



**STRATEGIC PLANNING COUNCIL  
WORKSHOP  
October 23, 2009**

A workshop of the Palomar College Strategic Planning Council scheduled for October 23, 2009, was held in SU-18. President Robert Deegan called the meeting to order at 9:00 a.m.

**Roll Call**

SPC Members Present: Aragon, Barton, Brannick, Cerda, Claypool, Cuaron, Deegan, Dowd, Francis, Gowen, Hoffmann, Hong, Japtok, Lienhart, McCluskey, O'Brien, Tortarolo, Vernoy

Budget Committee

Members Present: Brannick, Claypool, Cuaron, Dimmick, Dowd, Gowen, Kelber, Lienhart, McCluskey, Sivert, Tortarolo, Vernoy

Members Absent: Duran (BC), Faulkner (SPC), Halttunen (SPC), Kovrig (SPC/BC), Laughlin (SPC/BC), Talmo (SPC), Titus (SPC), Towfiq (BC)

Recorder: Cheryl Ashour

Guests: Joan Decker, Glynda Knighten

**A. Strategic Plan Development Workshop #2**

**1. Status Update**

Michelle Barton distributed an agenda packet for today's meeting. She reviewed what has been accomplished to date and what has yet to be accomplished. She recommended that SPC meet again on Friday, November 6 for a half-day workshop on the Strategic Plan so that the work during the regular SPC meetings on the Resource Allocation Model will not be interrupted. After discussion, it was decided that there will be a meeting on November 6 from 8:30 am to 12:30 pm in SU-18. Shannon Lienhart requested that no decision be voted on during the workshops since not everyone is able to attend. It was agreed that the first and second readings of decisions on the strategic plan will be made during the regular SPC meetings. Sufficient time has been allocated for members to discuss the information with their constituent groups before a decision is made. Ms. Barton reviewed the Supplemental Basic Skills Information document. There was discussion on measuring basic skills.

**2. Education Panel**

Ms. Barton discussed the summary of the Education Panel held on October 20 with leaders from our local high schools and universities. Members shared their thoughts on what they learned from the panel:

- The Universities want to get a student in and out in four years
- Many students who apply to transfer wait until the last semester to take English and Math and run the risk of failing the class and then must wait an additional year to transfer
- The popularity in some high schools of online classes to help failing students graduate on time
- High school student unpreparedness and the number of students having to take remedial classes
- The importance of faculty to faculty discussions
- The fact that 60% of university students will have transferred from community colleges
- Money is driving what the universities are doing

Some of the strengths the panel identified were:

- Palomar College is a great institution
- There are strong partnerships at both the high school and university level. They would like to increase and strengthen them
- Career paths may be a good link
- The middle-income student is squeezed and Palomar College enables a student to afford college by getting their general education units completed before transferring to a university

### 3. **Master Plan Summary**

Ms. Barton summarized the Facilities Master Plan from the 2022 Master Plan. She reviewed the construction projects planned through 2018. She asked members to share what they learned that will help them as they develop the Strategic Plan:

- We will have a north education center and possibly a south education center as well
  - The Escondido Center model is not working so the center model needs to be revised
  - We will need to support these centers both financially and with comprehensive student services, including a place for students to eat and relax
- The San Marcos campus will be changing because of the new buildings and the centers in the north and south
- Technology will be a big component

Ms. Barton reviewed the Technology Master plan, explained the goals and objectives defined in the plan, and listed the technology projects that are funded from Prop M through 2013. Members shared their thoughts on technology:

- The network is a big part of the operation
  - Technical services and network services should be split, with managers in each area
- Career and Technical Education programs use significant technology
- Technology is dynamic. We have made a commitment to it and need to keep up-to-date
  - Information Services (IS) needs resources to do the job and money to replace old items
  - Employees need training on how to use new technology

Berta Cuaron reported on the progress of the Master Plan Task Force which was convened last spring to update the 2022 Master Plan. Recommendations will be made based on enrollment trends. She reviewed the two progress reports which were provided and discussed what is planned for future task force meetings. The task force discussed the following at their last two meetings:

- Student demographics
- Enrollment trends
- Retention rates
- Curriculum
- Transfer Rate
- Program and Review Planning documents from all departments and units
- Growth capacity
- The themes for programs, enrollment, and support services

The Master Plan Task Force plans to discuss the following at their next two meetings:

- San Marcos campus data update
  - Capacity and build out plan
  - Implications for our Centers
    - Enrollment shifts
    - Academic Programs
    - Service Areas
- What is happening at the Escondido Center
  - Population growth in the north and how it shapes our academic programs
  - The support services needed for Escondido Center
- Centers are not the “step child” of Palomar College
  - Define academic programs (core or career)
  - Serve Native Americans in North Center
  - The commitment to our Centers

#### 4. **SWOT Analysis**

Ms. Barton reviewed the items discussed earlier in the day that will influence the next Strategic Plan:

- Construction on the San Marcos campus
- The North Center
- The possibility of a South Center if land can be found
- Staffing
  - No formal staffing plan
  - Implication of older staff leaving
- Technology
- Education Piece
  - The need to define and focus on the Centers
  - Validate what is being done on the San Marcos campus
  - Staffing at the Centers
- Opportunities to focus on the Centers
  - Need full-time faculty to commit to the Escondido Center and new North Center
  - Comprehensive centers

Ms. Barton led a discussion on the strengths, weaknesses, opportunities, and threats (SWOT) that were decided on at the last workshop. Additional items were added to each list. Ms. Barton distributed star stickers to everyone and asked them to put a star on their top three choices in each category. The list was narrowed down to the following:

- Strengths
  - Diversity of services and students
  - Comprehensive programs
  - Competence of faculty and staff
  - Focus on students
- Challenges/Weaknesses
  - Retention
  - Engagement
  - Student Preparedness
  - Staffing (growth-aging of staff)
- Threats
  - Accreditation
  - Transfer constriction
  - State and Federal economy
  - Middle Class (squeezed out)
- Opportunities
  - Technology (when used appropriately and efficiently)
  - Local K-12 and University partnerships interested in faculty to faculty interaction
  - Budget and accreditation requires us to think and do things differently
  - Growth – multiple levels

#### 5. **Lunch and Structure of Strategic Plan**

Ms. Barton led a discussion on how we want to structure our strategic plan. She defined the terms “goal” and “objective” and gave examples of both. Four groups were formed; each group was asked a separate question and was requested to give two answers. Afterward, the groups shared their answers.

- Group 1 (SO): Brainstorm how to use strengths to address opportunities
1. Enhance and establish inter-faculty councils
  2. Develop systematic programs to train students, staff and faculty in newer technology
  3. Consider reorganizing the College to enhance deliver of service

- Group 2 (ST): Brainstorm how to use strengths to avoid or minimize threats
1. Competence of faculty and staff
  2. Diversity of services and students
- Group 3 (WO): Brainstorm how to use opportunities to overcome weaknesses
1. Technology – retention and engagement
    - Increase communication by increasing the use of Blackboard, contingent upon training and access to students and staff
  2. Budget – staff planning – reorganization – student and program needs
- Group 4 (WT): Brainstorm how we can minimize challenges/weaknesses to avoid threats
1. Student Preparedness via K-12 opportunities – minimize threat to middle class
  2. Open, transparent discussions resulting in creative, inclusive decision-making

Ms. Barton stated that the purpose of the exercise was to help everyone begin to think of how we can structure our strategic plan and what we want to work on over the next few years.

## 6. Goals

Ms. Barton led a discussion on establishing goals and objectives. She asked everyone to think about the “have to” items that we have to address over the next three or four years. Members contributed and discussed the following “have to” suggestions:

- Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs)
- Minimal staffing requirements
- North Education Center (model for education centers)
- Basic Skills/Freshmen Experience (TLC for San Marcos)
- Reorganization
- Assessment/Early Acceptance
- Self Study/Accreditation
- Integrated planning, evaluation, allocation
- Retention – student preparation
- Student areas – facilities
- Assessment/evaluation/online
- Better/more efficient use of computer resources
- Planning and budget model
- Access and diversity

Members were requested to spend a few minutes thinking about goals and then write down three goals. The goal should have an action word and be no more than one sentence. Afterward people shared their goals:

- Create a culture of respect that fosters open and transparent communication
  - Communication/shared governance
  - Among all constituents
  - Open and inclusive dialog prior to implementing plan – call campus/centers
- Develop new approaches and strategies to enhance and integrate instruction with student support services in support of student success
  - Address low retention rates through refined approaches to supplement
  - Establish process and environment that increase student engagement and retention
- Recruit, hire and support diverse faculty and staff to serve the needs of students
  - Create staffing plan with foundation levels, reorganize and hire to ensure all areas of the college can provide the fundamental needs of serving students
  - Reorganization to include collapsing departments
- Establish a contingency fund/program for operating the education centers
  - Develop a planning and budget model to meet staff, faculty, and technology

- Implement through open discussion a plan for allocation of funds for North Center operational needs
- Develop and implement an integrated planning evaluation and resource allocation model that considers overarching college priorities as well as department/unit priorities
- Work with K-University partners to address preparedness of students at all levels
  - Expand assessment outreach to high schools
  - Schedule/conduct interface
  - Expand Early Assessment Program
  - Strengthen connections with high schools
- Allocating funds for technology needs
  - Accessing/enhance/technology, keeping in mind it might be best to not use it in some instances
  - Increase Blackboard use/PeopleSoft
  - TLC on San Marcos campus
  - Include evaluating online classes

The writing team will meet on Friday, October 30 from 10:00 am to 12:00 am in the President's Conference Room to draft goals using the above suggestions. These will be brought to the November 6 SPC Workshop for discussion.

The meeting was adjourned at 2:50 p.m.