

## Planning Agendas

The self-study process that culminated in this report provided the college with an opportunity to evaluate the quality of the institution in its service to students and the community. The items listed below will be the centerpiece of the planning the college will undertake during the next few years. The plans presented in this section demonstrate Palomar College's commitment to the students and the diverse community it serves.

1. The Learning Outcomes Council (LOC) will guide and support the college's completion of the Development phase of Student Learning Outcomes Assessment Cycles (SLOACs) at the course, program, general education, and institutional levels. In this process, the LOC will move the college toward the Proficiency phase of SLOACs. (I.B, II.A, II.B)
2. The college will review the Strategic Planning and the Program Review and Planning processes to identify ways to improve the Annual Implementation Plans, including funding of priorities. (I.B)
3. The college will discuss, design, adopt, and implement a budget development process that
  - a. better aligns with and allocates funding for both short-term and long-term strategic planning priorities;
  - b. allows flexibility for responding to emergencies and exigencies; and
  - c. sustains the district's current fiscal stability and solvency. (I.B, III.B, III.D)
4. The Basic Skills Committee will
  - a. implement, evaluate, and revise as necessary the *Basic Skills Action Plan*, including the teaching/learning centers, the Freshman Experience, and the Professional Development components; and
  - b. promote dialogue about, understanding of, and response to the Basic Skills Initiative, including integrated instructional support services. (II.A, II.C)
5. In the area of Professional Development, the college will
  - a. offer broader and more comprehensive professional development activities for faculty, staff, and administrators on Student Learning Outcomes Assessment Cycles, students' basic skills needs, and students' diverse learning styles;
  - b. develop professional development opportunities for faculty, staff, and administrators to learn about their colleagues' academic and career/technical programs; and
  - c. concentrate on engaging part-time faculty in these activities and opportunities. (II.A, III.A, IV.A)

6. The “75/25” Workgroup will develop a plan to improve the ratio of credit hours taught by full-time faculty to the credit hours taught by part-time faculty while also increasing the number of full-time faculty. (II.A, III.A)
7. The college will develop a systematic process based on discussion among constituent groups to identify and plan for the staffing levels and flexibility necessary for continuity of services in support of students. (II.C, III.A, III.B)
8. The college will ensure that all constituent groups have a written code of ethics aligned with Governing Board policy. (III.A)
9. The college will consider the recommendations of the Emergency Preparedness Workgroup as part of its ongoing planning, preparation, and training for the safety and security of the college community. Recommendations incorporated into the district’s Emergency Preparedness Plan will be prioritized and funding resources will be identified. (III.B)
10. The Strategic Planning Council will engage in formal dialogue on its shared governance and decision-making processes in order
  - a. to distinguish the types of decisions that have significant institution-wide implications and thus must be arrived at through systematic participative processes;
  - b. to clarify the authorities and responsibilities of the decision-makers and other participants in these processes in order to produce decision-making guidelines; and
  - c. to enhance professional development opportunities for the college to learn about shared governance. (IV.A)

