and supports more high-end woodworking.

This program has grown from 1 instructor to 5 instructors and 2000 students. Cabinetmaking is the fastest growing area in the college and is projected to continue growing. The welding program will continue to grow at its same rate. The facility is in good shape and ready

for expansion into fabrication. There is a need for another instructor. The diesel program is steady but not growing.

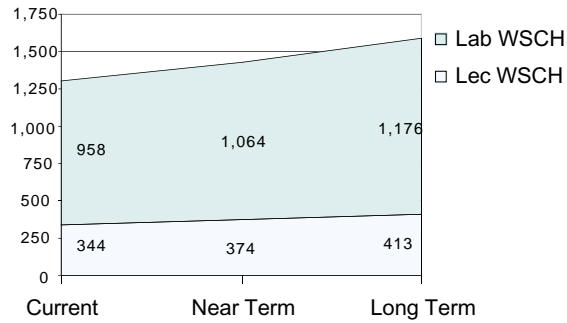
The Trade & Industry Program will continue to aggressively support disabled students. Five (5) quadriplegic students have been highly successful in the drafting technology program with the requirement of specialized equipment. Their successes have been well documented and publicized.

There is and will continue to be a need for additional FTE in drafting (5), welding (2), and cabinet and furniture technology (3). The department ADA is overworked. The institution needs to look carefully at equity of workload for all ADAs.

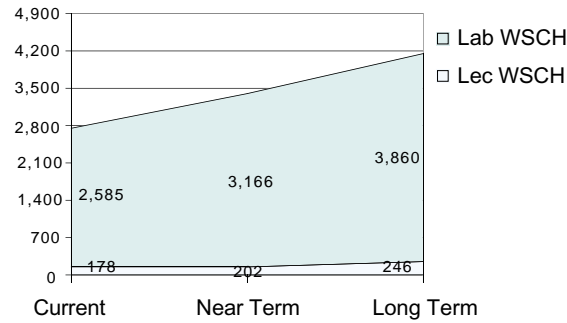


**Image 6.11**  
N-13 Auto mechanics Laboratory and Shop

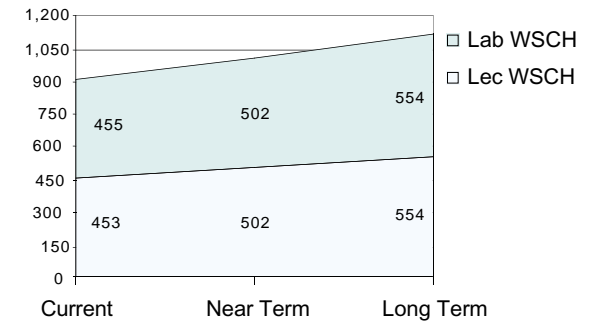
**AUTOMOTIVE TECHNOLOGY**



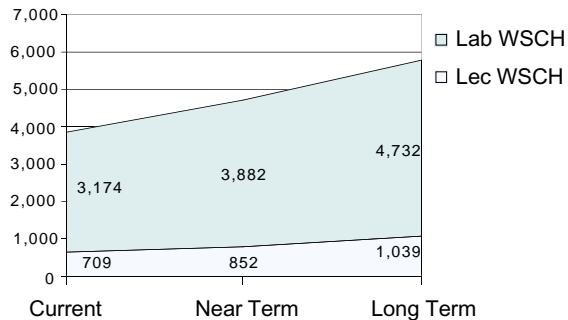
**DRAFTING TECHNOLOGY**



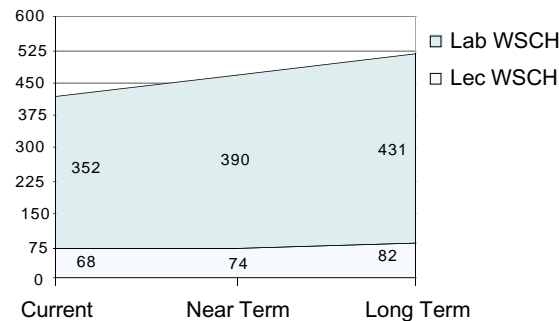
**ECHT**



**CABINET & FURNITURE**



**DIESEL MECHANICS TECHNOLOGY**

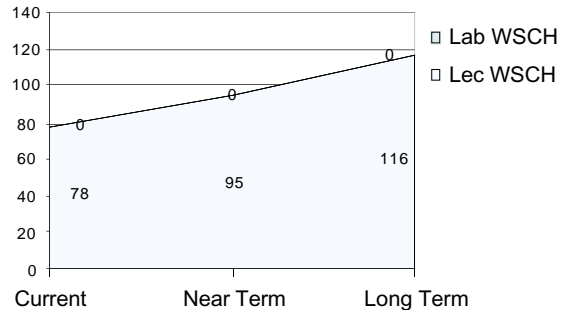


Minimum Facility Requirements for the Trade and Industry Department

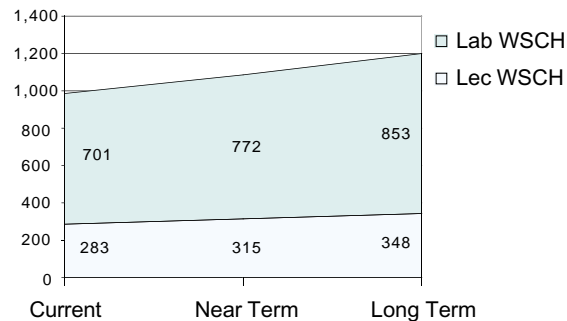
There is a great need for storage buildings for Diesel Technology and Cabinet & Furniture Technology. A centralized tool crib in the T Building would be so much more efficient and effective. Much time has been wasted begging for storage, writing grants, etc. There is an unmet need for a "design center" that is a CAD/CAM lab used by several disciplines with shared computers and software. CAD is the driving force and other areas grow out from it. Presently in the CAD labs are fashion, electronics, drafting, 3d modeling, animation and interior design (hence the "design center"). There is a need for 25 stations in each of the CAD labs. Drafting needs another classroom with 30 stations. Extra conduits for future power and network lines are essential. A system for moving things around easily on a power grid in our labs and shops, is so important to function at a high level for training students. There is a need for a board drafting room for sketching classes and fashion classes. A larger automotive facility is desperately needed. Welding lacks enough welding sta-

tions to accommodate a full class and needs a fabrication area although it has plenty of floor space now. Cabinet and Furniture Technology need another 5,000 square foot lab, plus a classroom, power and air lines. Even though several of the areas are closely aligned in content, they are not closely aligned geographically in relation to offices. It makes consistent and correct communication very difficult. It would be most beneficial for the instructional staff to be clustered together close to or in the labs. There is a need for some kind of private space for conferences, meetings, and/or a workroom.

**INDUSTRIAL TECHNOLOGY**



**WELDING TECHNOLOGY**



**Vocational Programs**

**Program Description**

Vocational Programs is a multi-discipline program that provides entry-level and advanced training for specific jobs in San Diego County and nationwide, including apprenticeship training in a variety of the trades. Many of the degree and certificate programs were developed at the request of local businesses and public works agencies. Coursework emphasizes hands-on training, taught by industry professionals currently employed in the field.

The Vocational Programs offices are located in rooms AA-138 and AA-139 on the San Marcos Campus. The staff includes a Director, Staff Aide and Administrative Secretary. They support the many adjunct instructors and help maintain the unique partnerships with local business and industry, public agencies and trade unions that are vital to the success of the program. The offices are sufficient for the current size and responsibilities of the program. If programs are expanded, or others added, staffing and space needs will need to be re-evaluated.

**Construction Inspection**

**Program Description**

Construction Inspection prepares students for employment as Building Construction Inspectors and/or provides skills upgrade opportunities for persons currently employed in the construction industry. Courses are offered at various locations, including the San Marcos Campus, Escondido Center and Poway High School. Fall 2001 data show adjunct faculty (1.17 FTEF) generated 580 WSCH resulting in a WSCH to FTEF ratio of 496.

**Future Development**

Construction Inspection has grown 50% during the last 4-5 years and is expected to at least increase at a rate that is commensurate with the college

### Customer Service Academy

#### Program Description

The Customer Service Academy is a collaborative effort of the community colleges in San Diego County. The Academy conducts practical, hands-on workshops to enhance an employer's ability to gain and retain both customers and quality employees. Classes are offered at business locations throughout North County.

#### Future Development

Although the program is new, it is expected to grow at least commensurate with the college once the business community becomes aware of the opportunities this program offers employers and employees.

### Electro-Mechanical Equipment Technician

#### Program Description

The Electro-Mechanical Equipment Technician (EMET) certificate was developed to prepare students for entry-level employment in industries that use high-tech/high-speed, computerized mechanical equipment.

#### Future Development

Increasing automation in mail operations and related industries, coupled with projected retirement of existing technicians, should sustain the need for EMET training. The program is expected to grow at the same rate as the college.

### Environmental Technology

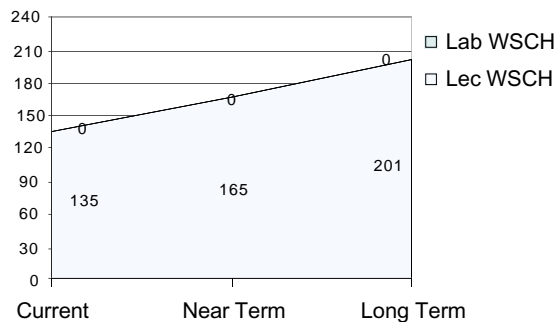
#### Program Description

Environmental Technology is designed to provide entry-level skills for a variety of regulatory and/or protection opportunities in the environmental field. The program focuses on hazardous materials and hazardous waste, and includes courses in chemistry, geography and zoology. The program currently utilizes five adjunct faculty who each teach different courses in the hazardous waste curriculum. All courses are taught at Camp Pendleton. Fall 2001 data show a WSCH of 308 generated by 1.10 FTEF, with a resulting WSCH to FTEF ratio of 280.

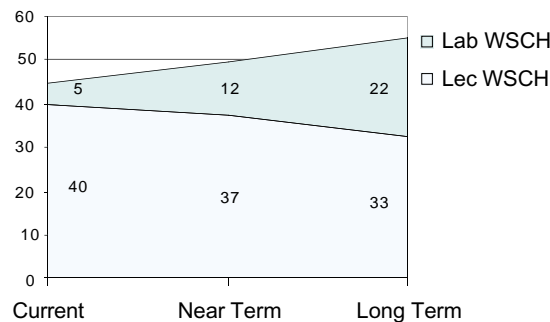
#### Future Development

Regulatory compliance issues and California's stringent environmental laws support the need for an up-to-date Environmental Technology program. Based on projected industry needs and the expected population growth in Southern California, significant growth is expected once the scope of the curriculum is broadened and a more centralized location is found. Should the planned changes occur, more faculty will be needed to teach the new courses.

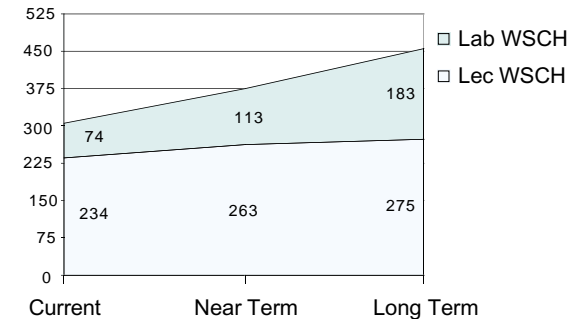
**CUSTOMER SERVICE ACADEMY**



**ELECTRO-MECHANICAL EQUIPMENT**



**ENVT**



**Parks and Recreation Management**

**Program Description**

The Parks and Recreation Management program prepares students for employment in local, state and national parks as well as public and private recreational facilities. Others may find jobs in educational or interpretive program areas. Classes are held on the San Marcos Campus and are taught by adjunct faculty. Fall 2001 enrollment data include 123 WSCH, 0.40 FTEF and a WSCH to FTEF ratio of 308.

Future Development

Traditionally, there have been more job openings for State Park Rangers in the southern part of the state, as graduates of programs prefer to transfer to northern California. Recruitment targets local residents who plan to stay in the area. The program is expected to keep pace with the growth of the College.

**Public Works Management**

**Program Description**

Public Works Management is a new program that includes a combination of trades and professions that deal with public infrastructure and other public services relating to publicly-owned assets such as roads, bridges, traffic signals, water treatment and distribution, waste collection and treatment, and storm drainage. Consequently, the curriculum is very comprehensive, encompassing all aspects of construction and maintenance.

Future Development

The goal of the program is to prepare/educate the next generation of public works supervisors, which would support constant growth commensurate with that of the college.

**Quality Assurance Technology**

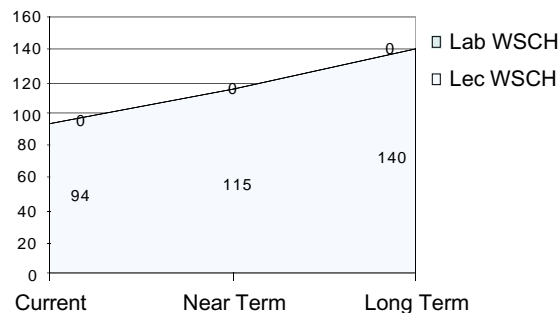
**Program Description**

Quality Assurance Technology provides a theoretical foundation in quality assurance concepts as well as system analysis, planning, and implementation. Courses are taught by adjunct faculty who are practicing quality assurance professionals. Classes are scheduled on the San Marcos Campus, at the Escondido Center, and at Guidant Corporation in Temecula. Fall 2001 enrollment figures showed 1.0 FTEF and 399 WSCH.

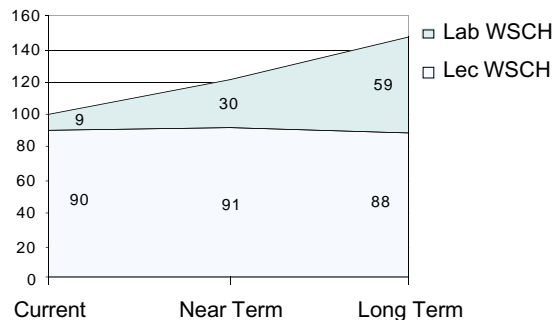
Future Development

Current labor market data indicate QA technicians face little competition and jobs can be found with a wide range of employers. Depending on location, projected growth rate is expected to be the same or lower than general college growth.

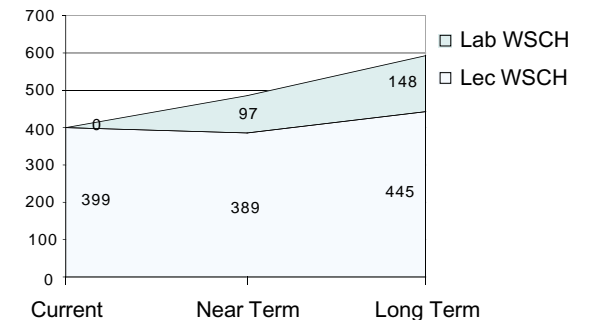
**RECREATION**



**PUBLIC WORKS MANAGEMENT**



**QUALITY ASSURANCE TECHNOLOGY**



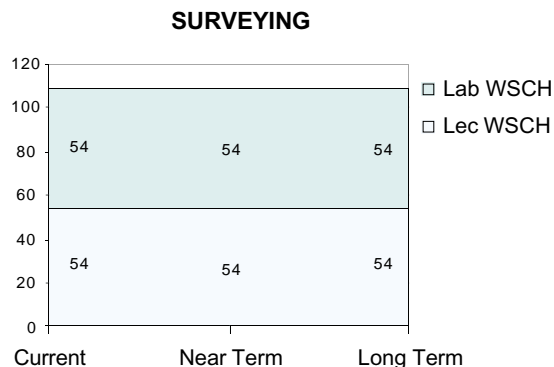
## Surveying

### Program Description

The Surveying program prepares students to be licensed surveyors. It provides the theory and principles necessary to successfully pass the Land Surveyor in Training (LSIT) Exam, which is the first step toward professional licensure. Upon completion of the Certificate of Achievement or A.A. Degree, students may also pass the Land Surveyor (LS) exam. Classes are held on the San Marcos Campus and at Camp Pendleton, and are taught by adjunct faculty who are licensed surveyors. The WSCH to FTEF ratio for Fall 2001 was 432.

### Future Development

At present the program is flat and is not expected to grow in the near future.



## Travel Services

### Program Description

Travel Services prepares graduates for positions with airlines, travel agencies, tour companies, cruise lines, and other sectors of the travel industry. Classes are taught by adjunct faculty who work as professionals in various areas of the travel industry. Enrollment data from Fall 2001 show a WSCH to FTEF ratio of 323 (258 WSCH and 0.80 FTEF).

### Future Development

The future of Travel Services is uncertain but it is most likely that the program will be eliminated in the near future.

## Water Technology Education

### Program Description

Water Technology Education was specifically designed for individuals employed by or seeking employment in water districts in San Diego County. By completing the requirements for a Certificate of Achievement or A.A. Degree, students can also prepare for the A.W.W.A (American Water Works Association) examinations. All classes are taught by adjunct faculty who are employees of the water districts. Classes are currently scheduled at the Escondido Center. The WSCH to FTEF ratio in fall 2001 was 555 (971 WSCH and 1.75 FTEF).

### Future Development

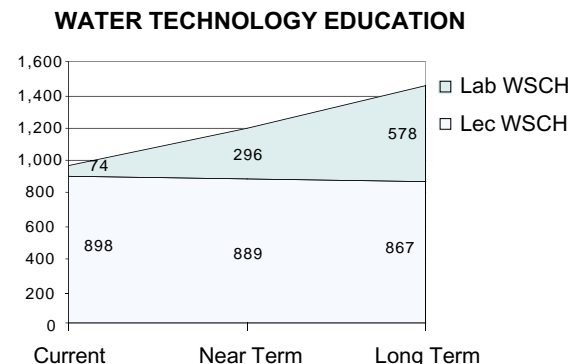
Based on several semesters of substantial growth, the program is expected to grow faster than the college as a whole. As a result of the guidelines set forth in the 1996 Safe Drinking Water Act, all water officers in California need to get A.W.W.A. certification. The demand for certification will be ongoing and significant during the coming years. Future plans include developing distance education offerings for more remote areas like Borrego Springs. Classes are currently scheduled at Escondido; however, they could be held anywhere.

In addition to the certification requirements, water district employees will be required to earn continuing education units. To meet this need, the department, in conjunction with the water districts, is planning to develop non-credit positive attendance workshops.

## Wastewater Technology Education

### Program Description

The Wastewater Technology Education program was specifically designed for individuals employed by or seeking employment in water districts in San Diego County. The curriculum is aligned with the content of California state certification exams, and includes courses in applied math and supervision. Adjunct faculty who teach the courses are experienced employees of the local water districts. Classes are currently scheduled at the Escondido Center. Fall 2001 classes had a FTEF of 0.30 and generated 163 WSCH, creating a WSCH to FTEF ratio of 543.



Future Development

The State of California is expected to establish and release certification guidelines for the wastewater industry in the near future. The new regulatory requirements will create a demand for certification-related training. Workers will also be required to earn continuing education units. Vocational Programs will work with the water districts to develop non-credit positive attendance workshops for current employees. Because there is no other similar program in San Diego County, the program is likely to increase at a rate that is faster than the rest of the college.

**Apprenticeship Training**

**Program Description**

Apprenticeship Training is a collaborative effort of the college, trade unions and local business and industry. Training programs are managed by joint apprenticeship training councils (JATC) that represent management and the unions. Students participate in full-time, paid on-the-job training while they are completing course requirements for a Certificate of Achievement and/or Journeyman Trade Certificate. Classes are taught at JATC training sites. The JATCs hire and pay for instructors and manage all of the logistics of training apprentices. The Vocational Programs staff maintains records of apprentice training hours, and submits accountability reports to the state for reimbursement.

Future Development

Growth in Apprenticeship Training is managed by the respective unions to ensure graduates ample opportunities for employment. Three of the five apprenticeship partnerships continue to grow.

Minimum Facility Requirements for Vocational Programs

Construction Inspection needs access to six regular classrooms, four nights a week.

Customer Service Academy courses are generally held on-site at local businesses and organizations. Therefore, there should be no future facilities needs for this program.

EMET-specific courses are currently scheduled off-site so that students have access to specialized equipment and, therefore, don't impact district facilities.

Environmental Technology is a new program and until the new curriculum is developed, it is difficult to project facility requirements. Obviously, lecture-type classrooms will be needed. Some courses will require lab and equipment storage facilities, but the specifics are not yet known.

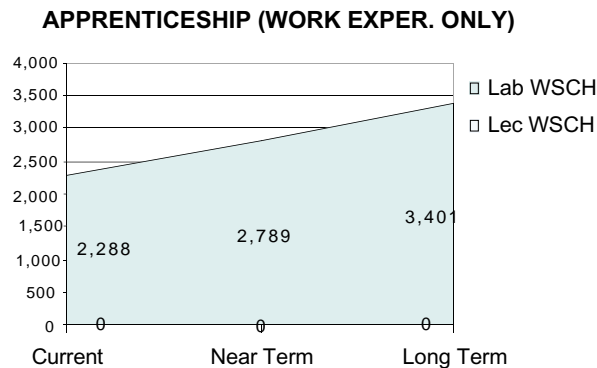
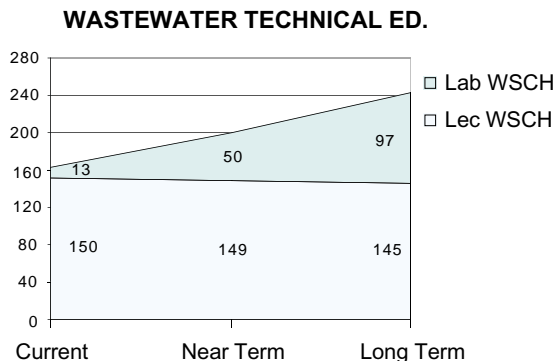
Parks and Recreation Management courses are all lecture-based and are scheduled in shared classrooms.

Public Works Management classes are lecture-only and continued classroom availability is required. Classes that meet at Guidant create no college-related facility needs.

Quality Assurance Management classes are lecture-only and will require no additional campus facilities. Classes that meet at Guidant create no college-related facility needs.

Surveying classes scheduled at San Marcos are assigned to Q-2, which has 30 workstations, but doesn't accommodate the needs of the curriculum. Classrooms should have large flat spaces, like a drafting table, for laying out plans. Space could be shared with Construction Inspection and/or Drafting Technology. Additionally, students need to have access to a computer lab and the latest surveying software.

Travel Services has an unknown future and as such it is best to say at this point that there will be no future facilities needs.



Water Technology Education and Wastewater Technology Education: It would be appropriate for the wastewater and water technology programs to share a lab. However, it needs to be appropriately equipped. Currently, all of the wastewater courses are taught in a lecture format. Students need lab experience to practice the activities they will be expected to perform in the workplace. The "backflow" lab at the Escondido Center is woefully inadequate, consisting of two lockable rooms, with big sheet metal trays serving as sinks, and a lockable room for storage.

A fully equipped lab would include 40 workstations, sinks and a locked storage cabinet to house expensive equipment. The lab should also have a data projection system. Wireless technology for laptops would be great. The classes are held mostly in the evening, so the facilities could be shared with another discipline with like facility needs that offered classes mainly during the daytime. At this time it appears a central location would be best, but that should not be the determining factor in creating an optimum lab space for students.

Apprenticeship Training programs could require an additional Vocational Programs staff member, and additional office space. The position would be funded by the apprenticeship program; however, the college would need to provide the space.

## HUMAN ARTS & SCIENCES DIVISION

### Office of the Dean of Human Arts & Sciences

#### *Description of Office*

Located in AA-130, the Human Arts & Sciences Division Office, under the direction of the Dean of Human Arts & Sciences, and with the support of a Senior Administrative Secretary, administers and provides support for the following departments and programs: American Indian Studies Department, Behavioral Sciences Department, Child Development Department,

Child Development Centers, Economics, History, & Political Science Department, Multicultural Studies Department, and Physical Education Department. The Dean of Human Arts & Sciences has the primary responsibility for curriculum development, scheduling, enrollment management, faculty hiring and evaluation, and budget development and planning for all areas within the division.

Palomar College has Child Development Centers on both the San Marcos Campus and Escondido Center. The San Marcos Child Development Center is licensed for 100 children at any one time and currently serves 143 children each semester. The Escondido Child Development Center is licensed for 44 children at any one time and currently serves 72 children.

#### Future Development

The workload for the Division Office should increase commensurate with the college. This increased workload will necessitate additional clerical help and space, and possibly an additional Dean or an Associate Dean within the next five to ten years. With the increasing complexity of the PeopleSoft financial and scheduling software there will be a need for additional clerical help to assist departments in tracking financial and scheduling information. If the faculty union negotiates some form of tenure for adjunct faculty there will be an immediate need for an additional administrator (Division Chair, Associate Dean) and additional clerical help to evaluate the performance of the hundreds of adjunct faculty within the Division. As the division increases in size and complexity there will be a need for more office and conference space.

#### Minimum Facility Requirements for the Human Arts & Sciences Division Office

Within the next five years the Division Office will need additional clerical space to accommodate at least one clerical assistant and at least two additional offices to accommodate needed additional clerical and administrative staff within the next twenty years. Currently we

use the Instruction office conference room when it is available, but as the Division gets larger and more complex there will be a need for a conference room that can accommodate fifteen to twenty people. Ideally the Human Arts & Sciences offices should be located near the Instruction Office and within five minutes walking distance of the major department offices and classrooms within the division.

There is a dire need for a multi-story Human Arts & Sciences instructional and office building. Ideally this building should have twenty semi-smart classrooms varying in size from thirty to sixty student stations in addition to enough offices to house the entire faculty in the Division.

### American Indian Studies Department American Indian Studies, American Studies Program Description

The American Indian Studies Department offers courses in American Indian Studies (AIS) and American Studies (AMS) that are both multicultural and multi-disciplinary topical courses. These meet credit and general education transfer requirements in Humanities and Social Science.

American Indian Studies has twenty-one different courses and offers approximately forty-one to forty-five sections per semester. These courses generated 3,386 WSCH with 8.03 FTEF for a WSCH to FTEF ratio of 422 in Fall 2001. American Indian Studies offers an eighteen-unit Certificate of Achievement. Five courses are currently being taught via the Internet. A number of AIS and AMS courses are dually listed with the Behavioral Sciences Department and the Multicultural Studies Department.

American Indian Studies serves the Palomar College District at large, and we serve nine American Indian Reservations in North San Diego County. AIS helps coordinate course offerings at the Palomar College's Pauma Valley Center satellite at the Pauma Indian Reservation, which in turn offers courses at the Pala

Indian Reservation, San Pasqual Indian Reservation and at other reservations upon request. The department is also working with Hewlett-Packard and the Southern California Tribal Chairmen's Association (SCTCA) on a distance learning and wireless communications project called the Tribal Digital Village.

American Studies is a program within the department that has five courses with three to four sections taught each semester. American Studies is a multicultural and multidisciplinary subject that seeks to promote the understanding of the great diversity and complexity of American culture, especially as reflected in the American arts. Some of these courses are also listed with Multicultural Studies and Sociology. American Studies 200 (AMS 200) has an Educational TV version section that is taught once a semester.

Facility use includes rooms Q-2 and SU-19A, with additional rooms as needed. Courses are rotated at most education centers, usually one section per semester per location. Orientations for Internet classes are held in LL106 each semester. Special workshops and classes are offered at most of the nine reservations in our district.

The outreach of the American Indian Studies Department are extensive and have made Palomar College one of the most recognized programs in the country. The AIS Department maintains associations, communications, and programs that involve federal, state, and local agencies. These include the Bureau of Indian Affairs (Department of the Interior), the National Congress of American Indians (NCAI), the National Museum of the American Indian (NMAI), San Diego County school systems, San Diego Serra Library System, California Indian Legal Services (CILS), Sherman Indian High School, the Southern California Tribal Chairmen's Association (SCTCA), the San Diego Museum of Man, the Kumeyaay Center, the Luiseño/Cupeño Intertribal Native American Graves Protection and Repatriation Act (NAGPRA) Coalition, the American Indian Science and Engineering Society (AISES), and the National Indian Education Association (NIEA).

The department also works closely with the nine tribal governments in the district and with local historical groups and schools. Much of this work includes participation with students, academic meetings, or joint projects that help students and the community. Training educators in the K-12 and at other colleges in the Palomar College District is part of the AIS Department mission outside the American Indian community.

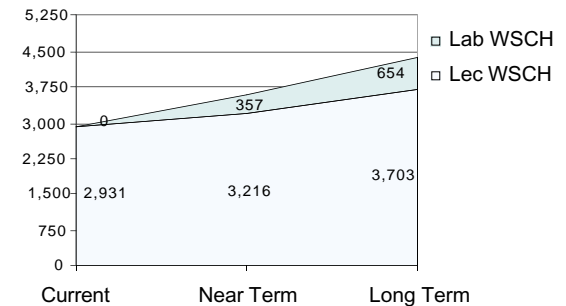
Future Development

Given the current offerings the AIS and AMS should grow at the same rate as the rest of the college. The department is in the process of making the necessary curriculum changes that will allow all of the certificate required courses to be offered on the Internet. American Studies is very popular on the East coast and in the United Kingdom and is just beginning to see increased offerings at West coast schools, and class enrollments should benefit from this growing interest. Although the current contract faculty in AIS and AMS is sufficient, at least one new professor, probably in AMS, will be needed within the next 20 years in addition to retirement replacements.

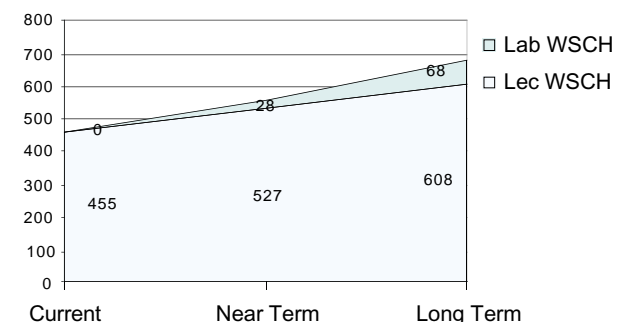
Minimum Facility Requirements for the American Indian Studies Department

Currently the office space is adequate. The addition of another faculty member would necessitate another office. There is adequate office and classroom space at the education centers and at the local Indian Reservations. The department will need at least one new classroom to support the increased demand in American Studies.

AMERICAN INDIAN STUDIES



AMERICAN STUDIES



## BEHAVIORAL SCIENCES DEPARTMENT

### Anthropology/Archaeology

#### *Program Description*

Anthropology is a comprehensive program within the Behavioral Sciences Department. The Archaeology Program is a significant component of Anthropology. Anthropology offers an AA Degree in Archaeology as well as certificates in Archaeological Surveying and Archaeological Excavation. Many of Anthropology/Archaeology's courses satisfy general education transfer requirements in Humanities, Social Sciences, and Life Sciences. Anthropology 105 (Cultural Anthropology) and 140 (Original Californians) satisfy the Palomar College multicultural course requirement. Each semester Anthropology/Archaeology offers up to thirty day, evening, semester-length and short-term sections at the Palomar College San Marcos Campus and education centers. The discipline is closely affiliated with American Indian Studies, Multicultural Studies, Africana Studies, and American Studies. Anthropology regularly offers three to four Internet classes and one Television class per semester. In fall 2001 Anthropology/Archaeology had a FTEF of 5.07, generating 2,941 WSCH with a WSCH/FTEF ratio equal to 580.

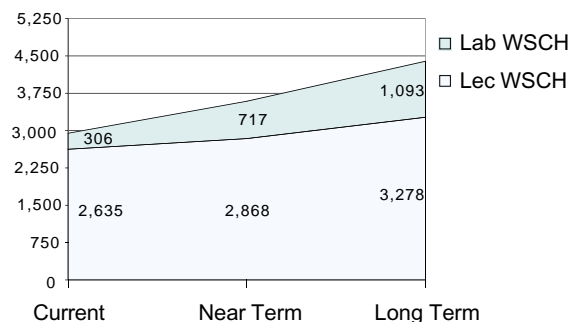
A unique feature of Anthropology is its Archaeology certificate programs, which are among the best in the entire country. Anthropology is also unique for its development of award-winning web sites and on-line courses for students. Anthropology/Archaeology has been extremely successful in integrating technology into the classroom using PowerPoint, the Internet, CD's and DVD's as well as the more traditional videos, films, and slides.

#### *Future Development*

Anthropology/Archaeology meets numerous general education transfer requirements resulting in a very high demand for its courses. Because of this demand, Anthropology/Archaeology will continue to grow at

least as fast as the general rate of the college, if not faster. If the facilities were available, Anthropology could immediately expand its offerings of both traditional and on-line courses. The growth rate of the Archaeology Program will increase at least as fast as the general rate of the college, but could also increase at a greater rate if facilities were available. Anthropology/Archaeology will need one additional faculty member within three years, another within ten years and yet another within twenty years and an increase in clerical support staff. The growth of the Archaeology program necessitates a full-time Archaeological Lab Assistant. Additionally, development of a Museum to curate and display artifacts will require a full-time Museum Curator and a full-time Museum Assistant.

**ANTHROPOLOGY**



### Philosophy

#### *Program Description*

Philosophy is an integral part of the Behavioral Sciences Department that offers 15 different courses, many of which meet General Education Transfer Requirements. Three of the discipline's courses (Knowledge and Reality, Logic and Critical Thinking, and Logic) satisfy the California State University's Critical Thinking Requirement for Graduation. One course (Literature and Ideas) is dually listed with English. Philosophy is closely associated with Religious Studies and often offers interdisciplinary Learning Communities in conjunction with Religious Studies. Each semester Philosophy offers 40 day, evening, semester length and short-term sections at all campus locations. During a typical semester three of these sections are offered via distance learning. Two of these distance learning sections are Internet classes and one is a Telenet course. In Fall, 2001 Philosophy had a FTEF equal to 8.00 generating 4,030 WSCH with a WSCH/FTEF ratio equal to 504.

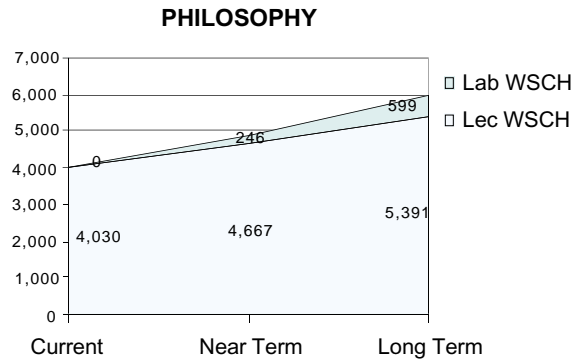
Philosophy makes several unique contributions to the Behavioral Sciences Department. It is the only discipline in the department that offers classes that satisfy the California State University's Critical Thinking Requirement for Graduation. Philosophy is also very active in offering Learning Community opportunities for students. The faculty of the Philosophy Department have been very successful at integrating technology into their classes, especially through the use of CD-based Logic software, PowerPoint, and the Internet.

#### *Future Development*

Because of its strength in offering Critical Thinking classes, Philosophy will continue to grow at a pace at least equal to that of the college as a whole. Philosophy could easily double its distance learning offerings, especially its offerings of Internet classes.

The last full-time Philosophy faculty member was hired five years ago. Within the next five years, Philosophy will need to grow by one faculty position and within the

next ten years two additional faculty positions will be necessary in addition to an increase in clerical support staff.



**Psychology**  
**Program Description**

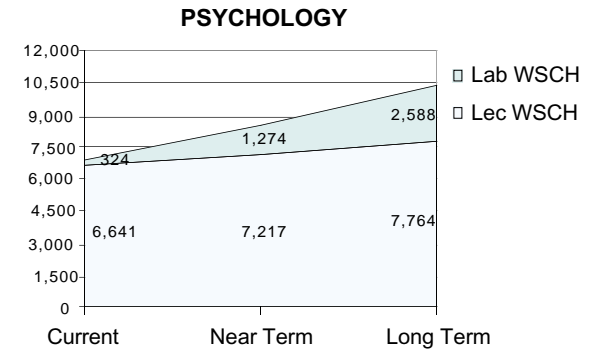
Psychology is a comprehensive program within the Behavioral Sciences Department offering 25 different courses in addition to an AA Degree and certificate program in Psychological and Social Services. Many of these courses meet General Education Transfer Requirements with Psychology 205 (Behavioral Science Statistics) meeting the GE Mathematics Requirement. Fifteen of these courses are dually listed with Sociology. Each semester psychology offers over 75 day, evening, semester length, and short-term sections at all Palomar College campuses and centers. Many of these sections are offered via distance learning (8 Internet, 1 Hybrid, 3 TV). In Fall 2001 Psychology had a FTEF equal to 13.05 generating 6,965 WSCH with a WSCH/FTEF ratio equal to 534.

Psychology is one of the most successful programs at Palomar College. The psychology faculty are extremely computer literate and they offer more Internet classes than any other discipline except Computer Science.

They have effectively integrated technology into their classes using PowerPoint, the Internet, CD's, and DVD's, as well as the more traditional films and videos. The Psychological and Social Services Certificate Program has recently added an alcohol/drug addiction component that has been requested by local social services agencies.

**Future Development**

According to the American Psychological Association, Psychology is the third most popular career requiring a degree. Because of this high demand, and the fact that many of the courses offered by Psychology meet General Education Transfer Requirements, Psychology will continue to grow at least as fast as the general rate of the college. If Psychology were given the necessary facilities to expand, it could easily grow many of its courses faster than the college. Although small, the Psychological and Social Services Certificate Program with the addition of the alcohol/drug addiction emphasis has the potential to grow at a rate significantly greater than the college. Psychology could easily grow the number of classes offered via distance learning. If allowed, Psychology could increase the number of Internet classes it currently offers at any rate requested by the college. Currently more than half of the Psychology classes are taught by adjunct professors creating an immediate need for at least three new full-time contract psychology professors. As the college and Psychology continue to grow it will be necessary to add at least one new full-time contract Psychology professor every five years and an increase in clerical support staff.



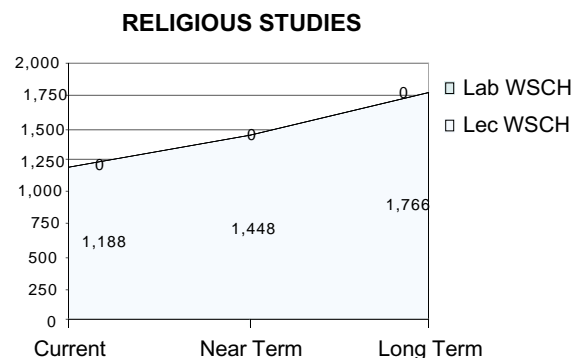
**Religious Studies**  
**Program Description**

Religious Studies is the smallest component of the Behavioral Sciences Department, offering introductory courses that satisfy General Education Transfer Requirements in the Humanities. Religious Studies 110, Religion in America, also satisfies the Palomar College Multicultural Course Requirement. Religious Studies offers a total of five different courses. Religious Studies is closely associated with Philosophy and often offers interdisciplinary Learning Communities in conjunction with Philosophy. Each semester Religious Studies offers 11 day and evening semester-length and short-term sections at all campus locations. Currently Religious Studies does not offer any courses via distance learning. In the Fall semester of 2001 Religious Studies had a FTEF equal to 2.20 generating 1,188 WSCH with a WSCH/FTEF ratio equal to 540.

**Future Development**

Religious Studies will continue to grow at a pace equal to the college as a whole. Within the next five years,

one additional full-time faculty member will be required (not including retirement replacements) as well as an increase in clerical support staff. Within the next ten years, two additional faculty members will be required (not including faculty replacements due to retirement). Religious studies will also begin to offer its classes via distance learning.



## Sociology

### Program Description

Sociology is a comprehensive program within the Behavioral Sciences Department offering 21 different courses in addition to a certificate program in Psychological and Social Services. Many of these courses meet General Education Transfer Requirements. Sociology 205 (Behavioral Science Statistics) meets the GE Mathematics Requirement and Sociology 200 (Race, Class & Ethnic Groups) satisfies the Palomar College Multicultural Course Requirement.

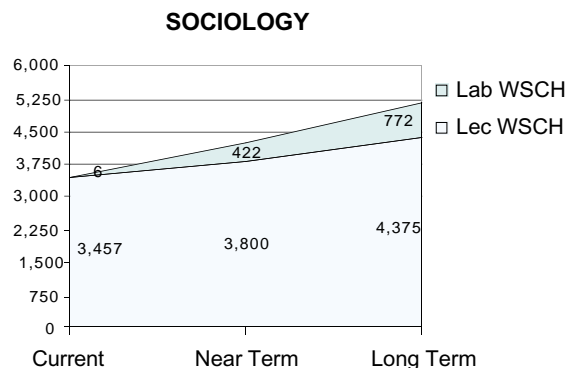
Each semester Sociology offers over 50 day, evening, semester length, and short-term sections at all Palomar College campuses and centers. Many of these sections are offered via distance learning (6 Internet, 3 TV). In

Fall 2001 Sociology had a FTEF equal to 6.6 generating 3,463 WSCH with a WSCH/FTEF ratio equal to 525.

Sociology is a very successful program. The sociology faculty are extremely strong academically and are very computer literate. They have effectively integrated technology into their classes using PowerPoint, the Internet, CD's, and DVD's, as well as the more traditional films and videos. The Psychological and Social Services Certificate Program has recently added an alcohol/drug addiction component that has been requested by local social services agencies.

### Future Development

Sociology is one of the high demand disciplines at Palomar. Because of this high demand, and the fact that many of the courses offered by sociology meet General Education Transfer Requirements, sociology will continue to grow at least as fast as the general rate of the college. Although small, the Psychological and Social Services Certificate Program with the addition of the alcohol/drug addiction emphasis has the potential to grow at a rate significantly greater than the college. Sociology could easily increase the number of classes offered via distance learning, especially Internet classes. As the college and sociology continue to grow it will be necessary to add at least one new full-time contract sociology professor every 5 years (not including faculty replacements) and increase the clerical support staff.



### Minimum Facility Requirements For the Behavioral Sciences Department

Most of the current Behavioral Science Department facilities are in 25-year-old temporary buildings in Redwood City. A permanent teaching and office facility with semi-smart classrooms is desperately needed for the Behavioral Sciences Department. The two Academic Department Assistants will need office space and a reception area as well as a copy/mail/work room. The full-time contract professors will need individual offices as will any new faculty. There is also a need for office space for the large number of adjunct professors who teach in the Behavioral Sciences Department. A conference room for interdisciplinary meetings and conferences is also required. It is ideal for all classified and faculty office space to open onto a common reception area and be in close proximity to department lecture and lab classrooms.

Currently the Behavioral Science Department has scheduling priority over 6 lecture classrooms and 2 lab classrooms. To accommodate expected growth in individual disciplines the following additional facilities will be needed for the Department:

Anthropology will require two additional dedicated semi-smart lecture/lab classrooms that can eventually be converted into smart lecture/labs. In addition, a joint Archaeology/Physical Anthropology smart lab with a capacity of at least forty students is desperately needed. This lab must have an adjoining laboratory service area and an artifact temporary storage facility. At present we have a combined service area and temporary storage facility that are too small for the needs of the Archaeology laboratory classes. Currently most artifacts are permanently stored in shipping containers, making a Museum for the preservation and display of these artifacts crucial.

Philosophy will need at least 2 additional semi-smart lecture classrooms on the San Marcos Campus. In addition, a dedicated logic/critical thinking smart labo-

ratory with a minimum capacity of 25 students is necessary to accommodate the large numbers of students who take logic-related courses for transfer. Because of its close affiliation with Religious Studies and the Learning Communities that it offers, Philosophy also needs a room dedicated to offering Learning Communities that has multi-media capabilities, movable tables and chairs, and a capacity of thirty-five students.

Psychology will need at least 2 additional lecture classrooms, and 2 additional laboratory classrooms on the San Marcos Campus to teach their Physiological Psychology, Research Methods, and Statistics classes. To accommodate the additional Internet, Telenet, and Hybrid classes it will be necessary to expand the Computer Laboratory in the Library and to create a separate testing center computer laboratory.

Religious Studies currently has no dedicated classroom facilities. In the future it will need at least one dedicated semi-smart lecture classroom with movable tables and chairs and a capacity of up to forty-five students.

Sociology will need at least 1 additional semi-smart lecture classroom, and 1 additional laboratory classroom on the San Marcos Campus.

## CHILD DEVELOPMENT CENTER

### *Program Description*

The Child Development Center provides childcare services to approximately 215 children and families each semester. The Center is made up of two sites, one on the San Marcos Campus and a second site on the Escondido Center. The San Marcos site is licensed for 100 children, and the Escondido site is licensed for 44 children. The Center is open for 237 days per year from 7:00 AM to 6:00 PM (5:30 PM in Escondido). The Center serves children from 18 months to 5 years of age (18-30 months only in San Marcos). Of the 215 children enrolled currently at the Centers, 99 are children of Palomar College students, 19 children are of

staff/faculty, 68 are children from the community, and 27 children are enrolled in the State Preschool Program.

The Center receives funding from several sources. The two main grants are from the State of California, Department of Education, and Child Development Division. The General Child Care grant subsidizes childcare for Palomar College students. The State Preschool grant subsidizes children of students as well as community children. The Center receives a campus match from the College in order to comply with the General Childcare grant. The Center also participates in the Child Care Nutrition Program. The program reimburses the Center for daily meals served at the Center. In addition, the Center usually receives smaller grants from one-time only funds from the state to some private organizations (generally through the College Foundation).

The Center currently has fifteen full-time contract employees. Two are classified employees. The other thirteen are all certificated full-time employees, one Coordinator (who oversees both sites), four Site Supervisors, four Master Teachers, and four Teachers. The Center also employs certificated hourly employees (NOHE), student employees, and federal work-study employees.

### *Educational Component*

The Child Development Center also provides a laboratory school setting for the Child Development Department students. Two classes offered by the Department directly use the Center for lab placements (CHDV 105 and 200). In addition to these specific classes, many other classes use the Center for observations and activities with the children (i.e. CHDV 100, 103, 120, 125, 130, 135 and 140). Over 3,200 student observation, participation, and student teaching hours have been clocked in the last year at the Centers. At the Escondido site, the Psychology and EME Departments, as well as the Escondido Charter High School, have all had students observe the children.

All of the student employees at the Center are currently enrolled in Child Development Classes at Palomar, or they are enrolled in general education courses in order to complete their AA Degree in Child Development or qualify for a Children's Center Permit (issued from the State of California Credentialing Division). These students gain valuable work experience in the field of Child Development at a model institution.

The Child Development Department Chair acts as a liaison between the Center and the Division of Human Arts and Sciences. The Center and Department have a strong working relationship, which is beneficial to both parties.

### *Future Development*

The Center foresees an increase for services provided in the upcoming years. Currently, the Center has 250 on the wait list. As more adults rely on education to increase their opportunity in the work force, the challenge for high-quality affordable childcare is enormous. It is expected that the need for childcare will grow faster than the college. With the abundance of new housing in the area, both the San Marcos and Escondido sites will probably grow at the same rates.

Of course with a growth of enrollment at the Center, the facilities and staff will need to grow accordingly. It is important to keep in mind that the ratios for the Center are 8 children to 1 adult for children 2.5 to 5 years old and 4 to 1 ratio for 18 to 30 month olds. In addition, the Center must maintain all Community Care Licensing requirements and State Contract requirements, as well as all College policies and procedures.

The Center is constantly seeking out new or additional funding sources. If any large grants are obtained to increase enrollment, then additional facilities and staff will be needed to manage the additional children. This past year, the Center entered into a collaborative effort with the local Headstart Program. In future years, the

Center will continue to reach out to the community and obtain useful resources.

#### Minimum Facility Requirements for the Child Development Center

The Child Development Center on the San Marcos Campus should remain in its current location. The staff, current parents, past parents, alumni, outside community members, experts in the field, and the Child Development Department feel strongly about the value of the current location.

The Center would not be able to replicate the current grounds, something we take pride in on a daily basis. The Center will be able to expand its facilities in the next 10 to 20 years without having to move locations. Expansion can be done by replacing existing buildings and making better and more appropriate use of the existing square footage. The office at the San Marcos site could be moved to a portable building adjacent to the Center grounds. Building 1 is in desperate need of being replaced. If the office moves out of Building 1, then there could be a possibility of adding 1-2 additional toddler classrooms. In the next 10-20 years, all three buildings will need to be replaced. Permanent structures would be advantageous for longevity and safety in order to mirror the quality of our program.

The Escondido site is located in a renovated former bank building. It serves its purpose well, but additional classroom space, kitchen, staff and playground space will be needed. The Center could easily fill an additional 2-4 classrooms, with the greatest need being for 3 year olds and younger, in the next 10 years.

A reception area/parent resource area is needed at both Centers. Parents do not have a place to sit to fill out needed paperwork, and children do not have a place to be supervised while the parents are taking care of office business. For the classrooms, hands-on learning experiences are the most appropriate for the young child. Of course at both sites, storage is always an issue. With any increase in licensing capacity, appropri-

ate storage space will be needed. Storage space will include indoor and outdoor materials, supplies and equipment.

#### **Child Development Department Program Description**

The Child Development Department is a comprehensive program within the Human Arts and Sciences Division. The Department offers an AA Degree and a Certificate in Child Development. The Child Development Department prepares students for employment as preschool teachers, day care providers, directors, elementary school teachers, and other child development careers (trainers/consultants), focusing on the child, from birth to age 8. A total of 21 three to four unit courses as well as a variety of workshops are regularly offered. On average the Child Development Department offers 40-45 day, evening, television, telenet, and internet courses at the San Marcos Campus and satellite center sites. The Department is continuing to extend courses through distance learning. Currently three courses are being offered by means of online and television. The Department offers courses, which are required by Community Care Licensing for the State of California, in order for a person to work in a childcare setting. Child Development 100 and 115 and additional 6 units are considered core courses, which all childcare workers/teachers must complete in order to work at a licensed facility in the state. After CHDV 100 and 115 are completed, students are highly encouraged to complete at least 24 units in Child Development, preferably the entire program. The Department also offers 3 general education courses, and all certificate courses are transferable to the CSU system. For the fall 2001 semester, the Child Development Department had a FTEF equal to 6.70 generating 4,260 WSCH with a WSCH/FTEF ratio equal to 636. This ratio is well above the college average.

The Child Development Department is a highly successful program at Palomar College. The Department works closely with the Child Development Center on

campus, as well as several other childcare sites out in the community, by placing students to observe and/or participate with the children. In addition to chair duties, the Department chair also oversees the operations of the Child Development Center (San Marcos and Escondido sites). The Child Development Department directs the Child Development Training Consortium and the Mentor Teacher Program. In addition, the Department has been working with the SD Cares Program, which operates through the YMCA, for the last two years. All of these programs benefit students and the field of child development, mainly through education, experience and financial reimbursement.

#### Future Development

The Child Development Department has been growing faster in the WSCH to FTE ratio than the college and will continue to do so over the next 10-20 years. Some Child Development courses may be developed into distance learning, but there will always be the need to meet in a traditional classroom setting.

Several new programs and requirements will increase the need to offer additional courses in Child Development.

- The Child Development Permit Matrix is a fairly new credentialing structure (1997) in the state of California.
- A Child Development permit is required for all teachers, master teachers, site supervisors, and directors in funded Title 5 programs. The Child Development Department will see a growing need for curriculum, specialization and administration courses due to changes at the state and local levels.
- The federal Head Start Program has increased the education requirements for its teaching staff by requiring higher level permits, AA and BA degrees.
- In 1998, the California Department of Education recommended that California, "offer publicly funded universal preschool within 10 years to all three and four year old children..." Therefore, the Department will

need to educate preschool teachers for the public school system.

- As more two-income families are needed to live with in the district boundaries, the need of additional child-care will continue to increase in the next 10-20 years.

The Department will also need to add 3 full time instructors within the next 10 years for the reasons described above. Child Development is a multi-faceted field with changes on a continual basis, and collaborative efforts between other community colleges in the area and the child development community will continue to be developed.

Minimum Facility Requirements for the Child Development Department

Most of the Child Development courses are taught in A-18 (and BE-6 for the Art class). This classroom is near the administrative buildings, quite a distance from the Child Development Center. A permanent teaching and office facility with semi-smart classrooms is desperately needed. Any permanent teaching facility needs to be directly adjacent to the Child Development Center (in its current location). Three classrooms are needed, two for lecture and one for curriculum methods classes (tables, chairs, tile floor, storage, and sinks). Classrooms, faculty offices, and the Center, all within the same vicinity, will give students a comprehensive program for Child Development.

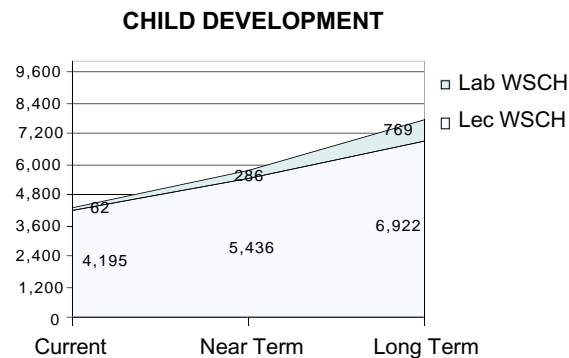


Image 6.12  
CDB Child Development Center Playground

**ECONOMICS, HISTORY, AND POLITICAL SCIENCE DEPARTMENT**

**Economics**

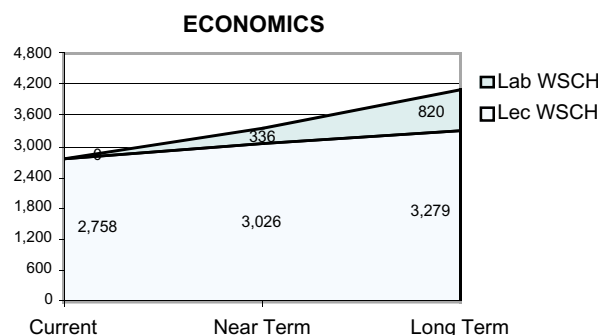
**Program Description**

Economics is part of the Economics, History, & Political Science Department, offering eight different courses in addition to an A.A. Degree Program. All of these courses meet General Education Transfer Requirements to CSU and UC. Three of these courses are required for business majors. ECON 101 and 102 are required for the Business Administration A.A. Degree. Economics 100 meets one of the requirements for a degree in Business Management. Economics offers day and night, semester length, and short-term classes on the San Marcos Campus and several of the Palomar College Centers. In fall of 2001, Economics had a FTEF equal to 5.40 generating 2,758 WSCH with a WSCH/FTEF ratio equal to 511. Economics shares a full-time 11 month ADA with the rest of the Economics, History, & Political Science Department.

Economics currently schedules most classes in a small lecture/lab classroom with 15 computers that can accommodate up to 30 students. The remaining sections are scheduled in other classrooms located across the San Marcos Campus and at the College Centers. At the present time, Economics 100 is offered as an on-line class.

Future Development

Economics is expected to grow at the same rate as the rest of the College. As the business major at Palomar, SDSU, and CSUSM expands, there will be an increasing demand for economics classes. Economics is also increasingly dependent on computer applications for analysis of economic and statistical data. If the discipline grows as expected, the College will need to add one additional full-time faculty position within the next five years and two additional faculty positions within the next twenty years.



8,061 WSCH with a WSCH/FTEF ratio equal to 601. History shares a full-time 11-month ADA with the rest of the Economics, History, & Political Science Department.

History currently has scheduling priority over two lecture classrooms on the San Marcos Campus. These classrooms are heavily used with classes being offered from 8:00 AM until 9:20 PM. Approximately one third of all history classes are scheduled in these classrooms with the rest scattered over the San Marcos Campus and at the Centers. At the present time, history has no distance education offerings, though there is the expectation that History of the Americas, the History 140-141 combination, will be developed either as a hybrid class or an on-line course offering within the next two years.

## History

### Program Description

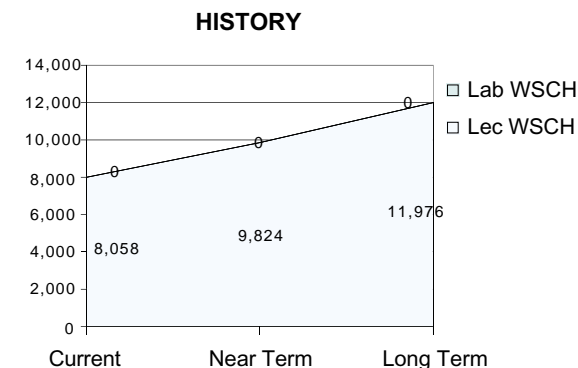
History, with its eighteen different course offerings, is part of the Economics, History, & Political Science Department. All of these courses meet General Education Transfer Requirements to CSU and UC, though the college offers no A.A. Degree or Certificate of Achievement in History. Additionally, the History 101 and History 102 combination, as well as the History 140 and History 141 sequence, meet the Palomar College American History and Institutions requirement for the A.A. Degree. Regarding that Associate's degree, history courses, such as History 105 and 106 (Western Civilization), also satisfy some of the General Education Requirements, and two offerings fulfill the Multicultural Requirement. Lastly, History 130 is a crucial component for the A.A. Degree in Women's Studies due to the regularity of its scheduling during each semester and its large enrollment.

History offers both day and night, semester length, and short-term classes on the San Marcos Campus and several of the Palomar College Centers. In Fall 2001, History had a total FTEF equal to 13.40 generating

### Future Development

The backbone of the history offerings ---101,102 and 140,141---should continue to grow at least as fast as the rest of the college. Because of the increasing interest in global issues and multiculturalism, World History (History 107 & 108), should also show a significant increase. With the addition of new history classes---Hollywood, Crime and Criminality, Gay and Lesbian History, and the World War II Generation---as well as the introduction of Internet classes, History should remain strong for the next 20 years.

Aside from replacements due to retirements over the next two decades, additional staffing is needed. Due to an increasing demand for history classes and the large number of adjunct history faculty there is an immediate need for one new History professor and at least two additional History faculty over the next 20 years.



## Political Science

### Program Description

Political Science is part of the Economics, History, & Political Science Department offering 13 different courses with no A.A. Degrees or Certificates of Achievement. All of these courses meet General Education Transfer Requirements to CSU and UC. The Political Science 101 and 102 combination meets the Palomar College American History and Institutions requirement for the A.A. Degree. Political Science offers both day and night, semester-length and short-term classes on the San Marcos Campus and at most of the Palomar College Centers. In Fall 2001 Political Science had a total FTEF equal to 5.2 generating 2,806 WSCH with a WSCH/FTEF ratio equal to 540. Political Science shares a full-time 11 month ADA with the rest of the Economics, History, & Political Science Department.

Political Science currently has scheduling priority over one lecture classroom on the San Marcos Campus. Approximately one half of their classes are scheduled in this classroom with classes beginning at 8:00 am and scheduled continuously on most weekdays until 8:50

or 9:20 at night. The remainder of classes offered are scattered over the San Marcos Campus and at the Centers. Currently Political Science has no distance education offerings, though the department is planning an on-line version of Political Science 120, California Politics and Government.

Future Development

Political Science is exploring the possibility of offering new courses, such as a current political issues class, a course on the politics of the Middle East, a class in comparative government that includes the study of governments in eastern as well as western countries, and a course in mediation. Political Science should continue to grow at least as fast as the rest of the college because of an increasing interest in global and domestic political issues. Because adjunct faculty teach at least one-half of the classes in Political Science, there is an immediate need for one new Political Science professor and it will be important to replace any retired faculty over the next 20 years.

Minimum Facility Requirements for the Economics, History, and Political Science Department

A teaching and office facility with semi-smart classrooms is desperately needed for the Economics, History, and Political Science Department. The Academic Department Assistant will need office space and a reception area as well as a copy/mail/work room. The full-time contract professors will need individual offices as will any new faculty. There is also a need for office space for the large number of adjunct professors who teach in the department. A conference room for interdisciplinary meetings and conferences is also required. It is ideal for all classified and faculty office space to open onto a common reception area and be in close proximity to department lecture and lab classrooms.

To accommodate expected growth, Economics will need access to at least one additional lecture/lab classroom on the San Marcos Campus. History will immediately need at least one additional lecture classroom on the San Marcos Campus with an additional two more classrooms in the more distant future. Political Science will immediately need at least one additional lecture classroom on the San Marcos Campus with additional classrooms in the future. The anticipated Internet classes in the department will necessitate the expansion of the Computer Laboratory in the Library as well as the creation of a separate testing center computer laboratory.

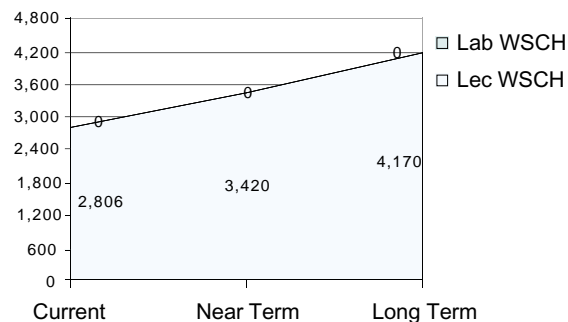
that meet humanities, social, political, behavioral, and American history and institutions requirements. MCS offers a certificate of achievement in Africana Studies. Of the 4.60 total Full Time Equivalent Faculty (FTEF), .2 is in Africana Studies, 3.2 is in Chicano Studies, .2 is in Judaic Studies, and the rest, 1.0, is in Multicultural Studies. With a WSCH/FTEF ratio equal to 532 MCS is more efficient than the average department at Palomar College. MCS shares an Academic Department Assistant with the Child Development Department.

MCS is very active in its support of community outreach projects, and student clubs and organizations. The largest of these student organizations, Movimiento Estudiantil Chicano De Aztlan (MECHA), stages several cultural and informational events every year with the full support of the Multicultural Studies faculty and staff.

Future Development

MCS has a very large potential for growth, especially in Chicano Studies and Africana Studies. Africana Studies only offers a few classes each year because there are no full-time contract Africana Studies faculty members, and qualified adjunct faculty are in high demand throughout the county. Currently, the Africana Studies WSCH/FTEF ratio is 848. With the addition of a new contract position, Africana Studies could easily double or triple in size. Every year more ethnic minority students enroll at Palomar College. This increase will eventually create a steady demand for more ethnic studies classes and necessitate the hiring of more MCS faculty to teach those classes. The Multicultural Studies Department should grow at least as fast as the rest of the college. In the short term, there is a need for one Africana Studies professor. Within the next twenty years, at least two new Chicano Studies professors will be needed in addition to replacements for retirements.

**POLITICAL SCIENCE**



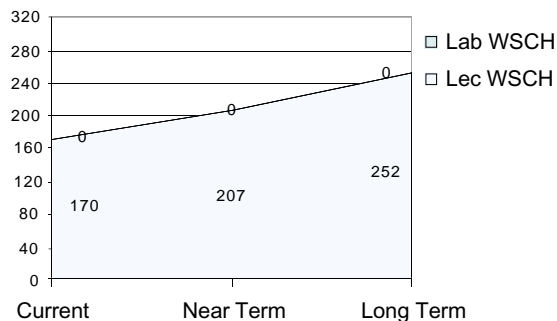
**MULTICULTURAL STUDIES**

**Africana Studies, Chicano Studies, Judaic Studies, Multicultural Studies**

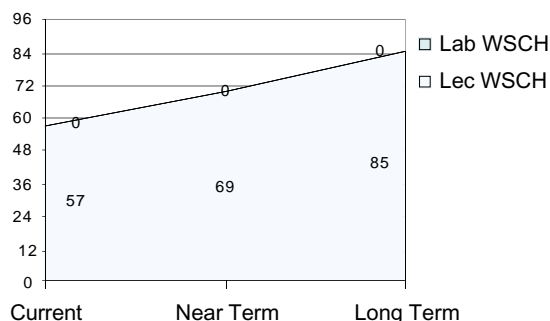
**Program Description**

Multicultural Studies (MCS) is a department offering classes in Africana Studies, Chicano Studies, Judaic Studies, and Multicultural Studies. This relatively small department teaches the majority of the ethnic studies classes at Palomar. The Multicultural Studies (MCS) Department offers classes that meet the multicultural requirement for the AA degree and the ethnic studies requirement for transfer to CSU in addition to classes

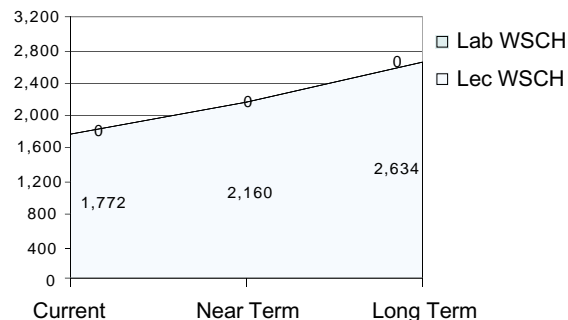
**AFRICANA STUDIES**



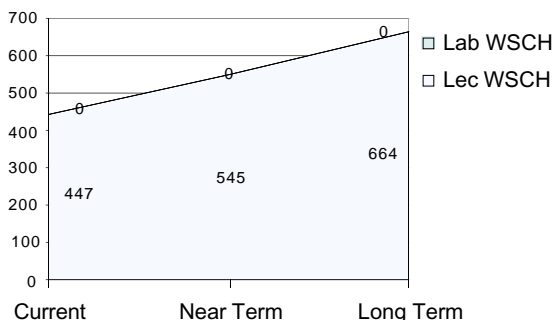
**JUDAIC STUDIES**



**CHICANO STUDIES**



**MULTICULTURAL STUDIES**



Minimum Facility Requirements for the Multicultural Studies Department

Most of the current Multicultural Studies Department faculty is housed in the ST building. Because the department shares their ADA with the Child Development Department, there is a need for a separate Multicultural Studies (MCS) department office/student reception area. As their offerings increase there will be a need for at least one additional semi-smart classroom and three more offices.

**PHYSICAL EDUCATION DEPARTMENT**

**Health, Physical Education, Recreation Program Description**

The Physical Education Department includes three separate but interrelated disciplines: Physical Education, Health and Recreation. The curriculum is designed to provide academic preparation for transfer to a four-year program or entry-level employment in related fields. An A.A. degree in Physical Education prepares students to begin upper division coursework required for a bachelor's degree in Physical Education, Health Education or related fields. Certificate programs include Recreation Agency Leader, Outdoor Leadership, and Adult Fitness/Health Management. With over 75 different course offerings, students, staff and community members are able to realize the importance of active participation in lifetime health and physical activity programs. Health 100 and 165 meet general education transfer requirements. The needs of the student athlete are served through off-season training and fitness courses. The department currently offers distance learning courses in nutrition and would like to expand into other areas.

The Physical Education Department works very closely with the Athletic Department and all but two contract faculty are members of both departments. Each semester, Physical Education offers more than 150 day, evening, semester-length and/or short-term each

semester. In fall 2001, Physical Education had an FTEF equal to 25.02 generating 10,741 WSCH with a WSCH/FTEF ratio equal to 429.

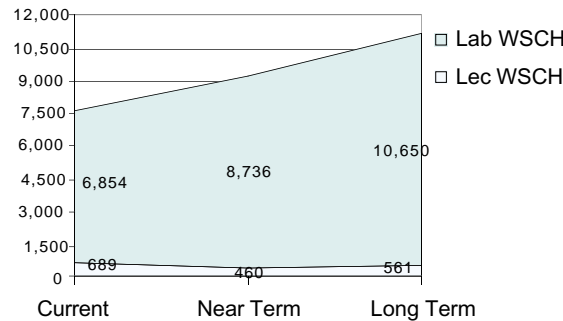
Future Development

Growth is projected to be commensurate with the college as the department continues to serve the needs of the community. Although the department will continue to offer new and exciting lab activity courses, there will be more focus on fitness/exercise programs and science-based lecture courses related to areas such as athletic training, physical therapy, and pre-kinesiology. The additional lecture courses could increase distance learning offerings. Department goals include expanding Physical Education programs and exercise facilities at education centers. This would increase opportunities for potential Physical Education majors and add to department WSCH. The additional demand for Physical Education classes will create a need for at least three new full-time faculty positions.

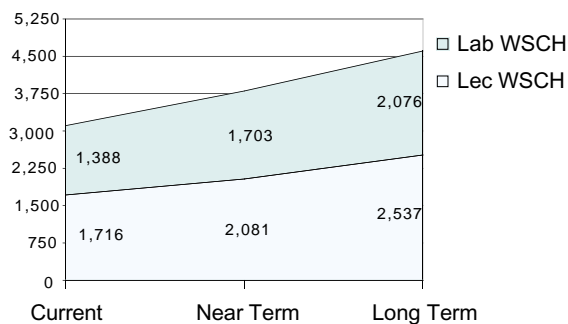
Minimum Facility Requirements for the Physical Education Department

The majority of the physical education facilities are in dire need of attention. The new baseball field is scheduled to be completed in Spring 2004. The current soccer field will be expanded and the softball field will be relocated. This will allow soccer/softball classes to be offered concurrently. The Dome gymnasium needs total refurbishing i.e., lights, inside surface air conditioning and heating. The tennis courts need to be resurfaced and maintained to ensure safety and longevity. The strength facility (racquetball courts) needs heating and air conditioning, as well as continued improvements in the conversion project. As indicated in the college Master Plan, the development of a football/soccer stadium is a high priority. The men's and women's locker rooms need total refurbishing & remodeling.

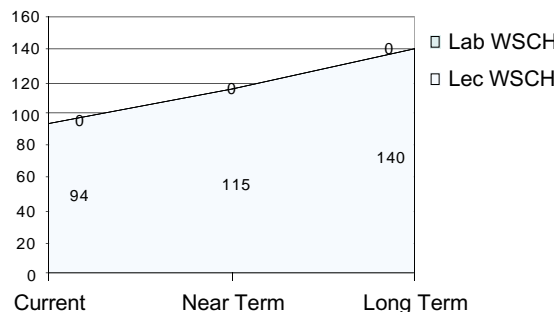
**PHYSICAL EDUCATION**



**HEALTH**



**RECREATION**



**MATHEMATICS AND THE NATURAL AND HEALTH SCIENCES DIVISION**

**Office of the Dean of Mathematics & the Natural & Health Sciences**

Description of Office

Located in AA-101, the Mathematics & the Natural and Health Sciences (MNHS) Division office, under the direction of the Dean of Mathematics & the Natural and Health Sciences, and with the support of a Senior Administrative Secretary, administers and provides support for the following departments: Chemistry, Dental Assisting, Earth Sciences, Life Sciences, Mathematics, Nursing Education, and Physics/Engineering. The Dean of Mathematics & the Natural and Health Sciences has the primary responsibility for curriculum development, scheduling, enrollment management, faculty hiring and evaluation, and budget development and planning for all areas within the division.

The Division also supports the Planetarium and ES-9 open computer lab. The ES-9 computer lab was obtained with a National Science Foundation grant.

Future Development

The Division Office is not expected to grow over the next five to ten years. There are three employees in the office: one full-time administrator, one full-time senior administrative secretary, and 20% of a computer lab technician. Student workers keep the ES-9 computer lab open for use by all students of the college.

With the increasing complexity of the PeopleSoft financial and scheduling software, there will be a need for additional clerical help to assist departments in tracking financial and scheduling information. If the faculty union negotiates some form of tenure for adjunct faculty, there will be an immediate need for an additional administrator (Division Chair, Associate Dean) and additional clerical help to evaluate the performance of the hundreds of adjunct faculty within the Division. As the division increases in size and complexity, there will be a need for more office and conference space.

Minimum Facility Requirements for the Mathematics & the Natural & Health Sciences Division Office

Within the next five years the Division Office will need additional clerical space to accommodate at least one clerical assistant and at least two additional offices to accommodate needed additional clerical and administrative staff within the next twenty years. Currently the Instruction Office conference room is used when it is available, but as the Division gets larger and more complex there will be a need for a conference room that can accommodate fifteen to twenty people. Ideally the MNHS offices should be located near the Instruction Office and within five minutes walking distance of the major department offices and classrooms within the division.

The ES-9 MNHS Division computer lab is well used, but the college would be better served if it were combined with the Academic Technology Group lab in the Library.

**Chemistry Department****Program Description**

The Chemistry department offers sixteen courses that provide the necessary background to continue in

upper division course work in various disciplines of science. Ten of these courses meet the General Education Transfer Requirement and seven of these are required for the AA degree in Chemistry. In addition to providing a solid preparation for future chemists, students from a variety of majors are required to take Chemistry 100 as a prerequisite to additional coursework in their field. In Fall 2001, Chemistry had a FTEF equal to 9.87 generating 4,412 WSCH (2,487 lab, 1,925 lecture) with a WSCH/FTEF ratio equal to 447.

The Chemistry department is one of the most highly regarded community college chemistry programs in the County. The Organic Chemistry program affords students experience with state of the art instrumentation that is unparalleled at the undergraduate level.

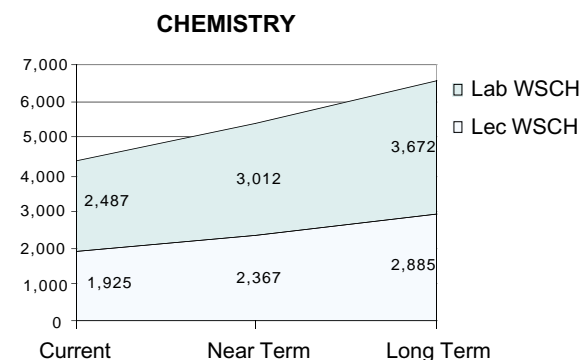
Future Development

The Chemistry department will continue to grow at least as fast as the general rate of the college. There appears to be a pent-up demand for those chemistry classes that are pre-requisites for other disciplines. Currently department growth is limited by the facilities. The lack of wet labs at the Centers prohibits the department from offering Chemistry courses at the centers. Providing labs at the Centers would provide the department the opportunity to serve the growing demand. Chemistry requires a full-time professor immediately due to a retirement in 2001-2002. Additional growth in the department will require additional faculty and support staff to maintain the level of excellence in the department.

Minimum Facility Requirements for the Chemistry Department

The department is scheduled to move to the new High Technology Lab & Lecture Building sometime in 2005. The new building has been designed in modules and one module currently devoted to office space, can be converted into a chemistry lab. Lecture facilities in the new building will be adequate. Access to a computer lab

is essential to the program. Continued success of the program is dependent upon adequate support for supplies, equipment and technology.



### Dental Assisting Program

#### Program Description

The Dental Assisting Program offers certificates and AA degrees in Dental Assisting (Registered Dental Assisting) and Dental Receptionist/Office Manager. There are no general education courses in the program. The program is accredited by the Commission on Dental Accreditation of the American Dental Association and by the California Board of Dental Examiners for Registered Dental Assisting. Most of the required technical courses are offered by the Dental Assisting Program. However, Dental Assisting students take a few courses outside of the program, such as business and general education courses. The program employs two full-time faculty members, one of whom also serves as director of the program. There are also two adjunct instructors. However, the number of adjuncts varies based on scheduling needs. Fall 2001 data indicate a WSCH to FTEF ratio of 391. The WSCH to FTEF ratio is influenced by accreditation standards limiting the number of students per faculty member in specific courses. It is also limited by the size of the seating capacity of the lab (currently 20).

#### Future Development

The size of the Dental Assisting program is expected to stay the same over time due to the availability of lab seats and accreditation requirements. While labor market data indicate an increase in demand for Dental Assistants over the next ten years, the starting salary is low and may adversely influence actual enrollments in Dental Assisting programs.

#### Minimum Facility Requirements

The present laboratory facility is adequate. The Dental Assisting facilities do have two rooms where students can develop x-rays and films. The program could grow from its current 20 students to 24 if it had a larger laboratory room with 24 student stations. A small patient waiting room and records desk is needed. Ideally, the lab should be close to parking for easy patient access.

Private offices for the program's two full-time faculty members and academic department assistant are needed.

As part of any facilities requirement, the program must address a number of safety issues, including blood-borne pathogens, personal protective equipment, sharps and storage of hazardous waste materials.

### EARTH SCIENCES

#### DEPARTMENT

#### Aeronautical Sciences

##### Program Description

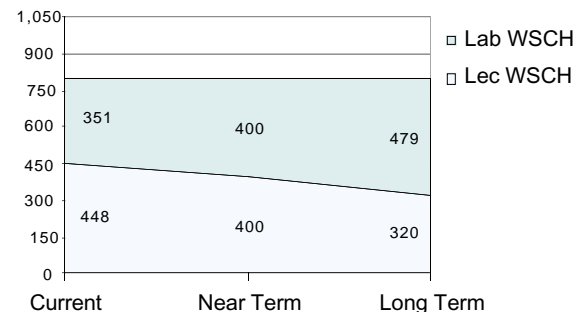
The Aeronautics program offers a wide range of courses to support certificate and associate degree programs in Aeronautical Operations, Aircraft Commercial Pilot, and Aviation Management. The most popular course offered is AERO105, Basic Pilot Ground School. Students who complete Aeronautics programs go on to a variety of careers including being commercial pilots or working in airport operations. Technology is incorporated in the program through state-of-the-art flight simulators and through aviation computer software that students use in a computer lab. The Aeronautics program is currently supported by one full-time and several adjunct instructors.

The Aeronautics program is the largest in San Diego County, and although growth tends to fluctuate with the strength of the aviation industry, it has shown considerable growth over the past five years. In that time there has been a 59.2% growth in total WSCH for Aeronautics classes. In Fall 2001 Aeronautics had a total FTEF of 1.60 and total WSCH equal to 826 (795 lecture, 32 lab) for a WSCH to FTEF ratio of 517.

#### Future Development

The rate of growth in the Aeronautics program is hard to predict due to industry influences but will likely grow at a faster rate than the college as a whole if the trend of the past five years continues. Aviation instruction has been dependent on adjunct faculty, many of whom work day jobs in the industry. This is a desirable situation, although it does put a substantial amount of management burden on the one full-time instructor. This situation may require more support staff in the future particularly if the program grows.

DENTAL ASSISTING



## Geography

### Program Description

The Geography program offers general education and associates degree applicable courses in the physical and social sciences, and one course required for a certificate program. Geography offers 4 core physical geography courses that satisfy GE physical science requirements. One of those, GEOG115 is also a required course for completion of the certificate program in Environmental Technology. GEOG105 Human Geography is a regular course offering that meets the requirements for social science general education or an associate degree. Geography also offers two Geographic Information Systems (GIS) courses on a regular basis. GIS is a growing part of the field of geography and helps tie the discipline to other Palomar College disciplines and our local planning community. Geography also offers field courses on a regular basis to such locations as the Anza Borrego Desert/Joshua Tree and the Hawaiian Islands. In addition to these successful field courses, Geography also offers many afternoon and all day field experiences for students in our lab and lecture classes. PowerPoint and Internet based class presentations represent a growing part of the technology being used by Geography instructors. The program is currently supported by two full-time and numerous adjunct instructors.

The Geography program has shown considerable growth over the years. In the past five years there has been a 15% growth in total WSCH for Geography classes. In Fall 2001 Geography had a total FTE of 3.80 and total WSCH equal to 1,862 (1,552 lecture, 310 lab). Geography WSCH to FTE ratio equaled 490. Unlike most other programs, Geography has stronger Spring than Fall enrollment. Spring 2002 enrollments set an all-record for the program.

### Future Development

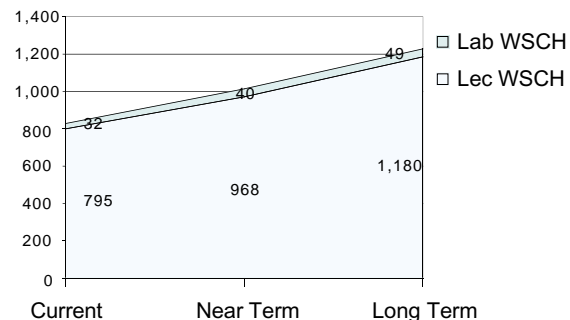
With the expansion of the Human Geography and GIS programs, and the addition of an associates degree, Geography will likely grow at a faster rate than the col-

had a total FTE of 2.60 and total WSCH equal to 1,663 (1,441 lecture, 222 lab). Astronomy WSCH to FTE ratio was 640.

### Future Development

The growth rate for the past five years would indicate that Astronomy has the potential to grow at a faster rate than the college as a whole. The possible limitations in growth would come from lack of qualified instructors to teach classes or limitations in facilities. It is clear that more offerings of Astronomy could be offered and would be successful. Astronomy is currently being taught with much more emphasis on the use of technology. PowerPoint and the Internet are being routinely used in Astronomy instruction. Astronomy will also continue to emphasize a strong community outreach with school and public Planetarium shows. Also, laboratory courses offered by Astronomy will need lab assistants in the future, as the complexity and volume of lab materials to support those classes grows. Another problem for growth or maintenance of the program has been finding qualified instructors in Astronomy. Finding qualified adjuncts has been especially difficult. Another full-time instructor will be needed in order to sustain future growth in Astronomy.

### Aeronautical Sciences



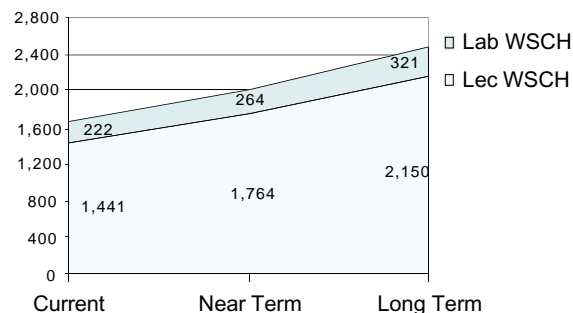
## Astronomy

### Program Description

The Astronomy program offers general education and associates degree applicable courses in the physical sciences, and an associate degree in astronomy. The core offerings that meet physical science general education or associates degree requirements are ASTR100- Principles of Astronomy, ASTR105L- Introduction to Astronomy Laboratory, ASTR120- Introduction to the Solar System, ASTR205- Physical Astronomy: The Solar System, ASTR206- Physical Astronomy: The Stellar System, and ASTR210- Life in the Universe. The Astronomy program also operates a Planetarium with a state-of-the-art Digistar projector. The program has a very successful outreach to the community with Tuesday and Thursday morning Planetarium shows for local elementary school groups. Public Planetarium shows are also conducted on Friday evenings throughout the school year. The program is currently supported by two full-time and numerous adjunct instructors.

The Astronomy program has experienced very strong enrollment growth during the past few years. In the past five years there has been a 32.6% growth in total WSCH for Astronomy classes. In Fall 2001 Astronomy

### ASTRONOMY



lege as a whole. Human Geography offerings were successfully increased from one to two over the past year. Geographic Information System class offerings will dramatically increase when the certificate program goes into effect (expected in Fall 2004). This emerging field has considerable popularity in the workplace and will represent the first program of its kind in North County. Also, laboratory courses offered by geography will need lab assistants in the future as the complexity and volume of lab materials as those classes grow. Currently, Geography offers 21 – 23 class sections per semester. This already translates into more than 50% of all Geography classes being taught by adjunct or hourly faculty. Geography currently needs one more full-time professor and will need at least one additional professor over the next 5 years if the anticipated growth materializes.

### Geology

#### Program Description

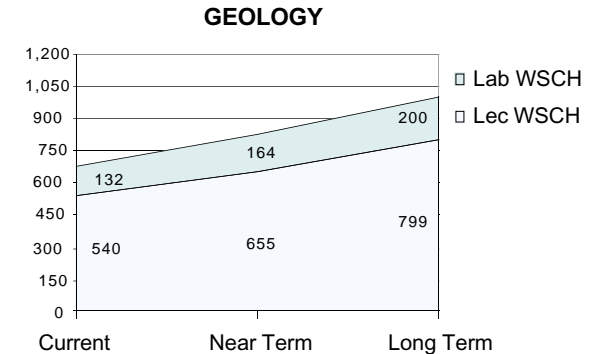
The Geology program offers general education and associate degree applicable courses in the physical sciences, and an associate degree program in Geology. The core geology offerings that meet physical science general education or associate degree requirements are GEOL100- Basic Geology, GEOL100L- Basic Geology Lab, GEOL110- General Geology: National Parks and Monuments, GEOL125- California Geology and Geography, GEOL150- Dinosaurs and Earth History, and GEOL150L- Dinosaurs and Earth History Laboratory. Geology also offers a very successful field course program. Field courses are offered regularly to places such as Northern California, Grand Canyon to Dinosaur National Monument, Death Valley, and Hawaii. In addition, every semester there are weekend field trips to Death Valley and the Mojave Desert. Internet and computer lab class assignments represent a growing part of the technology being used by Geology instructors.

The Geology associates degree program is very successful and has turned out numerous graduates in recent years. Many of these students have gone on to geology programs at four-year schools. The program is currently supported by one full-time and usually one adjunct instructor. In Fall 2001 Geology had a total FTE of 1.4 and total WSCH equal to 672 (540 lecture, 132 lab). Geology WSCH to FTE ratio equaled 480.

#### Future Development

The Geology program is currently small but strong. It will in the future expand the use of technology in the classroom while retaining its strong emphasis on field education. New field trip and field course locations are always being developed. As a basic Earth Science that overlaps significantly with Oceanography, Geography, and Astronomy, it will also play an important role in supporting other Earth Science disciplines. Also, laboratory courses offered by geology will need lab assistants in the future as the complexity and volume of lab mate-

rials to support those classes. The Geology program has the potential to grow at a rate that is at least commensurate with the college in the future. In the past five years there has been a 20.4% growth in total WSCH for Geology classes.

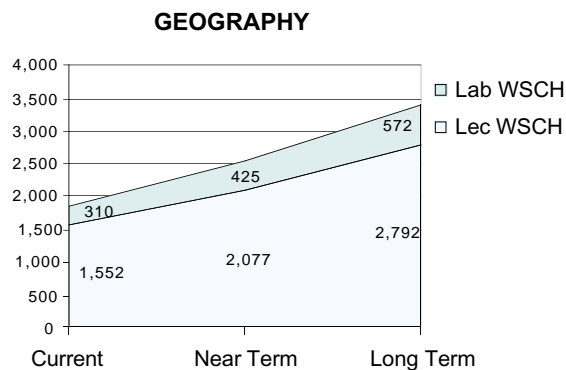


### Oceanography

#### Program Description

The Oceanography program offers general education courses and courses applicable to the associate degree in the physical sciences. In the past five years there has been a 28.8% growth in total WSCH for Oceanography classes. In Fall 2001 Oceanography had a total FTE of 3.60 and total WSCH equal to 2,032 (1,552 lecture, 480 lab). The Oceanography WSCH to FTE ratio equaled 564.

Oceanography lab classes are very popular with students and offer a number of field exercises as part of the curriculum. Internet and computer lab assignments represent a growing part of the technology being used by Oceanography instructors. Oceanography also has considerable community outreach through special programs with high schools and an active guest speaker program. Each semester guest speakers are



invited to do public presentations on current topics in Oceanography. The program is currently supported by three full-time and numerous adjunct instructors.

#### Future Development

The Oceanography program should continue to grow at a rate commensurate with the college. Oceanography lab exercises are being continually updated to take advantage of new technologies that are being applied to learning. Oceanography instructors are rapidly incorporating technology into the classroom and will continue to do so in the future. Internet Oceanography lecture courses will likely be incorporated into the Oceanography curriculum in the future. The Oceanography program would like to expand its offerings in laboratory classes to other campuses such as Escondido. If there is an expansion in Oceanography offerings in the future, additional full-time instructors will be necessary.

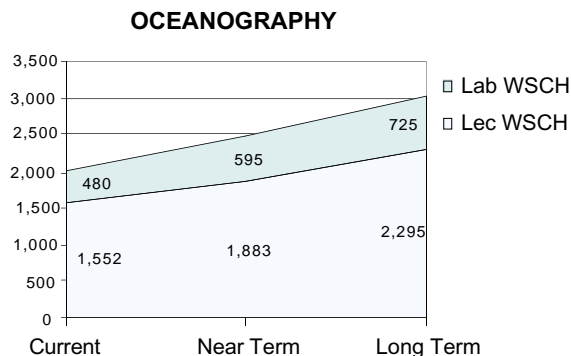
#### Minimum Facility Requirements for the Earth Sciences Department

There is currently a lack of adequate office space, storage, lab facilities, and classrooms with updated technology options to support the Earth Sciences Department. The Earth Sciences Department is scheduled to move into the new High Technology Science Building upon its completion. When this occurs, many of the existing facilities problems will be resolved. However, still unknown is the access Earth Sciences will have to a computer lab. All of the disciplines within Earth Sciences are heavy users of computers and therefore must have access to computer labs.

When astronomy moves to the new Science Building, a roof platform, storage unit, and lifts will be installed that will allow for the use and storage of portable telescopes. However, still at issue is the future of the Planetarium and the astronomical observatories. In order for the astronomy program to function appropriately, both the Planetarium and observatories need to be

located adjacent to the new science building so that all of the pieces of the Astronomy program can function together.

If any of the disciplines within Earth Sciences are to grow significantly it will be necessary to build adequate labs at other district locations.



## LIFE SCIENCES DEPARTMENT

### Biology, Botany

#### *Program Description*

The Biology/Botany program offers two certificate or associate degrees in Biology-General and Biology-Pre-professional. In addition, the numerous courses offered support a number of other certificate and associates degrees from other departments as well as meeting the general education biological sciences requirements for transfer to four year colleges. Courses offered in this program cover a very wide range of biology sub-disciplines. Biology/Botany also has an active and very successful field course program to both domestic and international locations from Yellowstone to Belize.

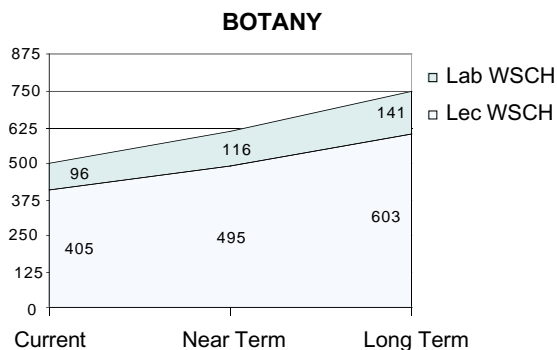
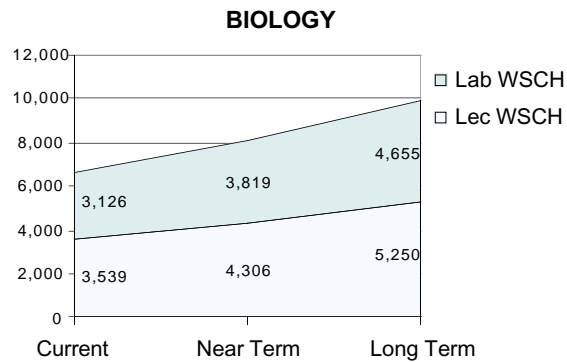
Biology/Botany is increasingly a technology-driven discipline with numerous software programs and Websites that are used for both teaching and student activities.

Technology is also being woven into the discipline as Biotechnology increases in importance.

Enrollments in Biology/Botany are very strong with an average class size in Fall 2001 of about 34.9 students. In addition, Fall 2001 total WSCH was 7,166 (lecture WSCH 3,944 and lab WSCH 3,222). These numbers indicate a strong emphasis on laboratory experience for students, and a hands-on approach to student learning. WSCH to FTEF ratio was a healthy 559. There is a lot of crossover among instructors teaching between various Life Sciences disciplines. That being considered, the program consists of approximately six full-time faculty and ten adjunct faculty. There are also three classified lab aides who serve all of the Life Sciences Department, and one Academic Department Assistant.

#### Future Development

The primary limitation for growth of Biology/Botany comes from a lack of facilities. The program has the potential to at least grow commensurate with the college and higher if there is growth in the programs it supports. More classes could be offered and filled if additional classrooms were available. Plans to expand offerings or develop new programs are dependent on the move to the new High Technology building (planned for Fall 2005). An increasing dependence on technology can be expected in the Biology/Botany program. San Diego is a major support city for the Biotechnology industry. Biotechnology has enormous potential as a new program that would generate a large growth in enrollment throughout the Life Sciences. If there is expansion or initiation of new programs, both the number of full-time faculty and number of support staff will need to increase. The ADA position in Life Sciences already needs additional support. There is a need to add one new full-time faculty every two years.



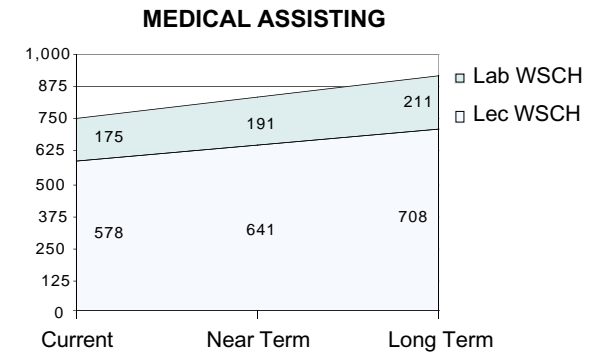
**Medical Assisting**  
*Program Description*

The Medical Assisting program offers certificates and associates degrees in Administrative Medical Assisting and Clinical Medical Assisting. Medical Assisting has 9 different courses that support the program. Other courses that are required for the certificate or associates degree programs come from the Business, Life Sciences, and Office Information Systems programs. The Medical Assisting program primarily operates out of the Escondido Center with 85% of all classes taught there. The move from the San Marcos Campus to Escondido was to take advantage of classroom and storage space opportunities.

In Fall 2001, Medical Assisting offered eight class sections and had a total Weekly Student Contact Hours (WSCH) of 753 (578 lecture and 175 lab). Medical Assisting experienced a marked increase in total WSCH from Fall 2000 to Fall 2001 of 22.4%. Medical Assisting has some affinity with Emergency Medicine which results in sharing of some equipment. Lots of supplies and equipment are required as part of the program. Medical Assisting currently has three EKG machines. Existing staffing for Medical Assisting includes one full-time professor and three adjunct faculty.

Future Development

Enrollments are weak and the program has been downsized since 1995. It is unlikely to grow as fast as the college as a whole. There are many employment opportunities in the field.



**Microbiology**  
*Program Description*

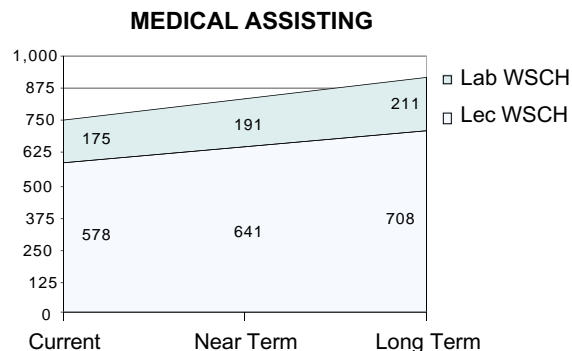
Microbiology consists of one combined lecture/laboratory course, MICRO200. The five unit course consists of three hours of lecture and six hours of lab per week. MICRO200 meets the general education requirement in the sciences and is also a required course for all Nursing associates degrees. Nursing students make up the majority of the classroom population in Microbiology, but there are also significant numbers coming from other Allied Health areas, especially Dental Hygiene. Classes in Microbiology are becoming more technology oriented both in teaching methods and in student participation. Also, laboratory is an essential component of the microbiology course, indicating a strong emphasis on hands-on learning.

Microbiology saw a significant jump in enrollment from Fall 2000 to Fall 2001 of 22.5%. Fall 2001 Weekly Student Contact Hours (WSCH) was 850 (lecture 292 and lab 558). Overall WSCH to full-time equivalent Faculty ratio for Microbiology in Fall 2001 was 472. Staffing includes contributions from two full-time faculty, one adjunct faculty, and three-fourths of one full-

time lab assistant. The courses offered each semester are equivalent to the load of 1.8 full-time faculty.

#### Future Development

The Microbiology program has the potential to at least grow commensurate with the college and higher if there is growth in programs it supports. In addition to Nursing, growth potential comes from possible development of a program in Biotechnology. San Diego is a major support city for the Biotechnology industry. Biotechnology has enormous potential as a new program that would generate a large growth in enrollment in the overall Life Sciences Department as well as Microbiology. The Microbiology program will become more dependent on technology to support learning in the future in both lecture and laboratory settings.



## Zoology

### **Program Description**

Disciplines included within the Zoology grouping include Anatomy, Physiology, and Zoology. Anatomy and Physiology courses are listed in the college catalog under Zoology. Zoology offers numerous classes that meet general education requirements in the biological sciences with some of those also being required courses in the Nursing Education program. Because of this, demand for nursing drives enrollment in Zoology. Seven general education courses are a regular part of each semester's class offerings. Classes are becoming more technology oriented both in teaching methods and in student participation with the increasing use of software programs and the Internet.

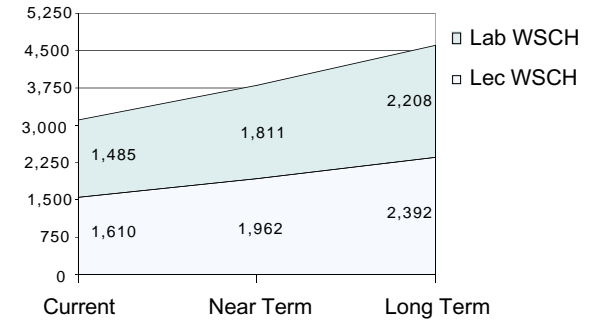
The Zoology program has very strong enrollment with an average class size in Fall 2001 of 40.5 students. In addition, Fall 2001 total WSCH was 3,095 (lecture WSCH 1,485 and lab WSCH 1,610). These numbers indicate that the Zoology program is heavily weighted to laboratory learning experience and a hands-on approach to student learning. WSCH to FTEF ratio was a strong 516. Staffing presently includes 4 full-time faculty and numerous adjunct faculty. There are also three classified lab aides and one Academic Department Assistant who serve all of the Life Sciences Department. If there is an expansion or initiation of a new program, the number of full-time faculty and support staff will need to increase.

#### Future Development

The limitation for growth of Zoology comes from a lack of facilities. The program has the potential to at least grow commensurate with the college. In addition to Nursing, growth potential comes from possible development of a program in Biotechnology. San Diego is a major support city for the Biotechnology industry. Biotechnology has enormous potential as a new program that would generate a large growth in enrollment. Much of any plans to expand offerings or develop new

programs are dependent on the move to the new High Technology building (planned for Fall 2005).

### **ZOOLOGY/ANATOMY/PHYSIOLOGY**



#### Minimum Facility Requirements for the Life Sciences Department

Current space limitations and student and employee safety and environmental issues for the Life Sciences Department should be eased with the planned move to the new High Tech Science Building. Another issue that needs to be addressed is storage, and all of the disciplines within the Life Sciences Department have huge storage requirements. The new building will address this issue, but storage space may quickly become limited if new programs, such as Biotechnology, are initiated. If a new Biotechnology program is initiated and it then grows as expected, space may soon become an issue again.

Biotechnology would need a new lab facility. It is anticipated that office conversions to construct another lab will occur in the new building to support a Biotechnology program. Student access to computers for software and Web assignments is also essential.

Currently, Medical Assisting shares a lab at the Escondido Center with Life Sciences. The Escondido lab is not a modern lab facility. The program needs two simulated medical offices with cabinetry, storage for larger equipment, countertops, sinks, drawers, two exam tables, refrigeration, and a computer for skills testing. For Clinical Medical Assistance, a thirty station lab is needed with four to six computer stations in the lab. Tables and counters are also needed around the room. The facilities needs of Medical Assisting will change rapidly as the technology associated with the practice of medicine changes.

### Mathematics Department

#### Program Description

The Department of Mathematics offers classes ranging from remedial to third and fourth semester calculus. Enrollment in the department exceeds the total Weekly Student Contact Hours (WSCH) of any other college department. Enrollment is driven by Mathematics requirements in all associates degree and certificate programs as well as classes required for transfer to four-year institutions. In addition to regular Mathematics classes, the department also operates a Mathematics Center that includes tutoring services, self-directed computer assignments, placement testing, and self-paced classes. About 1,400 students per semester take advantage of the Math Center's tutoring services. Mathematics has a large presence at the Palomar College Centers. Mathematics at the Escondido Center is about 1/5 of the size of the San Marcos Campus operations. Mathematics offers a wide range of technologies with classes. Many classes routinely use graphing calculators, and some classes have a computer lab component.

In Fall 2001, there were 193 Math classes and 8,126 students. Total WSCH was 26,429 (lecture 24,974, tutoring 1,434, and Computer Science Information Services 21), and Weekly Student Contact Hours to Full Time Equivalent Faculty ratio was 571. Staffing currently includes twenty five full-time faculty, one of whom also

serves as the Math Center Director, over sixty adjunct faculty, and four classified staff.

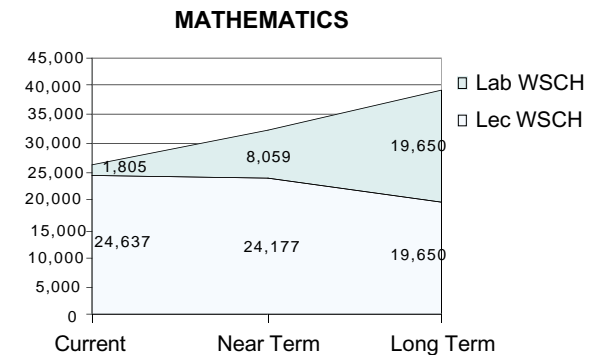
#### Future Development

Demand for Math classes may accelerate in the future as the job market for people with math backgrounds and technical skills grows. The program has the potential to grow at least commensurate with the college. Currently, growth is restricted by lack of classroom space for expansion, and lack of sufficient qualified instructors and support staff. In the future, many Math classes will be more technology oriented both in teaching and student activities. Several Math classrooms already have data projectors for use by instructors as instruction is more and more supported by computer programs and the Internet. Student access to software and the Internet is also becoming increasingly important. As the student population increases the need for new full-time mathematics positions will also increase.

#### Minimum Facility Requirements for the Mathematics Department

The Mathematics Department currently has seven dedicated classrooms, one classroom lab, and a Math Center for use by students. This creates a shortage of classroom space and results in a significant number of Math classes being scheduled in rooms in nine different buildings across campus, eight of which are buildings where other programs have priority for scheduling. There is also a shortage of office space to house full-time faculty and very little space at all for adjunct faculty. (Currently mathematics faculty offices are in four different buildings across the campus.) As the number of faculty grows, this will be a continuing problem. Classrooms in the Mathematics Department are too small and lack the smart classrooms that will be required in the future. In the future, there will be a need for at least ten additional classrooms with adequate size to safely seat forty students and two computer classrooms. Space in the existing computer class-

room and the Math Center needs to be increased. Both the computer classroom and the Math Center need to be upgraded to smart labs. Storage space for supplies and equipment is also presently inadequate and will need to be significantly increased in the future.



### Nursing Education Department

#### Program Description

The Nursing Education Department offers an AA degree in Nursing as well as a Licensed Vocational Nurse (LVN) to Registered Nurse (RN) non-degree program. The department is accredited by the National League for Nursing Accrediting Commission and by the California Board of Registered Nursing (CBRN). Students must take prerequisite courses in microbiology, anatomy and physiology before being admitted into the program. There are no general education courses in the department, but combinations of courses in the department meet the College's multicultural graduation requirement.

Upon successful completion of the Associate Degree Nursing Program, students are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and, if performance on the examination is successful, will be licensed as a regis-

tered nurse. The average pass rate for program graduates on the CBRN examination over the past six years has been 93.9%.

#### Future Development

The Nursing Education Department is not expected to grow significantly over the next five to ten years, due to lack of clinical sites in our area. There are currently nine full time faculty and 3.58 Full Time Equivalent (FTE) adjunct faculty. An additional full-time faculty member is needed, but that individual would replace two adjunct faculty. The department is also served by an academic department assistant, a Health Programs Coordinator (who also serves the Dental Assisting and Medical Assisting programs), and a 16% Instructional Support Assistant II.

#### Minimum Facility Requirements for the Nursing Education Department

The on-campus Nursing Education facilities are in twenty-five year-old temporary buildings in Redwood City. A permanent teaching and office facility on the San Marcos Campus is needed. Two semi-smart lecture classrooms to accommodate thirty-six to forty students are needed as well as one (preferably two) lab rooms that will accommodate eighteen beds. The labs must have running water, hospital setups with suction in the wall, lights, curtains, etc. to simulate a hospital room. The laboratories must have adequate storage. A large prep room with secure storage, shared between two labs is also needed.

Offices for ten full-time faculty, adjunct faculty, the academic department assistant, and the Health Programs Coordinator, opening into a communal area and clustered around a reception area are needed. The offices must have locking doors with walls to the ceiling for privacy in meeting with students.

In addition to the general office space, a work area for faculty and staff as well as a small conference room for

six to eight people and a larger conference room for eighteen to twenty are needed.

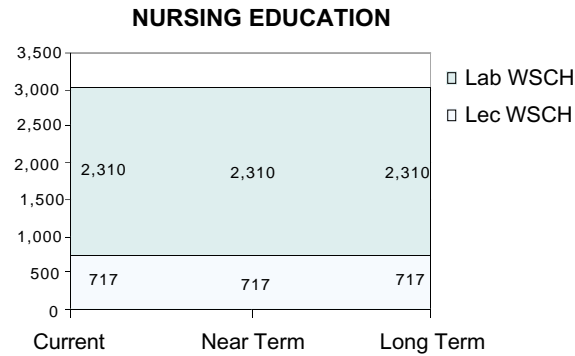


Image 6.13  
NB-1 Nursing Lab

## Physics/Engineering Department

### Program Description

The Department of Physics and Engineering offers seven general education and associates degree applicable courses under the titles of either Physics or Physical Science, and an associate degree in Engineering. Many of the courses offered in Physics are preparatory for students going on to four-year colleges or universities who are planning majors in Physics. Physics has an important tie with Mathematics since all Physics courses have either algebra or calculus prerequisites. Physics/Engineering classes provide an emphasis on hands-on learning through laboratory experience on one hand, while providing students with technology applications on the other. Physics instructors and students are increasingly using software programs and Websites as part of the learning experience, but hands-on laboratory experience will continue to be the dominant teaching methodology. In the past five years, Physics/Engineering enrollments have grown by 35.3%.

The total WSCH for the Physics/Engineering Department was 2,455 (lecture WSCH 1,624 and lab WSCH 831). By far the largest portion of WSCH was generated by Physics courses. The department WSCH to FTEF ratio was 385. Staffing includes 2 full-time faculty, several adjunct faculty, one academic department assistant, and one 40% lab tech. Less than half of all classes are taught by full-time faculty.

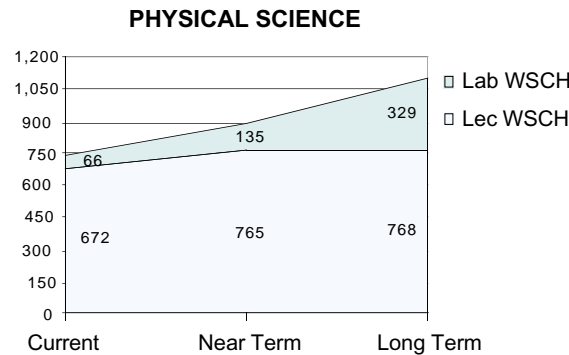
### Future Development

If there is an expansion of course offerings, Physics/Engineering could grow at a rate faster than the rest of the college. Recent growth has been fueled by Algebra-based Physics, Calculus-based Physics, and Physical Sciences. The new Physical Sciences lab class has been very successful and has the potential for significant continued growth. Staffing is a near and long-term issue. There is an immediate need for one additional full-time instructor in Physics. Additionally, for the Engineering program to function properly, a full-time instructor is needed in that discipline. There is an

urgent need for new and replacement equipment in both Physics and Engineering if the current growth rate is to be sustained.

Minimum Facility Requirements for the Physics/ Engineering Department

There is currently a lack of adequate office space, storage, lab facilities, and classrooms with updated technology options to support Physics/Engineering. Ventilation and air-conditioning systems are a particularly large problem. The department is scheduled to move into the new High Technology building upon its completion (anticipated in 2004). When this happens, some of the existing facilities problems will be resolved.



rego Springs, Camp Pendleton, Escondido, Fallbrook, Mount Carmel, Pauma, Poway, and Ramona.

Future Development

The workload for the Division Office should increase commensurate with the college. This increased workload will necessitate additional clerical help and space, and possibly an additional Dean or an Associate Dean within the next two to five years. With the increasing complexity of the PeopleSoft financial and scheduling software there will be a need for additional clerical help to assist departments in tracking financial and scheduling information. If the faculty union negotiates some form of tenure for adjunct faculty there will be an immediate need for an additional administrator (Division Chair, Associate Dean) and additional clerical help to evaluate the performance of the hundreds of adjunct faculty within the Division. As the division increases in size and complexity there will be a need for more office and conference space.

**MEDIA, BUSINESS, AND COMMUNITY SERVICES DIVISION**

**Office of the Dean of Media, Business, and Community Services**

Description of Office

Located in AA-130, the Media, Business, and Community Services Division Office, under the direction of the Dean of Media, Business, and Community Services, and with the support of a Senior Administrative Secretary, manages and provides support for the following departments and programs: Business Education, Communications, Community Education, Community Services, Computer Science and Information Systems, Graphic Communications, and Worksite Education.

The Dean of Media, Business and Community Services has primary responsibility for curriculum development, scheduling, enrollment management, faculty hiring and evaluation, and budget development and planning for all areas within the division. The Dean of Media, Business and Community Services is also responsible for the supervision of the following eight campus centers: Bor-

Minimum Facility Requirements for the Media, Business, and Community Services Division Office

Within the next five years the Division Office will need additional clerical space to accommodate at least one clerical assistant and at least two additional offices to accommodate needed additional clerical and administrative staff within the next twenty years. Currently the Division uses the Instruction Office conference room when it is available, but as the Division gets larger and more complex, there will be a need for a conference room that can accommodate fifteen to twenty people. Ideally, the Media, Business and Community Services offices should be located near the Instruction Office and within five minutes walking distance of the major department offices and classrooms within the division.

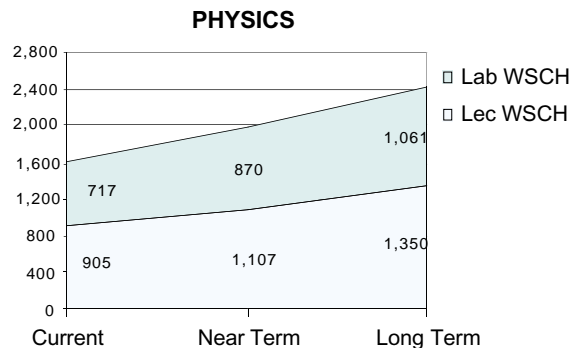




Image 6.14  
B-22 Business Lab

## Business Education Department Accounting, Business Education, Business Management, International Business, Legal Studies, Office Information Systems, Par- alegal Studies, Real Estate

### Program Description

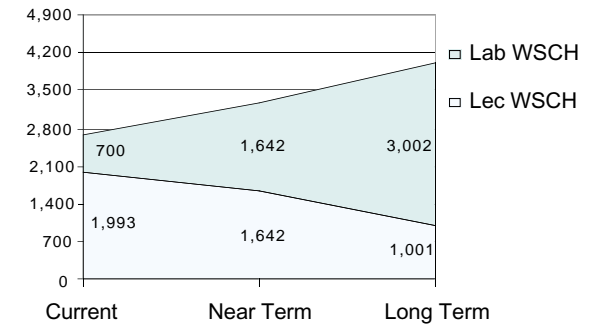
Business Education is a large and diverse department that contains the disciplines of Accounting, Business, Business Management, International Business, Office Information Systems, Legal Studies, Paralegal Studies, and Real Estate. Business Education offers a wide variety of Associate of Arts Degrees, Certificates of Achievement, and Certificates of Proficiency. The courses offered satisfy transfer requirements or offer training required by industry for employment. Business Education offers approximately 150 classes each semester. Several of which are offered in distance learning format (Internet, 2-way interactive video or T.V. classes) and several as self-paced, open-entry/open exit. Business Education is closely associated with Graphic Communications, Computer Sciences and Information Systems and numerous other vocational and academic programs. During the Fall of 2001, the Business Educa-

tion Department as a whole had a FTEF of 26.57 and a WSCH of 10,258 for a WSCH/FTEF ratio of 386. According to preliminary spring 2002 data, the Business Education Department as a whole had a FTEF of 25.55 and a WSCH of 9,860 for a WSCH/FTEF ratio of 386. Only 34% of the FTE generated in Fall 2001 and 30% in spring 2002 were generated by contract faculty hours.

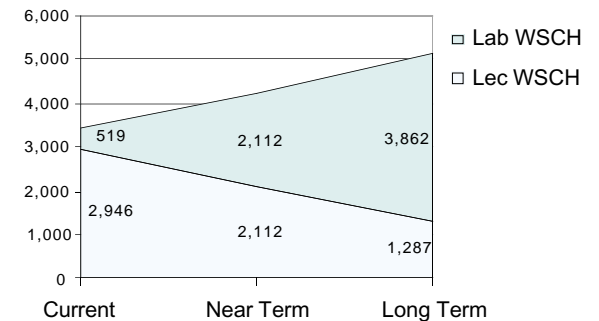
### Future Development

Overall, the department projects that it will grow at the same rate as the college, but there will be varying rates of growth within individual disciplines. Distance learning offerings are expected to increase at or above that of traditional course offerings. It is important to recognize the Business Education Department's growth is inversely connected to the overall economy. If the economy continues to be slow, enrollments will increase as students seek to acquire the skills necessary to compete in a changing job market. However, regardless of the economy, growth will continue to be evident with regard to courses associated with software improvements and the use of technology in the business environment. Within the next five to ten years, Business Education will need an additional 6 full-time faculty members (not including future retirement replacements). This need is based on the excessive number of adjuncts currently teaching in the department and the reduction over the years in the number of full-time faculty in the department. Business Education has experienced a 4.8 reduction in full-time faculty since 1994. Additionally, Business Education is currently operating labs at three locations (San Marcos, Escondido and CPPEN). There are two full-time Instructional Support Assistants (one day and one evening and weekends) and two part-timers, which staff the Escondido lab. In order to serve faculty and student needs, the department will need to convert these positions into two full-time positions.

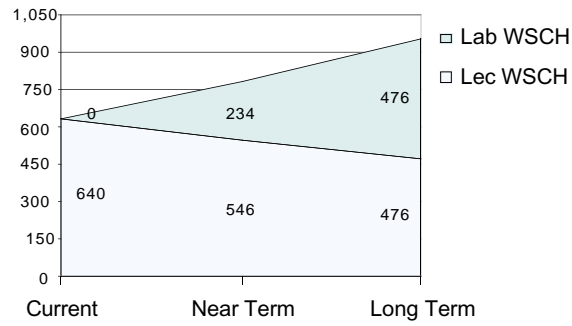
### ACCOUNTING



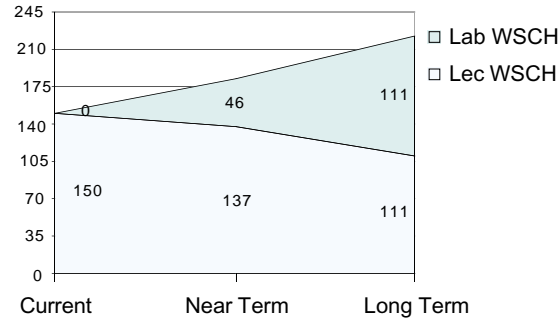
### BUSINESS



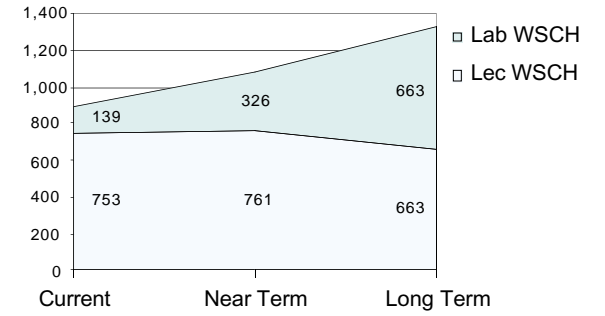
**BUSINESS MANAGEMENT**



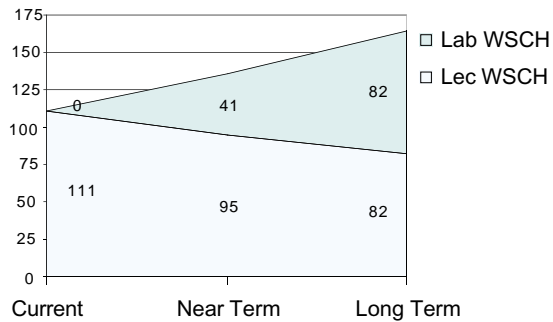
**LEGAL STUDIES**



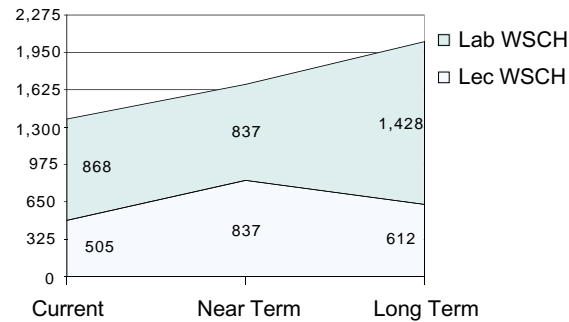
**PARALEGAL**



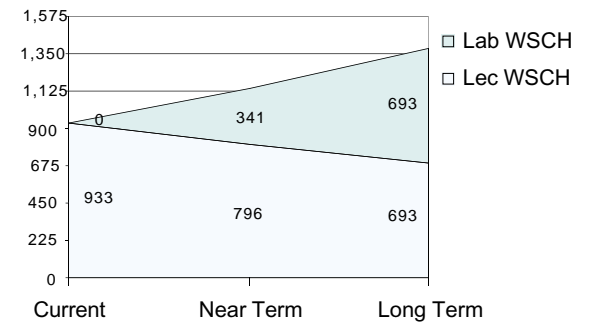
**INTERNATIONAL BUSINESS**



**OFFICE INFORMATION SYSTEMS**



**REAL ESTATE**



### Minimum Facilities Requirements for the Business Education Department

Business Education requires a centrally located office building with 8 semi-smart lecture rooms with movable tables and chairs. Four additional smart labs are needed. Also, a smart classroom equipped to provide video conferencing is required. In addition, there is a pressing need for faculty to have individual offices near department classrooms and labs affording privacy while working with students. The faculty currently shares office space, which makes it difficult to meet with students. There is also a need for a conference room for faculty meetings. The department's support staff requires sufficient office space and a workroom with adequate storage space. There is also a need for adjunct faculty space as the department's part-time to full-time faculty ratio exceeds 3 to 1. Adjunct faculty require adequate space to work with students as well as to prepare for classes with computers and other office equipment available for their use.

## Community Education Program

### Program Description

Community Education is an academic noncredit department whose specific educational mission is to provide lifelong learning opportunities for adult students who are fifty years and older and for students, of any age, with substantial physical handicaps. By serving the needs of this growing student population, Palomar exemplifies what it means to be a community college. We are a more diverse, viable, and valuable institution because of our commitment to all the district's residents.

The courses comply with the guidelines established for apportionment by the Chancellor's Office. The department follows the Curriculum Committee procedures and policies regarding course development. All instructors must meet the district's minimum qualifications in the specific discipline to be taught in order to be hired. The department is comprised of roughly 60 instructors, all of whom are adjunct instructors.

The courses fall into two main categories: courses for active seniors and courses adapted to meet the needs of seniors with physical disabilities or psychiatric disabilities.

Currently, the department's classes are offered at 53 different locations throughout the district including local high schools, community and senior centers, several of Palomar College's Education Centers, senior residential communities, adult day care facilities, and on the San Marcos Campus. Community Education actively supports the college's commitment to provide readily accessible educational opportunities for district residents living away from the San Marcos Campus or Education Centers.

The department enrollment for the Fall 2001 semester was 4,752 (duplicated headcount). We offered 146 classes with an average of 32.5 students per class.

In Fall 2001, Hourly/Total FTE was 13.58 with a WSCH of 5,036 and a WSCH to FTE of 371.

### Future Development

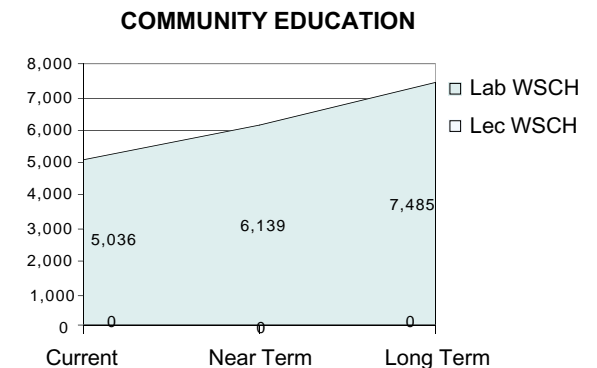
The largest challenge for the program is the explosive growth of students attending the open exit/open entry CNED 637 Supervised Tutoring sections. With the exception of the Tutoring Center's section, all other tutoring sections are linked to specific credit classes, e.g. the math lab serves all math students, the physics section is linked to the Physics classes, an English Lab is open for all students, languages students attend the Foreign Language Lab, etc. and the ESL lab serves both credit and noncredit classes.

The enrollment numbers of the two noncredit departments, English as a Second Language (ESL) and Community Education have remained fairly stable over the last several semesters. The noncredit spike exceeding CAP is from the Supervised Tutoring sections. The difficulty for the Community Education Department would come from the need to cut department classes to help adjust the internal noncredit CAP.

There are not many costs associated with the program other than the off-site rentals and the salaries of the manager, the Academic Department Assistant (ADA), and the adjunct instructors. It is expected that the program will grow, on average, at about the same rate as the rest of the college.

### Minimum Facility Requirements for the Community Education Program

Ideally Community Education would have priority in scheduling two rooms at the Escondido Center to the Acquired Brain Injury and Developmentally Delayed classes allowing the college to safely accommodate the specific and special needs of each group.



The current office of the manager, AA-116 and the department office for the ADA and the student worker, AA 118, are sufficient.

A long counter top to expand one area of AA-118 is needed to allow sufficient space to more efficiently produce and assemble the department's registration materials.

It is expected that there will be rental rate increases as several of the community facilities from whom we rent space are forced to pass on to the college their increased costs of operation. All have held to the current rate for several years, despite their increased business costs. It is a reflection of the support they have for the classes that the rentals have not been raised, theretofore.

## Community Services Program

### *Program Description*

Community Services offers not-for-credit, self-supporting classes, workshops, seminars, trips and events to meet the recreational, vocational and avocational needs of the general public. General categories include: computer training; graphic communications; business, finance and career development; personal development; photography; arts and crafts; travel/day trips; sports and dance; cooking and gardening; classes for children and teens; motorcycle safety training; and woodworking.

Community Services also offers a wide variety of courses online through Education 2 Go. Education 2 Go is responsible for all aspects of course development and delivery to students. Education 2 Go offers online classes throughout the United States through educational institutions.

Community Services classes are taught by faculty, adjunct faculty, members of the community, and outside business contractors. Community Services employs one manager, one administrative secretary and short-term seasonal help.

During the fiscal year of 2001/2002, Community Services had 6,080 registrations. There were 940 sections offered which includes 626 online classes. The online classes often have low enrollments because students are pooled from many different educational providers and no one source, such as Palomar College, is required to fill a class. There were 396 students enrolled in online classes during this period.

The fees collected for classes generate 100% of Community Services revenue. This revenue must pay for all direct and indirect costs of the program. The District provides Community Services with office space, accounting services and phone services. Community Services uses classrooms that are not used by credit classes or Community Education classes. During FY 01/02, Community Services generated \$577,648 in revenue and had \$494,378 in expenses. (These figures are not final at this time.)

Community Services currently has a partnership with the Cabinet Technology Dept. to provide "high end" specialized workshops for woodworking students. Cabinet Technology retains 60% of the net revenue from these classes. Community Services retains 40%. The Cabinet Technology Dept. is responsible for developing the curriculum and recruiting instructors for these classes. Other similar agreements have been made in the past with other departments including CSIS. The agreements have allowed these departments to generate income to assist in the purchase of instructional equipment.

### *Future Development*

It is very difficult to predict the future growth possibilities for Community Services. Demand for Community Services classes depends on technology and social trends, economic conditions, population growth, competition, and classroom availability.

Community Services' growth is limited by classroom and computer lab availability. Currently, Community Services can reserve classrooms only after all credit

and non-credit Community Education classes have been scheduled. Usually, there are no classrooms available during the week. As the College grows and adds weekend credit classes, classroom availability for Community Services will diminish.

Online classes are an area where growth can occur. However, many adult schools, extension programs, and even parks and recreation programs offer online classes and the competition is fierce.

### *Minimum Facility Requirements for the Community Services Program*

Community Services occupies two offices, one 12'X12', the other 12'X15' which is a minimum requirement. Community Services requires a large office space to store textbooks, classroom supplies, a copier, contracts and legally required student records. Also, students often visit the office to register for class. Community Services also owns two connex boxes where the motorcycles and materials for the California Highway Patrol Motorcycle Safety Class are stored.

An office location close to the front of campus with easy access from parking lots 1 and 2 would be desirable as would dedicated classrooms that are available during the late afternoon and evening. The program could expand if it had access to a room suitable for art classes during the evening and a computer lab that is shared by Community Services, Community Ed, and Worksite Ed.

## Computer Science and Information Systems Department

### *Program Description*

Computer science courses provide a theoretical foundation in programming, data structures, and systems design and analysis. CSIS offers many degree and certificate programs, as well as transfer courses. Associate in Arts degree or Certificate of Achievement options include: Computer Science and Information Systems. Certificates of Proficiency include: Associate

Network Specialist; Cisco; Microsoft Certified Database Administrator (MCDBA); Microsoft Certified Systems Engineer (MCSE), Microsoft Office User Specialist (MOUS), Oracle Database; UNIX Operating System; Video Games Specialist; Video Games Artist; Visual-Basic; Web Developer: Windows Emphasis; Web Developer: Java/Open Source Emphasis; Web Server: Windows Emphasis; and Web Server Administrator: UNIX Emphasis. The majority of CSIS classes are offered on the San Marcos Campus or at the Escondido Center. Online classes are very popular and the first to fill.

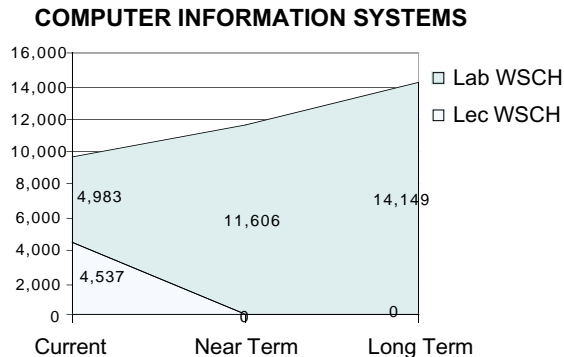
During the Fall 2001 semester, eight full-time CSIS faculty (7.1 FTEF) and 45-50 adjunct faculty (20.94 FTEF) provided instruction for an enrollment of 4,829 students in 150 sections, resulting in 4,537 lecture WSCH and 4,983 lab WSCH, and a WSCH to FTEF ratio of 340. Although the number of full-time faculty will increase to 10 by Fall 2002, the department relies heavily on adjunct faculty to teach many of the programs associated with new and emerging technology, including the various industry certifications in information systems.

#### Future Development

CSIS will grow at the same rate as the District. Ten to twelve new courses are being developed for 2002-2003. Student interest indicates high potential for growth in online classes and many of the industry certification classes have a long wait list. The trend toward vendor-specific certification will continue to impact future development, even though it requires a more-narrow approach to problem solving and additional instructor certification.

Currently, CSIS has three assigned labs on the San Marcos Campus. Two additional labs are located at the Escondido Center, and two more at Camp Pendleton. The on-campus labs are networked and have 26 computer workstations each. Department offices are in another building. Although the preference would be to create a separate CSIS facility—or facility shared with programs with which CSIS faculty feel a greater affinity,

e.g. physical science or math—the primary facilities need is for more labs to accommodate expected growth.



#### Minimum Facility Requirements for the Computer Science and Information Systems Department

If the demand for technology continues to increase there will be a need for at least two additional computer labs on the San Marcos Campus to accommodate this growth. Each CSIS lab must have a minimum of 25 networked computer workstations with servers maintained at appropriate locations. The labs must contain data projectors. Clustered offices, located near the labs, would be optimal for student access. Access to a conference room, or some shared meeting space, and adequate storage space are additional needs.

## **Graphic Communications Department**

### **Program Description**

The Graphic Communications department offers nine Associate in Arts Degrees or Certificates of Achievement: Digital Imaging, Electronic Publishing, Graphic Communications Management, Graphic Communications Production, Interactive Media Design, Emphasis in 3D Modeling and Animation, Interactive Media Design, Emphasis in Multimedia Design, Internet: Business Education Emphasis, Internet: Graphic Communication Emphasis, and Screen Printing. A Digital Video program was added in Fall 2002. Certificates in Proficiency include Digital Media, Digital Prepress Operator, Internet Publisher and Screen Printer. With few exceptions, the core requirements for the degree and certificate programs include courses from a variety of disciplines. Many are also dually listed with ROP (Regional Occupational Program), providing additional opportunities for students.

During the Fall 2001 semester, the six full-time and nineteen adjunct faculty (total 14.03 FTEF) taught 62 classes, serving 1,017 students (128 Lecture WSCH and 4,819 Lab WSCH with a WSCH to FTEF ratio equal to 330). Clerical support for the department is provided by one Academic Department Assistant and hourly student employees. All Graphic Communications faculty have strong ties to industry. Many full-time faculty serve as consultants, are involved in a related business, and/or regularly attend trade shows and conferences. Most adjunct faculty currently work in the industry. All bring a wealth of personal experience and up-to-date knowledge that enhances the learning experience for their students.

Graphic Communications is based in the GJ Building on the San Marcos Campus, in the same facility as the Copy Center that provides duplicating and printing services to the district. Three GJ labs are assigned to the department; a fourth to ROP graphics classes. Each semester 1-2 classes are scheduled in the ROP lab.

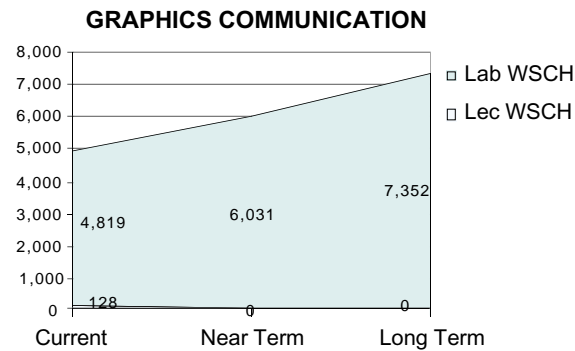
Other shared labs on the San Marcos Campus include B-21 and the ACT lab. Shared off-campus labs include two at the Escondido Center and others at Mt. Carmel High School, La Paloma Elementary School (Fallbrook), Orange Glen High School (Escondido), Camp Pendleton, and Borrego Springs.

The Graphic Communications department offers a wide range of certificates and degrees designed to prepare students for careers or for transfer to four-year institutions. Collaboration with other College departments expands the boundaries of possibilities for students pursuing associate or bachelor degrees related to visual communication. The department is widely recognized as a leading provider of quality education in graphic communications, and is respected within the industry. A strong Advisory Committee helps to ensure currency of curriculum and technology, and field trips and guest speakers provide additional information and insight.

#### Future Development

Graphic Communications has tripled in size in the past five years. The move into digital and multimedia has created a demand for courses that keep pace with industry. The whole area of “bandwidth” will create a huge demand for courses that address the various applications—for example, streaming multimedia. The department will need at least one additional FTEF in each of the next three years, and a total of six more full-time faculty over the next 10 years to accommodate the demand.

As the use of technology increases, so does the need for technical support. Currently, department computer labs are maintained and supported by one full-time technician (two-thirds Graphic Communications and one-third ROP) on the San Marcos Campus, and one shared-time technician at the Escondido Center. With the addition of more computers and more classes, there will be a need for at least two more computer technicians and additional clerical staff.



#### Minimum Facility Requirements for the Graphic Communications Department

Instructional needs include: 35-40 station “smart” lecture classroom, for laptops and wireless network; a studio for video and sound; space for more servers that could also be used as a render farm for animations. There is also a need for a mini-studio for “green screen work.” Storage space is also sorely needed, and should be convenient to the classrooms/labs.

Optimum facilities would be arranged so that offices were in a unified space, convenient to classrooms and line of sight into labs, and would include a common area with workstations for adjunct faculty. A conference room would accommodate department meetings, Advisory Committee meetings, and instructional activities including mock-interviews and portfolio presentations. Proximity to other areas of visual communication could provide additional opportunities for collaboration and sharing of facilities and technology.

## PALOMAR COLLEGE CENTERS

### *Description*

Palomar College operates one center in urban Escondido and seven sites in the smaller, more rural communities in the District. Collectively serving over 15,000 students, all eight locations offer many of the same quality credit and non-credit classes and Community Services seminars that are available on the San Marcos Campus. A brief description of each location follows: Palomar College Escondido Center – This college-owned and operated facility is located in the City of Escondido’s redevelopment area on the east side of town. A comprehensive curriculum features courses that meet general education requirements. Palomar College programs that are located at the center include Emergency Medical Education, Medical Assisting, Water Treatment/Technology, and a strong English as a Second Language (credit and non-credit) program. The center offers over 420 sections per semester in 39 classrooms, including six computer labs, a learning resource center, a PE room suitable for limited activities only, an art room, music room, and a large lecture hall equipped for teleconferencing. The full array of student support services is available to the over 5,942 students (Fall 2001 unduplicated headcount) at the Escondido Center.

Palomar College Camp Pendleton – Primarily serving Marine and Navy personnel and their families since 1975, this center is based at Camp Pendleton Marine Corps Base at the far north end of the district. Its primary goal is to provide evening and weekend programs of high academic quality in the areas of basic skills, vocational education and transfer courses. Under a Memorandum of Understanding (MOU) with the base, the center offers certificates of achievement, majors and A.A. degrees in Administration of Justice/Law Enforcement, General Business, Business Management, Environmental Technology, General Studies and Liberal Arts and Sciences. As provided by the MOU, all courses are offered in an eight-week format with eight or more students per class. Classrooms are found in a variety of locations at various base camps, and the administrative

offices as well as two computer labs operated exclusively for Palomar College students are located at the Base Education Center. Since most of the students are active-duty military or dependents, the student population historically fluctuates depending upon world affairs. This center serves over 1,000 credit and 20 non-credit students in approximately 45 sections each eight-week session. Limited student support services include admissions, counseling and financial aid services, as well as a seasonal bookstore.

Other smaller locations include Mt. Carmel High School, Fallbrook High School, Poway High School, Ramona High School, Borrego Springs, and Pauma Indian Reservation. Most of these are limited in size and function, but do give Palomar students the opportunity to take classes in parts of our district not adequately served by the San Marcos Campus. Poway and Mt. Carmel serve the southern part of our district, Ramona and Borrego Springs serve the eastern part of our district, and Fallbrook serves the northern part of the district. In addition, the Pauma location offers an outreach to Native American communities within the district.

#### Future Development

As the population of North San Diego County continues to increase, and the San Marcos Campus becomes more crowded, we will be forced to grow at the centers, or to build new centers or new campuses. Because many of our centers are located at High Schools, the college should work with high school districts to fund joint projects, like science labs, that during the day would benefit the high school and yet be available for Palomar College learning at night.

Scheduling will be done holistically over a three-year period of time for all of the smaller centers. Whenever possible, centers sharing a fairly close geographical area will be treated as a single scheduling unit, thus giving students the option of earning a degree or transferring from a center. These "linked" centers should be named and marketed.

Decisions must be made regarding the status of the District's two largest centers – Camp Pendleton and Escondido. At Camp Pendleton, the growth potential is limited by one factor: classrooms are at premium. At Escondido, future growth is limited by current availability of parking, the accessibility to the freeways, and the characteristics of the surrounding neighborhood. However, this center provides a vital service and could be re-defined to better suit the needs of the immediate community.

#### Minimum Facility Requirements for the Palomar College Centers

The minimum facility requirements can be clearly defined only after the educational component for the centers is defined. For instance, if the Escondido Center were to be redefined as a vocational and/or ESL learning center, it's feasible that modifications would be necessary to support whatever programs are offered.

Certainly a comprehensive center would need science and computer labs, PE facilities, a variety of lecture/lab classrooms, a meeting area for students, and adequate parking. Teleconferencing and other technology-based systems should be considered as facilities are defined and planned.

In the future there will be a need for a comprehensive campus or college in the southern part of the district and another comprehensive campus or college in the northern part of the district.

## **FINANCE AND ADMINISTRATIVE SERVICES**

### **Finance and Administrative Services Administration**

#### **Office of the Assistant Superintendent/Vice President for Finance and Administrative Services**

#### **Description of Office**

- The office is located in Room A4-C and is staffed by the Vice President, Administrative Assistant and a student employee. The office has a small conference room that seats 10 chairs – comfortably.

Departments/Programs reporting to the office include:  
- Auxiliary Services: includes the Bookstore and Food Service operations, both of which have been outsourced.

- Business Services: supports the areas of risk management, purchasing, accounts payable, mail/duplication services, the warehouse, and internal auditing.

- Campus Police: supports the areas of public safety & security on campus along with parking enforcement.

- Counsel, Contracts & Special Projects: supports the areas of contract services and legal services.

- Facilities: supports health & safety concerns, daily operation of the District, maintenance, buildings & grounds.

- Fiscal Services: provides cashiering, budget, financial, and accounting services.

- Information Services: supports information technologies.

- Payroll Services: processes payroll for academic, classified, adjunct, and student employees, as well as Administration and Governing Board members.

- Wellness/Fitness Center: provides a workout arena and fitness education for the PE department, faculty, staff, and community members.

- The office is funded entirely by the General Fund.

- The majority of effort is expended on finances and budget for the District with Facilities and technology next.

#### Future Development:

There are no immediate needs for the Office of the Vice President for Finance and Administrative Services.

#### Minimum Facilities Requirements for the Office of the Assistant Superintendent/Vice President for Finance and Administrative Services

The office will need to maintain its current space of 3 offices, a copy room, a work station for students, and at the minimum a 10 person capacity conference room.

## **Business Services**

### ***Program Description***

Business Services provides central administrative support to the District with primary customer service to faculty and staff. Direct service to students is limited. Service units/functions include purchasing, accounts payable, risk management/insurance, internal audit, mandated cost recovery, mail services, print/duplication services, and the warehouse. Business Services units are located in the A, GJ, F, and RS buildings on the San Marcos Campus. Current staffing includes a director, four supervisors, twenty classified staff, and approximately a dozen student employees.

### ***Future Development***

Historically, Business Services staffing levels and budget allocations have not kept pace with campus growth and programmatic demands. Successful reengineering efforts and innovative program changes have to a great extent compensated for lack of adequate resources in keeping pace with campus demands. However, with significantly increasing campus enrollment, additional contract/grant funding, and new capital building projects, the staffing levels will need to increase to adequately pace demand for services. Future staffing needs for the next five years include: One senior office specialist to assist with mailroom operations, one senior buyer to provide increased capabilities and additional advanced expertise in procurement of high technology equipment, one business services technician to provide additional capability to accounts payable and enhance district capacity in mandated cost recovery, one accountant to provide basic internal audit work and assist in producing related management reports, one business services technician to provide additional support to district risk management and insurance programs, and one business services technician to provide assistance with printing projects and post printing quality control.

Technology does offer exciting new solutions to aid our programmatic efforts. Networked digital copiers promise improved products, reduced costs, and print on demand solutions. E-Commerce offers much promise in significantly changing many aspects of the procurement and payables process. Additionally, the Internet and specifically portal technology holds enormous promise to revolutionize the delivery of many of our services to the campus community. The major caveat to technology appears to be cost. The new equipment, software, and service support is expensive.

### ***Minimum Facility Requirements for Business Services***

Business Services units occupy both office space and production areas. Current office space located in A8, A10, A23, and GJ is only just adequate allowing for no additional staffing. An additional 800 to 1,000 square feet of office space is the projected need over the next 10 years to house future additional staff. Additionally, new space must be found to replace the inadequate duplication facilities in F6 and A23. To this end, the new student center may prove to be an ideal central location to serve the copying needs of faculty, staff, and students. Finally, the Warehouse needs a loading dock constructed to allow for more efficient loading and unloading of goods to delivery vehicles.

## **Facilities Department**

### ***Program Description***

The Facilities Department is comprised of the Facilities Office and Accounting, Facilities Planning, Environmental Health & Safety, Fixed Asset Inventory, Building Services, Custodial Services and Grounds Services. The information contained in this plan is directly related to the duties and assignments of the Facilities Office and Accounting section. The other departments have provided their own plans under their department titles.

The Facilities Office and Accounting section supplies services related to the transportation program; emergency and service requests dispatch; key request program; work request program; accounting and budget tracking; State Scheduled Maintenance Program; capital

- District Transportation Program: This program supplies fleet and service vehicles to the various departments on campus for use in field trips, athletic events, conferences and service work. We need to replace some of the older vehicles in the fleet and develop ways to meet the needs of all of the departments on campus. Funding sources have been a major issue in the development of the transportation program and in the future we will need to determine if the program should be funded from the District General Fund or continue to be funded from the departmental users of the program.

- Emergency and Service Request Dispatch: We currently receive calls and dispatch repair technicians through a portable radio system and hard copy request sheets. Each call is logged into the system when it is issued to a repair technician, but we do not have an adequate means to track the repairs and the cost of the repairs. We are looking at different programs that will allow the use of computer terminals and printers for hard copy and tracking, in addition to the continued use of portable radios.

- Work Request Program: The current program involves all of the departments listed under the Facilities Department and is only one of a number of priority systems. In the future we hope to have a computerized work request system that will track all of the requests, costs associated with the request and the time it takes for completion.

- Preventive Maintenance Program: The current program involves all of the departments listed under the Facilities Department and this program has not had a high priority in the past. We have now made this program a higher priority and are concentrating on the maintenance and repairs to the physical plant that have been deferred in the past. In the future, we hope to computerize this program and increase the participation from students and staff on the items that feel need attention.

- Construction/Renovation Project Scheduling: There always seems to be a problem in the scheduling of con-

struction and/or renovation projects so they do not impact the classroom instruction or office work environment. We need to develop a process where buildings or areas can be taken out of service to accommodate construction activities.

- **Funding of Major Repairs:** We currently have a budget to fund the major repairs or replacement of equipment that fails during the year. This budget has been inadequate in the past and we have had to defer the repair or pass the cost on to the department where the repair is necessary. The departments are not funded to cover these kinds of expenses and Facilities does not always have sufficient funding to get them through the year. We need to address this problem with some type of emergency contingency funding.

It is critical to have adequate funding in order to meet the needs of the department and the District. When the facilities are in need of repairs because of inadequate funding or the staff necessary to make the repairs in creates a negative visual impact on the District, can lead to health & safety problems and lowers the morale of employees working in the facilities.

#### Minimum Facilities Requirements for the Facilities Department

The Facilities Office is currently located in the RS building and has adequate space available for their operations. There are some needs for minor renovations or upgrades and these can be handled internally. As we expand our services we may need additional resources in order to meet the needs of the District and the requirements placed on us by governmental and state agencies.

### **Building Services Department Program Description**

The Building Services Department supplies a number of maintenance and operation services. They supply emergency response, service repair calls for electrical, HVAC, plumbing, welding, carpentry, painting, locks, vehicle repairs, general building repairs and parking lot

maintenance services. They provide a building preventive maintenance program and all levels of construction and renovation services. These services are provided to students, staff and community members who use the Palomar College facilities. The services are provided 7 days a week by a staff of 19 full-time employees. The Building Services Department currently provides a full range of services to the San Marcos Campus and a limited range of services to the Escondido Center. The ability to expand these services is limited by the current work load and the staff available to do the work.

#### 2001-2002 Statistics:

- We responded to over 11,250 requests for service.
  - We receive an average of 45 calls per day for the various trades in Building Services.
  - We received and completed 225 work requests.
  - We identified over 4,000 PM items and completed over 2,600.
  - We completed over 25 special renovation projects.
- The majority of the funding for the Building Services Department is received from the General Fund. The maintenance and repair of the parking lots is funded from the income received from "parking fees", a restricted account.

#### Future Development

The Building Services Department is currently underfunded and under-staffed in comparison with other educational institutions of comparable size. The results of this are poorly maintained facilities and extended waiting periods for maintenance and operational services. Our future growth plans include the following services:

- **Service Calls:** The current response time for repair calls (non emergency) is from 2 hours to 48 hours or longer depending on the type and number of calls. We feel that the response time should range from 15 minutes to a maximum of 4 hours.
- **Preventive Maintenance Program:** The current program has a 6 month rotational schedule. We feel that a 3 month rotational schedule would be the most beneficial to the District learning and working environment.

- **Work Request Program:** The current program schedule has a 60 day completion schedule with charges for materials only with no labor charges. 10 and 30 day requests are charged for both material and overtime charges. We feel that 10 day requests should be charged for the material and overtime to complete the request. All other requests should have a 30 day completion and material charges only.

- **Construction/Renovation Projects:** In the last year it was determined to contract out all construction and renovation projects. This has not worked out very well, the costs for the projects have tripled, contractors only want to work 7 am until 4 pm, Monday thru Friday which is prime instructional time and the quality of work has also been an issue. We would prefer to have sufficient staff to do the smaller projects in-house and contract out the major projects.

- **New Hi-Tech Lab Building:** The construction of the new Hi-Tech Lab building is scheduled to start in July 2003. This will be a 100,000 square foot facility with state-of-the-art systems and it will be very difficult to try and maintain this new facility with the current budget and staff levels. The District needs to budget adequate funding for both the maintenance & operations for this building, as well as hiring additional staff to keep it in good condition.

It is critical to have adequate funding and staff to meet the future needs of the District. Facilities that are in disrepair negatively impact the visual perception of the College, create health & safety issues for students, staff and community members; and lower the moral of the students and employees by distracting from the learning and working environment.

#### Minimum Facility Requirements for the Building Services Department

The Building Services Department is housed in the maintenance compound and is composed of a number of buildings. Three of the buildings are metal buildings in relatively good shape, but the electrical, HVAC and carpentry shop are housed in old wooden buildings

that were donated by the Marine Corps when the San Marcos Campus first opened back in the 50's. Adequate storage space is a critical issue in the Building Services Department; we currently use the work shops and a number of metal storage containers for material storage. This creates some hazardous conditions in the work spaces and having to transport materials from remote storage areas is time consuming. We feel that we will need the following facilities in the near future:

- Replacement buildings for the electrical repair shop, HVAC repair shop and the carpenter shop.
- We will need storage areas that provide adequate storage for materials, are weather-proof, have easy access for both trucks and forklifts and are located close to the trades that they support.
- A new storm drain discharge regulation went into effect last year and it prohibits us from washing vehicles and equipment without the ability to capture the water, filter it and reuse or properly dispose of it. In order to continue to keep the vehicles and equipment in an acceptable condition; we have to install a wash rack that can meet the requirements of the new regulations.
- The Campus Police Building will be relocated to the maintenance compound area currently used for the parking of the Transportation Program vehicles. This move will require us to develop additional parking spaces for the Transportation Program and the Police Department vehicles.
- The Building Services Department has a large number of tools and equipment that are necessary to perform their functions. Most of the tools and equipment are "shared" and beyond their useful life. The vehicles have excessive mileage and are unreliable, in addition to not meeting the needs of the department.

As we expand our services and staff levels over the next ten years, the need for facilities, tools, equipment, and space will increase directly proportional to the type, number and frequency of the services that we are asked to provide.

## Custodial Services Department

### *Program Description*

The Custodial Services Department supplies cleaning services, furniture moves, office relocations, special event preparations and emergency response in the evening hours. They also provide preventive maintenance cleaning services on a 6 month rotational basis; the services include in-depth cleaning, high dusting, floor/carpet cleaning, window cleaning, and furniture cleaning. The Custodial Services Department receives Work Requests from all areas and these requests usually involve the set-ups, cleaning, and take-down for special events that are scheduled in the District. Services are provided 7 days a week and 24 hours a day except for Saturday night by 20 full-time staff members.

The Custodial Services Department currently provides the majority of cleaning services to the San Marcos Campus and the Escondido Center. The areas that are not serviced by the department are the Library, Wellness-Fitness Center and the Escondido Child Development Center.

### 2001-2002 Statistics:

- We responded to over 10,000 requests for services.
- We receive an average of 40 calls per day.
- We received and completed 98 work requests.
- We identified over 2,600 PM items and completed over 1,800.
- We completed over 250 special cleaning projects.

The majority of the funding for the Custodial Services Department is received from the General Fund.

### *Future Development*

The Custodial Services Department is currently underfunded and under-staffed in comparison with other educational institutions of comparable size. The results of this is poorly maintained facilities, sub-standard cleaning schedules and low staff moral. Our future growth plans include the following changes:

- Cleaning Assignments: Currently each custodian is assigned to clean about 35,000 square feet of space in

an 8 hour shift, the national average indicates that a single person can only clean about 20,000 square feet in an 8 hour shift. We need to hire additional staff to bring their cleaning assignments more in line with the national average.

- Schedule Assignments: We currently supply services 7 days a week, 24 hours a day, except for Saturday night with 20 full-time staff members. We have a Custodial Supervisor in the daytime with 1 Custodian II support person and some student workers and they are responsible to clean and restock the restrooms, respond to requests for services, furniture moves, and special events and assigned cleaning areas. We have 1 Custodian II with some student workers that works from 1:30 pm until 10 pm and also supplies all of the above services, in addition to general emergency response services from 6 to 10 pm. We have a Night Custodial Supervisor who works with the custodial night crew. This crew is scheduled to do the majority of the cleaning and is responsible for the majority of the special event preparations. We also have staff members who cover the weekend classes and weekend special events. The above schedule spreads our staff very thin at most times, in fact there have been times when the work load prevents anything but very minor cleaning in the classrooms. We need to hire additional staff to meet the needs of the District and be able to supply adequate services based on our 7/24 schedule.

- The Preventive Maintenance Cleaning Program is currently very weak, due to the number of cleaning assignments, staff levels and work loads. We feel that a special crew needs to be assigned to this program because most of the work needs to be done on the weekends in order to avoid the disruption of classroom instruction and the office work environment. We would need to hire additional staff in order to do this, because our current staff levels will not support the additional requirements of this program.

New Hi-Tech Lab Building: a new Hi-Tech Lab building is scheduled to start construction in July 2003 and

should be completed by January 2005. The new building will have 100,000 square feet of space and we will need 5 additional custodians to adequately maintain and clean this building.

It is critical to have adequate funding and staff to meet the needs of the District now and in the future. Facilities that are in poor condition, not adequately cleaned and sanitized can create conditions that are not healthy for students, staff and community members. The morale of these groups is also impacted by the unsanitary conditions of the learning and working environments.

#### Minimum Facility Requirements for the Custodial Services Department

The Custodial Services office and main storage facility is located in the J-Building and most of the areas have small custodial supply closets in each of the buildings. There are a number of problems with the current arrangement:

- The main storage space is not adequate in size for bulk purchases and storage of custodial cleaning supplies and paper products. It also requires an excessive amount of staff time to pull stock, load and deliver it to the small custodial supply closets in the buildings. Adequate storage space should be available in each of buildings on campus that would allow at least a 3 month supply of cleaning and paper products that are used in that building.
- Custodial supply closets do not include the utility services that are necessary for the custodians to perform their job functions. Each custodial room should include adequate storage space and shelving for cleaning and paper products, deep sinks for mops and cleaning equipment, adequate floor space for the storage of mop buckets, cleaning carts and cleaning equipment.

As we expand our cleaning and custodial services and staff levels over the next ten years, the need for equipment and space will increase in the near future, but will

level off quickly after we reach the levels necessary to meet the needs and requirements of the District.

### **Facilities Planning/ Environmental Health & Safety**

#### ***Program Description***

Facilities Planning/Environmental Health & Safety provides a variety of services to the District. Facilities Planning maintains the official Space Inventory, CAD files of all building floor plans, building plans, construction update web page, and a fixed asset management & building assets. The department also develops funding proposals for Capital Outlay proposals; assists departments with the development of remodeling proposals, and provides technical support to the Facility Planning Committee, the District and its consultants and contractors.

Environmental Health & Safety is responsible for the District's occupational and environmental compliance. EH&S manages the District's Hazardous Waste Program, Hazardous Materials Management, Injury & Illness Prevention Plan, Ergonomic Program, Indoor Air Quality Concerns, Risk Management, and Violence in the Workplace. EH&S works closely with the District's Safety & Security Committee, the District's Risk Manager, Campus Police, Human Resources, and Health Services.

State & Federal regulations mandate much of the Facilities Planning/ Environmental Health & Safety work. The department has developed model programs that make compliance at the department level hassle-free and provides service at the individual staff level to provide a safe and comfortable work environment.

#### Future Development

The department is staffed by three full time employees. Changes required by GASB 34 as well as the Chancellor's office requires more in-depth tracking of building assets and all building improvements. This will require additional staff time.

As the college grows, adding additional students, staff and locations, this department will need to grow to accommodate the additional demands. It is anticipated that one additional EH&S technician and one clerical support staff will be required over the next few years.

#### Minimum Facility Requirements for Facilities Planning/Environmental Health & Safety

Facilities Planning/ Environmental Health & Safety is housed in three offices in the Facilities area. We also have a minimal hazardous waste storage area. Non-hazardous storage is limited and additional space is needed. Additional office space will be required as the department staff grows.

### **Grounds Services Department**

#### ***Program Description***

The Grounds Services Department supplies general grounds cleanup; landscaping design and installation; irrigation design, installation and repairs; tree planting, relocation and pruning; concrete sidewalk installation, repairs and replacement; design and construction of brick walls and planters; the maintenance and repair of athletic fields, storm drain installation and cleaning; and a wide variety of other grounds related services. They provide these services to the students, staff and community members who use the Palomar College facilities. These services are provided 7 days a week by a crew of 7 full-time staff members and on occasion, temporary short-term hourly staff.

The Grounds Service Department currently only provides these services to the San Marcos Campus. The Escondido Center has these service contracted out through the rental property manager. The ability to expand these services is limited by the funding, current work load and staff levels.

The majority of the funding for the Grounds Services Department is received from the General Fund.

The Grounds Services Department has been working for the past three years to recover from the Utility

Infrastructure Project, which basically removed all of the existing landscape and/or irrigation systems throughout the San Marcos Campus. They started designing and installing the landscape/hardscape features along the main campus sidewalks from the Theater to the Dome and from the Tennis Courts up to Comet Circle. They are currently completing the area around the ST/AA building and will soon be working on the area between the A building and C/D buildings.

#### Future Development

The Grounds Services Department is currently underfunded and under-staffed in comparison with other educational institutions of comparable size. The results are the image of a poorly maintained facility. Last year we received a one-time special funding award of \$100,000 to improve the condition of the grounds, and we have gone a long way in utilizing the funding for improvements. We need to continue to develop and maintain the campus in a "park like" setting, and we see the following areas that need development:

- Area Development: We have addressed the areas along the major sidewalks on the campus. There are still a number of areas around the perimeter of the campus and little out of the way places that need to have the landscape, hardscape and irrigation systems renovated. Some of these are the LS/ES quads, south side of the Theater, front of the Library, small planter areas around the Performing Arts area, area between the Dome and O building, east side of Bookstore/Cafe, planter areas around Redwood City, and the areas on both side of Comet Circle. This list does not include any of the landscaped areas on the outside of Comet Circle, but these will also need to be done in the future.
- Preventive Maintenance Program: We currently have one person assigned to do the grounds preventive maintenance in and around the buildings on campus. We need to increase the number of staff assigned to this task, due to the amount of work that has to be completed in a very short time.

- Hardscape Assignments: We currently use our equipment mechanic to design and install concrete sidewalks, brick planters, stamped patio areas, and a number of other hardscape features. This work takes him away from his equipment repair and maintenance duties, which is a full-time job in itself. We need to either hire a full-time hardscape construction person or provide adequate funding to contract out these types of projects.

- Plant Material Maintenance: We have been instructed to make one bulk purchase on a yearly basis for new and replacement plant material needs. These plant materials are used for special event set-ups, like department graduations, commencement ceremonies, and others. We also save and relocate as many plants as we can from construction areas, thus the need to have qualified staff to care for plants as well as a place to store them. Our plant collection is one of the best in the State and is a major benefit to the students, staff and community. We need to hire a specialist in the care, transplanting, propagation of seeds, and storage of a wide variety of plants. We also need to renovate the existing greenhouse/storage area for easy care, adequate storage and access to our plant materials.

- Workshops and Storage Areas: Most of the work of the Ground Services Departments is done in and around the campus. There are a couple of areas where the Groundskeepers need a workshop to work on various equipment and there is a great need for adequate storage of supplies. We need to replace the existing "lean-to" structure, located on the west end of the Warehouse, with a more permanent workshop/storage area.

- Recycling Program: We currently have a very extensive recycling program, but we operate it with one part-time student employee and assistance from the people assigned to the Work Release Program. Recycling percentages are being mandated by the State and it's also an income source for the District. We want to expand this program and have at least one full-time employee assigned to the program and with continued assistance from other groups, decrease the materials

deposited into the landfill and increase the income to make the program self-supporting.

- Athletic Fields Care and Maintenance: We currently have a single groundskeeper assigned to the athletic fields, in the near future we will have a new baseball field, at least one new practice field, the relocation of the softball field and the development of a soccer field. We need to hire at least one additional groundskeeper and purchase the new and/or replacement equipment necessary to take care of these fields and provide the facilities necessary to support the College athletics program.

It is critical to have adequate funding and staff to meet the future needs of the District. The condition of the landscape and grounds around the Campus directly affects the visual impression that students, staff and the community have of Palomar College.

#### Minimum Facility Requirements for the Grounds Services Department

The Grounds Services Department is currently located in the maintenance compound in various areas. There are two shops in metal buildings that are in relatively good shape; there is a workshop/storage area in a wooden "lean to" on the west end of the RS building; and there is an old plant storage/greenhouse on the lower west side of the RS building. There are various metal storage containers scattered around the maintenance compound that are used for the storage of supplies, fertilizers and pesticides. We will need the following facilities in the near future:

- Replacement of the "lean to" work area on the west end of the RS building.
- Replacement of the plant storage/greenhouse structures.
- Adequate storage for the supplies and materials necessary to perform the job assignments of the Grounds Services Department. Storage should be centrally located, provide for weather proof storage, and be easily accessible to trucks and forklifts.

- In the future it may be necessary to construct a permanent recycling center in some type of a covered structure. We will need to increase our recycling efforts in order to meet the State requirements and our long-term goal is to make this project self-sufficient where the income from the recycled materials and the cost avoidance from landfill costs will cover all of the expenses of the program.

As we expand our services and staff levels over the next ten years, there will be unavoidable expenses associated with the expansion, fortunately most of them will be one-time expenses or will be able to be budgeted on a continuation budget.

## **FISCAL SERVICES**

### ***Program Description***

Fiscal Services provides administrative support to students, faculty, staff and the general public. Direct service to students is provided by collecting and accounting for all student fees through the Student Financial System, by handling all fiscal responsibilities for the Associated Student Body, and by disbursing all financial aid grants, loans and advances and reporting to the state and federal government for these disbursements. Fiscal Service is responsible for all budget functions of the District, for all fiscal reporting and compliance to federal, state and local agencies, for generating warrants for all accounts payable, for billing, auditing and reconciling all accounts receivable, for assisting directors/coordinators of all restricted and categorical programs in the fiscal aspect of the programs, budgeting through auditing final reports, for reconciling and auditing all cash accounts with banks and the County Treasury, for keeping up the general ledger and for generating all financial statements, and for handling and auditing all travel claims and reimbursements.

Open 7:00 a.m. to 7:00 p.m. Monday through Thursday, and from 7:00 a.m. to 4:30 p.m. on Fridays, Fiscal Services is closely coordinated with Admissions and

Records (as mentioned above), with Financial Aid, with Payroll Services and with Human Resource Services.

Currently, Fiscal Services has 20 permanent positions, with one of these being 75% and three being 45% for a total 18.1 FTE.

### ***Future Development***

The logical and ideal solution for students and staff would be to have a one-stop "shopping" center created for the students, where they could register for classes, confer with a financial aid advisor, receive matriculation advice, and pay for their classes and other fees in one location.

When both the Student/HR database and the Financial database are upgraded to the web-based versions, new computers will be needed by anyone using both systems—and that is most of the staff in Fiscal Services. Fiscal Services has attempted to keep the computers in their offices up to date, but many must be replaced, even before the upgrade. The Cashier computers (all 11) need to be replaced immediately, as they currently crash when looking too deeply into Student Financials. An archiving and/or imaging system is sorely needed. Currently, paper files are stored and the offices are overcrowded with file cabinets. Trailers are set up on campus to store prior-year records.

As the college grows so will Fiscal Services. In the near future Fiscal Services will need: Two full-time cashiers, a replacement for the Manager, Fiscal Operations, to make the current Manager, Fiscal Operations a manager of PeopleSoft Financials, the three 45% positions upgraded to 100% positions (one in cash balancing, one in budgeting and one in the cashier area), and a 45% Senior Accountant Assistant to work with the Student Financial Aid Accountant (within five years, this position will have to be upgraded to 100% with the increase in the number of students on financial aid and the additional accountability required by the government). With the additional workload of accounting for Asset Management and reporting under the GASB 34/35

Financial Statements, an additional Accountant position will also be needed.

### ***Minimum Facility Requirements for Fiscal Services***

Presently, Fiscal Services is located in the A Building and in 2/3 of a trailer. Staff are extremely overcrowded. Desks and computers are shared by staff working various shifts and there is little or no personal space for the staff. Fiscal Services shares the conference room of the Vice President Administrative Services with all departments in Administrative Services. Another larger conference room is needed for Fiscal Services.

Cashiering Services is being remodeled to better accommodate the students' needs. Currently there are three windows available and we are expanding that to six general purpose windows and a seventh for disbursing parking permits.

## **Information Services**

### ***Program Description***

Information Services provides the systems and network infrastructure necessary to support the College's administrative programs and meet the telecommunication needs of faculty, students and staff. Information Services is organized into four separate groups. The programming staff provides support for the PeopleSoft applications that are used to manage the administrative programs. A technical support team provides desktop computing support and network services, including Internet and remote access, to all district employees and is responsible for 70% of the student labs. The technical staff is located in trailers behind the A-building. They travel throughout the district to support users. Internet, Intranet and remote access services are available twenty four hours a day/seven days a week and technical support is available from 7 a.m. to 9 p.m., Monday through Friday. Telephone service is provided by three in-house staff in addition to a third party vendor who maintains the Personal Branch Exchange (PBX) and voicemail application. The Helpdesk is responsible for handling technology related questions

and/or reporting telephone, hardware, and software problems. The Helpdesk, the telephone operators and the programmers are located in the A-building and provide service from 8 a.m. to 5 a.m., Monday through Friday.

#### Future Development

Due to increased use of technology, Information Services is expected to grow faster than the District's other administrative departments. There are now over sixty-five student computer labs with over 1,500 computers. Information Services is directly responsible for 70% of these computers and provides backup support for all of the labs, except the Academic Technology Group (ATG) lab in the Library. If student email is implemented, the number of accounts to manage and messages to store will grow immeasurably. In the future, distance education and telecommuting will become more prevalent creating increased bandwidth demands and the need for a more robust network. Additionally, the implementation of new PeopleSoft applications will create a demand for new skills within Information Services. The demand for new skills and a requirement for twenty-four hours a day/seven days a week support services will require additional staff. Information Services will continue to experience an accelerated growth over the long term.

#### Minimum Facility Requirements for Information Services

The primary space requirement calls for each employee to have a private work area and for similar job functions to be clustered in one location. Information Services will need the following: a two thousand square foot server room with raised flooring; a one thousand two hundred square foot storage facility with a loading dock and built-in workbenches; a conference room for fifteen people; a training room for twenty people; a five hundred square foot backup generator area; a Personal Branch Exchange (PBX) server room; a five hundred square foot cart garage; a three hundred square foot reception/ helpdesk area with closet space. The three



Image 6.15  
A-1 Human Resources Office



Image 6.16  
Building A courtyard

managers should have offices, the nine programmers and the twelve technical staff will need office cubicles, and the two telephone operators could share a one hundred square foot telephone room. Also, the demand for twenty four hours a day/seven days a week technical support will require a kitchen facility for staff who work the second and third shifts.

## **Campus Police Department**

### ***Program Description***

The Campus Police Department is under the direction of the Assistant Superintendent/Vice President of Finance & Administrative Services. It plans, organizes, coordinates, and directs the District Police Department including law enforcement, security, parking, and traffic management. The Chief of Police is entrusted with the public safety of the entire Palomar College community -- all students, staff, faculty, and visitors. The Police Department implements both District and Police Department policies and procedures to reduce liability risks and ensure District-wide disaster preparedness.

The Police Department is fully certified by the California Commission on Peace Officers Standards and Training. The Department is currently engaged in police services at both the San Marcos and Escondido campuses of the Palomar Community College District.

Police Department funding is \$1.7 million, 90% of which is funded by parking permits and citations and 10% by general fund.

Police Department staffing should be one (1) sworn Chief of Police, one (1) sworn Lieutenant, two (2) sworn Sergeants, ten (10) sworn Police Officers, seven (7) FTE non-sworn and unarmed Community Service Officers, two (2) FTE Administrative Personnel who handle all parking services, six (6) Student-Dispatchers, and twenty-two (22) Student-Community Services Officers.

Unfortunately, the department is not as yet fully staffed and cannot provide a sworn officer on duty at both campuses 24 hours a day, 7 days a week. The Dispatch Center operates 24 hours a day, 7 days a week and is fully manned by Student-Dispatchers under the supervision of a sworn Police Officer and Sergeant. The department also maintains crime reporting statistics and is now required by federal mandate to statistically report and register sex offenders attending college. The condition of equipment is good, with excellent radio equipment. Police cars are relatively new (mileage ranges from 6,500 miles to 13,000 miles). A Grant providing funds for computers for the police department enables computer-aided dispatch. The condition of the golf cart fleet is fair, and these vehicles get the most use with wear/tear and have a life-expectancy of 2-3 years.

#### Future Development

The District must seriously consider the problems of inadequate parking on the San Marcos Campus and soon at the Escondido Campus. Campus Police is currently exploring the possibility of moving the entire operation back onto the San Marcos Campus from the off-campus site. The target date for this move is Spring 2003. The move will better serve the campus communities.

With the current growth in the district, Campus Police should expand the size of the department. Currently at Palomar College, there is one (1) police officer for every 3,000 students. This ratio is far below that of neighboring colleges. Mira Costa College has one (1) police officer for every 843 students, and CSUSM has one (1) police officer per 1,000 students. Palomar College cannot rely on local law enforcement to take up the slack; they are overburdened.

The lack of parking availability impacts all who work, study and visit Palomar College. The San Marcos Campus has 3,290 parking spaces which is far too few. Parking problems not only impact the campus but the surrounding residential area. Typically as many as 400 cars

park in the neighborhood, negatively impacting traffic flow. Student cars have been cited for blocking driveways, double parking, parking in residents' driveways and many other violations.

#### Minimum Facility Requirements for the Campus Police Department

Currently the Police Department is housed in three separate locations. Ideally, the Police Department should be housed in one central location on the San Marcos Campus with "storefront" offices located at all satellite campuses as follows: A small building at San Marcos Campus, a storefront office at Escondido Learning Center, an administrative office and main operations office at 184 Santar Place (approximately 2 miles from San Marcos Campus).

### **Office of Counsel, Contracts & Special Projects**

#### **Description of Office**

The Office of Counsel, Contracts, and Special Projects at Palomar College provides legal and contract services to the faculty, staff, and Governing Board of the College District. The Office is located in Room A-4A in the Administrative Services Building. All construction contracts for public works projects by the District are let through this Office as are hundreds of contracts for services, facilities rented to others and facilities rented by the District. Contracts and Board resolutions on a wide variety of topics are prepared, and legal representation is provided when the District is a named party. The Office provides contract service for Vice Presidents, Deans, and Department Chairs in many areas of their endeavors, including but not limited to, ADA compliance, student discipline, copyright and licensing of intellectual products, responding to public records act requests and subpoenas, traffic control laws, Civic Center Act, First Amendment issues, and many preventive law issues that arise on a regular basis.



Image 6.16  
A-10 Purchases Office

#### Future Development

The Office of Counsel, Contracts & Special Projects is not likely to grow in the immediate future.

#### Minimum Facility Requirements for the Office of Counsel, Contracts and Special Projects

A private office for confidential discussions is a minimum requirement. A shared conference room is desirable. File space and production space could be improved, and private FAX and photocopy machines would support the confidential nature of the services of this office.

### **Payroll Services**

#### **Service Description**

Payroll Services is currently staffed with 5 full-time, permanent employees, one District funded student worker and a Work Study employee. We are located in Staff Building 4, in Office Numbers ST-60 to ST-67. Each staff

member has a 9' X 11' private office. Payroll Services processes compensation for academic, classified, adjunct, short-term and student employees, as well as for Governing Board Members. Statutory and voluntary deductions are processed with each payroll. Verbal and written employment verifications are processed. Unemployment Insurance Audits are completed. Original and duplicate W-2s are issued. County, State and Federal files are created and submitted. Policies, procedures, laws and regulations related to the payroll function are enforced. The PeopleSoft HRMS System is continually debugged, updated and enhanced for better performance. Archives on active and terminated employees, plus all payroll-related records and reports are preserved. Confidentiality of payroll information is maintained. Courtesy, respect and help is given to those seeking assistance of Payroll Services. Payroll Web Page is maintained.

During the 2001-2002 fiscal year Payroll Services paid an average of 2,500 employees per month. The total compensation for this period of time was \$58 million dollars. There were 15,096 checks issued totaling \$10 million dollars. 15,395 direct deposit advises were printed for a total of \$31.5 million dollars. The remainder \$16.5 million dollars were paid in voluntary and statutory deductions. For calendar year 2001, there were 3,248 W-2s issued, and to-date, there have been approximately 100 duplicate W-2s issued for the same calendar year.

#### Future Developments

The expected growth rate for this program/service is the same as the college.

With the upgrade of PeopleSoft HRMS Version 8, and the eServices which will then be available, it is anticipated that employees will take full advantage of these convenient services to change their addresses, update withholding information, view compensation and benefit enrollment. An Imaging System is being researched to enable us to scan, store & retrieve documents which are currently stored in file cabinets and boxes. Due to

the constant maintenance required of the PeopleSoft HRMS module, the temporary Payroll Functional Module Specialist needs to be converted to permanent status. An Office Specialist is also needed to assist department with reception and clerical duties.

#### Minimum Facility Requirements for Payroll Services

Because District employees often wish to discuss payroll matters privately, it is important for payroll staff members to be located in individual private offices. A Conference Area for up to eight people is greatly needed. Payroll and programming staff hold weekly meetings which require a conference room.

### **Wellness/Fitness Center**

#### **Program Description**

The Palomar College Wellness/Fitness Center is a facility that serves both the students through PE 128 and also citizens of the North San Diego County community. Citizens can join the facility as members. The membership opportunities vary, depending upon the payment structure the individual selects. Once a member, all of the services contained within the facility become available to them. The equipment contained in the facility is designed to focus on aerobic fitness and strength. The Membership Coordinator will provide an orientation, a tour of the facility and establish a workout routine for all new members. They are also available to answer any questions members may have relating to the operation of the facility. A Physical Education staff member is assigned to the facility each hour. They can assist both students and members during their time in the Wellness/Fitness Center. There are currently 460 members using the Wellness/Fitness Center and approximately 800 students each semester.

#### Future Development

There will be a continued effort to recruit new members. We would hope to increase memberships by 30% before July 1, 2003. Specific groups will be identified for recruitment opportunities. They will consist of larger

manufacturing plants and city organizations, i.e. sheriff's department, police and fire personnel. To maximize the recruitment possibilities, a 45% position will be created to organize the effort. Another responsibility of this position will be to recruit advertising clients for the facility. This will be an additional source of revenue to help defer operational costs.

There will also be an ongoing effort to upgrade the equipment to stay current with new apparatus in the fitness industry. This will help maintain our competitive opportunities for new members. In keeping with the concept of current trends, a new identification system is to be installed. This will allow for a quick and easy entry/exit system for members. The new system will also provide information currently being produced manually.

Working in conjunction with the Physical Education Department, members are allowed access to classes offered during the regular semesters. The classes currently available are swimming, tennis, and aerobics. We would like to continue exploring the prospect of a wider range of classes. This will allow for expansion of the membership numbers without having a significant impact on the facility itself.

#### Minimum Facility Requirements for the Wellness/Fitness Center

The Wellness/Fitness Center has roughly 4,000 square feet of workout area, 58 individual machines, two sets of dumbbells, four benches, a foyer, sitting area, reception area, custodial closet, storage room, one office and two restroom/locker facilities, one for men and one for women. The locker areas are reserved for use by members only.

Membership growth will be limited by the number of students registered each semester. It will be important to monitor the enrollment trends to make sure we do not create a situation that limits access to the equipment for no more than a reasonable amount of time. The opportunity to access Physical Education classes

creates a new avenue for potential growth. The new Power/Strength Weight Room may be used in that way.

## HUMAN RESOURCE SERVICES

### Human Resource Services Office of the Assistant Superintendent/Vice President for Human Resource Services

#### *Program Description:*

Human Resource Services is located on the San Marcos Campus and serves all of the education centers and the general public. The main office is currently located in the Administrative Services building; room A-1, with the Employment Services staff residing on the second floor of the AA/ST building. The Technology Training Coordinator is currently located across the campus in a portion of the original Student Union.

The staff in the A-1 office includes the Assistant Superintendent/Vice President of Human Resource Services, an Administrative Assistant to the Assistant Superintendent/Vice President, the Manager of Human Resource Services, a Personnel Specialist, a Benefits Specialist, a Systems Module Functional Specialist, a Human Resources Assistant II, a Human Resources Assistant I, and a Senior Office Specialist. The office serves both the internal customer- the faculty, staff and retirees of the District – and the general public. Currently, the population at Palomar College includes approximately 302 full time faculty, 806 adjunct faculty, 430 classified staff, and 65 administrators. The A-1 office provides assistance with the employment processing of all non-contract positions on campus, including adjunct faculty, short-term employees, student employees, service providers, and volunteers. The staff processes all paperwork required for newly hired employees (including input into PeopleSoft), administers all benefits-related forms and issues and conducts a thorough new hire orientation program for permanent staff members. Other functions of the Human Resource Services office include addressing employee relations issues, evaluating and classifying positions, bargaining unit concerns, union negotiations, processing Workers' Compensation and

for unemployment insurance claims, administering the Professional Growth Program for all classified staff, and investigating sexual harassment claims and issues concerning the Americans with Disabilities Act.

All of the above positions are District funded, with the exception of the Technology Training Coordinator, which is funded by PFE money. The services provided above require customer contact and result in a heavy traffic flow through the office. All employees in the Human Resource Services office must possess at minimum a thorough knowledge of Palomar College policies and procedures, state and federal laws applicable to Human Resources, and relevant sections of the California Education Code. Confidentiality is mandatory, but is sometimes difficult to maintain an adequate level of confidentiality with our current resources/layout. There is no conference room attached to the office, only a small one located within the Assistant Superintendent/Vice President's office. The Human Resources Assistant II cannot meet privately with new adjunct employees.

The Employment Services staff is responsible for the recruiting, advertising, interviewing, and hiring of all contract positions – Classified, Confidential and Supervisory, Administrative Association, and Faculty positions. The services are for the benefit of all instructional, student service, and administrative departments to assist them in quickly and efficiently filling their open positions. Currently, the department is staffed by a Supervisor of Employment Services, an Employment Specialist, a Senior Office Specialist, and an Office Specialist. During the 2001-2002 academic year we filled a total of 123 positions – nine administrative, 12 faculty, 11 professional non-faculty, and 91 classified positions. The recruiting process is unique to Palomar College, very structured, time-consuming, labor and paper-intensive. In order to fill those 123 positions this past year, more than 2,000 application packets were processed.

The Supervisor, Employment Services, and the Senior Office Specialist positions are District funded. The Employment Specialist and the Office Specialist are both funded by PFE money. All other expenses other than salary/benefits are District funded.

#### Future Development

While the growth of the student enrollment at the College will at times result in additional recruiting needs affecting the Employment Services group, there are many other factors that influence the recruiting needs and staffing levels as well. Many new positions are created as a result of new grants obtained by divisions and departments. In addition, there are many employees who are looking at the possibility of retirement over the next few years, and the state of the economy influences the amount of turnover we experience each year. All of these factors indicate that the amount of recruiting on a yearly basis will hold steady or continue to increase over the next decade. Even though we are streamlining our processes, the shared governance aspect of the interviewing process will always affect the amount of time it takes to fill a position. Our current staffing level should be appropriate to continue performing the current services. If we were to take on the task of screening and setting up interviews for adjunct faculty, we would need to add a minimum of two individuals (Employment Specialists) to our staff.

Once the recruiting, advertising, and interviewing have taken place and a successful candidate has been identified, the focus moves to the main Human Resource Services department. Whether it's replacing existing employees or filling new positions, the amount of paperwork processing and files to be maintained continues to grow. As the future staffing of Palomar College grows, the Human Resource Services department will require more people to handle the increased employee population.

Employment Services is currently developing a video for use of selection committee members who are unable to attend our briefing sessions on the current

policy and procedures of hiring. In addition, our web-site is extremely user-friendly, making our application materials readily available to applicants for all positions. Our advertising sources have switched from newspaper/journal ads as the primary source of recruiting, to a mix of 50/50 print ads and web-based advertising. As of now, more than 50% of our applicants are finding out about our positions through web-based sources, and we expect that percentage to continue to grow. We have developed an applicant tracking system in Access that allows us to quickly pull recruiting statistics, communicate with applicants via email or U.S. mail, and track applicants through our process. Our current staff members are computer-savvy and are always looking for additional ways to increase our efficiency with the use of technology.

#### Minimum Facility Requirements for Human Resource Services

The Human Resource Services offices should be well-designed, comfortable, clean, and attractive – the first impression of Palomar College that our future employees see. The offices must conform to all the requirements of the American with Disabilities Act, and be able to house the entire Human Resource Services staff, including Employment and Technology Training.

The most immediate need for the Human Resource Services area is an office close to parking where customers can conveniently conduct business and applicants can quickly pick up applications, drop them off, or park while being interviewed. We need a building that has an exit for emergencies, is close to restrooms and drinking fountains. We must have a reception area that is large enough to accommodate both the employment function and the employee maintenance/support functions. Safety and security is an important concern for the Human Resource Services staff; therefore, there must be adequate escape routes. In order to provide needed confidentiality, fourteen private offices are needed. The reception area should have some type of separation from the applicants and employees (a work

counter or some other type of physical separator) for the two Senior Office Specialists and the Office Specialist. Each of these offices should adequately hold enough filing cabinets to provide secure storage of applicable records.

Ideally, this building would have a minimum of two conference rooms to accommodate eight to ten individuals each, for such things as meetings, meet and confer sessions, private conferences, new hire orientations, selection committee training, allow selection committees a private and confidential space to discuss their materials/screen applications, etc., and to have interviews taking place. There is a continual need for PowerPoint computer access for candidate presentations, and appropriate set-ups in the conference rooms would allow for consistency and fairness to candidates. In extreme cases, one or more of the rooms may be used to sort/separate/match up large volume of applications during peak recruiting periods.

Human Resource Services needs at least one room set aside for training purposes. Ideally, there would be two rooms: one permanent training room with 12-15 computer stations, and one modular training room to be used with/without computers. They should be equipped with a data projector and whiteboards. There should also be either a separate room or space set aside for training resource materials and manuals, etc. The training room could also be used for computer testing of candidates.

Finally, there needs to be enough space in the reception area for position announcements and other handouts for employees and customers

## STUDENT SERVICES

### Student Services Administration Office of the Assistant Superintendent/Vice President, Student Services

#### *Program Description*

The office of the Vice President, Student Services, has the overall responsibility and fiscal accountability for all

components under the Student Services Division. These components include: Admissions, Records and Veterans' Services; Athletics; Counseling & Matriculation (including Articulation, Assessment, Career Services, School Relations and Transfer Center); Student Affairs (including the Associated Student Government, Comet Center, Inter-Club Council, Student Participation in Governance and Picture Identification Card Services); and Student Support Programs and Services (including Disability Resource Center, Financial Aid and Scholarships, EOPS/CARE/CALWORKS, GEAR Up, Health Services, Tutorial Services, TRIO Upward Bound, TRIO Student Support Services, and Educational Opportunity Center). The office of the Vice President, Student Services also has primary responsibility for processing student employment packets and organizing the college's annual commencement program.

#### Future Development

The office of the Vice President, Student Services plans to maintain the present level of staff which includes one full-time administrative assistant and one full time clerical support position (50% administrative secretary and 50% student employment processing).

#### Minimum Facility Requirements for the Office of the Assistant Superintendent/Vice President, Student Services

The existing office space is adequate for the Vice President's current staff. There is a need for a larger conference room which can seat 18 to 20 persons. The office of the Vice President needs to remain located at the focal point of the campus in a much needed one-stop student services building. The one-stop building needs to remain at the "front door" of the college. Expansion of the present building is necessary due to continuous over-crowding, excessive noise, and inadequate heating/air conditioning.

## Enrollment Services

### Admissions, Records, Veterans' Services Program Description

Enrollment Services provides the institutional services of student admissions, student records, student registration and specific student fee related functions, student record evaluations, state and federal reporting, active military and Veterans' services, and international education services. The Enrollment Services staff has the responsibility of enforcing district-wide academic regulations and policies. The staff interacts to some extent with every department on the campus and with the faculty, staff, and administration. Frequent and regular communication occurs with other student services units, Information Services, and Fiscal Services. Enrollment Services functions are performed at each College Center. Enrollment Services uses the latest technology in the delivery of services and has a strong philosophy of implementing services using the Internet where possible.

#### Future Development

Enrollment Services plans to maintain a stable staff and use technology to provide services to a growing student body. Already, admissions and enrollment processes are fully online. Plans are underway to implement online transcript requests and instructor attendance reporting. Email addresses for all students will reduce postage costs significantly. While many students take advantage of the self-service features, about 5,000 student enrollments each semester are processed manually and directly impact staff workload. Significant personal admissions and enrollment services occur at the college centers. A proposal is being considered for a "one-stop" student services center.

The new student center will alleviate the current facilities impaction by providing space for an international center.

#### Minimum Facility Requirements for Enrollment Services

Appropriate space should be allocated in the Student Services Center for a bursar's office. The existing Student Services Center lobby area should be reconfigured to accommodate more computer self-service stations. A centrally located kiosk with knowledgeable staff will accommodate a "one-stop" service philosophy. The "one-stop" service model should be expanded to all the college centers and provide comfortable facilities.

## Athletics Program

### Program Description

The Athletics Program supports nineteen different intercollegiate athletic programs that compete in five different Southern California conferences. The curriculum is designed to provide students with the opportunity to develop advanced skills and the strategies in their specific sport which will be applied to competitive situations. There are approximately 460 student athletes participating in the various sports. Each student athlete is required to take twelve semester credits during their season of sport and complete twenty four semester credits with a minimum of a 2.0 grade point average prior to a second season of sport. Eighteen of the twenty four semester credits must be courses other than the competitive sports class or physical education activity courses. Due to the application of the National Collegiate Athletic Association (NCAA) five-year participation window, student athletes must be prepared to transfer after two years of competition. A large group of those student athletes must have associate degrees before they can transfer. Based upon information contained in the 1996 -1999 study of student athletes at Palomar College, student athletes complete CSU Certifications and associates degrees at twice the rate of first-time full-time students and in half the time.

The Athletics Program works very closely with the Physical Education Department. Contract faculty members often work in both departments with varied percentages of their contract assigned to each. All of the

off-season training programs for student athletes are offered through the Physical Education Department. In Fall 2001 the Athletics Program had a total FTEF of 5.30 and a total WSCH of 2,623 for a WSCH to FTEF ratio of 495. This is an increase from past years and has been accomplished through the consolidation of sports teams under one head coach. Two examples include men's and women's tennis and men's and women's cross country. The program is working on recruiting tactics and retention strategies to increase its WSCH. within the limitation set by realistic participation numbers that will not compromise the instructional effectiveness for the student athletes involved in the program.

Athletic participation creates a unique opportunity for students to compete in a specific sport. The students are generally recruited by the coaching staff and would not attend Palomar College if their sport was not offered. Student athletes comprise nearly 10% of the Palomar College students who take twelve or more units each semester. During the 1997 and 1998 sports seasons, Palomar College student athletes secured \$2.5 million dollars in scholarships.

#### Future Development

The majority of the sports are operating at maximum capacity, therefore, unless new sports are added, the department cannot grow in the future. The only sports sanctioned by the California Commission on Athletics (COA) that are not currently offered are: women's golf, men's and women's track and field and women's badminton. The department would like to continue increasing the number of sport programs until all the sports sanctioned by the COA are offered. This would increase the opportunities for potential student athletes and add to the WSCH for the Athletic Department.

#### Minimum Facility Requirements for the Athletics Program

The majority of the athletic facilities are in dire need of attention. The new baseball field is scheduled to be

completed Spring of 2004. This will allow expansion of the current soccer field and increase the total grass area available for practices and contests. The softball field will be relocated from its current location to another site on the lower field. The Dome gymnasium needs to be totally refurbished, i.e. lighting, inside surface, air conditioning and heating. This facility is currently used to meet the needs of five sports programs. It is extremely important in the total operation of the Athletic Department. The tennis courts need to be resurfaced and maintained to ensure their longevity. The development of a football/soccer stadium needs to be completed to provide a home site for football games. If the current facilities are not improved, the growth potential and continued ability to attract potential student athletes will be seriously affected.

## STUDENT AFFAIRS

### Office of the Director of Student Affairs

#### Program Description

Under the Direction of the Director of Student Affairs and with the assistance of an Administrative Secretary, the Office of Student Affairs contributes to students' comprehensive education through a number of programs and services. The Director of Student Affairs is responsible for extra and co-curricular activities, the Associated Student organization, the PIC Center, the Comet Center, promotion of the student activity fee, the cheerleading program, student discipline, grievances, administration of the district's free speech policy, Student Union usage and publication of the Student Guidebook. In addition, the Director offers several workshops to enable faculty and staff to manage disruptive/problem students on campus. The office facilitates student participation in the shared governance of the college. The office coordinates a myriad of events for the student population through many venues, one of which is the Inter-Club Council, providing a focus point for approximately 30-40 clubs on campus. The Director of Student Affairs is the liaison with club advisors throughout the academic year. The clubs are required to have at least one full-time employee to advise the club members and 10 currently registered students. This contact provides the basis for a unique interaction of students and employees that serves to enhance student success.

The Office of Student Affairs is deeply involved in assisting and promoting the ethnic/cultural clubs to sponsor events on campus that celebrate and educate about cultural diversity. These activities increase student appreciation and sensitivity for diversity and give the students the opportunity to be involved. The office also coordinates the awarding of two scholarships available to the general student population and up to 16 scholarships available to members of the Associated Student Council.

The source of funds for the Office of Student Affairs and its various programs, other than general fund, are

from the bookstore funds, game room revenues and Student Activity/PIC fees. Clubs also use a variety of fundraisers as their main funding source.

#### Future Development

The programs and services of the Office of Student Affairs, in the future, will most likely mirror the growth of Palomar College.

The completion of the new Student Union will provide a more aesthetically pleasing environment and function as an eating and gathering place for students, clubs and organizations, faculty and staff, and members of the community. The new student union will afford additional resources to Palomar College students. A new state-of-the art, open access computer technology lab with extended hours will be included as well as a television lounge and various conference rooms.

#### Minimum Facility Requirements for the Office of Student Affairs

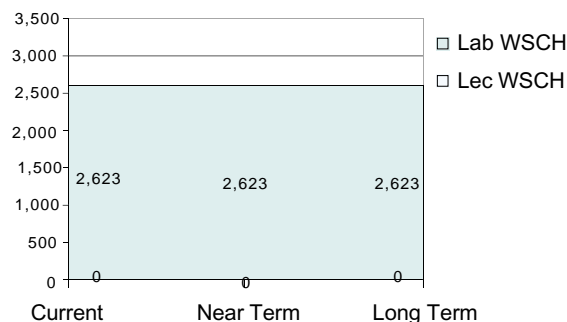
The completion of the student union should address the needs of the Office of Student Affairs on the San Marcos Campus for the near future. As the program continues to grow, we will require the addition of at least two more meeting rooms and two additional offices on the San Marcos Campus. The Office has no physical presence at the Escondido campus or any of the other Palomar College centers. At a minimum, we require office space for two employees and at least two meeting rooms at the Escondido campus to accommodate student clubs and activities.

## COUNSELING AND MATRICULATION DIVISION

### Office of the Dean of Counseling and Matriculation

#### Description of Office

### ATHLETICS



The Dean of the Counseling and Matriculation Division administers several centers and offices: the career center, transfer center, articulation, assessment and school relations, matriculation and the Counseling Department. All centers and offices are located in the SSC building except the assessment center which is located in the SU building. The career center served over 1,700 students who accessed a variety of career assessment and research tools. Career presentations were made to 314 classes. The career center needs its own location not to be shared with the transfer center to prevent crowding in the area. The transfer center serves students who are specifically transferring to colleges or universities and assists students with course selection, writing educational plans, writing TAG agreements, presenting application workshops, and in choosing a college or university to which to transfer. The transfer center served nearly 7,000 students last year representing a 35% increase. Articulation secures course articulation agreements with colleges and universities throughout California and out of state. Students use these agreements to plan their educational programs in preparation for transfer to a four-year college or university. The Articulation Officer serves as the Palomar Manager for Project ASSIST and is the division liaison to the Curriculum Committee. Assessment and School Relations served nearly 10,000 students who attended 129 Assessment, Advisement and Orientation pre-enrollment sessions. An additional 4,000 students were assessed using an alternative to standardized testing format. Nearly 2,000 high school seniors participated in the STARS program. The UniversityLink Program is coordinated through Assessment and School Relations, and the program secures student transfer admission into UCSD.

Currently, there are 16 counseling offices in the SSC building and one copy room. The offices house the Dean of Counseling and Matriculation as well as the International Students Counselor which does not report to the division. A Board Conference Room that seats about 10 is located close to the counseling offices. There are currently 10 adjunct counselors who

counsel and 36 adjunct counselors who teach classes. There are 18 full-time counselors at the San Marcos Campus, two at the Escondido Center, and one at Camp Pendleton. There are seven staff with 5.4 FTE in Counseling. There are four staff members in assessment and three staff members in the transfer center. The transfer center could use one more FTE counselor in the future with one more front desk staff member.

#### Future Development

Both the transfer center and career center increased the number of students served by 35% last year. The college headcount last academic year grew by 7.5%. Therefore, if the number of student contacts in counseling increase at the same rate as the rest of the college, the total student contacts for the Division are expected to increase slightly faster than the college growth rate.

#### Minimum Facility Requirements for the Counseling and Matriculation Division Office

There is a need for offices to house the current full-time counselors as well as office space for the adjunct counselors. A multipurpose room for parent orientations, career days, success workshops, meetings, and orientations that hold 150 people with divided, movable walls to make three smaller rooms is much needed. A separate career center is needed as well as a separate transfer center. Currently, there is a lot of traffic, noise, and interruptions as they both share the 30 computer desk station area. There is a need for a 100-station assessment/access room so that a greater number of students could be assessed in Reading, Math, and English. This assessment/access center could also be the student center for all students where students could access their email from their instructors and the college. There is a need for a 40-station room in the career center with the recommended dimensions of 40' x 40'. Space is also needed in the Counseling Department for the following positions: an office manager who books appointments and manages schedules, an employment coordinator, extra counseling offices

for every 2 adjunct counselors, designated articulation office and support staff space for 3 positions, designated semi-smart classroom for counseling classes with 35 stations, an 8' X 10' storage room, a workroom with mailboxes, duplication, and paper storage, reception and advising area to answer quick counseling questions, a counseling conference room that holds 30 people, and a crisis room for handling emergencies like suicidal students. Space is also needed to eventually house Student Support Programs with the counseling center. Thus, space is needed to house the EOP&S, DSPS, and TRIO Programs so that all of student services are under one roof. There is a serious safety concern as the counseling area is not equipped to respond to hostile students. This problem could be addressed through the use of technology that could allow an immediate response from campus police. Night lighting should be better, and access to Counseling through the back door from the Governing Board room is difficult to monitor.

## STUDENT SUPPORT PROGRAMS

### Office of the Dean of Student Support Programs

#### *Description of Office*

Under the Direction of the Dean of Student Support programs and with the assistance of a Senior Administrative Secretary, Student Support Programs provide the opportunity for all students to thrive in the college setting through the following programs: Retention - Outreach - Community, Education Partnership program, EOPS (Extended Opportunity Programs & Services)/CARE/CalWorks, Financial Aid and Scholarships, Disability Resource Center, Financial Aid and Scholarships, EOPS/CARE/CALWORKS, GEAR Up, Health Services, Tutorial Services, TRIO Upward Bound, TRIO Student Support Services, and Educational Opportunity Center.

Future Development

Student Support Programs will continue to grow at the same rate as the rest of the college and will need the space and staff to maintain the same percentage use per FTES as in 2001-02. This will mean increased staff and space for all the components of the program.

**Disability Resource Center (DRC)****Program Description**

DRC provides special counseling, services and instruction to persons with physical, learning, vision, hearing, communication and psychological disabilities. Services available include counseling, orientation, advocacy and liaison, on-campus transportation, mobility assistance, special parking, priority registration, learning disability assessment, interpreters for the deaf, readers, note taking assistance, assistive technology, adapted equipment and testing accommodations. Instructional services include: adapted physical education; assistive technology; support classes for English and math; a phonics class; and independent living skills courses for acquired brain injuries and developmentally delayed learners. The program serves approximately 1,350 students per year. DRC currently staffs the following positions: one Director, two contract counselors (1.75 FTEF), three adjunct counselors, two full-time Learning Disability (LD) Specialists (faculty), one part-time LD Specialist (faculty), one Assistive Technology Specialist (faculty), one Alternate Media Specialist, one Interpreter Coordinator, nine contract interpreters (from .45 to 1.00 FTE), six to eight hourly interpreters, two DSP&S Assistants (1.45 FTE), one Administrative Secretary, one Instructional Support Assistant (.45 FTE), and a variable number of hourly (student workers, mobility assistants, alternate media assistant) employees. Acquired Brain Injury and Developmental Delayed class instructors are paid through the Community Education department. The Adapted Physical Education instructor is paid through the Physical Education department. In 2001-2002, DSP&S served 1,352 students (4.5% of the college population). Of these students, 22 reported successful

transfers, 65 reported AA degree completion, and 24 reported certificate completion.

Currently, DRC uses the following facilities: a main office (1800 sq ft (30X60)), wheelchair storage space (100 sq ft), Assistive Technology Center (ATC) (500 sq ft.), and classroom with office space (500 sq ft.).

DRC supports the college in meeting compliance requirements of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The program is partially supported by categorical funding from the Chancellor's Office. Other resources include a contribution by the District and lesser but significant funding from VTEA, Partnerships for Excellence, Matriculation, and the Palomar College Foundation. The Department also attracts and retains funding from two benefactors Carstarphen Family/Proctor & Gamble and the Tomlinson Family Foundation, the latter being one of largest donors the college has attracted. The Program has received national recognition on two occasions, State recognition in 2002, and a favorable review from a recent Chancellor's Office Program Review.

Future Development

DRC population should increase at least at the same rate as the college as a whole (at least 4% of the college population). However, the expense of services is expected to increase at a rate greater than the college as a whole (interpreter shortage, expense of closed captioning and alternate media services, needier categories of students). Emerging populations (deaf, psychological, learning) are more expensive to serve than most other disability categories.

DRC will be expanding internet advising/counseling and moving orientation services to a web-based format. Internet based information and services will increase at the same rate as the college as a whole.

**Extended Opportunity Programs and Services/CARE/CALWORKS****Program Description:**

Extended Opportunity Programs and Services, commonly referred to as EOP&S, is a state-funded student support program that identifies and serves Palomar College students who are financially and educationally disadvantaged. EOP&S counselors (4.5 FTEF), classified staff (5.25 FTE) and student workers (4) provide comprehensive counseling services and financial assistance to nearly 1,500 eligible EOP&S students (per semester) through academic, career, transfer, job placement and financial aid advisement; tutoring; book vouchers; parking permits/bus passes; PIC; meal tickets; childcare stipends; gasoline cards; phone cards; copier cards; food pantry items; educational supplies; lap top/calculator loan program and educational grants.

EOP&S, a categorical program funded through the state, strives to educate matriculating, non-traditional students who come to the college environment educationally under prepared and who may not achieve their fullest potential without EOP&S intervention. Providing "over and above" support services at both the San Marcos and Escondido locations, current growth trends reveal the need for additional services at the Escondido location yet budget limitations will continue to limit this service. Funded to serve 1,082 student in 2001-2002, the program successfully provided services to 2,317 duplicated or 1,262 unduplicated students during the program year. Of those students served, over 85% were retained from one semester to the next and 89% successfully achieved course completion.

Future Development

EOP&S enrollment reflects a 20% increase from the previous year. With the rapid growth pattern experienced over the last 3 years, EOP&S expects to receive increasing numbers of applicants over the next 10 years. According to local statistics, it is estimated that the San Marcos/Escondido area will experience record growth of low income, educationally disadvantaged families in the next 10 years. Coupled with high unemployment, Tidal Wave II, and more stringent admission requirements at the state universities, the campus and

EOP&S will be faced with tremendous facilities and personnel challenges.

With this anticipated growth, EOP&S will continue to seek additional methods to maximize personnel and facility resources. Currently, an effort is being made to create a paperless office. An expansion of database and student success statistics will allow utilization of sound data to determine appropriate programs and services. Expansion of technology to provide counseling at all college centers will allow growth without additional facilities. To supplement Chancellor's office funding, the department will continue to seek additional funding through college support, book returns, state, community and business agencies.

## **Financial Aid & Scholarships**

### ***Program Description***

The Financial Aid & Scholarships Office is responsible for providing information and monetary resources to minimize a student's financial burden while he or she pursues a college education. The Office serves current and potential Palomar College students, faculty and staff members, and other interested parties. The office administers the Federal Pell Grant Program, Supplemental Educational Opportunity Grant Program, Federal Work Study Program, Federal Direct William D. Ford Student Loan Program, Board of Governors Enrollment Fee Program, California Grant Program, institutional emergency loan programs, and internal and external scholarship programs. The operation consists of six Financial Aid Advisors, five Financial Aid Specialists, one Financial Aid Systems Module Functional Specialist, one Financial Aid Academic Counselor at the San Marcos Campus, one Financial Aid Advisor at the Escondido Center, one Financial Aid Specialist liaison with the TRIO SSS Programs and a Financial Aid & Scholarships Director. For the academic year 2001/2002, the office administered over \$4.8 million dollars in financial aid.

The Financial Aid & Scholarships Office was established as one of the service components under the Student Services Division. This service plays a vital part in assist-

ing students to achieve their academic goals at Palomar College. Students can obtain information and services by visiting the office located at the San Marcos Campus and the Escondido Center. They can also obtain information and forms on the financial aid web page and view their financial aid status on E-Services. The program is funded largely by District funds for its staff personnel. A percentage of the salaries/benefits of a Financial Aid Advisor and a Financial Aid Specialist are funded by categorical funds and Enrollment Fees. The Systems Specialist and an Academic Counselor is funded 100% by PFE. A Financial Aid Specialist is funded 50% from PFE. A large percentage of federal administrative allowances cover operational expenses such as printing, postage, supplies and equipment. In addition to providing information and services, the Office was the first statewide to establish and offer a counseling course, COUN 90 "Intro to Financial/Academic Resources" to financial aid applicants and other interested parties. The course was designed to educate students about the availability of financial assistance, the responsibilities, debt management, educational planning and other support services available on campus. A mandatory Financial Aid Orientation Workshop for new financial aid applicants is offered to provide this critical information to students. However, students are highly encouraged to take the COUN 90 to meet the orientation workshop requirement and to obtain additional information presented in the course. For the 2001/2002 school year, 934 students registered and attended the course and 554 students attended the Financial Aid Orientation Workshop.

### ***Future Development***

As the economy continues to move downward and unemployment increases, enrollment at community colleges will increase statewide. The need for financial resources to cover the cost of education and to minimize the financial burden for living and personal expenses will also increase. Unfortunately, because the enrollment fee of \$11 is viewed by a large percentage of the student population as a nominal fee compared to

the CSU system, UC system and private institutions, the growth rate of applicants will be slower than the college's growth rate. In addition, funding for both federal and state aid programs have not kept pace with college costs and colleges will continue to see the percentage between applicants and recipients grow. The demand will continue to be higher than the supply available.

The costs of postage, printing and supplies continue to increase while the district budget remains the same for the past several years. The office cannot continue to rely on categorical administrative allowance funds to cover these costs. Therefore, the Office is participating in a pilot program to provide an e-mail system to all financial aid applicants. The e-mail system will eventually be the primary mode of communication with student in addition to E-Services. Once the e-mail system is fully implemented and working adequately, the office will move toward a paperless operation and implement electronic submission of information into the PeopleSoft Financial Aid system.

## **Grant Funded Student Support Programs**

### ***Program Description***

The department of Grant Funded Student Support Programs is located within the unit of Student Support Programs, and the division of Student Services. The grants written and received and those planned for in the future are disseminated by the United States Department of Education or the California Department of Education. The grants are primarily academic outreach and student support programs. The goal is to create an educational pipeline of grant programs that serve at-risk, low-income, first-generation college bound kids and families. An objective to meet this goal would be to collaborate with campus departments, other colleges and universities, local K-12 districts/schools, and community organizations, to coordinate efforts to serve students, so they are better prepared for school and college success. The currently funded grants include the Palomar College GEAR UP Partnership Program, the North County Educational

Opportunity Center, the Upward Bound, Program, the Smaller Learning Communities (with SMUSD), and The Advanced Placement Challenge Grant (with SMUSD).

GEAR UP is currently housed at San Marcos Middle School and San Marcos High School. The North County Educational Opportunity Center functions out of an office on the San Marcos Campus. Upward Bound currently has three offices in the Escondido Center. The rest of the programs are managed out of GEAR UP.

#### Future Development

It is hoped that the current grants will be renewed and expanded. Additional grants will require more personnel and more space. Given that there are 8 TRIO Programs and we currently have 3, and there are numerous other grants just in the United States Department of Education and California Department of Education...not to mention the Chancellor's Office and other government, corporate, and private foundations, there is a lot of room for growth within Grant Funded Student Support Programs. At this point it is impossible to project whether or not the Grant Funded Student Support Programs will increase or decrease in size.

### **Health Services**

#### ***Program Description***

Palomar College provides Health Services facilities at two sites. The San Marcos Campus is open 40-60 hours per week and the Escondido Center is open approximately 1/3 that number of hours per week. The goal of Health Services is to support academic excellence and learning success, by promoting and maintaining a state of optimum health and well-being among the diverse student population. This is achieved through accessible, high quality health care, health education and health promotion activities. Students can schedule physician appointments for dermatology, gynecology and general medicine. Interventions include physical exams, prescription medicines, clinical lab services, diagnosis and treatments for medical problems. RNs provide prima-

ry health assessment and treatment. Health screenings include blood pressure, hearing and vision and TB tests. Immunizations, ear/ eye irrigations and in-house lab tests are a few of the nursing procedures offered to students and employees by appointment. Venipuncture is performed on-site for cholesterol testing and physician prescribed lab tests. Non-prescription medications are also offered via our Fast-Aid vending machines located at both sides and in the admissions building on the San Marcos Campus.

To help support faculty, when requested, RNs provide health education presentations to students and assist students with special health related projects. Working cooperatively with outside agencies such as the American Red Cross (blood drives), North County Health Services (HIV testing) and the Public Health Department (flu vaccine), a variety of programs are made available to students and staff. The Health Services Team includes the Director, 1 part-time physician, 1 Nurse practitioner, 3 full-time College Health Nurses, 1 80% College Health Nurse, 1 Staff Assistant, 1 Senior Office Specialist (days), 1 45% Senior Office Specialist (evening), hourly RNs, and 1 student worker. Total visits for the 2001-2002 year at both the Escondido Center and San Marcos Campus were 10,613. Students represent 72% of the patient visits, employees represent 26%, and others represent 2% of the patient visits.

#### Future Development

Total patient-staff contact from the 2001-2002 year increased by 12.2% from the previous year. Physician visits increased by 10.4% and our nurse visits increase by 3.9%.

As the number of students enrolled in the college continues to increase – Health Services population should increase at the same rate as the college. Student health needs are expected to become more complex requiring additional RN time. Health Services will also be impacted by the increasing number of students who are unable to afford health insurance (which continues to

rise in cost) and will rely on Health Services for their health care. These students and those receiving BOGW often depend on Health Services as their primary health care provider. As the number of students needing financial assistance increases – the demand for Health Services is expected to increase dramatically as well. Also, as DRC grows, Health Services expects to see even more students with challenging mental and physical needs.

### **Tutorial Services**

#### ***Program Description***

The Tutorial Services department provides tutorial assistance and supplemental instruction in a one-on-one, group, or on-line format. There is a Tutoring Center open at the San Marcos Campus and one also at the Escondido Center. Tutoring is a program that addresses all of the Palomar College goals for student success. Tutorial Services' impact is multiple and we continually strive to: (a) increase the number of students served; (b) increase the satisfaction of our students, faculty, and staff with the increase in services available; (c) enhance student performance and persistence.

Service to students is not the only way student success and retention are addressed. Continuous training of tutors and open communication with tutors is an important component. The Tutoring Center conducts ongoing workshops and discussions for students and tutors on issues related to learning and the first-year experience. We encourage tutors to strengthen their role as Tutoring Center Liaisons so that they interact with the students, faculty, and administrators in each campus on a regular basis.

Tutorial Services administers two sections of CNED: CNED 105, Basic Tutoring Training and CNED 637, Supervised Tutoring. Students and community members planning on becoming tutors must enroll and complete CNED 105. Students that receive tutorial assistance enroll in CNED 637. On an average, Tutorial Services accumulates approximately 4,669 WSCH hours of CNED per semester (including WSCH generated

through Academic Technology, Engineering, Math, English, Physics Graphics, and Tutoring labs).

#### Future Development

The need for Tutoring Services will continue to grow at the same rate as the rest of the college. For the foreseeable future, computing will play an increasingly important role in learning at Palomar. Tutorial Services has begun and will continue to develop innovative strategies integrating technology into tutoring and learning and will continue to build a library of best practices. Tutors trained in them will impact the quality of tutorial assistance for disadvantaged and under prepared students to better prepare them for their future. Distance learning technologies will help reach rural and outlying populations.

#### Minimum Facility Requirements For Student Support Services

The office of the Dean of Student Support Programs currently consists of one office for the Dean and an outer office for the Senior Administrative Secretary. These accommodations are adequate. Additional storage for supplies will be needed in the future; however, space shared with another department at the current time is adequate. It would be helpful if all of the Student Support Programs were housed in the same building, or within close proximity for ease of team building and efficiency. Each component of Student Support Programs has indicated their specific facility needs, but if these programs and services were housed together one reception area could be staffed and shared by all.

In the future DRC will need three office spaces for interpreting staff; three office spaces for LD Specialists, counselors, and Assistive Technology Specialists (all faculty); and larger wheelchair storage space (200ft) to accommodate current student load. DRC also needs a larger Assistive Technology Center (ATC) (800 sq ft.), a larger classroom/office (800 sq ft), and more space to accommodate testing. Specifically, the program needs six more small spaces (8X8) and two more large spaces (20X20) to address the testing need. Further, the testing space walls need soundproofing. The ATC classroom and testing areas should all be "smart" (wired for technology). Finally, the DRC main office should be moved closer to the Student Services Complex for efficiency and student user-friendliness.

With the expectation of doubling the number of eligible students in the next ten years, EOP&S will require 18 private offices for counselors, administration and support staff; a reception area large enough to accommodate numerous staff and students (16 x 16), as well as people that are wheelchair bound; outreach/retention work area for 3 Outreach/Retention Assistant and 8 student workers; 8 student workstations; 1 conference room; room for the Palomar College Food Pantry (12x12); and 1 classroom for EOP&S summer bridge,

student success workshops, and an educational component.

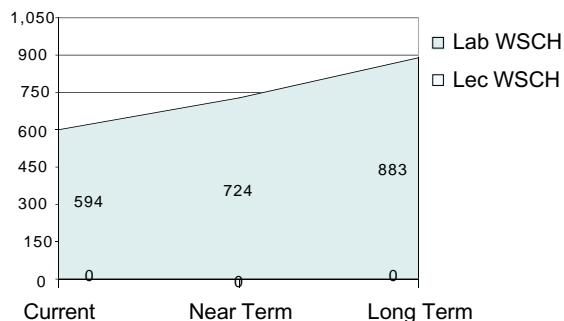
The Financial Aid office resides in the Student Services building, sharing lobby and front counter space with the Admissions and Registrar's Office. While the location has some positive aspects, the increasing student population will make it necessary for the Financial Aid Office to develop an adequately sized shared lobby area with Admissions and Records. The Office should make every effort to have a controlled and secured area to serve students and maintain confidential federal and state aid student files.

As additional grants are written and current grants are renewed or eliminated, the staff and facilities needs for Grant Funded Student Support Programs will fluctuate.

To adequately meet the health care needs of students and staff at Palomar, Health Services located on the San Marcos Campus is in need of a larger building which would include 3 treatments rooms, a patient bathroom, an employee bathroom, a nurse's station, meeting room (with sinks), 3 offices, and a lobby. The Health Services facility on the Escondido Campus should include 2 treatment rooms, a lobby area, a bathroom, and two office spaces.

The Tutoring Center on the San Marcos Campus is housed on the first floor of the library. We encompass an area of approximately 5,500 sq. ft. The Center is divided into 17 cubicles, a combination office/group room/tutor lounge, and a front reception area. Within the Center there are four computers that are used for daily data entry and administrative use and eight Dell computers that are for tutor and student use. The Tutorial Services headquarters at the Escondido Center is approximately 293 square feet. It houses two computers reserved for student use and one administrative computer. We have an open layout with two tables since the space allocated to our program is not sufficient to divide into individual spaces. The spaces are adequate, but will need to grow proportionately as the college grows.

**TUTOR TRAINING/SUPERVISION**



In the years to come, Tutorial Services will need additional offices at the Poway/Mt. Carmel education centers. Services are currently being conducted in various empty classrooms on an as-needed basis. As Tutorial Services expands services over the next ten years, the need for space will increase at a constant rate compared to student enrollment at both centers.

## EDUCATION PLAN FOR THE NEW DISTRICT STRUCTURE New District Structure

At their meeting on December 10, 2002, the Palomar College Governing Board approved planning for a new district structure by the year 2022. Assuming a total District enrollment of 47,500 students, this new district structure will require growing the San Marcos Campus to an enrollment of at least 25,000 students, purchasing land that would allow us to create at least one new campus or college with an enrollment of 10,000 students and one large center with an enrollment of 5,000, while adjusting the enrollment at our existing centers as needed. This then will require the purchase of land in the North and in the South where we will locate two Educational Centers with the expectation that at least one of these centers will continue to grow and eventually become a comprehensive campus or college.

### Two Large Centers

(One in the North and One in the South)

The creation of each new Palomar College Education Center will require the purchase of land with easy access via a main road or highway as well as access to utilities such as water, sewer, power, and natural gas and sufficient parking for 5,000 students. (Ideally we would purchase 100 acres of buildable land giving the Center the potential of eventually growing into a Campus or a College.) The Centers would open in the 2006-2007 academic year each with a target enrollment between 2,500 and 3,000 students (6,250 to 7,500 lecture

WSCH, 17,500 to 21,000 lab WSCH). Each center will be designed with the potential to grow to at least 5,000 students (12,500 lecture WSCH, 13,500 lab WSCH).

### Administration and Student Services.

Each new Center will require a Manager, a senior Administrative Secretary, and an Accounting Technician/Cashier as a minimum to administer the center. In addition, the following student services will be required: Admissions—A Supervisor of Admissions, one full-time Admissions Assistant. Financial Aid—One 45% Financial Aid Advisor. Counseling/Career Center—One Professor/Counselor, one full-time Counselor, one 45% Counselor, and one secretary. Health Services—One full-time College Health Nurse. Tutoring—One Tutor/Tutoring Services Program Coordinator and several Student Tutors as needed. DRC — One Professor/Counselor, one 50% Professor/Counselor/Enabler, one 50% Counselor/Placement Specialist, and one Secretary. Information Services & Instructional Technical Support—One Information Systems Specialist, one Instructional Computer Lab Technician, and two Instructional Support Assistant I's. Facilities—One Supervisor of Facilities Operations, one Maintenance Technician, and two Custodians. Food Services—It is necessary to plan space for food services, including a small grill or food court, but the service and personnel would be contracted out as they are on the San Marcos Campus. Child Care Center—There will also be a need for a child care center that is licensed for 50 to 100 children to serve the needs of students and the surrounding community.

### Library and Instructional Program.

It is important to plan for library space, open computer lab space, and a book and journal collection commensurate with 26,000 WSCH at each center. The Library staff at each center should include at a minimum: One Professor/Librarian, and two Library Technicians. The Instructional program, generating 26,000 WSCH at a 500/1 WSCH/FTEF at each center, would employ 52 FTE faculty at each center. At least 60% (31

FTEF) should be full-time contract faculty; the rest of the instructional load would be taught by adjunct faculty and full-time contract faculty teaching overloads. In addition to faculty, 2 academic department assistants, and an unspecified number of staff aids will be needed to support the instructional program. The instructional program itself would provide a limited basic curriculum that is designed to allow students attending the campus to complete an AA Degree, and complete most of the classes necessary for General Education transfer to CSU. Vocational and certificate programs that respond to specific local needs will be added as student and community demand warrants. Although there is no current plan to offer an athletic program, sufficient physical education facilities must be included. At the minimum the campus must have a small fitness center/locker room, and a jogging track or jogging trail.

### One New Campus or College

(North or South)

Between the years 2010 and 2015 at least one of the new Centers will have evolved a comprehensive educational program and will have grown past 5,000 students. When a Center grows to approximately 7,000 students it will then become a Campus or a College. The growth of a Center into a Palomar College Campus or College will require that the Center be located on at least 100 acres of buildable land with easy access via a main road or highway as well as access to utilities such as water, sewer, power, and natural gas. The campus would be developed to eventually serve at least 10,000 students (45,000 lecture WSCH, 49,000 lab WSCH).

### Administration and Student Services.

The new Campus will need either a Provost or Manager, a senior Administrative Secretary, an Education Center Coordinator, two Campus Assistants, and an Accounting Technician/Cashier as a minimum to administer the college. In addition, the following student services will be required: Admissions—A Supervisor of

Admissions, two full-time and one 45% Admissions Assistant. Financial Aid—One full-time and one 45% Financial Aid Advisor. Counseling/Career Center—One Professor/Counselor, four Counselors, and one secretary. Health Services—One full-time and one 45% College Health Nurse, and one secretary. Tutoring—One Tutoring Services Program Coordinator, two 45% Tutors, and several Student Tutors as needed. DRC—One Professor/ Counselor, one 50% Professor/ Counselor. Enabler, one 50% Counselor/ Placement Specialist, and one Secretary. Information Services & Instructional Technical Support—One Information Systems Specialist, one Instructional Computer Lab Technician, and two Instructional Support Assistant I's. Facilities—One Supervisor of Facilities Operations, who Maintenance Technicians, and four Custodians. Food Services—It is necessary to plan space for food services, including a small grill or food court, but the service and personnel would be contracted out as they are on the San Marcos Campus. Child Care Center—There will also be a need for a child care center that is licensed for 100 children to serve the needs of students and the surrounding community.

#### Library and Instructional Program.

It will be important to be able to expand the library space, open computer lab space, and the book and journal collection to accommodate a student population representing 94,000 WSCH. The Library staff should include at a minimum: One Professor/ Librarian, One Associate Librarian, one Senior Librarian Technician, and two Library Technicians. The Instructional program, generating 94,000 WSCH at a 500/1 WSCH/FTEF, would eventually employ 188 FTE faculty. At least 60% (113 FTEF) should be full-time contract faculty; the rest of the instructional load would be taught by adjunct faculty and full-time contract faculty teaching overloads. In addition to faculty, two department chair/assistant deans, five academic department assistants, and an unspecified number of staff aides will be needed to support the instructional program. The Instructional Program itself would provide a complete

basic curriculum that is designed to allow students attending the campus to complete all necessary classes for an AA Degree, and for General Education transfer to CSU. Vocational and certificate programs that respond to specific local needs will be added as student and community demand warrants. Although there is no current plan to offer an athletic program, sufficient physical education facilities must be included.