PALOMAR COLLEGE
Learning for Success

Palomar Community College District
Master Plan 2022

August 2003

Background

Introduction

This report is intended primarily to assist the Palomar Community College District in planning for the growth and change of its educational programs and facilities needs over the next 20 years. This document is written for those concerned with the interrelationship between the educational process and the facilities needed to support the educational process at Palomar College. Therefore, local and state planning agencies, local and state governments, local and state educational institutions, local taxpayers, and students, faculty, and staff of Palomar Community College District will find this document of interest.

This chapter will discuss the California Community College master planning process and then the master planning process at Palomar. The final section of this chapter will place the Palomar Community College District Master Plan 2022 within the context of California Community College State Rules and Guidelines related to reviewing and improving new campuses and individual capital outlay projects.

The Master Planning Process

Master Planning can be defined as a process by which institutions periodically reevaluate themselves. This is done in the light of past experience, environmental influences, and future goals. The plan is driven partially by current data and other quantifiable information, but it also recognizes qualitative considerations such as the College Strategic Plan and internal and external political, social influences.

The analysis proceeds from the general to the specific and from the past, through the present, to a projection of the future. Because this is a revisualization of the entire Palomar Community College District it is important to consider how each part of the plan relates to the District as a whole. The past is reviewed and analyzed to determine its effect on the present and on the future. The plan must be realistic, focusing on the realm of the "possible" while avoiding the fanciful and unrealistic. The plan will then have two major sections: 1) The Educational Master Plan that forecasts the future of the educational program and 2) The Facilities Master Plan that visualizes the spaces and technology needed by the educational programs and services discussed in the Educational Master Plan.

Once completed, the Educational and Facilities Master Plan, to be referred to in the future as the Palomar Community College Master Plan 2022, can be used to guide future educational and facilities development in the District. The plan will help support innovation in the educational program as well as any requests for capital outlay and/or bond money from state or local taxpayers.

Educational Master Planning

It is essential that every community college district develop an Educational Master Plan that will guide the overall process of planning and development. In fact, an up-to-date educational plan is required by the State Chancellor's Office as a prerequisite to submitting a Facilities Master Plan.

The plan should be *dynamic*. It should accommodate change as conditions that affect the educational programs change. This is sound practice for a variety of reasons ranging from staying in tune with current needs and methods to being responsive to opportunities or challenges when they arise unexpectedly.

The plan should also be *inclusive*. It must involve as much of the college community as possible and be broadly supported.

The educational plan itself should be based on the mission and philosophy statements of the District and reflect the priority concern of the students, what is best for them and what can be done in the future to enhance their access and success. An educational master plan is designed to describe current programs and the direction these programs should take in the future. For instructional programs, this includes proposed changes in technologies and educational delivery, new programs and classes to be offered, deletion or revision of current programs, equipment and facility needs, and other needs that will improve programs. For other related services, the plan will have the same components with the exception of instructional programs. The emphasis should be centered on ways to improve student learning and services within the constraints defined by state laws and regulations, financial support and program cost, present facility limitations, and political realities.

This plan should also include a general plan of action, describing what steps will be taken to implement the plan.

Combined Educational & Facilities Master Plan

This report presents an integration of two areas of planning: 1) educational/operational planning, and 2) facilities planning.

There are distinct advantages of such a combined effort. By combining both into one report, each must be written into the context of the other. The facilities plan is a response to needs or requirements expressed in the educational plan. However, the realities of funding and the limitations imposed by what "already exists" force the educational plan to acknowledge the facilities plan. In that sense, each is written to the other with the goal of producing a more realistic and responsive document.

The main benefit of a master plan is the determination of a logical structure for ordered growth and change following general planning principles, while incorporat-

ing the flexibility to accommodate the unexpected changes of educational development and regulations.

State Codes and Regulations

The planning process must take into consideration State Codes and Regulations. Laws and regulations such as: the 75% / 25% full-time/part-time ratio of faculty; the 50% law which requires 50% of the operating costs be spent for instruction; funding caps which limit growth of the district; collective bargaining which determines class size limitations and other working condition issues; graduation requirements; prerequisite regulations; and requirements for categorical programs can have a great influence on long term planning.

Long Term Budgetary Considerations

Long term planning in the California Community Colleges has become increasingly difficult due to inadequate funding in the past few years. The prospect of inadequate funding will probably persist in the near future, although passage of a local facilities bond could allow construction of additional facilities. This uncertainty makes the creation of a definitive time line for planning difficult or impossible. However, this should not deter the development of a Master Plan. Every district and college needs to know where it wants to go in terms of educational programming and then determine the best way to get there within the constraints imposed. The action plans may take longer than originally projected, but many of the goals still can be reached.

Cost-Benefit of Programs

It is important that student and community needs be given first consideration in the planning process, however, it is also necessary to consider the cost/benefit of programs and services. Some programs will cost much more than others due to high equipment costs, small class size, large or inefficient use of space, and other cost considerations. With enrollment caps in place and a need to serve as many students as possible within the financial constraints, it becomes even more important to analyze programs for their cost effectiveness and benefit to students.

Improved Facilities Utilization

The facilities master planning process must take into consideration the lack of known funding sources in the future. State funding for capital projects is contingent upon bond issues passing and/or the development of alternative revenue sources. The State also looks at better use of current facilities and alternative instructional delivery modes to lessen the need for additional buildings. Even though a college does qualify for additional buildings, according to State formulas, they may not be funded. Therefore, other funding sources and/or better use of present facilities must be included in future planning considerations.

Classroom Scheduling

Scheduling classes to provide the best opportunity for students is difficult. There are many factors which must be considered, including: faculty preference of rooms, availability of rooms, size of rooms, equipment needs, physical adequacy of rooms to teach certain kinds of classes, availability of faculty block class scheduling, and conflicts with other required courses. There are also the more intangible issues such as faculty and students preferring classes scheduled during the morning hours and the perceived "territorial rights" of divisions, departments, and individual faculty members. The process is a complex one and requires concentrated attention to best serve students while efficiently utilizing facilities.

Classrooms and laboratories are often assigned to a Department which is given “first scheduling rights” to such space. Others may use these classrooms once those with first scheduling rights have been assigned.

However, the above described method should be discouraged because it implies a level of "ownership" of space. In such a system, it is imperative that the original room assignments are correctly distributed so that the actual needs of students are a priority and thus classes in high demand take priority over those in lower demand. Room seating capacities need to be matched with anticipated class sizes to optimize space utilization according to State formulas. Proper scheduling will result in the most efficient use of facilities while providing course offerings which are most in demand by the students.

Impact of New Technologies and Methods in Educational Delivery

The rapid development of new technologies has created the opportunity to revise, improve, and expand the learning environment for students. Many educational institutions are looking at how they might provide better learning experiences for students through technological means.

The learning environment has changed considerably in colleges over the past few years and it is speculated that the classroom of the future will be much different from today’s.

Lap Top Computers and Network Access

It is likely that in the future, every classroom will include a video monitor or projection TV unit and network access, plus computers depending on the application and subject matter. As computers become more compact and lower in cost, students could be expected to purchase their own portable computers. Thus the college will only need to provide network and internet access at each work station via a wireless connection.

FACILITIES PLANNING

The following sections describe the general principles of facilities planning as they apply to California community colleges in general. Specific application of these principles are included in the detailed chapters on each of the campus facilities.

As was described for education master planning, there is a need to develop a physical plan which will guide the growth and change of a campus. That plan should always respond to and be in coordination with the educational plan. Facilities and the ability to accomplish growth and change will inherently limit or dampen the possibilities in educational planning.

This is due to the fact that while educational ideas can change and evolve quickly, buildings and the other physical aspects of a campus are slow to construct and even slower to change. Public education construction funding is always short of the need and there is built-in inertia in publicly funded projects. There are also state standards and codes which limit the quantity of space and how that space can be used. For these reasons, the educational plan needs to recognize and be coordinated with the facilities plan. There is a *circular relationship* between educational and facilities planning; each is dependent upon the other.

Community College Growth & Change

Community colleges are uniquely difficult to plan due to their potential for growth many times their original size, sometimes ten times and more. Maintaining a coherent campus design where all functions remain in scale with one another throughout the various stages of growth is a major challenge. This is aggravated by the fact that most community colleges tend to grow and evolve over long periods of time rather than quickly. They are subject to changes in code and regulation, construction materials and techniques, styles and public taste, technology, and how they are used and organized from within. They are also subject to changes in board of trustees composition, administration, faculty, and students. The economy and population of the area served can change substantially over time, therefore, needing different educational programs and teaching delivery processes.

Campus Design Guidelines

The following are generally accepted design guidelines for community college planning:

1. *The design of a campus is largely defined and perceivable by its outdoor spaces rather than its buildings.* Outdoor spaces and landscaping provide the campus a unifying circulation network, a campus environment, a feeling of orientation, and a sense of identity.
2. *Open-ended linear campus organizations tend to be superior to circular or other closed organizations.* The classic Jeffersonian linear campus plan of buildings lining both sides of a landscaped mall remaining open for growth can be superior to other plans. Open spaces that "grow" with the buildings will tend to be roughly proportionate with the needs of the building and their occupants.
3. *Most functions within a campus should be within a 10-minute walk of one another.* This is based on the 10-minute passing time between classes, as well as the traditional scale of villages and other successful pedestrian environments defined by comfortable walking distances.
4. *Ideally, every function should be "open-ended" to allow for future expansion.* The Library in particular needs space around it for future expansion. Unlike some other functions, it needs to remain in one building which should have adjoining open space for future growth.
5. *Planning should strive to achieve maximum flexibility within each building for changing needs.* Open frame modular grid building construction is preferable to bearing wall construction due to its greater ability to accommodate change.
6. *Interdisciplinary functions should be more accessible and closer to the campus center*:
   - Classrooms & Lecture Halls,
   - Library,
   - Student Center & Bookstore,
   - Student Services,
   - Learning Assistance & Self-Paced Instruction,
   - Open, Self-Paced Computer Laboratories,
   - Interdisciplinary Computer Center.
7. *More specialized functions need not be as close to the campus center:*
   - Laboratories, vocational-technical space,
   - Faculty offices,
   - Administrative offices,
   - Theatre,
   - Physical Education,
   - Maintenance/Warehouse facilities,
   - Child Development Center.
8. *Some functions are best located on an edge of campus near public access:*
   - Administration,
   - Student Services (registration),
   - Theatre/Performing Arts,
   - Physical Education,
   - Gallery and Exhibit.
9. *Parking should not be favored over building locations.* The introduction of parking and vehicular roads to older campuses has often resulted in fragmentation and loss of coherent campus structure.
10. *Parking lot expansion should parallel the sites of building expansion*. Again, this is best accomplished through a linear campus organization where parking lots are constructed in parallel with the buildings and left open-ended for growth as the buildings grow.
11. *All parking lots and parking structuresshould, if possible, be interconnected by on-campus roads.* Because community colleges can be one of the biggest traffic generators in a community, they can severely impact off-campus traffic when an interconnecting network of on-campus roads is lacking.
12. *All student parking should, if possible, be equidistant from the campus center, or at least to the respective areas they serve*. By doing so, less traffic congestion is created by students seeking closer parking.

STATE RULES & GUIDELINES

California community colleges are governed by a variety of rules that are included in various legal documents as well as building codes. They are also shaped by formal and informal guidelines that are utilized by the community college Chancellor's Office, the community college Board of Governors (BOG) and the California Postsecondary Education Commission (CPEC) in their process of reviewing and approving new campuses and individual projects.

California Postsecondary Education Commission Guidelines

CPEC has the ultimate responsibility to approve the location and scope of new community college sites. In doing so, they have developed a general classification of various kinds and sizes of operations required to serve various sizes of communities and locales throughout the state. This is covered in detail in their handbook: Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers, August 1992. Amendments to this document are available at the CPEC website. [www.cpec.ca.gov]

The following is a listing of the various types of campus facilities described by CPEC and other sources, followed by a description:

- Rented Facilities
- Off-campus Center Operations
- Educational Centers
- Joint-Use Center
- Small Campus or Small College
- College
- Large College

Rented Facilities

These are typically located at public schools or public/private meeting facilities where space is normally empty during evenings. These are typically year-to-year agreements and are limited to general-purpose classrooms, which severely limits the courses that can be offered. Non-public school facilities do not meet the Field Act, therefore, only non-credit classes can be offered. Parking at public schools, such as high schools, typically does not present a problem; however, parking at other sites typically limits the number of classes that can be offered. These facilities are not reported in the Space Inventory Report, and therefore, are not included in capacity-load analysis that determine District eligibility for state funded facilities.

Off-campus Center Operations

This is a facility operated away from a college or campus that offers courses supported by state funds, but serves fewer than 500 Full-time Equivalent Students (FTES). These may be leased, donated, or owned facilities; it is not required that the District own them. There is also no minimum land size requirement.

An Off-campus Center typically is employed to serve thinly populated or remote areas or targeted urban populations that would otherwise go unserved.

Educational Centers

Educational Centers are CPEC-approved off-campus operations owned or leased by the parent district and administered by a parent college. They offer certificate and degree programs that are conferred by the parent college. Their characteristics include:

- Must generate a minimum of 500 Fall Semester FTES (about 1,000 headcount or 7,500 WSCH).
- Maximum size (informally) about 5,000 unduplicated students or 40,000 WSCH.
- Typically offer limited scope curriculum and services to students.
- A minimum of 50 acres of land, 80-100 acres if it is to grow into a college.

Advantages: Educational Centers have the advantage of being able to economically serve areas with insufficient population to support a full campus or college.

Disadvantages: Because of their small size, centers lack the "critical mass" of programs, services, and activities that many students require. They can also be expensive to operate. As a result of limited curriculum and services, a center typically serves only about 50 percent of students who would otherwise be served by a comprehensive campus. This is especially true where there are competing colleges nearby.

Joint-Use Center

The Joint-Use Center is a relatively new development, defined as "a public higher education enterprise where facilities and operations are shared by two or more of the following segments: California Community College, CSU, UC, California public high schools, and independent California colleges and universities."

It may be owned or leased, but administrative responsibility must be exercised by one of the three public systems of higher education. Regardless of operational control, a joint-use center must enroll a minimum of 500 Fall Term FTES to qualify for State capital outlay funding. There is no requirement on land area or ownership

Advantages: Save cost by sharing facilities and other resources.

Disadvantages: New and relatively untested in terms of fiscal and operational considerations

Small Campus or Small College

Small campuses/colleges usually range in size of 5,000 to 10,000 students. Informally, this range is from 40,000 to 100,000 WSCH. A college is self-administered while a campus is not. Property must be district-owned and with a minimum of 80 to 100 acres of useable land. Small campuses/colleges offer full-scope academic programs with some limitations for costly science and vocational/technical programs. They may offer vocational/technical programs specific to their location. And, they may provide limited Physical education and Athletic programs. Small campuses/colleges offer a full range of student services with limited student activity programs.

Advantages: The small campus/college include being able to offer a fairly comprehensive curriculum and services to smaller and medium size communities.

Disadvantages: Due to the California Community College state funding process, there is the lack of a "critical mass" to support costly and/or specialized science/technical programs and services.

College

A college in the California Community College system usually ranges in size from 10,000 to 20,000 students. Informally, this is 100,000 to 200,000 WSCH. Colleges are self-governing with full-scope academic, student service, and student activity programs. The academic programs offer fully comprehensive laboratory, vocational/technical, Physical Education and Athletic pro-

grams. And, unless there are nearby facilities, colleges typically have a theatre or other public venues.

Advantages: 1) economy of scale to support more costly programs and services. 2) ability to serve higher populated service areas.

Large College

Large colleges are usually thought of as being those with 20,000 or more students. The informal definition is 200,000 WSCH and above, although Title V indicates 140,000 WSCH is the minimum large college. The San Marcos Campus is now in this category. Large colleges are self-governing and usually have a minimum of 150 to 175 acres of usable land. They offer a comprehensive curriculum with a wide choice of programs and services.

Advantages: 1) greater economy of scale to support specialized programs and services 2) expansive social activities

Disadvantages: 1) sheer size that may be alienating for some 2) can also lead to a more complex, multi-layered administration.

Colleges of 30,000 students are still relatively uncommon in California. But with population growth and little remaining open land, many campuses originally planned at a smaller scale will be compelled to grow to 30,000 and larger to serve the demand.

Additional CPEC Requirements

The CPEC guidelines manual also contains specific rules about the distance separating community college campus property from airport property (2 miles minimum) and from seismic fault lines and zones. These are also covered in Title V. They should be carefully evaluated before selecting a new site.

Non-CPEC Site Selection Considerations

CPEC guidelines do not go to the point of making specific recommendations about defining and locating suitable properties. Therefore, the following additional items need to be considered:

- Availability of affordable and usable land without environmental limitations.
- Large acreage preferably with single owners.
- Sites located in un-congested areas with convenient freeway/highway and transportation access.
- Located within a 20 to 30 minute drive time for enough students to support a center, campus and/or college.
- New sites should not detract from the growth of existing campuses.

Offset Service Area

Locating a campus in terms of reaching a targeted population can be counter-intuitive.

This is due to uneven traffic congestion. In the mornings, freeways and roads are generally clogged in one direction while free and open in the opposite direction.The pattern can reverse in the evenings. Those traveling opposite the direction of congestion, therefore, can travel greater distances in a given time.

This has the effect of extending the service area of a campus in the direction of the predominant congestion, which in turn produces an off-setting service area relative to the location of a campus.

California Environmental Quality Act

The California Environmental Quality Act (CEQA) of 1970 has ushered in a whole new body of legislation and de-facto codes that affect community college campuses, both existing and new. It has had far reaching impact on site selection and on the design of individual projects. Intended to preserve the natural environment and protect wildlife, its purpose has been broadened to give individuals and communities a voice in decisions affecting the man-made environment.

On the whole, the CEQA has had a effect because it has mandated that new developments (community college included) account for their impact on neighboring properties and the community.

A campus can have impact on the following:

- vehicular traffic
- pedestrian traffic
- nighttime light
- noise
- views and view corridors
- utility and water consumption
- topography and natural features (via grading)
- storm water runoff
- natural vegetation and trees
- wildlife habitat
- historic structures and features
- archaeological and burial grounds

Districts should be proactive in addressing the impacts of their facilities with neighbors who may be legitimately impacted. By doing so, problems can be identified early and hopefully mitigated.

College campuses as a whole tend to be good neighbors, bringing amenities such as open green space, indoor and outdoor recreation, culture and entertainment, and education. As a result, most communities welcome a college campus within their boundaries. It enhances their attractiveness to existing and prospective businesses and the residents' general quality of life.

EIR's and Other Vehicles for CEQA Approval

The vehicle by which major projects such as an entire campus are approved is the Environmental Impact Report (EIR). But there are lower levels of approval. They are as follows:

- Notice of Exemption
- Negative Declaration
- Mitigated Negative Declaration
- Abbreviated or Partial EIR
- Full EIR

To review and approve these, the state has established a prescribed process for public hearings and public comment that must be followed.

County and statewide entities receive and record the submittals and the state maintains a clearinghouse to

process and archive the approved submittals. Approved projects are given a *clearinghouse number*. The approvals have a specific lifetime and must be periodically renewed.

Currently state approval of state funded projects is dependent upon completion of CEQA approvals. So without them, a project cannot go forward. Substantial project delays can occur until CEQA is complied with and the project has a clearinghouse number.

The complexity of this has spawned a whole field of specialization related to CEQA compliance. Professional consultants may be retained to develop and write the EIRs and other documentation as well as conduct the public hearing process.

State Chancellor's Office Guidelines

In recent years, the State Chancellor's Office has changed or refined its recommended guidelines to reflect the post-Proposition 13 budget constraints and to incorporate lessons learned from the past. The following are some of their informal guidelines followed by the current Priority Criteria for State Funding of various project types and the Title V Regulations which govern entitlement for space (The specific application of these are included in later chapters):

Informal Guidelines

- District Boundaries no longer define the service area of a particular campus. With the adoption of 'Free-flow' in the mid-1980's, students can attend whatever campus meets their needs without special permission or fees. The potential effect of this is redefining the service area of each campus from traditional legal boundaries to other criteria such as driving times, curricula, or programs.
- Campuses should be no closer together than 10 miles, and in rural areas can be considerably farther apart. Research has found 20 minutes to be the ideal limit and 30 minutes the maximum commuting time, with a noticeable drop-off in participation when times are greater. This suggests campuses be spaced at a 40- to 50-minute drive apart. In non-congested rural areas, campuses may be spaced as much as 70 miles apart and still adequately serve the region. But in dense urban ares with heavy traffic congestion, the distance between campuses may need to fall below 10 miles.
- Roughly 40,000 to 45,000 WSCH (weekly student contact hours) seem to form the minimum "critical mass" to support a full-service campus. Below that figure, except in isolated rural areas, there appears to be insufficient enrollment to sustain a governance structure. This is especially true with the presence of nearby competing campuses.
- For a satellite center to be considered for capital outlay support, it should be capable of generating 500 FTES (full time equivalent students) or roughly 7,500 WSCH by the third year of operation. However, this is not intended to discourage smaller operations which can be accommodated without capital outlay support in temporary rentals.
- Where a new full service campus or college is ultimately anticipated, the area of the site should be at least 100 acres, preferably 120 acres. Where large-scale P.E./athletics programs, space-intensive lab programs such as agriculture, or simply very large enrollments are planned, added space should be considered. *However, it should be noted that there is no legal definition as to the minimum required campus acreage*.
- Where a campus is expected to remain a center, the area of the site should be at least 50 acres.

Fixed or Prescriptive Rules

The following are the current rules under which the qualification and funding of community college space is governed and justified, from the Chancellor's Office's Facilities Planning Manual* for priority criteria for state funding 2002 and on.

The Chancellor's Office has developed a six-category (A-F) breakdown to replace the previous three (A,B,C) categories, beginning with 2002-03 funding year new start projects. They are as follows:

Category A

To provide for safe facilities and activate existing space. No more than 50% of funds available in any given year.

A-1 Imminent danger to the life or safety of the building occupants with adequate documentation from a qualified independent third party (least cost/no growth)

A-2 Equipment to complete previously state funded construction projects

A-3 Seismic deficiencies, potential seismic risk (least cost/no growth)

A-4 Immediate infrastructure failure (least cost/no growth)

Category B

To increase instructional capacity. Up to 50% of funds available in any given year after funding Category A projects.

- Reconstruction of existing space
- Construction of new space

Category C

To modernize instructional space. Up to 25% of funds available in any given year after funding Category A projects.

- Reconstruction of existing space
- Replacement of existing space

Category D

To promote a complete campus concept. Up to 15% of funds available in any given year after funding Category A projects; funds may be shared with Categories E & F as necessary to fully fund a project.

D-1 Physical education, performing arts, child development facilities, and other capital projects which promote a complete campus

D-2 Cafeterias, maintenance shops, warehouses and capital energy projects

Category E

To increase institutional support services capacity. Up to 5% of funds available in any given year after funding Category A projects; funds may be shared with

* The Facilities Planning Manual for the California Community Colleges, November 1997, Chapter 3.3 Priority Criteria for Capital Outlay Projects, p. 3.

Categories D & E as necessary to fully fund a project.

- Reconstruction of existing space
- Construction of new space

Category F

To modernize institutional support services space. Up to 5% of funds available in any given year after funding Category A projects; funds may be shared with Categories D & E as necessary to fully fund a project.

- Reconstruction of existing space
- Replacement of existing space

The Eligibility Point System for Category B

Augmenting the six new categories is the development of a point system intended to more objectively measure relative priority need between the dozens of projects competing each year for funding. The point system uses four eligibility factors:

1. Enrollment Growth
2. Existing Inventory
3. Assignable Square Footage (ASF) change
4. Local Contribution

The maximum number of eligibility points in each category is 50; therefore, the total possible points earned for a project is 200.

- Projects at campuses with rapid projected enrollment growth, up to roughly 5,000 WSCH per year for five years, will receive on a sliding scale up to 50 points.
- Projects at campuses with existing space shortages, using Capacity/Load Ratios as a measure, will on a sliding scale receive up to 50 points.
- A project that directly addresses the identified need for more instructional or institutional support space generates on a sliding scale up to 50 eligibility points.
- Projects with a significant local financial contribution, up to 50% of the state supportable cost, may earn on a sliding scale up to 50 eligibility points.

Title V Regulations

California's community colleges are governed by a complex and highly variable set of rules regulating certain categories of space.

Under Title V of the State Administrative Code, California community colleges entitlement for space is regulated in five general categories of use:

- Classrooms (Lecture) and Seminars (110-115)
- Laboratories (210-255)
- Office (310-355)
- Library (410-455)
- AV Radio TV (530-535)

Classrooms and Seminars

Lecture space is governed by hours of use per week. Large campuses such as the San Marcos Campus are expected to use their lecture space on the basis of 53 hours per week with 66% of their stations occupied to achieve 100% utilization. This translates into approximately 15 ASF/station.

Laboratories

Laboratory space is also governed by hours of use per week. All campuses regardless of size are expected to use their laboratory space on the basis of 27.5 hours per week with 85% of the stations occupied to achieve 100% utilization. However, this translates to a series of variable area calculations which depend upon the nature of the laboratory use. It ranges from a high of 200 ASF/station for industrial programs such as Diesel and Auto Mechanics to a low of 30 ASF/station for Business and Management. Each campus becomes quite unique in its allocation of instructional space, because laboratory programs differ considerably from campus to campus and the percentage of Lecture WSCH versus Lab WSCH can also vary,

Office

Office space is based on the Full Time Equivalent Faculty (FTEF) currently on campus (as opposed to off-campus) and projected in the near future. The formula for computing all college office needs is 140 ASF/FTEF. Of that, 80 ASF is allocated to each FTEF (faculty office) and the balance of 60 ASF is for all other office uses on campus. As a result of the recent AB 1725 legislation which increased demand for office space, the Chancellor's Office is permitting AB 1725, related uses to be moved to a non-office category, usually Room Use Category 680 or 250.

Library

Library space has been based on Day Credit or Day Graded (D.G.) Enrollment. It is computed on a sliding scale:

- Initial allotment 3,795 ASF
- First 3000 students 3.83 ASF/D.G.
- Between 3,000 & 9,000 3.39 ASF/D.G.
- Above 9,000 students 2.94 ASF/D.G.

The current system of qualifying for library space is under consideration for reform of the Title V standards*.

The system using Day Graded Enrollments ignores evening enrollments which represent roughly 33% of total enrollments statewide. Furthermore, it considers only credit (graded) enrollments in the qualification of space. Statewide, graded enrollments represent 86.4% of the total. Thus the remaining 14 percent, as well as the 33% evening enrollments qualify for no library space at all. Finally, Day Graded enrollments are not normally recorded with the college's Enrollment Projections provided by the state, but rather require an analysis of each college's 320 Report to ascertain the required information. This has led to misinterpretation and errors in the calculation of entitlement for library space.

The effort to reform the standards would substitute Full Time Equivalent Students (FTES) for Day Graded Enrollment criteria. New formulas for the calculation of the various categories of library space would be coupled with FTES as a load factor.*

*An Analysis of the California Community Colleges Library Space Standards with Proposed Revisions to the California Code of Regulation, Title 5 A working paper prepared by Linda Demmers, Library Consultant, July 1999.

This conversion is not expected to greatly increase or decrease the overall entitlement for library space. Furthermore, it is unknown at the time this report is being written when the new standards will be formally adopted.

AV Radio TV

AV Radio TV space is also based on Day Credit or Day Graded (D.G.) Enrollment. It is computed on a sliding scale:

- Initial allotment 3,500 ASF
- First 3000 students 1.50 ASF/D.G.
- Between 3,000 & 9,000. 75 ASF/D.G.
- Above 9,000 students 25 ASF/D.G.

It is assumed that the adoption of new Title V Library standards using FTES will also apply to the AV Radio TV standards.

Other Categories of Space not Regulated

Other categories of space currently not governed by special Title V regulations include the aforementioned office categories mandated by the AB 1725 legislation as well as independent learning (250-255), indoor physical education (520-525), cafeteria (630-635), bookstore (660-665), maintenance (720-725) and warehouse (730-735), etc. Some of these categories are governed by unpublished internal Chancellor's Office guidelines as well as 'generally accepted practices.'

The Title V space standards have not been fundamentally updated in more than 30 years. In many areas they no longer reflect current needs or practice. In categories such as lecture and office, there is evidence that the allowance for space is inadequate. Newly emerging uses of space such as open computer laboratories, computerized lecture, and independent learning are not addressed at all.

Five Year Plans

Five Year Plans comprise the application of the Title V standards in association with the District's short-to-mid term facilities plans. The Five Year Plan comprises an annually updated report to the state of each District's (and each college or campus with the district) existing facilities capacities against their usage, or load.

Expressed as a capacity / load ratio, the usage of each of the five categories (Lecture, Lab, Office, Library, and AV/TV) governed by Title V is compared against the State standard. Capacity for instructional space is measured in terms of the WSCH-capacity of any given category of spaces divided by load, or the WSCH actually being generated both present and future. Capacity / load ratios for Office, Library, and AV/TV similarly divide existing space, (but in terms of square footage) against what they would earn in terms of square footage. When capacity / load ratios for a given category are under 100%, there exists an entitlement for additional space.

Each district's Five Year Plan looks ahead six years into the future using Enrollment Projection data (future load) provided by the State and the District's plans for individual new projects which add future capacity. Each successive Five Year Plan drops the oldest year and adds another year. The Five Year Plan is the primary document referred to by the Chancellor's Office in its consideration of prospective projects.

Palomar's Five Year Plan portrays the educational directions and facility expansion and alterations that allow the College to continue its role as a responsive educational institution committed to serving its constituency in creative and innovative ways.

Space Utilization

The utilization of space applies the same State Standards and formulas used in the Five Year Plan to compare the actual use of space against what it should be.

Space utilization can be applied on a "micro" room-by-room basis, or it can be applied on a "macro" total campus basis. On a room-by-room basis, space utilization can be used to compare each department's relative efficiency in usage of space to improve scheduling and space assignment, or for other internal purposes. On an overall campus or campus-by-campus basis, it can be used in a broader way to compare a district's existing geographic distribution of resources against present and future demographic trends.

Historical Development of Community Colleges

The following is a general review of the historical development of community college architecture in California. There are perhaps three distinct periods in the development of community colleges in California:

- 1920 thru 1945
- 1945 thru 1980
- 1980 to the Present

1920 -1945

The oldest community college campuses and buildings that have survived to today were constructed during the 1920's and 1930's. Before the 1920's, community colleges did not typically have stand-alone campuses and instead shared space with local high schools, usually as a tenant. All were governed by local school districts.

These earliest campuses are characterized by multi-story buildings located on relatively small sites, often in downtown settings and near public transportation. They were, out of necessity, planned for efficiency in layout and were often oriented outward toward the community rather than inward toward central courtyards.

Architecturally they tended toward classical and other styles characteristic of "civic" architecture. They tended to be located in larger communities with adequate economic resources to support and construct them. Many were built of high quality materials with permanence in mind. As such, they were an expression of local civic pride and the importance education and job training played in their communities.

A weakness with these designs, was the lack of provisions for the automobile. Students during that era seldom owned cars, so space for parking was not a con-

sideration. However, once student ownership of cars grew more common, this proved to be a handicap.

Post World War II – 1970's

Following World War II, a distinctly different plan emerged, the "garden" campus. These were groupings of smaller, mostly low profile buildings situated on well-landscaped sites of much larger acreage. In contrast with older plans, these new campuses were frequently designed around a central "green" or mall and on their periphery were parking lots for student use.

Freed by student use of cars, the newer campuses no longer needed to be near public transportation, and were also not constrained by the need to be in an urban setting. Newly formed districts during this period were often organized to serve much larger areas, sometimes an entire county. Because their tax base was derived from the wider region rather than a single community, the campus needed to be located closer to the epicenter of the population, not necessarily within urban boundaries. Lower land costs and limited budget also contributed to decisions to move away from existing urban areas.

Post World War II was a period of unprecedented growth in California. Toward the late 1960's, enrollments were further inflated by the "Baby Boom." The result for many districts was tighter construction budgets requiring less costly architecture. In these cases, community college architects shifted toward a model similar to the K-12 schools, consisting of simple one-story bearing wall construction on a concrete slab. Roofs were lightly framed, often without attics or insulation. The buildings were typically configured in linear plans with exterior covered walkways and operable windows. These substituted for interior corridors and air conditioning.The design of these buildings contained little adaptability for changes in layout or changes in utilities and wiring. Often substituting for permanent buildings, in less affluent areas, were temporary buildings and even relocated WWII military barracks.

Fortunately land was still cheap allowing community college buildings to have better quality of materials and design than K-12 buildings. However, this lead to many campuses being simpler and less identifiable than earlier. The generous landscaped open spaces often then became a campus' primary identity. But the inherent inefficiency of the plan and long walking distances would become serious limitations.

This post WWII phase lasted until roughly 1980 when enrollments began to subside. It also roughly coincided with the Passage of Proposition 13, the landmark initiative that drastically curtailed community college funding for many years.

1980's to the Present

The current phase of community college architecture is denoted by a renewed surge of growth driven by "Tidal Wave II", or what others call the "Echo Baby Boom". After a comparatively quiescent period during the 1980's through mid-1990's, Tidal Wave II has initiated a period of accelerated growth and expanded enrollments expected to last until roughly 2020.

Campuses are also impacted by changes in teaching by the introduction of technology and perhaps budgetary constraints. Instructional buildings originally suited for ordinary classrooms and laboratories are now filled with expensive computers and technology. The added power and heat generation has resulted in the need for air conditioning. The traditional 35-station classroom is no longer valid for all the modes of teaching and learning. Space to accommodate teaching and learning at ratios of one-on-one (independent learning) up to 100 and more are needed. Long narrow buildings are no longer suitable. Larger easy-to-secure buildings with wider, more square floor plans are needed. An architecture that is open and flexible without permanent walls is needed to accommodate the proliferation of network pathways and resulting changes in layout.

Temporary Buildings

The current enrollment surge has vastly outpaced the state's financial ability to keep up with permanent facilities. Despite districts being short of space they are still compelled to serve as many students as possible. To handle the overflow they frequently install temporary buildings using their own funds. These structures, when needed on short notice, play a vital role in providing quick and versatile space.

Temporary buildings are wasteful of land. At some campuses, they occupy upwards of 25% of the land devoted to buildings. They are small, one story, and usually spaced apart from one another, often up to 40' to meet code. Where campuses are short of land, they often displace needed parking and PE fields

They are typically leased when needed for only short periods of time and purchased when needed over longer periods. Their light weight construction gives them poor durability and their unitized "package" air conditioning units are energy wasteful when compared with good quality centralized systems.

Temporary buildings also can interfere with long term facility planning. Some times they are unwittingly placed on the planned locations of future permanent construction, forcing alterations to approved plans. They also can undermine the process of qualifying for permanent space.

Impact on Space Inventory

Under current state rules, temporary buildings are considered the same as permanent space in the Space Inventory. The combination of the two is used to calculate Capacity/Load Ratios that can be vital to the qualification of new space.

The state has attempted to address this with recent changes in their qualification process. However, a campus that "solves" its space problem on its own by adding temporary space may reduce its competitive position for permanent space.

In the end, these structures come at a cost. If permanent space is needed and temporary space is substituted, the space will be paid for twice. The recent passage of Proposition 39 may address this. Local bonds now pass with a 55% plurality instead of the old two thirds. This has had the effect of increasing the overall statewide funding pool. In many instances, it should

permit construction of permanent buildings from the outset.

Community College Architecture

Community college architecture has certain defining characteristics. Some are shared with other forms of architecture, both educational and non-educational, while others are unique to community colleges. If properly addressed they can help ensure a successful design.

Some of the most salient are:

- Identification
- Visual appropriateness
- Environmental appropriateness
- Adaptability
- Timelessness
- Consistency
- Variety

Identification

A campus architecture functions to identify the college to the area it serves. It should contain elements that are memorable and sufficiently distinctive so the public remembers it. It can also assist in locating the campus where it is close enough to be visible from major transportation routes.

Visual appropriateness

A campus should be visually appropriate to the area it serves. It can reflect that area's architectural history, its industries, or its local materials. Community college architecture should seek to incorporate and express the prevailing and historical styles of the area it serves; for example, the "Mission Style" in many coastal communities. The use of architectural forms and materials identifiable with the area visualizes the strong connection between campus and community. It also serves to establish a unique identity for the campus which distinguishes it from other college campuses.

Environmental appropriateness

Community college architecture should be shaped by environmental, climactic, geographic, and regulatory considerations. Materials should be appropriate to the intended use, and forms appropriate to the function. While buildings are designed to satisfy the college's primary mission of education and cultural enhancement, they should also be configured to minimize use of resources such as energy and water. And it must always be configured for personal safety and security of property, as well as protection against the elements and natural calamities such as earthquakes.

Adaptability

Rampant changes in technology and delays in funding and approval have begun to cause buildings, especially community college buildings, to become obsolete before they are completed. As a result, an "open architecture" to accommodate change is most desirable. Open frame structures, non-bearing partitions, removable ceilings, and accessible floors allow for changes such as space alterations and replacement of technology that may become necessary in the future.

Timelessness

Community college architecture should be timeless. It should avoid the "trendy" or other stylistic extremes. Community college buildings must last for generations and they should be designed for universal appeal and to bridge the periodic changes in public taste. Well-designed buildings that are authentic in material and form are by their nature timeless.

Consistency

Community college campuses should create a consistent architecture that will stand-out against its diverse, often incongruent surroundings. Campus buildings should be constructed using consistent materials and colors and appear as if designed "by one hand." Consistency in and of itself creates campus unity.

Variety

Community college campuses contain a wide variety of functions ranging from classrooms to entertainment, to food service, physical education and retail. These functions will tend to generate a design that can be more interesting and even functional. In fact, forcing overly repetitive architecture would in a sense belie the differing functions within the various buildings. It would also be monotonous. The various functions can generate a variety of forms which can be "choreographed" into a composition that makes a campus more interesting than it might otherwise be. The choreography would create foreground buildings and background buildings to suit their functions. Well designed grouping of buildings can create a compositions that is greater than the sum of the parts.

Construction budgets are another important determinant of architecture, especially that of community colleges. Community colleges, in terms of operation and budget, traditionally fall somewhere between the public higher education UC/CSU system and the public K-12 system. Operationally they share much in common with the other higher education systems in terms of postsecondary education and extended hours. But they are similar to K-12 schools in terms of student density loads. Thus although officially all higher education systems have the same cost guidelines, construction budgets of community colleges tend to be lower due to their wider range of education. They handle a far greater number of students within a given amount of space and inherently handle a wider variety of services. These range from the traditional general education and workforce training to special remediation and outreach to targeted groups.

This heavy student loads necessitate a "durable" architecture that is long lasting. The wide variety of services dictates an "open" architecture that is flexible and changeable. The two characteristics are by nature somewhat divergent and they both add cost. Architects have the added challenge of making these buildings attractive and blend well into the campus while meeting the budget.

The Palomar Master Planning Process

The Formation of the Educational and Facilities Master Plan Task Force

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 Community College District 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 Instruction, 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/].

Educational and Facilities Master Plan Task Force Meetings

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, programs, and services, 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'Brian of Spencer/Hoskins Associates presented information on the facilities planning process and discussed an analysis of student free-flow data for the Palomar Community College District as well as adjacent community college districts.

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 analyze 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 four different possible ways that this additional growth might be accommodated: 1) Build new multi-story 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 the Selection of New Sites Chapter.

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, services, programs, and departments. 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 sunshined 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 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.

Funding for Capital Outlay Projects Described in the Palomar Community College District Educational and Facilities Master Plan 2022

This master plan makes it clear that the Palomar Community College District will encounter significant population growth over the next 20 years. In order to accommodate this growth, and the expanded and new educational programs and services that this growth will

demand, the District will need to upgrade and expand its current facilities and purchase land in anticipation of building new campuses and centers. Many of the capital outlay projects proposed in the Facilities Master Plan fall within Category B and are likely to qualify for State funding. The rest of these projects fall within Category C may require some extra resources in order to obtain state support. Therefore nearly all of the projects described in the Facilities Master Plan will benefit if some percentage of the cost to is funded via a local bond or local donations. Adding local funding to state support also will allow the District to leverage what local funds are available in order to build the new facilities desperately needed by the District.

The next two chapters, The District and Study of Growth will help put into perspective the need for new facilities by describing the size of the District and projecting the growth in the student population out to the year 2022.

Image 1.1
Master Planning Workshop with the Palomar Community College District Governing Board

The District

Introduction

In 1946 the Palomar Junior College District was established in Northern San Diego County. Classes were held on the campus of Vista High until the summer of 1950 when Palomar College opened the doors to students at its permanent location in San Marcos. On the first day of classes at Vista High School, there were 100 students and three days later there were 198 students. The San Marcos Campus is now supplemented by 9 additional centers and sites located throughout Northern San Diego County enrolling over 30,000 students.

Description of the District

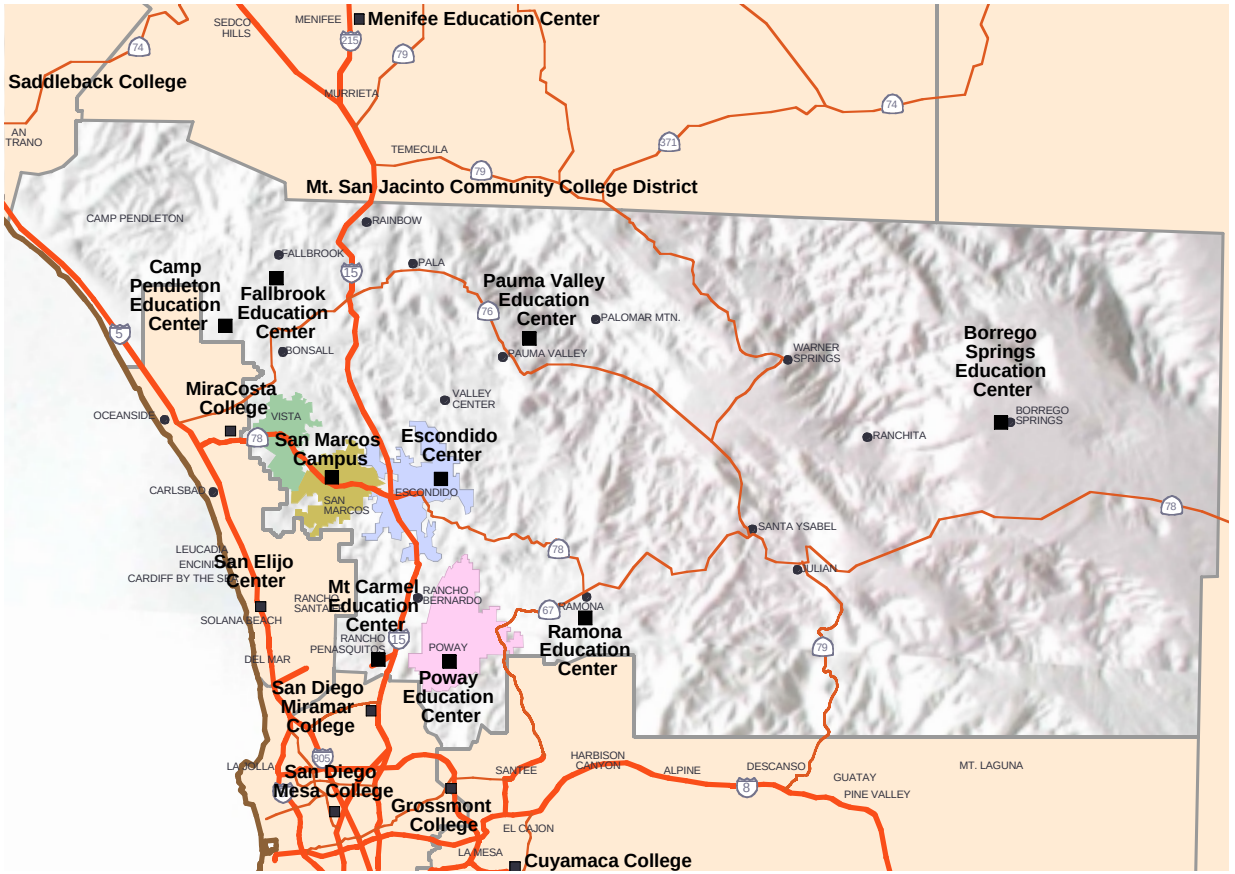
Now named the Palomar Community College District, the District enrolls over 30,000 students and extends from the Pacific Ocean eastward across the mountains of the Cleveland National Forest into the Anza-Borrego Desert. Encompassing an area of more than 2,550 square miles, the district is larger than the states of Rhode Island and Delaware. The Map at the right illustrates the boundaries and general topography of the district as well as the locations of the major district facilities. The southwest portion of the District closest to the city of San Diego and to the coastline is the most heavily populated. The areas to the far north and east are more rural and progressively less and less populated. The northwest corner is sparsely populated and occupied by the Camp Pendleton United States Marine Corps Base.

District Facility Locations

The main district campus is located in the City of San Marcos and there is a state approved educational center in the city of Escondido seven and a half miles to the east. In order to better serve our student population, the Palomar Community College District maintains seven additional educational sites at the following locations: Borrego Springs, Camp Pendleton, Fallbrook High School, Pauma Indian Reservation, Poway High School, Ramona High School, and Mt. Carmel High School (Rancho Peñasquitos).

Adjoining Districts

There are seven community college districts that border the Palomar Community College District. They are:



Map 2.1
Palomar Community College campus and center locations

- South Orange County
- Mount San Jacinto
- Desert
- Imperial Valley
- Grossmont- Cuyamaca
- San Diego
- Mira Costa

Only Mount San Jacinto, Grossmont-Cuyamaca, San Diego, and Mira Costa have significant service overlap with the Palomar Community College District. The others abut the most isolated and lightly populated areas of the District and their campuses are quite distant from any of the Palomar permanent facilities.

In order to better serve the students within the District in the future it will be important to keep in mind the varying district geography, which in some places restricts travel, and the educational services provided by our neighboring community college districts. The next chapter, Study of Growth, considers these factors as well as many others to project student enrollments out to the year 2022.

Study of Growth

Introduction

One of the most important tasks necessary for the completion of this Master Plan was the prediction of the future growth or enrollment potential of the District. All San Diego Association of Governments (SANDAG) growth projections indicate that San Diego County will continue to grow throughout the next 20 years. This growth will create an increasing demand for a more well-educated and skilled workforce especially in north San Diego County. The Palomar Community College District will be a major source for the training and education of this workforce. During the next 20 years the population of the Palomar Community College District will approach one million. Three quarters of those residents will be adults and therefore potential students at Palomar. Because of the increased demand for education, and the increased population there will be a significant increase in enrollment at the Palomar Community College District.

Short-term enrollment growth can be influenced by several different factors, local internal factors, local external factors, state-wide factors, and global factors. Some of the local internal factors that affect growth are: the quality of the instructional program, the quality of the faculty/staff, the quality of student services, the number of class sections offered, the diversity of course offerings, the availability of degree/certificate programs, availability of classrooms/facilities, number of distance learning classes, variety of offerings at centers and other college sites, outreach efforts, marketing and parking. Local external factors that affect growth include: adult population growth, the number of high school graduates, demographic diversity, participation rates, inter-district free flow, the local economy/employment opportunities, and traffic patterns. A few of the state-wide factors that affect enrollment growth are: the California state general fund budget surplus/deficit including funding for unrestricted general fund programs and services as well as restricted fund programs and services, the state economy/employment opportunities, miscellaneous state-wide social and economic initiatives, and state mandated fee increases. And even global factors such as the world economy, international crises, and war can influence enrollment.

It is possible for the District to control most of the local internal factors and, over time, many of the external factors seem to even out. But in general, the enrollment trend always seems to be up. Therefore it is important for planning purposes to be able to accurately predict the extent of this long-term increase. To this end, a study of growth was undertaken to answer three basic questions; 1) What will be the potential enrollment in 2022?, 2) what will be the differential growth in the differing geographical areas within the District?, and 3) where should the District locate new facilities to best serve this expected increase in enrollment? To answer these questions the Task Force studied four different factors that are available for predicting future enrollment; past District enrollment trends, adult population projections, participation rates, and student free-flow.

Past Enrollment Trends

As mentioned in the Introduction, in the short-term there are many factors that influence enrollment. Some of those factors can be controlled by the District, some are controlled by local and state governments, and some might as well be considered as random. But long-term trends are easier to see, and are a much better base for the prediction of future enrollments. As indicated in the adjoining graph, the total enrollment for the entire Palomar Community College District has continued to increase over time.

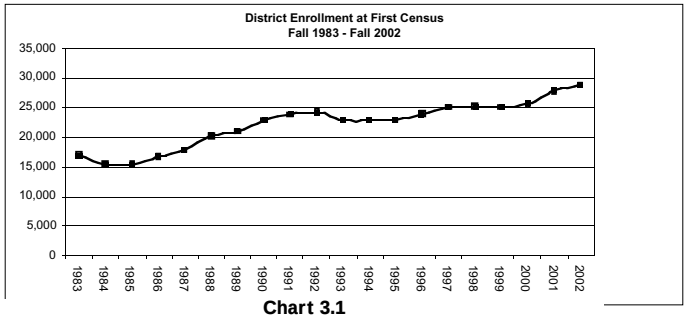


Chart 3.1

In the recent period from 1998 to the year 2002 the District has experienced a fifteen percent increase in enrollment.

Adult Population Projections

SANDAG estimates that the total population within the Palomar Community College District has increased from 586,731 in 1990 to 726,063 in the year 2000. (See the Graph below.) This is an increase of 23.7%. Over these years the south and south east areas of the District have experienced the highest rate of growth, 28%. The adult population has paralleled the total population growth with a 22% increase.

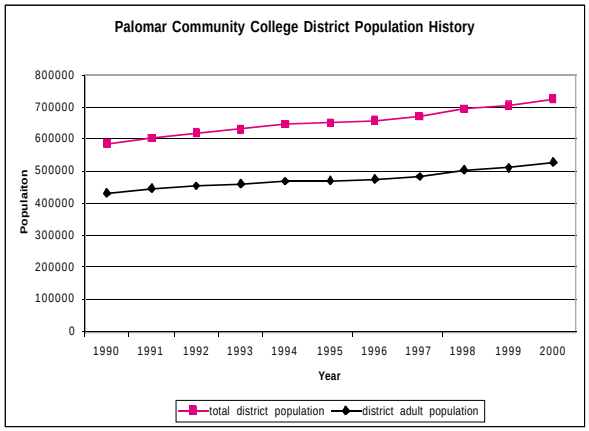


Chart 3.2

SANDAG projects that the total population within the District will reach almost 1 million by 2020 resulting in an adult population of approximately 750,000. This is a 40% increase in the adult population within the next 20 years. (See the graph below)

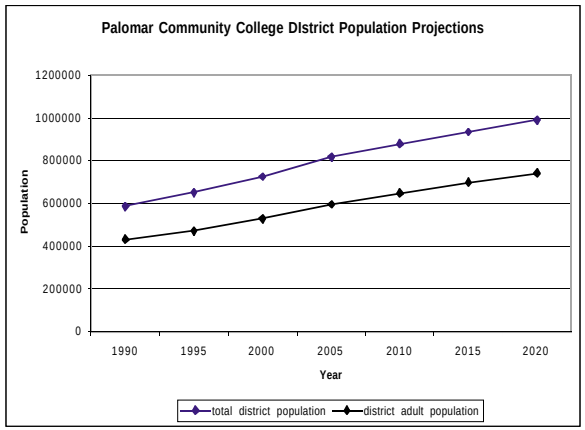


Chart 3.3

As might be expected, this rapid increase in population will not be uniform throughout the District. The areas of the District that are projected to grow the most are: Valley Center (102%), Rancho Bernardo East (115%), Bonsall (98%), Pauma Valley (54%), and Ramona (48%). Most of these communities are located in the north and east and are relatively small and sparsely populated at this time. But Rancho Bernardo, located on Interstate 15 in the center of the District could reach an estimated 54,260 residents by the year 2020. As areas nearer to the City of San Diego and the Coast build out, more and more people will be forced to move to the north or east in order to find land for affordable housing.

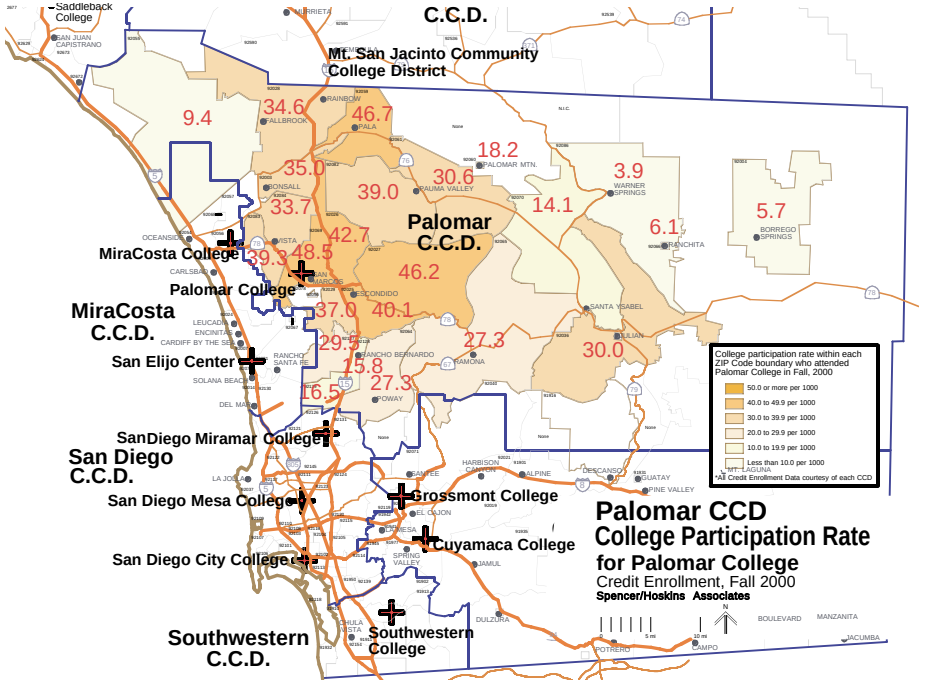
Participation Rates

Enrollment is not driven by the number of adults in the population alone. Enrollment is dependent on how many, or what percentage, of those adults choose to attend the Palomar Community College District. CPEC defines a participation rate as "enrollment divided by [adult] population multiplied by 1,000." Basically, this number tells how many students enroll at the district per 1,000 adults in the local population. The participation rate is useful in comparing differing areas of the district to determine whether or not they are being adequately served. A lower participation rate indicates that fewer adults are attending college and it also indicates areas where the population might be better served by the district.

There are two basic, but slightly different, ways to compute a participation rate.

- The Zip Code Method: This method uses the number of students enrolled in any college in any individual Zip Code and compares that number to the total adult population in that Zip Code.
- The California Community College Chancellor's Office Method: This method uses the District credit enrollment, regardless where the students originate, and compares that number to the total adult population in the District.

The Zip Code Method is most useful when trying to determine which parts of the District are well served and which parts are underserved. But the California Community College Chancellor's Office Method is most useful when trying to predict overall student enrollment in the District. The current credit participation for the entire Palomar Community College District is 47 students per 1,000 adult population. The map below shows participation rates for areas throughout the District. As noted on the map, areas near the San Marcos Campus and those areas on the southern border of the District near Miramar College have the highest participation rates. Those areas in the more rural areas of the District have the lowest participation rates.



Map 3.1

It is difficult to estimate how much the participation rates will change over the next twenty years. For planning purposes, the District has as its goal to raise the District participation rate from 47 per 1,000 adult population to 60 per 1,000 adult population. Even with current population figures, raising the participation rate to 60:1000 will increase student enrollment significantly. Coupled with the anticipated adult population growth, in twenty years the student population within the Palomar Community College District will increase by over 50%.

The key to increasing the participation rate is increasing the accessibility to campus and center locations. Due to the low population density, and limited resources it is difficult to significantly improve the participation rates of rural communities. In the face of these limitations the Palomar Community College District has developed eight centers and educational sites located throughout the District in an attempt to bring the college to these communities. Continuing to add more outreach sites at local high schools is really not a viable solution as these sites can only offer a limited program at night. Therefore, what is needed is to develop larger centers/campuses in close proximity to areas of the District that currently have low participation rates, but are expected to experience significant future population growth.

STUDENT FREE-FLOW

Free-flow is the phenomenon of students living within the boundaries of one District while attending a community college in another District. In the mid 1980's the restrictive policy requiring California residents to remain within their own district, or college was replaced by the current open enrollment policy. This policy allows residents to freely choose their community college regardless where they reside. This open enrollment policy has created a kind of "friendly" competition between adjacent community college districts resulting in student free-flow. Free-flow has had the effect of reshaping the district service areas while the legal district boundaries have remained unchanged. This section will analyze free-flow as it relates to the Palomar Community College District and its neighboring districts.

Causes of Free-flow

Free-flow, particularly with districts similar to Palomar that are surrounded by other districts and subject to cross-flow of students, is very dynamic and can be susceptible to inside and to outside pressures. Between districts these pressures can include the quality of marketing, campus visibility, educational reputation, and the comprehensiveness and quality of programs, services and faculty. It can also include physical attributes such as the quality and attractiveness of facilities, adequacy of parking, availability of classes at desirable times, and ease of access via the local transportation system.

Comprehensiveness, the quality of programs, and driving times appear to have the most vital roles in shaping free-flow patterns between the Palomar Community College District and its neighbors. Palomar tends to have positive free-flow near the San Marcos Campus and to the north, while it tends to have negative free-flow in the areas in the south that are more distant from the San Marcos Campus.

Free-flow Methodology

To determine the student free-flow between districts it is necessary to query the outside districts as to how many of their students reside within Palomar Community College District Zip Codes. In this case eight adjacent colleges contributed data for this analysis: Mira Costa College, San Diego City College, San Diego Mesa College, San Diego Miramar College, Grossmont College, Cuyamaca College, Southwestern College, and Mt. San Jacinto College. The data for Fall 2000 received from these eight colleges was then compared to similar data from Palomar Community College District's own records to complete the picture of student free-flow into and out of the District.

Because student enrollment data is recorded by Zip Code, and some Zip Codes overlap district boundaries, each Zip Code must be assigned to only one district. This assignment of overlapping Zip Codes causes a small amount of error when actually calculating the inter-district free-flow. Therefore the free-flow numbers always remain estimates.

The free-flow analysis for Fall 2000 credit enrollments only is presented in the table below:

Free-flow from Palomar Community College
Fall 2000 Credit Enrollments

District	In To Palomar	Out From Palomar	Net Gain (Loss)
Mira Costa CCD	4,467	1,957	2,510
Mt. San Jacinto CCD	1,126	44	1,082
Grossmont/ Cuyamaca CCD	191	640	-449
San Diego CCD	727	3,392	-2,665
Southwestern CCD	107	103	4
Total	**6,618**	**6,136**	**482**

Chart 3.4

The Palomar Community College District currently has a net gain of approximately 3500 students from the Mira Costa and Mt. San Jacinto CCD's. This is most likely the result of the proximity of the San Marcos Campus as well as the fact that the San Marcos Campus offers more programs and services than can be obtained from Mira Costa or, at this time, Mt. San Jacinto. In the south, the Palomar Community College District is losing approximately 3,000 students to the Grossmont/Cuyamaca and San Diego CCD's. Even though there are outreach sites at local high schools in the south, many students in Ramona and Poway choose to attend Miramar, Mesa, or Grossmont colleges because they are closer and they offer more comprehensive programs and services than does Palomar at our southern outreach sites. The current net effect of all this student free-flow is that the Palomar Community College District has a net gain of about 500 students. Because the free-flow phenomenon is by its nature unstable, it is very possible that the current gain of students could, in the future, turn out to be a loss if Palomar fails to provide more comprehensive programs and services in the northern and southern parts of the District.

PROJECTED ENROLLMENT

Using SANDAG adult population projections, and assuming a participation rate of 60 per 1,000 adult population, the expected enrollment in 2020 is 44,614. Making adjustments to account for free-flow and projecting the growth to the final year of this plan, the Palomar Community College District should have a total enrollment of 47,500 students by the end of the 2022 academic year. As the graph below indicates, with the current total District enrollment just over 30,000 students, this will result in approximately 50% growth over the next 20 years.

Although the San Marcos Campus is currently experiencing significant growth, several factors will limit the enrollment at the San Marcos Campus to no more than 25,000 students by the year 2022. The Facilities Master Plan discusses this in more detail, but based on the amount of instructional space and the available parking the San Marcos Campus has already reached its theoretical capacity of around 20,000 students. The projects listed in the Facilities Master Plan for the San Marcos Campus will expand that capacity to 25,000 students, but that is only a 25% increase above the current capacity. Therefore, the most significant enrollment growth over the next 20 years will have to take place at the centers and at any future campuses the District is able to construct. This is demonstrated by the graph below that depicts the projected Palomar Community College District growth over the next 20 years as compared to the projected growth at the San Marcos Campus.

The enrollment at the San Marcos Campus grows slowly up to 25,000, but the growth rate for other sites is much steeper. Therefore, most of the new growth within the Palomar Community College District will need to be accommodated at sites other than the San Marcos Campus. The Escondido Center plus the eight other outreach sites can accommodate some of this additional growth, but most of this new growth, by necessity, will have to be at either new centers, or at new campuses. Without the addition of at least two large centers, or one large center and a comprehensive campus it is unlikely that the Palomar Community College District will be able to accommodate more than 39,000 students, leaving a large number of potential students unserved.

Because of this necessity to develop new educational venues for the accommodation of up to 17,500 additional students by the year 2022 the Educational and Facilities Master Plan Task Force spent several months evaluating the need, and then the placement for new educational sites within the District. This process, and the recommendations that resulted from the process, is discussed in the chapter titled The Selection of New Sites.

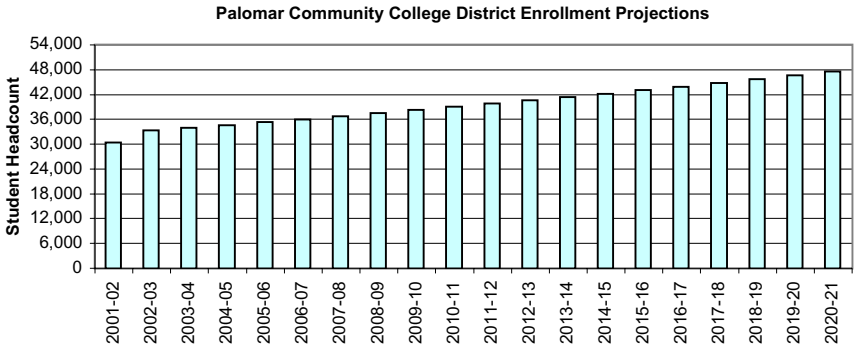


Chart 3.5

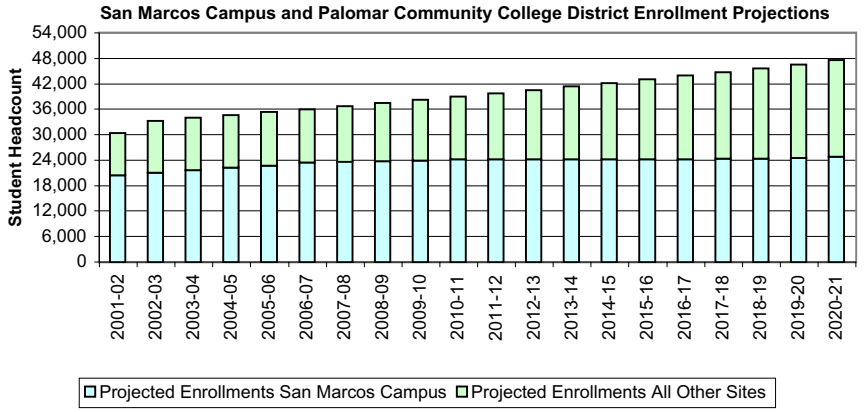


Chart 3.6

Existing District Facilities

Introduction

This chapter provides a general outline of the existing District facilities and a detailed description of the San Marcos Campus, the Escondido Center and the seven additional educational sites as they exist in 2003. This chapter contains information on:

- Capacity / Load Ratio
- Circulation Patterns
- Land Use & Topography
- Building Descriptions
- Parking
- Safety & Security
- Future Planning

In order to meet the diverse needs of the communities within the Palomar Community College District, classes are offered at a variety of locations. From a comprehensive facility at the San Marcos Campus to single room in the desert community of Borrego Springs, the Palomar Community College District offers classes at the following locations:

- San Marcos Campus
  1140 West Mission Road
  San Marcos, CA 92069-1487
- Escondido Center
  1951 East Valley Parkway
  Escondido, CA 92027
- Palomar College at Borrego Springs
  585 Palm Canyon Drive
  P.O. Box 2474
  Borrego Springs, CA 92004
- Palomar College at Camp Pendleton
  Building 1331
  Camp Pendleton, CA 92055
- Palomar College at Fallbrook
  2400 South Stage Coach Lane
  Fallbrook, CA 92028
- Palomar College at Mt. Carmel
  9550 Carmel Mountain Road
  San Diego, CA 92129
- Palomar College at Pauma
  Pauma Reservation Road
  Pauma Valley, CA 92061
- Palomar College at Poway
  15500 Espola Road
  Poway, CA 92064
- Palomar College at Ramona
  1401 Hanson Lane
  Ramona, CA 92065

San Marcos Campus

Introduction

The Palomar Community College District was founded in 1946 and held its first classes in the old Vista High School. In 1950, classes began on the San Marcos Campus, located at 1140 West Mission Road in the City of San Marcos, near the western edge of the district boundary.The current San Marcos campus is composed of over fifty major buildings, on two hundred acres of land.

Capacity/ Load Ratio

The 2001 campus space inventory included 471,976 assignable square feet (ASF) of which 50,846 ASF were located in temporary modular buildings. By the year 2006 the campus will have completed construction on the Student Union – Phase 1 replacement, the Campus Police building replacement and a new High Technology laboratory and classroom building. This will bring the total ASF up to 553,047 ASF.

The Fall 2001 enrollment Weekly Student Contact Hours (WSCH), a means by which the State measures the capacity of the campus, was 191,027 WSCH. Comparing the WSCH to the ASF, calculates a capacity to support 19,000 to 20,000 students at the San Marcos Campus. The San Marcos Campus currently has over 21,000 students in attendance.

Image 4.1
Clock Tower at the front of the San Marcos Campus

Theoretical Campus Capacity

The capacity of a campus is based on a number of factors which include; enrollment growth, facility capacity, available land, parking and outdoor PE/Athletic space. These factors need to coincide numerically for a campus to meet the needs of the population it serves.

Enrollment Growth

The enrollment growth potential of the District is addressed the "Study of Growth" chapter of this Master Plan".

Facility Capacity

Enrollment projections indicate the District will have an enrollment of 47,500 students by 2022. The existing San Marcos Campus does not have the capacity to accommodate that number of students. Based on the factors that determine the capacity of a campus, the San Marcos Campus would support approximately 25,000 students with major building replacement/renovations.

1. Available Land

If the available land was the only criteria for determining the capacity of the San Marcos Campus, it currently could not support 25,000 students.

An informal state guideline, based upon accepted practices for a community college campus of 20,000 students requires an area of 120 usable acres. The breakdown is as follows:

Buildings	35 acres
Parking	50 acres
Outdoor P.E.	35 acres
Total	120 acres

The San Marcos Campus has 102 usable acres of land, which extrapolating downward computes to a campus able to support 17,000 students.

2. Parking

Parking is expressed by a ratio of students per space. A ratio of 5:1 is commonly used by community colleges. This ratio may be too high and cause frustration in finding a parking space for students, staff and visitors. Some colleges have found a 4:1 ratio to be more appropriate in meeting the needs for parking. The ratio can be influenced by a number of factors including: cheap / available public transportation, urban / rural location, number of hours per week a student is on the campus, etc. The San Marcos Campus currently has 4,515 spaces, if we use the 5:1 ratio we could support 22,575 students and if we used the 4:1 ratio (our preference based on demographics and experience) we could support 18,060 students. If parking was the only criteria we could support between 18,000 and 22,600 students, which is far below the expected growth to 25,000 students.

3. Instructional Space

The San Marcos Campus is under-built by 35% according to State capacity load standards. This figure is based on space allocations for lecture, lab, office, library, AV, and various support spaces. Comparing the current San Marcos Campus Space Inventory to the State standards the campus could theoretically only support 18,537 WSCH or about 12,100 Full Time Equivalent (FTE) head count.

4. Outdoor P.E./Athletic Space

The San Marcos Campus has 17.6 acres dedicated for physical education and athletic use. Comparing this number to the State Standard of 35 acres for 20, 000 students, the San Marcos Campus would only support about 10,000 students.

Conclusion

Analyzing the various capacity loads for the San Marcos Campus it is obvious that the current facilities will not support a student population of 25,000 students without major changes to the existing campus facilities.

CAMPUS ARCHITECTURE

The architecture of the San Marcos Campus is an expression of the 1950's/1960's period when the majority of the buildings were constructed. There are twenty-eight permanent buildings, twenty-two modular or temporary buildings and a large number of smaller storage buildings on the San Marcos Campus.

Architectural Style

There are a variety of architectural styles expressed on the San Marcos Campus, most buildings share common elements in an attempt to "tie" them together.

The typical permanent building has a long rectangular shape with a row of classrooms along each side, with restrooms, offices and mechanical rooms in the center or on the end of the buildings.

Red brick walls are overlain by long horizontal sloping roofs and accentuated by deep overhangs. The roof overhangs provide weather protection to the outdoor corridors as well as solar shading for the building. Air conditioning was not incorporated into the original permanent buildings. Window and door openings were generally treated as vertical slots or interruptions in the brick and stucco wall construction.

Exceptions to the long rectangular buildings include the following.

- The Dome is a geodesic dome structure designed by R. Buckminster Fuller and fabricated by Alcoa. Alcoa marketed them as pre-engineered, pre-fabricated structures. The dome creates a strong visual statement and is a recognizable symbol of the San Marcos Campus.
- The more industrial – related buildings (IT, N, Art, T, etc…) use a modified architectural treatment with more windows, including the introduction of clerestory windows. Brick, stucco, and metal panel walls are incorporated to unite them with the rest of the campus.
- The Theatre is a multi-story structure designed to

Image 4.2
Building B Northeast Corner

Image 4.3
Gymnasium, West Elevation

meet the needs of the discipline. The brick construction and deep front overhang unites it with the rest of the campus.

- The Wellness Fitness Center is a single story structure with a high arched metal roof. Brick, metal and glass are used predominately to unite this building with the standard brick construction and the metal dome structure.
- The Student Center – Phase 1 adopts some of the building forms used elsewhere on campus including gentle sloping roofs with deep overhangs. It also utilizes the brick wall and glass window treatment as well as metal wall panels. The building has a ”metallic” look that was used in the dome, Wellness Fitness Center and some of the industrial related buildings.

Image 4.4
T Building East Entry

Image 4.5
Theatre East Facade

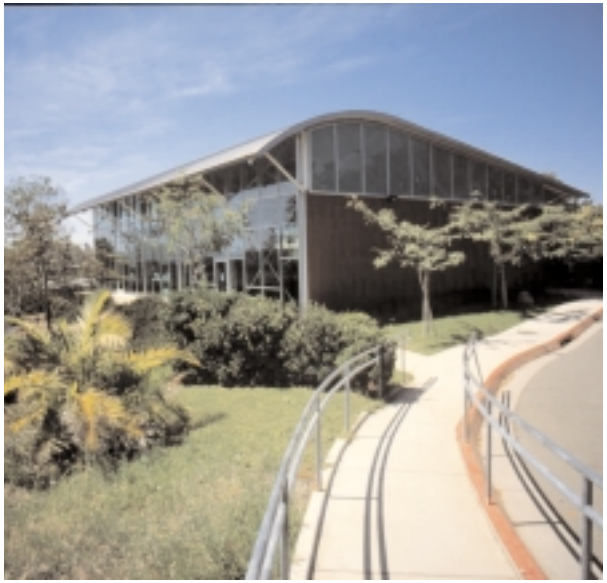


Image 4.6
Wellness Fitness Center

The final type of architecture found on the San Marcos Campus is the modular or temporary building. These buildings are cheap, easy to install, and meet over-load enrollment demands. They have a relatively short life span of 10 years or less.The temporary buildings on the San Marcos Campus have been in constant use from 1971. They continue to be a solution to the space demands of a growing district. The modular buildings are usually rectangular with steel frame construction, painted wood wall panels, non-opening windows and few, if any, overhangs. Classrooms and offices may be located on all sides of the building with no internal connections. A large number of small modular or premade structures are used extensively throughout the campus for storage.

Building Construction

Many campuses built in the 1950's/1960's used floor plans that were similar to K-12 school construction. This type of layout works well for K-12 facilities, it is not an efficient layout for a community college setting. Reinforced brick masonry was used for most exterior wall construction; providing a durable exterior and a building with an attractive color and texture. The use of brick should be continued in future construction for campus unity.

Wood framing was used for interior walls and roof framing on many of the original buildings. There are some disadvantages to using this material; wood construction is limited in both floor area and height, wood is vulnerable to fire and decay and the structural integrity of wood has been downgraded. All of these are reasons to use metal studs and steel framing in future building construction.

Renovations

All of the buildings have had some type of renovation or reconstruction since they were originally constructed. The most invasive change to those buildings not originally designed for air conditioning systems and without adequate attic spaces was to retrofit the air conditioning equipment and ductwork on building rooftops. This has visually degraded the aesthetic appearance of the campus.

Structural Investigations

A structural investigation of the Science II Complex was conducted in December 2002 by a structural engineer as a part of the district's "due diligence" as part of a feasibility study for the renovation of that complex. The California Building Code (CBC) that governs community college construction was significantly altered in 1991 as it applies to wood frame construction. The 1991 change decreased the allowable stresses/loads on wood used in new roof construction. The present construction is "grand-fathered" and is legal as long as there are no further alterations to the buildings. The structural investigation concluded that any remodel of an existing wood framed roof structure would require the replacement of the entire roof and any equipment attached to it. This would likely equal or exceed the replacement cost for the building itself. This premise was used in the buildings that were considered for remodel in the Master Plan.

Code Considerations

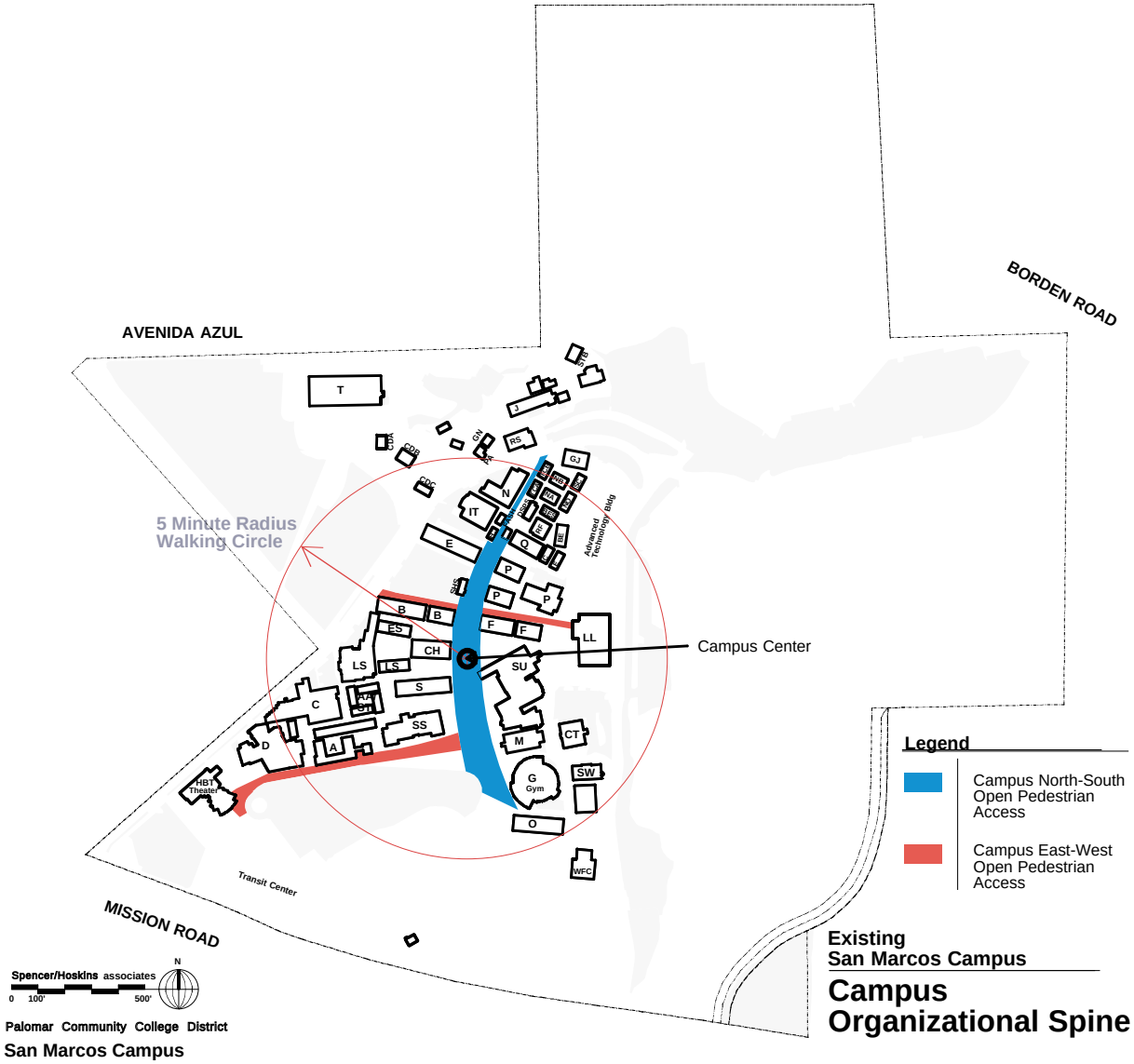
The San Marcos Campus has buildings constructed between 1950 and 1990, under the building codes effective at the time of construction. The building codes have changed considerably since 1950 and while this does not indicate our buildings are not safe; it does require that the reconstruction of the older buildings will need to meet all of the current codes, which may prove to be cost prohibitive. The Division of the State Architect (DSA) requires that if reconstruction exceeds 50% of the replacement value, then the building must be brought fully up to code.

Future Construction

It is appropriate to continue the unifying style of a campus, rather than making a break with the past. New buildings should visually be compatible with the existing ones, through the use of similar materials, design form and color pallet to graciously fit into the campus.

Campus Organization

The central pedestrian mall on the San Marcos Campus is shown on the map 5.1. It illustrates the main gently curving north-south central mall with buildings on either side. There are two east-west lateral malls, one from the LL building to B building and one from SU/M to the Theatre. There are a number of smaller pathways that lead to buildings that are not directly on the mall. The pedestrian mall concept has a great deal of "vitality" and may be one of the reasons so many students choose the San Marcos Campus. The red circle indicates a "five-minute walking circle" and relates to the time allocated between classes. The majority of the buildings are within five minutes of each other and all of the buildings can easily be reached within the ten-minute class break.



Map 4.1

Open Space and Landscaping

Open spaces and landscaping are critical elements for any community college, they enhance the facilities, serve as a font-door to the campus and are inviting to first-time visitors. Although sidewalks, landscaping and open spaces are not a part of the formal space inventory on a campus, it is important to recognize their importance to the overall environment.

The San Marcos Campus integrated the native landscape and natural topography into its original design. The effect is an attractive terracing of strong man-made horizontal building forms and landscaping against a natural backdrop of hills. Future consideration should be given to increasing open spaces, widening the central and lateral mall sidewalks, use of native and drought tolerant landscaping and the development of inviting major entrances into the central core of the campus.

Image 4.7
Open lawn area along the front of the campus

Key Markers for Orientation

The Theatre, Dome, Clock Tower and Library are the tallest, most visible landmarks. The high brick section of the theatre and the metallic geodesic dome are the most visible, but the Library identifies itself by sheer height and dramatic entrance. In addition to these buildings, the Clock Tower serves as a landmark due to its height and function.

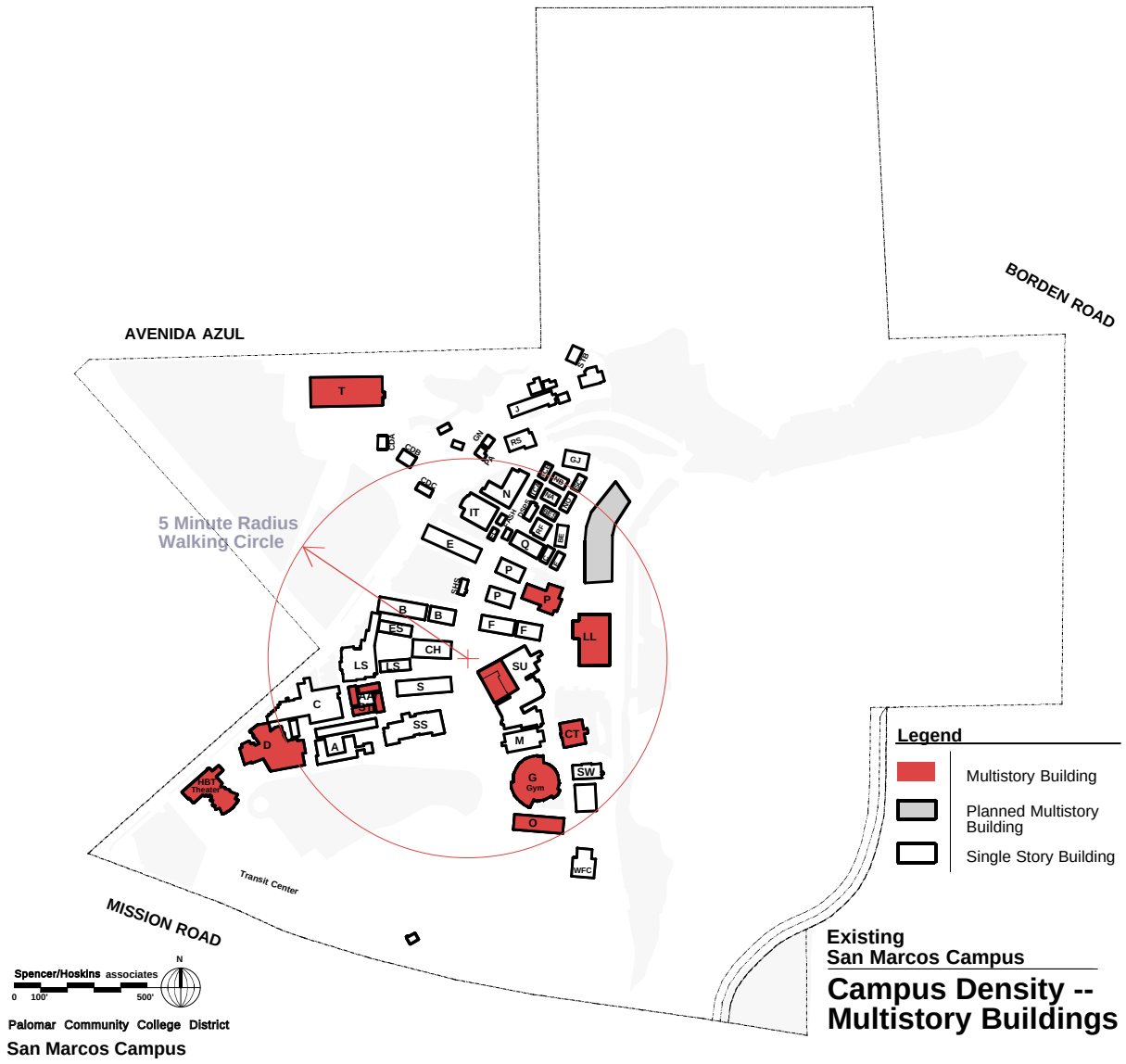
Orientation for pedestrians should be reinforced through a way-finding signage system, improved landscaping and more generous open spaces.

The proposed, High Technology Laboratory and Classroom building should serve to strengthen pedestrian orientation on the north end of the campus.

There is also a regional landmark on the hillside behind the campus. The letter "P" has been a significant landmark for the campus and can be recognized from miles away.

Building Density

The existing multi-story buildings on the campus are indicated on map 4.2. The remaining buildings are one story and tend to occupy a great deal of land area, especially the modular or temporary buildings. Large multi-story buildings in the future will help improve the utilization of the land and in some instances will require the removal and replacement of the one-story buildings.



Map 4.2

Energy Conservation and "Green" Buildings

The San Marcos Campus has been active in energy conservation and has a master plan for energy conservation. The campus seeks funding for energy conservation measures from a variety of resources. All new projects are designed to keep energy costs as low as possible. All new buildings are reviewed by SDG&E for energy savings and rebates.

Archeological and Cultural Sites

The San Marcos Campus, has registered archeological sites containing Native American artifacts, refer to map 4.3. The archeological/anthropology programs use these sites for instruction and research The Archeological sites constrain the ability of the District to build in some locations at the San Marcos Campus. Archeological sites can be excavated and moved under the California Environmental Quality Act (CEQA); however, this can be expensive and should be avoided if possible.

Image 4.8
Eastern Hillside

Map 4.3

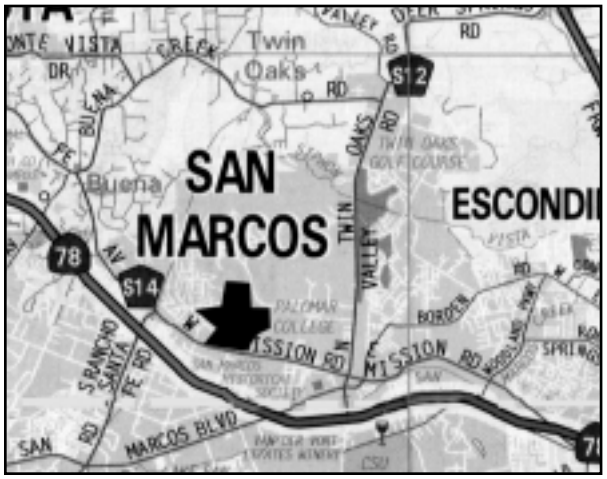
CAMPUS CIRCULATION

Access to the San Marcos Campus

The campus is located on Mission Road and is approximately a half-mile from freeway 78. Mission Road and freeway 78 are the principal east-west access routes into the campus. Ranch Santa Fe Road, San Marcos Boulevard and Twin Oaks Valley are the nearest freeway exits. Avenida Azul/Las Posas Road located to the northwest provide entrance directly into large parking areas of the campus. Borden Road provides access into another large parking area to the northeast.

According to SANDAG's Regional Roads 2020 map, Las Posas road is shown to be extended north to connect to Buena Creek Road. Plans show Borden Road extending east past Twin Oaks Valley Road. These extensions will provide alternate routes from Vista, Escondido and I-15, which should alleviate traffic congestion on Mission Road. The conversion of Comet Circle Dive from one-way to two-way traffic will also alleviate traffic congestion in and around the campus.

The new Las Posas/freeway 78 off-ramp is currently under construction and will provide direct freeway access to campus and will change the traffic flow patterns in the future. The Master Plan will take advantage of these changes and improvements.



Map 4.4

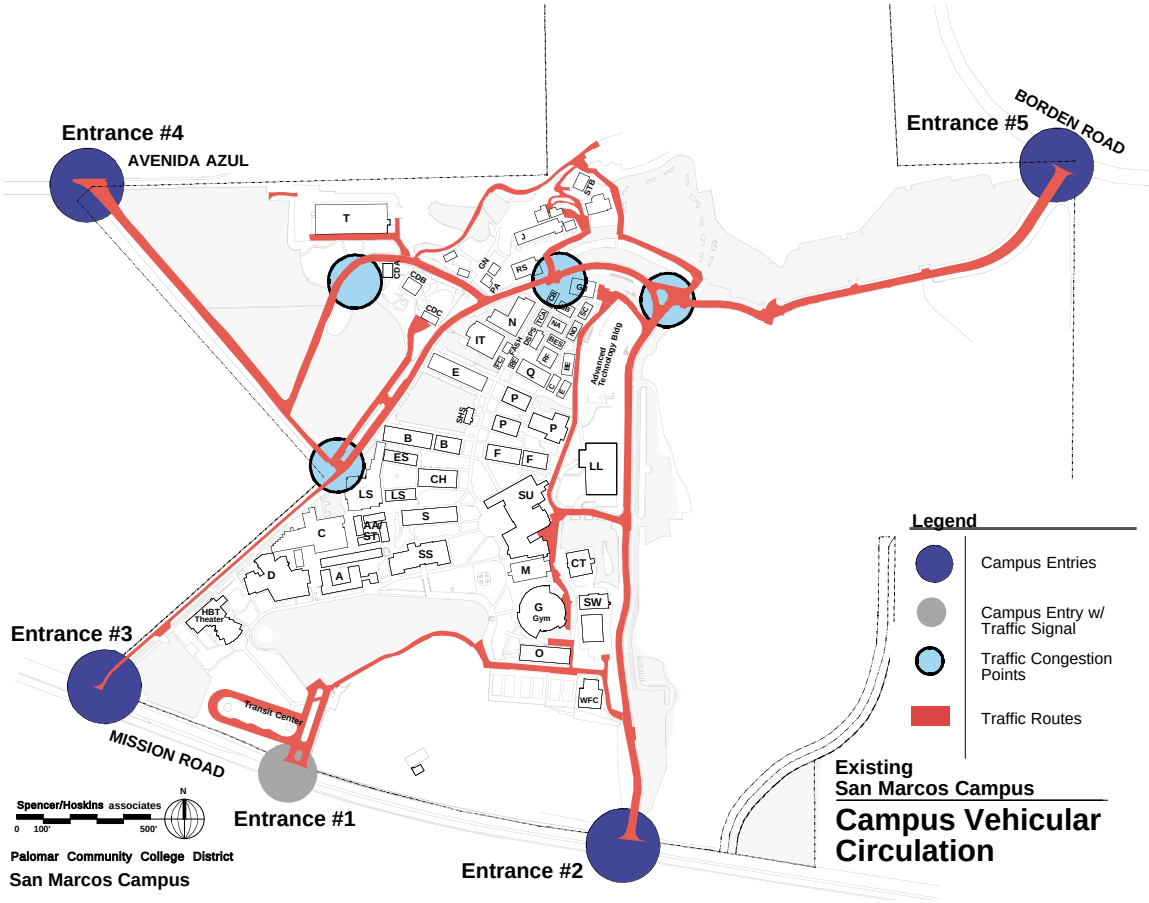
Campus Vehicular Entries

The San Marcos Campus has five vehicular entrances, shown on map 4.5. The various entrance points around the periphery of the campus allow traffic to enter and travel to their desired location.

Campus Vehicular Circulation

Linking most of the on-campus parking lots is Comet Circle Drive, a one-way, two-lane road that partially encircles the campus. The one-way configuration makes navigating from the west side to the east side of campus inconvenient. Drivers must exit the campus and travel on city streets in order to re-enter the campus at Comet Circle Drive.

This Master Plan includes the development of an east-west connector road and the conversion of Comet Circle Drive to two-way traffic flow. This change will alleviate the current problems with vehicular circulation on Comet Circle Drive.



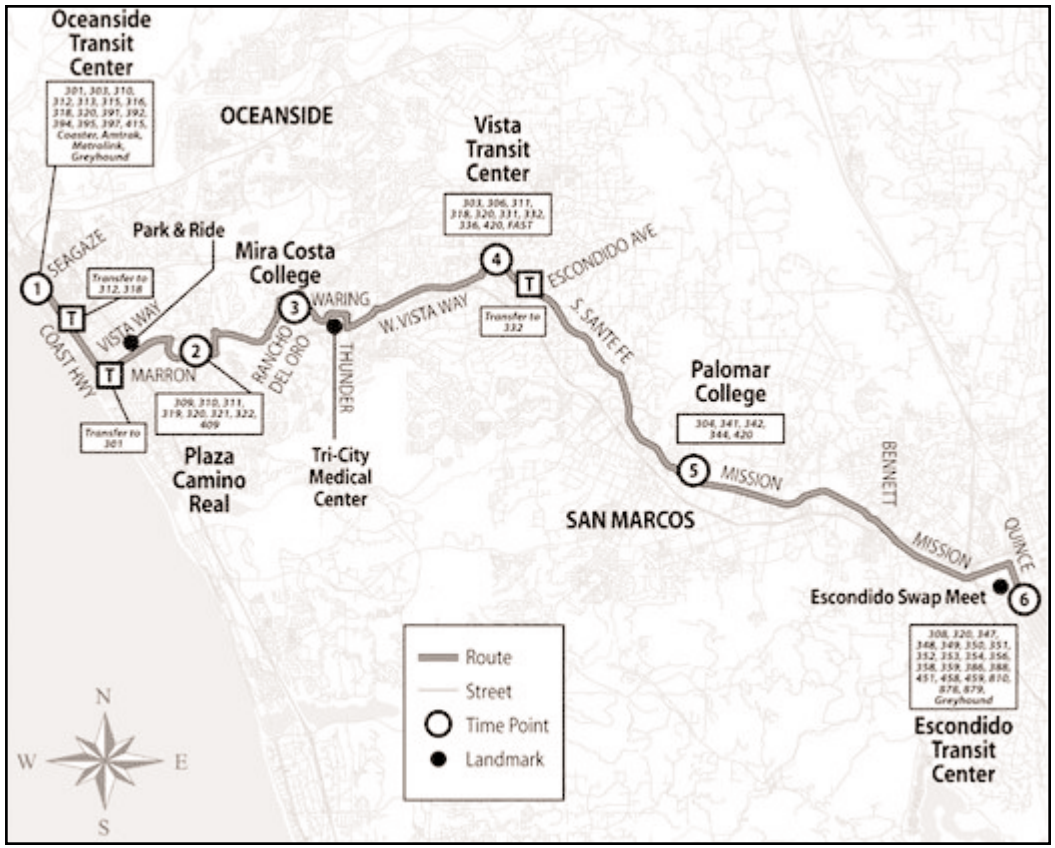
Map 4.5

Public Transportation

The San Marcos Campus has encouraged the use of public transportation and permitted the construction of the Transit Center at Palomar College by the North County Transit District. The Transit Center is located on District property. The Transit Center serves major bus routes and stops at the San Marcos Campus.

A new light rail system is planned to run from Oceanside to Escondido. A boarding station will be located across the street from the Transit Center. This should promote increased use of public transportation.

Image 4.9
Transportation Center

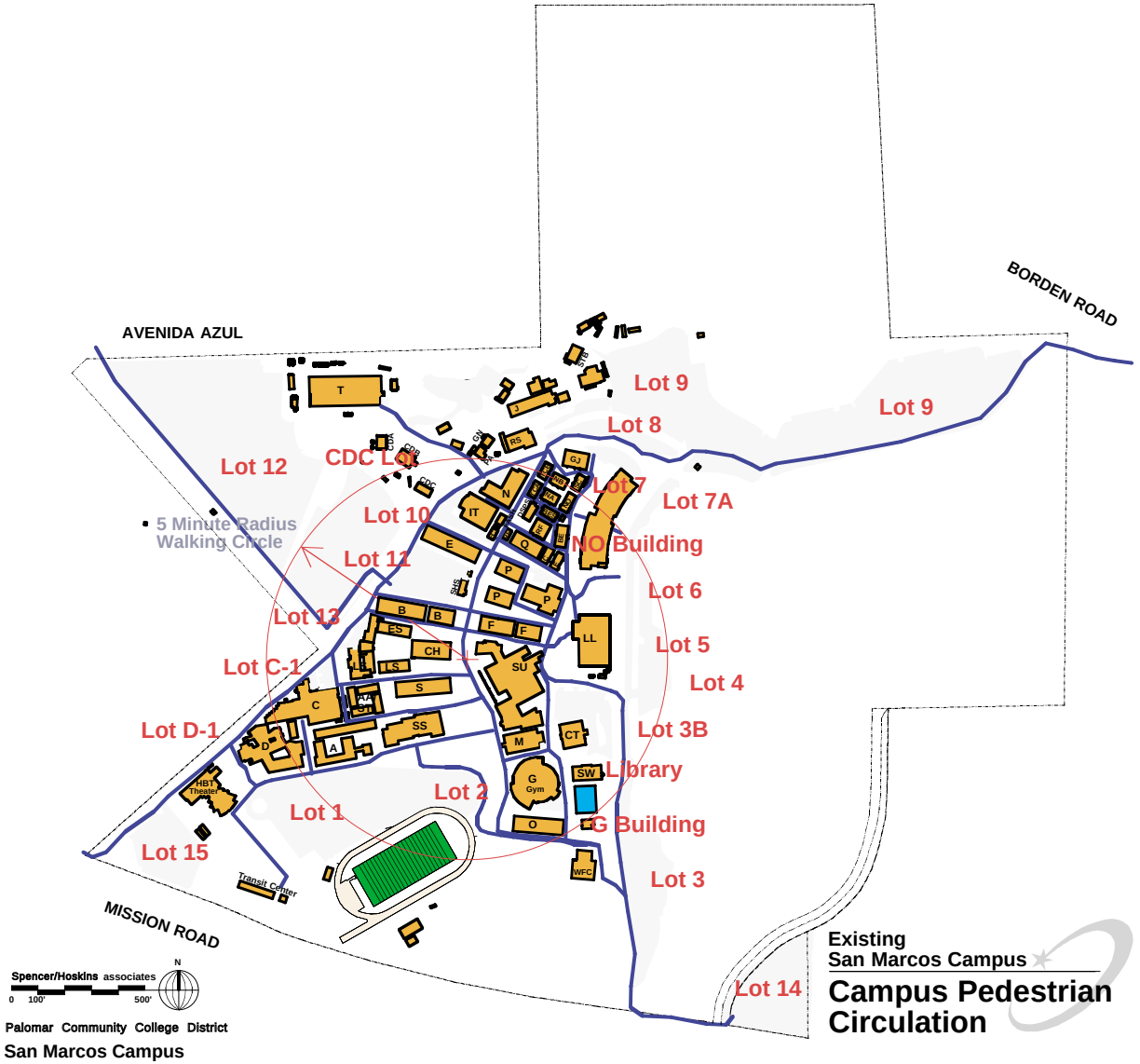


Map 4.6
Oceanside to Escondido Light Rail System

Pedestrian Circulation

Pedestrian traffic consists primarily of students walking from the parking lots to the instructional/service core of the campus and from building to building during the ten minute break between classes. Due to the limited amount of time allowed between classes, all instructional buildings should be within a ten-minute walk of one another. An average student can comfortably walk 1500 feet within ten minutes while navigation around and through buildings. A circle of a 750 foot radius defines "a walking circle." Ideally all classrooms and laboratories should be within this circle. Map 4.7 shows the main circulation routes in blue and the walking circle in red.

Image 4.10
Central Walkway



Map 4.7

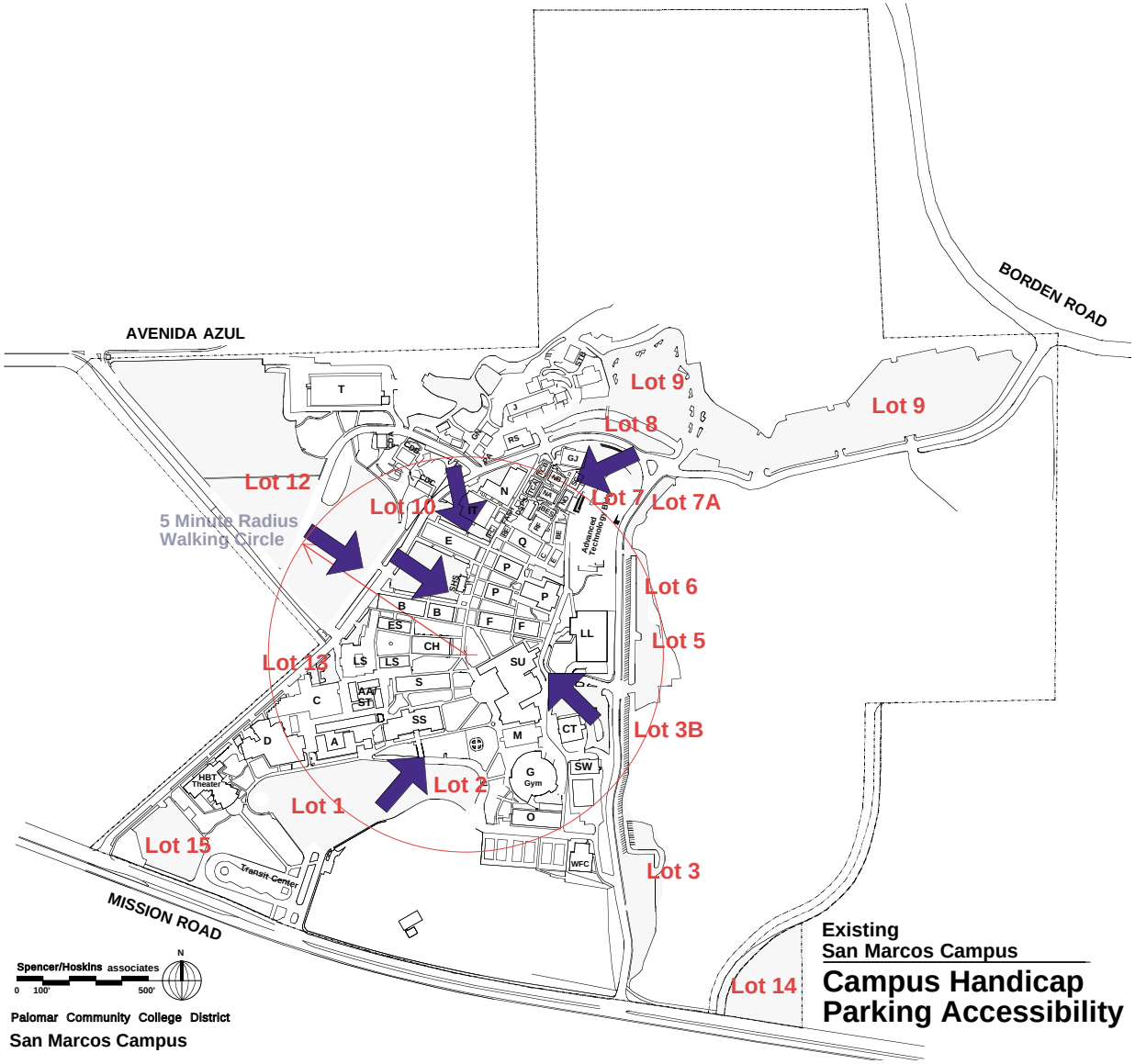
Disabled Access

The San Marcos Campus provides access to disabled persons required under the Americans with Disabilities Act (ADA). Disabled parking spaces are well distributed around the campus. A curbside drop off at the Student Services Center and at the Waiting Shelter for the Disabled in Lot 11 offers convenient access to the pedestrian walkways around the campus.

The hilly topography of the campus creates a south to north slope which contributes to the difficulty disabled student, staff and community member face maneuvering throughout the campus. There are a number of access points at various elevations which reduce the necessity to manually travel from one level to another. The district also provides electric mobility carts and drop-off cart service to those persons requesting it.

Currently the Disability Resource Center operations are located in the north half of the campus.This Master Plan provides for the relocation to the LL building which is centrally located.This will provide good accessibility from all parts of the campus.

Image 4.11
East Campus Access



Map 4.8

LAND USE AND TOPOGRAPHY

Adjacent Land Use

The San Marcos Campus is located in an area of diverse land use. Surrounding the campus are residential, commercial, industrial and educational facilities. The trend in North San Diego County has been to develop low density residential and light industrial/ commercial facilities. The combination of increasing property values and population growth, the area is expected to "densify" through the addition of multi-family housing and multi-story office buildings. The anticipated population growth will increase enrollment at the San Marcos Campus and the Palomar Community College District as a whole.

Image 4.12
Northeast Residential Neighborhood

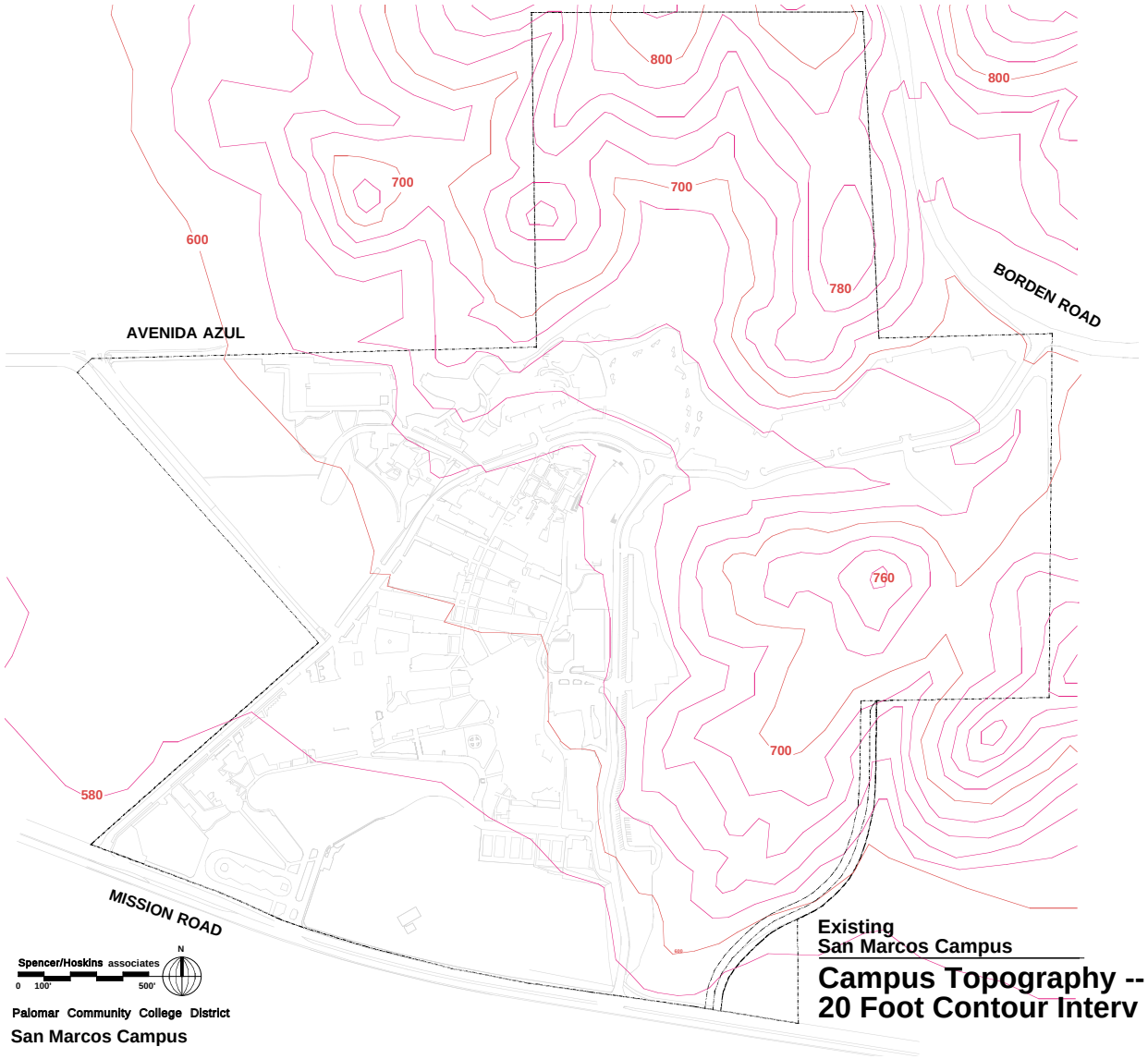
Map 4.9

Topography

The topography of the campus has been a major influence in the design of the San Marcos Campus.There is a total elevation change of 200 feet from the lowest point to the highest point. Only about one-half of the 200 acres of campus is considered “buildable land.” These challenges have forced the majority of buildings into the lower valley that has an elevation change of only 50 feet. It is difficult to provide adequate and accessible facilities given the topography of the San Marcos Campus.

The topography will require the use of multi-story buildings in the future and these are included in this Master Plan.

Image 4.13
Northern Hillside



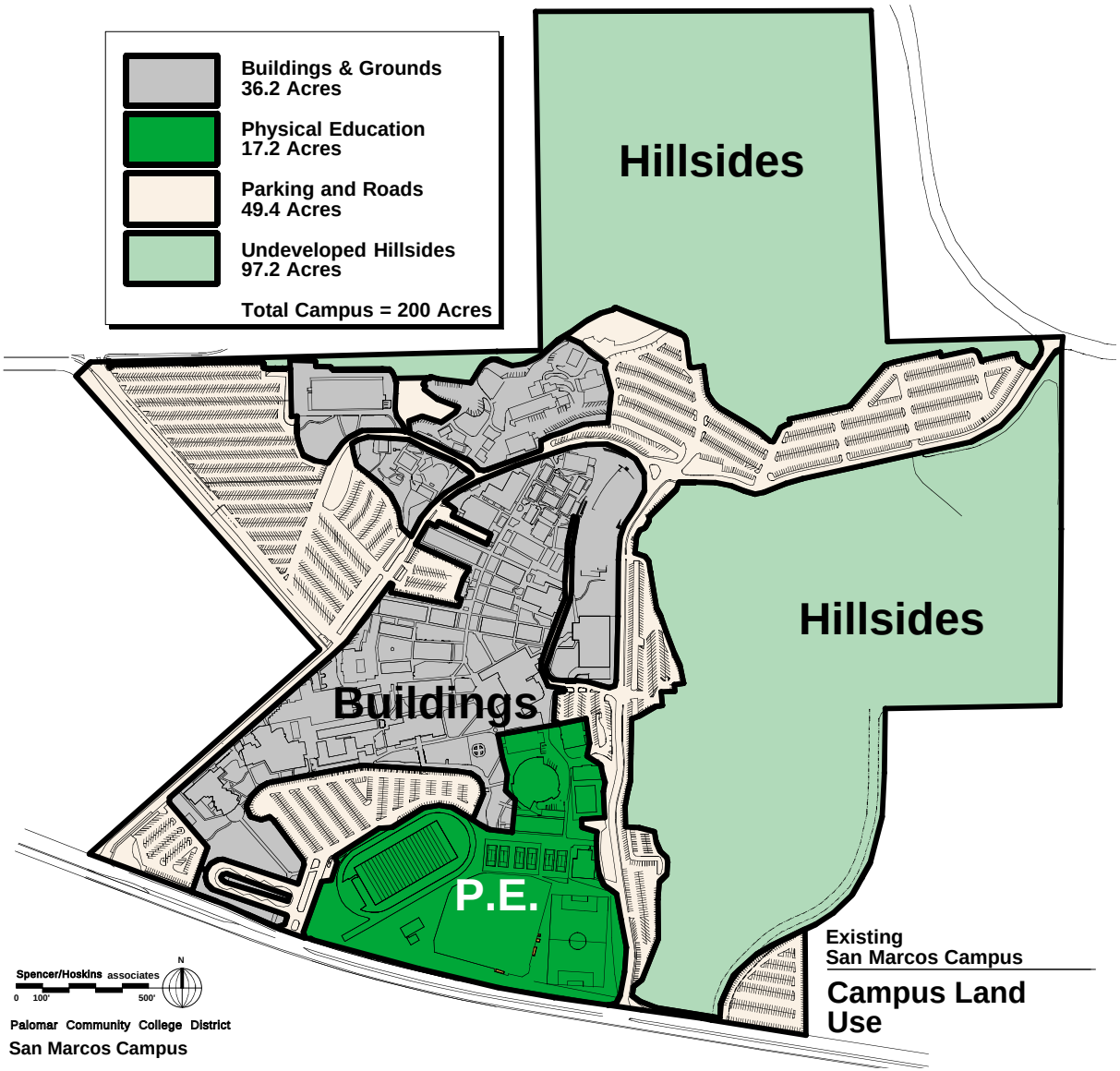
Map 4.10

Usable Land

Map 5.11 illustrates the way the land is currently used on the San Marcos Campus:

- Buildings 36.2 acres
- P.E./Athletics 17.2 acres
- Parking/Roads 49.4 acres
- Total Usable Land 103.7 acres
- Undeveloped Hillsides 97.2 acres
- Total Land Area 200 acres

It is evident that there is little or no usable land remaining for development on the San Marcos Campus. The Master Plan took this into account as it was developed.



Map 4.11

The Arboretum

A portion of the hillsides have been developed into an Arboretum, officially established in 1973 with plants from all over the world. The initial purpose of the Arboretum was for the study of botanical specimens but it has become a campus and community treasure. Students, staff and community groups use the area on a regular basis.

There are a number of campus and community volunteer groups that help support the Arboretum including: Cabinet and Furniture Technology, the Friends of the Arboretum and the Patrons of Palomar.

The High Technology Laboratory and Classroom Building, which will house all Life and Earth Sciences will be constructed across the road from the Arboretum. This will increase the use and study of the Arboretum.

Building Descriptions

Building Numbering System

The building numbering system began in the 1950's and a letter designation was assigned based upon which discipline(s) were located in a specific building; i.e. A-Administration, B-Business, E-Engineering, G-Gymnasium. As the campus matured, it was evident that this would not work, but all official State records reflect these building identifications and the system was never changed.

The Master Plan should include a Campus Way-Finding System that can be implemented with the new and remodeled construction to avoid confusion in the future.

List of Buildings

A-Administration
AA/ST-Administration Annex
B-Business
BE- Behavioral Science
BES- Behavioral Science – A
C – Art Complex
CDA – Child Development Building A
CDB – Child Development Building B
CDC – Child Development Building C
CES – California English School
CH – Chemistry
CP – Campus Police
CT - Racquetball Courts/ Weight Training Center
D – Music Complex
DSP&S – Disabled Student Programs and Services
E – Engineering/ Math
ES – Earth Science
F- Foreign Language/ Photography
FASH – Fashion Design
FCS – Family Consumer Science
G – Dome/Gymnasium
GJ - Graphic Communications
HBT – Howard Brubeck Theatre
IT – Industrial Technology
J- Maintenance Complex
LL – Library & Learning Resources
LS – Life Science
M – Men's Locker Room
N – Auto Shop
NA – Nursing Building A
NB – Nursing Building B
NO – Nursing Building O
O – Women's Locker Room
P – Humanities/ Social Science/ ETV
Q – Electronics/ RTV
RC – Reading Center
RF – Reading/ Food
RS – Receiving/ Shipping
S – Science I
SC – Speech Communications
SHS – Student Health Services
SS – Student Services Center
SU – Student Union/ Café/ Bookstore
SW – Swimming Pool Complex
T – Trades and Industry
TCA – EOP&S
TCB – Trio/ Telescope
U – Communications Offices
W – Behavioral Science Offices
WFC – Wellness Fitness Center

Description, Condition and History of Buildings

Facility Condition Index

The Facility Condition Index represents the relative physical condition of facilities. The FCI measures the estimated cost of the recommended improvements and compares that to the replacement cost of the facility. The total cost of repairs divided by the facility replacement cost is the FCI. A higher FCI indicates a facility in worse shape. Industry Standards classify building conditions based upon the following FCI ranges.

Condition	FCI
Good	0% to 5%
Fair	6% to 10%
Poor	10% and above

A- Building/ Administration (FCI=27.29%)

The A-Building was originally constructed in 1960, a second phase was added in 1966, remodeled in 1987 and a classroom addition constructed in 1992. The building houses the following departments and programs: Human Resource Services, Administrative Services, Foundation Office, Campus Mailroom, ESL Office and 5 classrooms and 1 computer lab.

AA/ST- Building/ Administration Annex (FCI=19.68%)

The AA/ST building was constructed in a number of phases. The lower Staff Wing, buildings 1 and 2 were constructed in 1974, lower staff wings 3 and 4 were constructed in 1976 and the upper "AA" section was added in 1978. Lower Staff Wing 4 was remodeled in 1988. There have been a number of minor renovations to this complex over the years.

This complex houses the Vice President for Instruction, Instructional deans and directors, Payroll Services, Employment Services, ROP Offices and a variety of faculty and staff offices.

B- Building/ Business (FCI=21.44%)

The B-Building was originally constructed in 1960, an addition to the west end of the building in 1978 and a remodel of the east end of the building in 1989. Busi

ness Education, Computer Science and Information Systems, an ROP computer lab, seven instructional computer labs and six classrooms are located in the building.

BE- Building/ Behavioral Science (modular) (FCI= 39.30%)
The BE-Building was constructed in 1978 and has had minor renovations since then.

The building houses Behavioral Science office, three classroom/ labs, and the archeological lab and storage area.

BES- Building/ Behavioral Science A (modular)(FCI=41.92%)
This building was constructed in 1978 and has had minor renovations since that time.

This building houses four offices and two classrooms. The "BES" designation came from this being labeled Behavioral Education – Second building.

C- Building/ Art Complex (FCI=23.51%)
The C-Building was constructed in 1966, classrooms C-1 and C-2 were added in 1978, in 1994 C-9 and C-13 were added, C-4 was expanded and the remainder of the building remodeled.

This building houses Art Department offices and Art classrooms and labs.

Another interesting fact: Why is the Art Department C and the Music Department D? There was a major building boon in 1960, it include the A-Bldg/ Administration, B-Bldg/ Business, E-Bldg. /Engineering, F-Bldg/Foreign Language and M-Bldg/ Men's Locker Room. The next period of construction was in 1965/1966 and it include the Art and Music complex, however the A and M letters had already been used! So C & D were left and assigned to Art & Music.

CDA- Building/ Child Development Building #1 (modular) (FCI=62.58%)
The CDA building was constructed in June 1983 as the "Infant Care Center." The Child Care Center complex was later renamed Child Development Center and this building is now known as CDA or Child Development Building #1. This building currently provides child care/development services for children eighteen months to three years of age.

CDB- Building/ Child Development Building #2 (modular) (FCI=25.29%)
In 1975 the district acquired a used modular building from the Encinitas School District and installed it as the Child Care Center (CCC). This building was replaced in 1993 and designated CDB building. The building provides child care/development services for children between the ages of three and four years of age.

CDC- Building/ Child Development Building #3 (modular) (FCI=77.36%)
The CDC Building was constructed in 1972 as a Child Development Center Laboratory. The building has had some minor remodels and awning additions over the years. The building provides child care/development services for children four years of age and older.

CES-Buildings/ California English School Building 1 & 2 (modular)
The two buildings are owned by the California English School, a private enterprise that leases the land, were constructed in 1992. These buildings are not owned or controlled by the district, but the owner was required to have them constructed and approved by DSA for future use by the District for classrooms.

CH –Building/ Chemistry (FCI=68.29%)
The CH-Building was constructed in 1965 as part of the Science II complex, and was renovated in 1988. The building houses the Chemistry department offices, labs, and lab support, storage, and lecture classrooms.

CP – Building/ Campus Police (modular) (FCI=6.53%)
The CP-Building was constructed in 1993 and has had some minor changes and remodels since then.

The building houses a portion of the Campus Police Operations. The building will be replaced with a larger building that will comply with the Police Officers Standards and Training (POST) requirements. The new building construction is proposed for fall 2003 and when complete, the entire Campus Police Operations will be located in that facility.

CT-Building/ Racquetball Courts and Weight Training Center (FCI=12.07%)
The CT Building was constructed in 1976. One half of the building was converted into a weight training facility in 2002. The building is currently used for racquetball, weight training and PE classes.

D-Building/ Music (FCI=23.51%)
The D-Building was constructed in 1966 in conjunction with the Art Complex. A major addition was completed in 1979 (D-10. D-11 & practice rooms) and portions of the original building were remodeled in 1993.

This building houses the Music's Department offices, classrooms, labs, storage, Boehm Art Gallery and the Pavilion Café.

DSP&S Building/ Disabled Resource Center (modular) (FCI=23.53%)
The DSPS building started in 1974 as Health Services (HH) building. The building was later remodeled and the Disabled Services Program shared the space. The new student Health Services (SHS) building was constructed in 1986 at which time the DSP&S building was renovated. There have been a number of changes and minor renovations to the building over the years. The building houses the Disabled Resource Center offices, storage, testing center and work areas.

E-Building/ Math (FCI=25.61%)
The E-Building was constructed as the Engineering building in 1960 and was completely renovated in 1993. The building houses the Math Department office, 2 math computer labs, 5 classrooms and 2 CAD labs.

ES-Building/ Earth Science (FCI=28.64%)
The ES Building was constructed in 1965 as a portion of the Science II Complex. An addition to the LS/ES complex was constructed in 1978. There have been a number of changes and minor renovations to the building since it was constructed. The building houses the Earth Science Department office, work rooms, the Planetarium, classrooms, labs and one computer lab.

Most of the classrooms and labs are shared with other departments on campus.

F-Building/ Foreign Language & Photography (FCI=44.18%)
The F-Building was constructed in two phases. The west end was built in 1960 and the east end was added in 1964. The west end of the building was renovated in 1989. There have been a number of changes and minor renovations to both sections of the building since they were constructed.

The west end of the building houses a Foreign Language lab, offices, and workrooms, five general lecture classrooms and a copy center. The east section of the building houses the Communications/ Photo Department offices, work spaces, darkrooms, developing rooms and a photo shoot studio.

FASH Building/ Fashion Design (modular) (FCI=10.56%)
The FASH building was constructed in 1992 with no changes. The building houses the classes for Fashion Design.

FCS Building/ Family & Consumer Sciences (modular) (FCI=11.83%)
The FCS Building was constructed in 1993 and has had minor changes and renovations since that time. The building houses a small section of FCS computers and is used as a general classroom.

G-Building (Dome)/ Gymnasium (FCI=21.75%)
The G-Building, geodesic dome was constructed in 1958. The original design for the geodesic dome is the work of R. Buckminster Fuller. The floor and bleachers were replaced in 2000 and there have been other changes and minor renovations over the years. The building houses the gymnasium, physical education rooms, office and the wrestling room. The gymnasium is used for public assembly events as well as a variety of community events.

GJ-Building / Graphics Communications (modular) (FCI=54.31%)
The GJ building was originally constructed as the Graphic Journalism building in 1978. A portion of the building was remodeled in 1988 and there have been a number of changes and minor renovations since the building was constructed. The building houses the Graphic Communications Department offices, workroom, three computer rooms, the print shop and Comet Copy (the campus duplication service).

HBT Building/ Howard Brubeck Theatre (FCI=14.09%)
The HBT building was constructed in 1979 and the HVAC systems were replaced in 2000. There have been a number of changes and minor renovations since the building was constructed. The building was originally designated the Educational Theatre (ET). In September 1983, the theatre was rededicated in honor of Howard Brubeck, Dean of Humanities from 1966 to 1978 and renamed the Howard Brubeck Theatre. The building houses the Performing Arts Theatre classes and productions, department office, work areas, costume shop, dressing rooms and the campus performance stage.

IT-Building/ Industrial Technology (FCI=60.76%)
The IT Building was constructed in 1956 with two additions in 1965 and 1966. The building was originally used as a wood shop, machine shop; it has also seen duty in welding, carpenter apprentice, plumbing apprentice, and fashion design. The building currently houses a drafting lab and offices, the welding program and offices, DSPS class and Speech department offices.

J-Building/ Maintenance Complex (FCI=46.20%)
The J-Building was originally constructed in 1965 and since then we have added, converted or constructed a carpenter shop, electrical/ HVAC shop, paint/ parking lot maintenance shop, grounds mechanic shop and an auto mechanic shop. The complex currently houses the building services operations, custodial services and ground services operations.

LL-Building/ Library and Learning Resource Center (FCI=6.16%)
The LL Building was constructed in 1983 and the HVAC and lighting was renovated in 1999. The building houses the President's Office, the Library office, stacks, Learning Resource Center, Tutoring Center, Academic Technology Group labs and staff offices.

LS-Building/ Life Sciences (FCI=62.83%)
The LS Building was constructed in 1965 as a portion of the Science II complex. There was an addition to the LS/ES complex constructed on the west side of the building in 1978. There have been a number of changes and minor renovations to this building since it was constructed. This building houses some Life Science Offices, classrooms, labs, prep, and storage areas.

M-Building/ Men's Locker Room (FCI=26.39%)
The M-Building was constructed in stages. The west section was built in 1955, the center section was added in 1960 and the east section in 1964. There have been changes and minor renovations to the building over the years. The building houses Physical Education/ Athletic staff offices, team rooms, equipment room, showers and lockers.

N-Building/ Auto Shop (FCI=83.19%)
The N-building was originally constructed as the automotive classroom building in 1967. The main portion of the building has remained an auto shop but the classroom side has seen many varied uses. Some of them include welding storage, engineering lab, public safety classroom and general classroom use. The building houses the automotive program, offices and work spaces, an American Sign Language lab, and classrooms.

NA-Building/ Nursing Classroom Building A (modular) (FCI=18.23%)
The NA-Building was constructed in 1978 as a nursing classroom/ laboratory. There have been some minor renovations since that time. The building houses one nursing lab and two classrooms.

NB-Building/ Nursing Classrooms building B (modular) (FCI=49.06%)
The NB –Building was constructed in 1978 as a nursing classroom/ laboratory. There have been some minor renovations since that time. The building houses one nursing class/lab and one classroom.

NO-Building/ Nursing Offices (modular) (FCI=60.15%)
The NO-Building was constructed in 1978 and currently houses the Nursing Department offices and work rooms.

O-Building/ Women's Locker Room (FCI=37.98%)
The O-Building was constructed in 1965 as the women's locker room, general lecture classroom and the dance studio. The building currently houses the women's locker room, PE/ Athletic offices, 3 classrooms, the athletic training room and the dance studio.

P-Complex/ Humanities/Social Sciences/ ETV (FCI=26.67%)
The P-Complex was constructed in 1965 and was remodeled and added to in 1972, 1976, and 1993. There have been additional changes and minor renovations over the life of the building. The P-Complex is comprised of three wings: P-North, P-South and P-East. P-North currently houses the Econ/History/Poli Sci Department offices and 5 classrooms. P-South currently houses the English Department and American Indian Studies Department offices and workspaces and five classrooms. P-East has had a varied past. From 1965 to 1979 it housed the drama lab and was the production space on campus. In 1979 it was converted to the Educational Television Studio (ETV). The wing also houses a large lecture room and Social Sciences computer lab.

Q-Building/ Electronics and Telecommunications (FCI=30.05%)
The Q-Building was constructed in 1965 and has seen many changes and minor renovations since that time. The building currently houses two electronic laboratories, the KKSM Radio Station, offices, two classrooms and the RTV studio.

RC-Building/ Reading Center (modular) (FCI=43.07%)
The RC-Building was constructed in 1978 and was destroyed by a fire in 1981. The building was increased in size and rebuilt in 1983. There was one major remodel in 1992 and various minor renovations since that time. The building houses the Reading Services Department Offices, work spaces, computer laboratory and one classroom.

RF-Building/ Reading and Food Services (modular) (FCI=25.16%)
The RF-Building was constructed in 1992 as a Reading Services classroom and food service operation. The classroom is a shared general use classroom and the Snack Shack is operated by Aramark Food Services.

RS-Building/ Receiving and Shipping (FCI=36.12%)
The RS-Building was constructed in 1974 as the first campus warehouse. The Facilities department office moved into the east end of the building in 1985. An office addition was completed in 1992. The building currently houses the Warehouse, Facilities, Environmental, Health & Safety, Facilities Planning and Fixed Asset Inventory.

S-Building/ Science I (FCI=56.90%)
The S-Building was constructed in 1956 as the Science Building. It has seen numerous changes and minor renovations over the years. The building currently houses the Dental Assisting Program, English computer labs, Physics & Engineering department, one Chemistry department lab and four class/labs.

SC-Building/ Speech and Communications (modular) (FCI=19.04%)
The SC-Building was constructed in 1978 and has seen minor renovations. It currently houses two classrooms and three faculty offices.

SSC-Building/ Student Services Center (FCI=15.62%)
The SS-Building (also known as SSC) has seen a wide variety of uses. It was constructed in 1956 as the Library, two wings were added in 1964. The building was completely renovated in 1985 after Library services relocated to a new building, to serve as a Student Services Center.

SU-Building/ Student Union/Café/ Bookstore (FCI=10.71%)
The SU-Building was constructed in 1958 as the "R" building. The building was remodeled in 1964,1975, 1978, and 1980. In addition to these major remodels and additions the various areas were changed and had minor renovations on a regular basis, usually when there was a change in management. A main portion of the original building was demolished in 2002 and a new larger two story building was opened in 2003.

The current complex houses the Café (operated by Aramark Food Services) the Bookstore (operated by Follett Bookstore) Associated Student Government Offices, the Student Affairs Office, a game room, TV lounge, computer room, main dining lounge, meeting rooms and a variety of student support spaces.

SW- Swimming Pool Complex (FCI=52.72%)
The SW-Complex began in 1971 with the construction of the swimming pool and pool house. The locker and shower rooms were added in 1976. The complex today includes the pool house, swimming pool, men's & women's shower/locker rooms and one classroom.

T-Building/ Trades & Industry (FCI=15.06%)
The T-Building was constructed in 1979 and housed the wood shop, machine shop, small engine repair, motorcycle repair, diesel shop, carburetor lab, transmission lab and auto body shop. There have been many changes and minor renovations in the past including the addition of a paint booth, wood storage building, diesel storage building, wood drying kiln and an urban forestry sawmill. The building currently houses three wood technology labs, offices for the Trades & Industry Department, the Diesel shop, a carburator/transmission lab, autobody shop and the Urban Forestry Program.

TCA-Building/ EOP&S (modular) (FCI=49.99%)
The TCA-Building was constructed in 1978 and has had minor renovations to the building since then. The building houses the Extended Opportunities Programs and Services (EOP&S) offices and support space.

TCB-Building/ TRIO & Telescope (modular) (FCI=40.70%)
The TCB-Building was constructed in 1978 and has had some changes and minor renovations since that time. The building currently houses the TRIO/ Student Support Services offices and the Telescope (student newspaper) workroom and offices.

U-Building/ Communication Offices (modular) (FCI=26.16%)
The U-Building was constructed in 1972 and has had a number of changes and minor renovations since the time. The building currently houses the Communication Department offices, work spaces and five special labs for the Communications program.

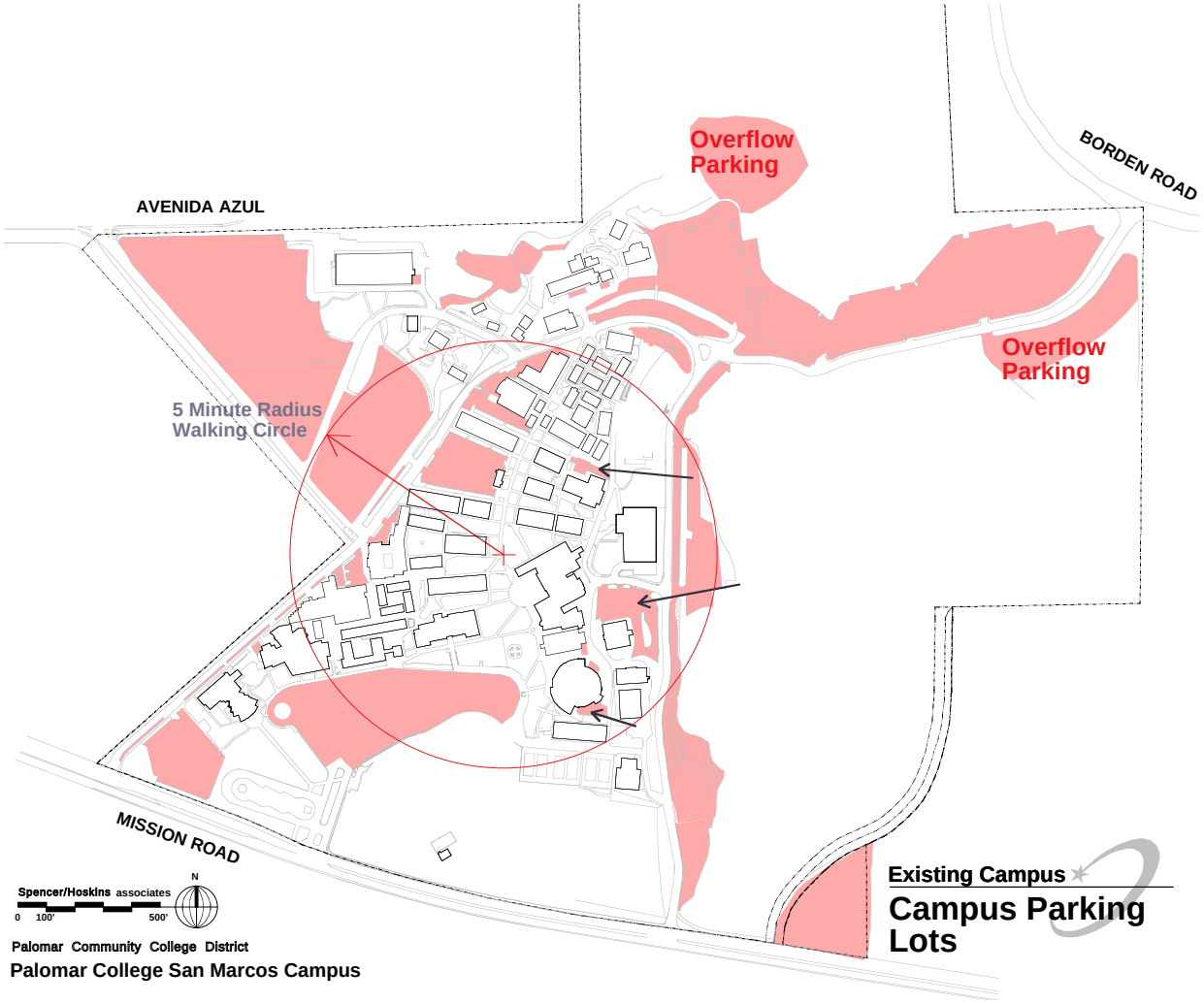
W-Building/ Behavioral Sciences Offices (modular) (FCI=26.19%)
The W-Building was constructed in 1972 and has had a number of changes and minor renovations since that time. The building currently houses the Behavioral Sciences department offices.

WFC-Building/ The Wellness Fitness Center (FCI=2.58%)
The WFC Building was constructed in 1994 and has not had any changes made to it. The building houses a PE fitness center that is used for classes and community members.

Age of Buildings
Many of the buildings on the San Marcos Campus are well beyond their normal life span. Permanent buildings were designed to last thirty to fifty years depending on the type of construction used. Most of the campus' permanent buildings are between thirty-nine and forty-eight years old. The modular buildings are designed with a ten to fifteen year life span and most on campus are over twenty-five years old. All of these buildings need to be replaced in the future.

PARKING
The San Marcos Campus has a total of 4515 parking spaces, spread out among twenty-two parking lots. The parking lots are generally located around the perimeter of the campus. The campus has located "Handicapped Spaces" as close to the main sidewalks and buildings as possible in order to comply with the requirements of the Americans with Disabilities Act (ADA). There are two dirt areas that are used for overflow parking during the first two weeks of each semester.

Parking Ratio
Adequate parking at a community college is usually expressed in a ratio of students per parking space. This ratio is calculated by dividing the total number students by the total number of parking spaces. California Community Colleges commonly use a parking ratio between 4.0 and 6.0. Although a ratio of 5.0 may be acceptable, a ratio of 4.0 may be more appropriate. This ratio reduces the frustrations and complaints regarding parking.
The San Marcos Campus currently has a 4.7 parking ratio and in a recent student and staff survey the improvement of parking was in the top five areas that need to be addressed.



Map 4.12

Safety & Security

Safety and security are important on any community college campus. The presence of law enforcement and established safety procedures are a part of a comprehensive safety plan. The facilities; the buildings, the landscape and the location, design and lighting of parking lots and walkways are factors in the overall safety of a campus.

Campus Police and an active Safety and Security Committee are cornerstones of Palomar's safety program. Future construction projects must be designed to provide the maximum security possible. Considerations must include adequate exterior lighting for parking lots and walkways, elimination of secluded, heavily landscaped areas, introduction of highly visible open areas and easily securable buildings.

Master Planning Recommendations

The following suggestions would improve the San Marcos Campus Facilities and should be considered in any future building projects.

- Design Instructional Buildings to include faculty offices and workspaces in close proximity to classrooms.
- Address the need for large, open access computer labs that would be available to student use during non-class times.
- Design "smart" classrooms capable of supporting cutting edge audio-visual, multimedia, computer access for students, and flexible to accommodate a variety of instructional delivery styles.
- Provide adequate restroom facilities in convenient locations for 25,000 students.
- Provide sufficient storage in every facility.
- Develop and implement a campus way finding system.
- Design energy efficient buildings.
- Design low maintenance buildings to last 50 years.
- Design multi-story buildings that maximize floor space and minimize land use.
- Develop a Master Plan for Parking that includes improvements to existing lots and new lots that maximize space efficiencies, increase lighting level, minimize maintenance, and provide appropriate storm water run-off controls.
- Develop a Landscaping Plan that minimizes maintenance, utilizes drought resistant plants, and does not create future safety problems.
- Design and implement vehicle pathways that allow maintenance vehicles to service the campus, without interfering with pedestrian traffic.

Escondido Center

Introduction

The Escondido Center is a district owned, state-approved Educational Center located at 1951 East Valley Parkway in the City of Escondido. The site is at the corner of East Valley Parkway and Midway Drive in an area east of downtown Escondido. The facility was originally a shopping center. General education classes are offered as well as specialty focus programs such as EME, ESL, CISCO and workforce training. The Center also serves as an overflow site for the San Marcos Campus.

Location

Although the Escondido Center is readily accessible to the surrounding community, the location is not easily accessible to a freeway or major highway. It is approximately a 10-15 minute drive from the I-15. It is convenient to residents in the area and those using public transportation, as the Escondido Center is adjacent to a bus transfer site. Much of the immediate area is residential and commercial.

Facilities

The facility is illustrated in map 5.13. It consists of four buildings clustered around a parking lot. The overall site is 6.7 acres.

Two of the buildings are used by the college and have been reconstructed to comply with DSA requirements. The other two buildings are leased out to commercial tenants.

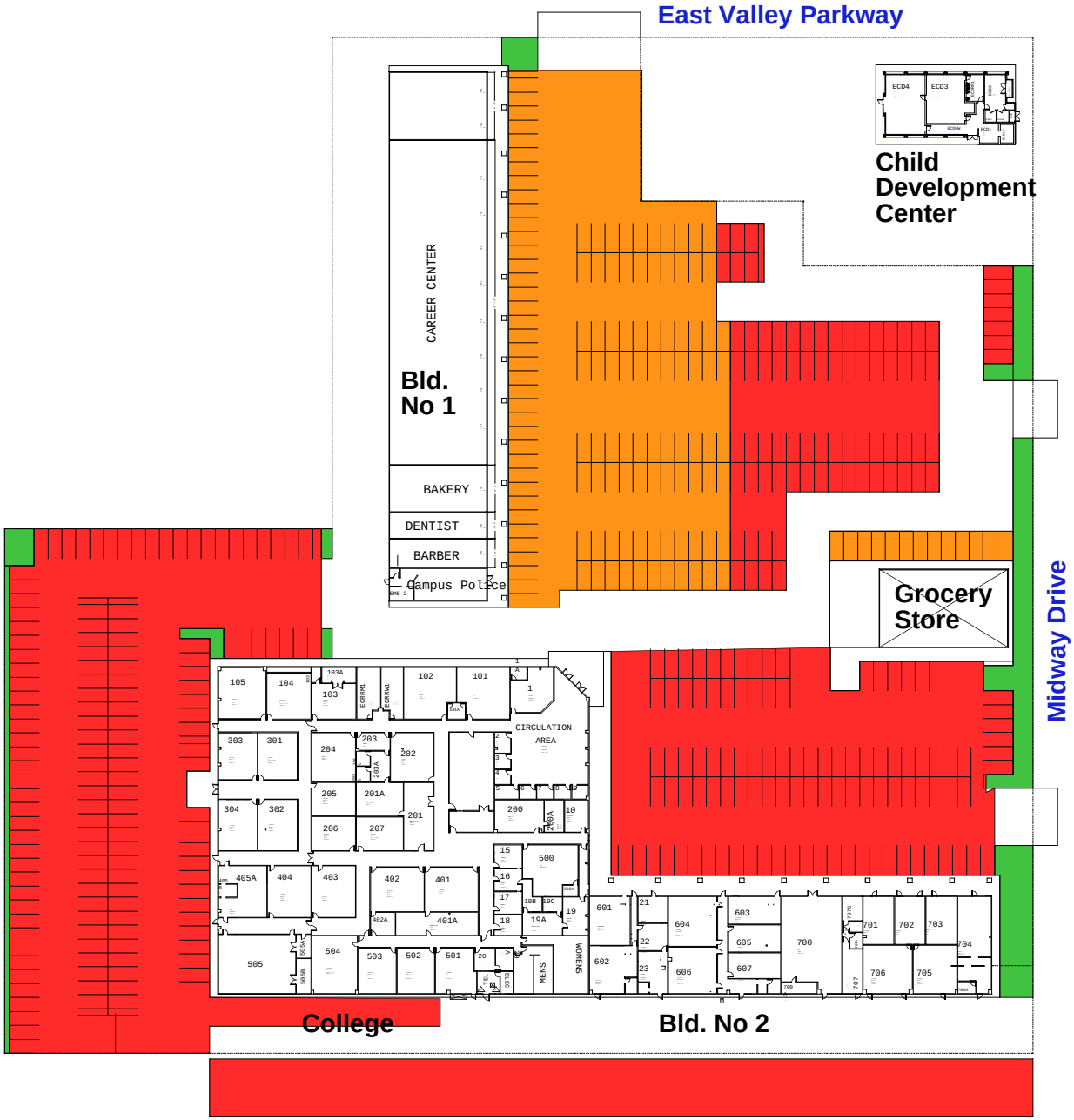
The primary instructional facility is situated within the largest building. Classrooms, laboratories as well as student services facilities, library, bookstore and food service are housed there.

The second building on the site houses the Child Development Center and is located at the northeast corner of the property.

The main instructional building is at maximum capacity for its electrical service. The District has applied and received Scheduled Maintenance funding to remedy the deficiency.

Capacity

The center has a total of 43,042 Assignable Square Feet (ASF), Instructional space accounts for 34,479 ASF. That amount of space is capable of supporting a capacity of 60,688 WSCH. Fall 2001 enrollment was 5,938 and produced a WSCH of 30,989. The facility is underutilized according to State Standards and an additional analysis on the use of the facility is used is required.



CURRENT PARKING COUNT

Student:	489 stalls
Staff:	29 stalls
Disabled:	16 stalls
Police:	03 stalls
Visitors:	04 stalls
Total:	541 stalls

CURRENT PARKING LOAD

College 60049 S.F. at 5%

Staff:	29 stalls
Disabled:	16 stalls

Business Parking

College Parking

Escondido Center Parking

Spencer/Hoskins associates

Palomar Community College District

Escondido Center

Map 4.13

Center Architecture

The facility gets its character from its shopping center "roots". As such, it does not look particularly "collegiate" in the traditional sense. Built in the 1970's, the Mission Style architecture of the facility is evident (see Escondido Center main entrance image 5.8). One of the major goals of California's Community College is accessibility to the communities they serve. The Escondido Center attracts many first time "college" students who may be intimated by a traditional, formal campus.

Image 4.14
Escondido Center main entrance

Parking

The inherent challenge faced when converting a Shopping Center into an Educational Center is parking. Formulas used to derive parking capacity for Shopping Centers are much different than those used for colleges. Students tend to remain on campus longer than a shopper would a similar size retail facility.

Applying the highest acceptable California College parking ratio of 6:1 against the present 541 stalls calculates out to a parking capacity of 3,250 students. Recent enrollments far exceed that. Experience at the Center confirms there is insufficient parking at the Center. The parking shortage limits future growth at the Escondido Center.

Programs

The Educational Master Plan does not provide detailed educational programming for each site. Instead is covers each program or discipline from the viewpoint of the district at large. There is no educational plan that "drives" the Escondido Center.

During Fall 2001 semester, the Escondido Center offered 350 classes serving 52 academic disciplines. Class offerings included the core curriculum for an Associate in Arts Degree. Specialized programs located at the Center include:

- Emergency Medical Education
- Medical Assisting
- English as a Second Language
- Supervision
- Travel Services
- Wastewater Technology
- Wastewater Treatment and Disposal
- Quality Assurance Technology

Student Services

The Center provides a wide range of student services including: Admissions and Records, Orientation, Assessment, Financial Aid, Tutoring, Health Services, Food Services, and a bookstore.

Other Services

The Escondido Center provides other services including a child development center, a satellite library, and a learning center.

Master Plan Recommendations

- Continue to function as an Educational Center on the present site.
- Limit student enrollment to 3,000 students based on parking and site constraints.
- Evaluate curriculum and services to provide best fit for the population served.
- Relocate Medical Assisting to the San Marcos Campus.
- Upgrade and expand the Library and Learning Center.
- Convert any unused space to asset management.

Selection of New Sites

Introduction

It is clear from previous chapters that additional educational facilities are needed if the Palomar Community College District is to reach its projected enrollment of 47,500 by the year 2022. Without building additional sites, the 2022 enrollments may not grow above 39,000. The search for new educational sites is not new to Palomar, but without a specific District master plan, the actual selection has never taken place.

An important purpose of this Master Plan, then, is to facilitate the process of choosing new sites for the future expansion of Palomar College. Because of the difficulty in obtaining funding, and keeping in mind that it is more cost effective to build facilities that have the potential of becoming a comprehensive campus, the primary goal of the Task Force was to determine where we could locate facilities to serve the greatest possible number of people.

Types of Instructional Venues

Consideration was given to all the following types of instructional venues for possible new sites:

- Rented Facilities
- Off-campus Center Operations
- Educational Centers
- Joint-use Centers
- Small Campus or Small College
- College
- Large College

Given the magnitude of the projected enrollment increase, it was decided that it was necessary to build either new educational centers, or new small campuses or small colleges. These were determined to be the most effective in terms of size or scale needed to address the needs of the underserved areas of the District. Given that decision, the Task Force generated four possible scenarios for the accommodation of enrollment growth through the year 2022.

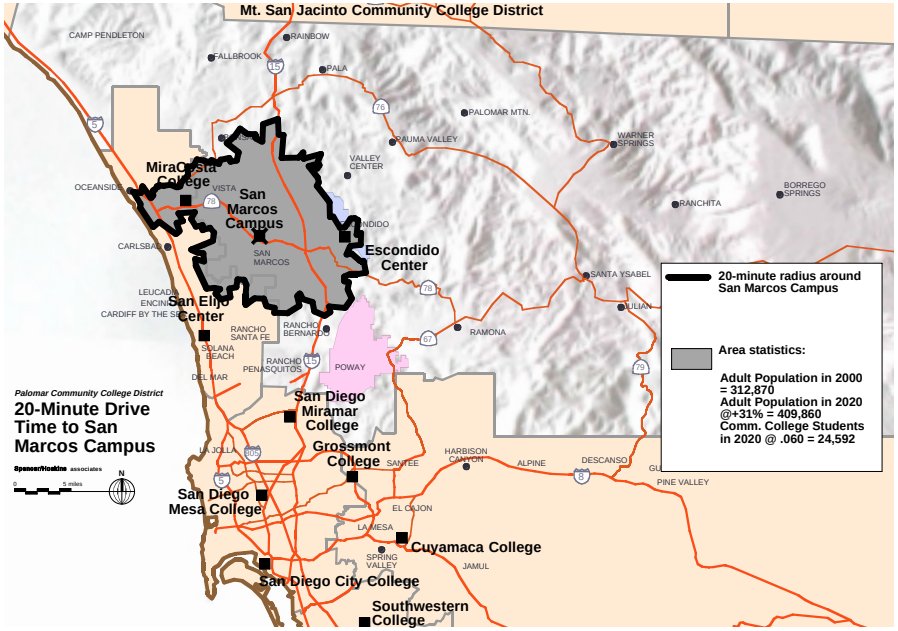
Four Possible Scenarios to Accommodate Growth through 2022

20-Minute Drive Time Profiles

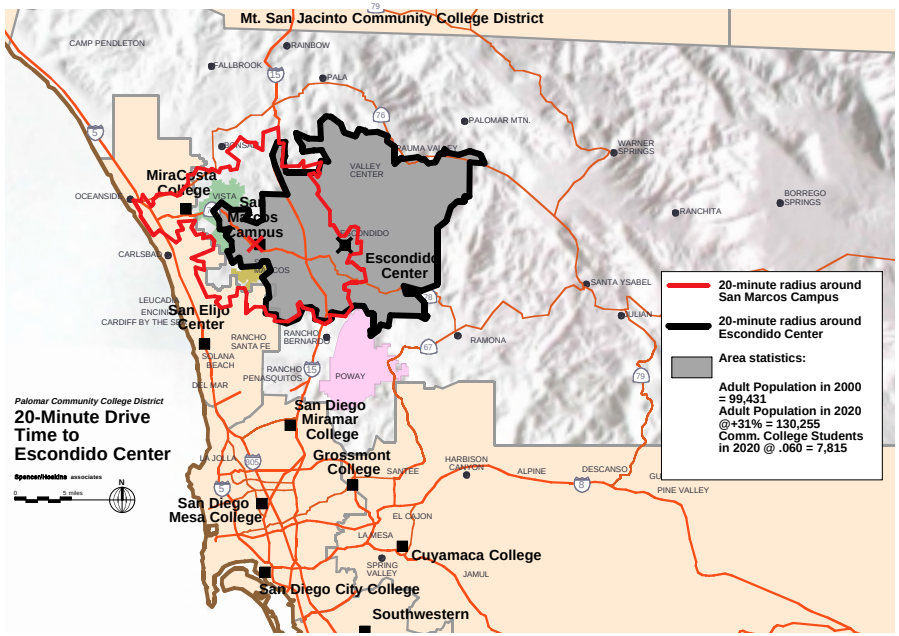
The decision as to the size and placement of new centers or campuses began with the investigation into the size of service area surrounding the potential new site. The particular location of a new campus or center will automatically define a service area surrounding it. If the campus or center is moved, the service area will also move. The greater the projected population within the service area, the more effective the new center or campus will be in serving potential students.

The size and shape of a community college service area is primarily defined by driving or transit times, rather than distance. Topography, population concentration (related to traffic congestion), and the availability of good quality roads and public transportation also affect the service area because they are also related to transit time. These factors combine to create service areas that have irregular shapes with boundaries that are extended along freeways and constricted along congested roads.

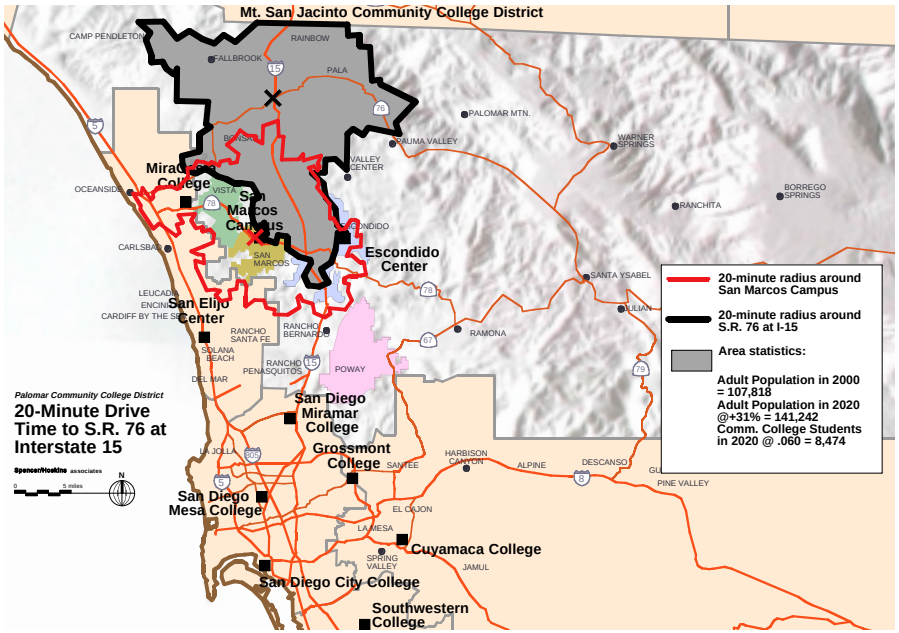
Using Geographic Information Systems (GIS) technology SANDAG was asked to use its database to generate 20-minute drive time profiles surrounding nine different locations within the Palomar Community College District. Four of these profiles are shown as examples on the following page. The profiles shown are for the AM commute to the location during the morning rush hour (PM studies were also done, but are not shown) to the following locations: 1) The San Marcos Campus, 2) The Escondido Center, 3) SR 76 at I-15 and, 4) SR 67 at Scripps Poway Parkway.



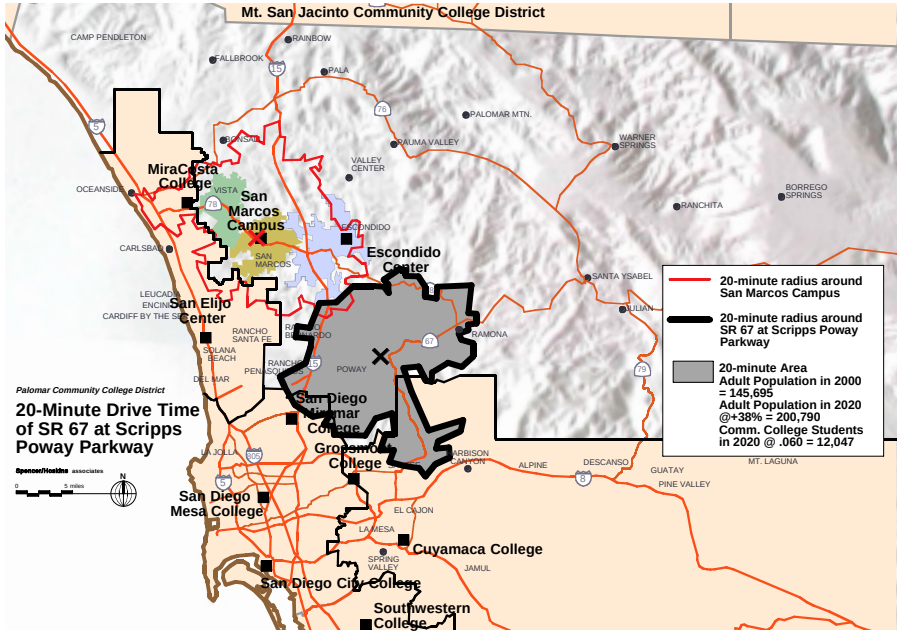
Map 5.1
San Marcos Campus 20-minute drive service area



Map 5.2
Escondido Center 20-minute drive service area with overlapping service area with San Marcos Campus



Map 5.3
20-minute drive service area for hypothetical East Poway site



Map 5.4
20-minute drive service area for hypothetical East Poway site

Location	Projected Adult Population 2020	Projected Students at 60/1000 rate 2020
San Marcos Campus	409,860	24,592
Escondido Center	130,255	7,815
Poway (Ted Williams Parkway at I-15)	206,971	12,418
Rancho Bernardo Drive at I-15	181,039	10,864
Deer Springs Road at I-15	229,123	* 13,747
SR 76 at I-15	141,242	8,474
Ramona Area at SR 78	60,891	3,653
San Pasqual Valley Road at Via Rancho Parkway	118,088	** 7,085
SR 67 Poway toward Ramona	200,790	12,047

Chart 5.1
Summary, 20-Minute Drive Time Demographic Projections and Participation Rates

Notes:
* The Deer Springs Road at I-15 resulted in an overlap for 8,723 students with the San Marcos Campus resulting in only 5,024 students from outside the San Marcos 20-minute drive radius.
** The San Pasqual Valley Road at Via Rancho Parkway resulted in an overlap of 5,170 students with the San Marcos Campus and only 1,915 outside the San Marcos Campus 20-minute drive radius.

Then, using these profiles, the District was able to project the adult population, and the potential student enrollment within each 20-minute drive time area. This data is summarized in the table above.

Site Selection Considerations

In choosing a site for an educational center or a small campus or small college, it is important to understand that CPEC has some suggestions as to the size of the parcel of land that should be purchased depending on the type of facility that a district is planning to construct. If a district wishes to build an educational center-always-to-remain-a-center, it is suggested that a minimum of 50 acres of land be purchased in order to accommodate the necessary educational facilities and parking. But if the the educational center is expected to grow into a small college or small campus, then it would be necessary to purchase a minimum of 80 to 100 acres for the facility. This is covered in more detail later in this chapter.

In addition, there are several non-CPEC items that should be considered before choosing the sites for new facilities. 1) The availability of affordable and usable land without significant environmental limitations, 2) Large acreage, preferably with single owners, 3) Sites located in un-congested areas with convenient freeway/highway and transportation access, 4) The site should be located within a 20 to 30-minute drive time of enough potential students to support a center or campus or college, and 5) New sites should not detract from the growth of existing campuses.

The Scenarios

Keeping in mind both the requirement for large parcels of land and the 20-minute drive time studies, the following are the four most feasible scenarios considered by the Task Force for the placement of new centers or campuses within the District:

Scenario 0- No New Sites

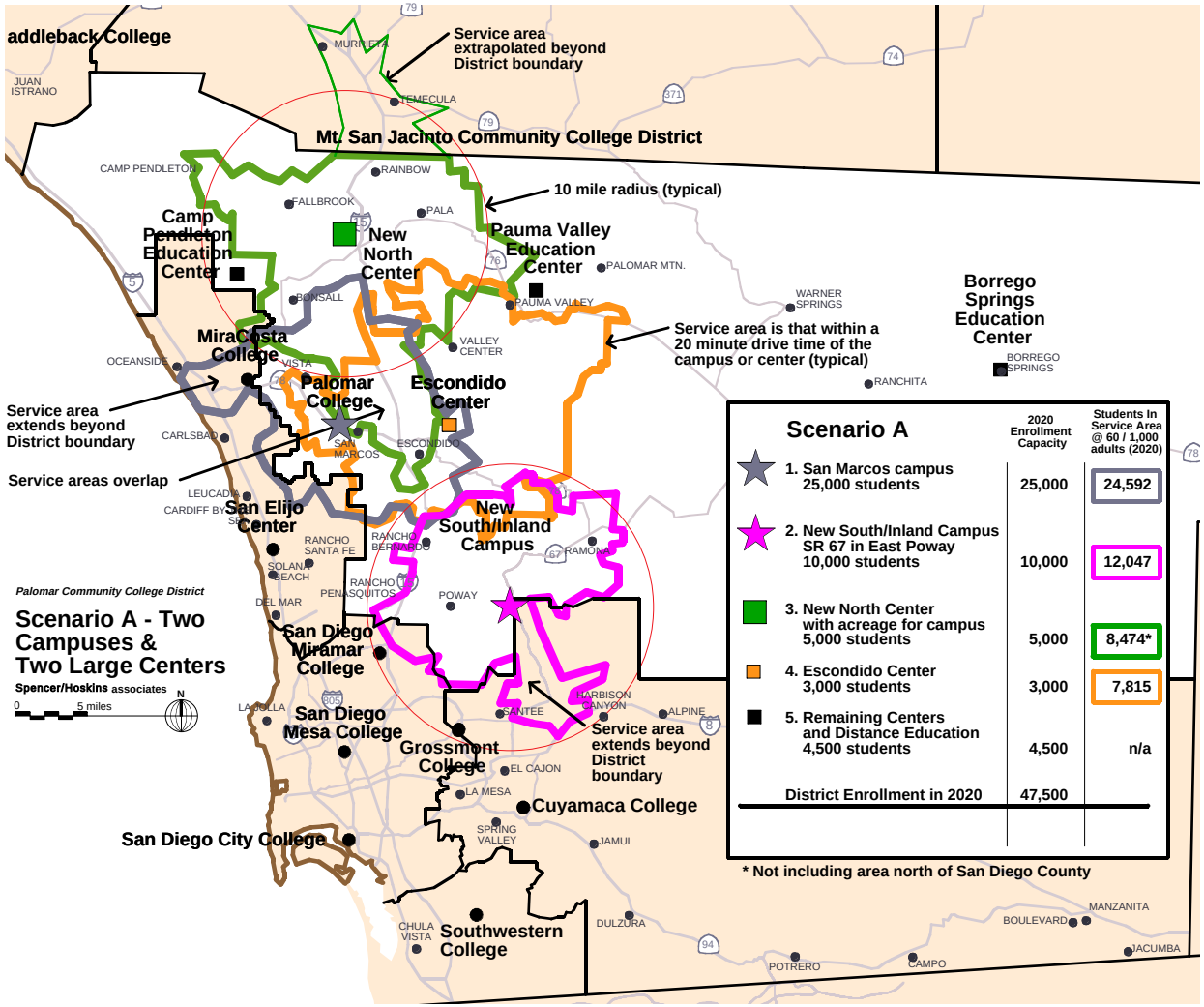
In this scenario the San Marcos Campus would be forced to grow to accommodate 30,000-plus students by the addition of several new high-rise buildings and parking structures. Because the Escondido Center has already reached its theoretical maximum it would continue to serve 6,000 students. The rest of the District enrollment, about 3,000 students, would be generated at the various other sites throughout the District.

Because this scenario will only serve about 39,000 out of the 47,500 potential students in 2022, it will leave 8,500 unserved.

No drawing is provided for this scenario because it would not change the present location of district facilities.

Scenario A- New North Center and New South Campus

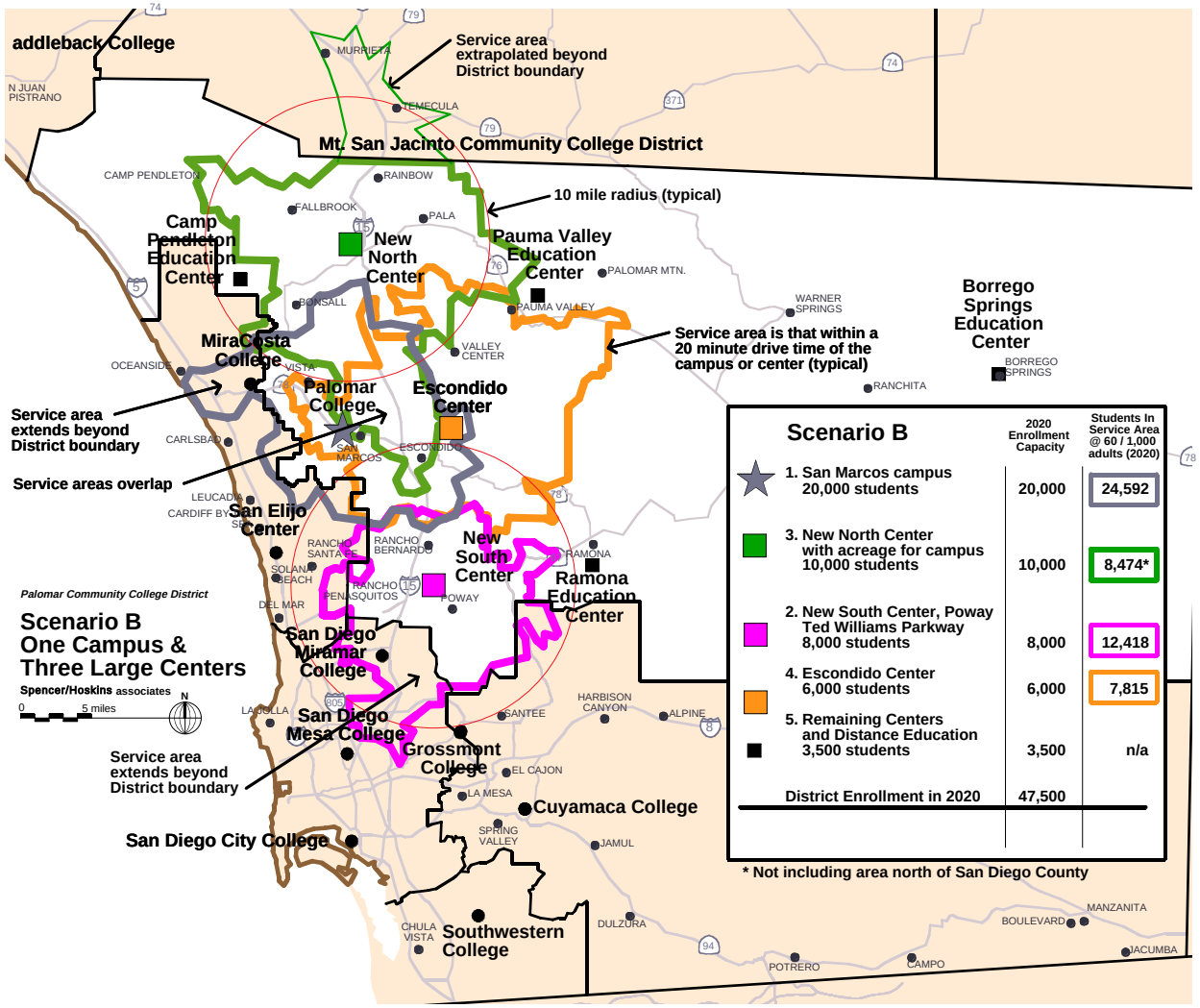
Scenario A, map 5.5, would expand the San Marcos Campus to serve 25,000 students. As soon as possible the District would purchase at least 100 acres in the south of the District and build a campus enrolling 10,000 students. In the north, the District would purchase enough acreage, 80-100 acres, to build an education center that may eventually grow into a third campus. The north education center would initially be built to house 5,000 students while the Escondido Center would be scaled back to an outreach operation serving 3,000 students. Distance education along with the remaining outreach centers at Camp Pendleton and at the local High Schools would serve an additional 4,500 students for a total District enrollment of 47,500.



Map 5.5
Scenario A

Scenario B- Two Large Centers, One in the North and One in the South

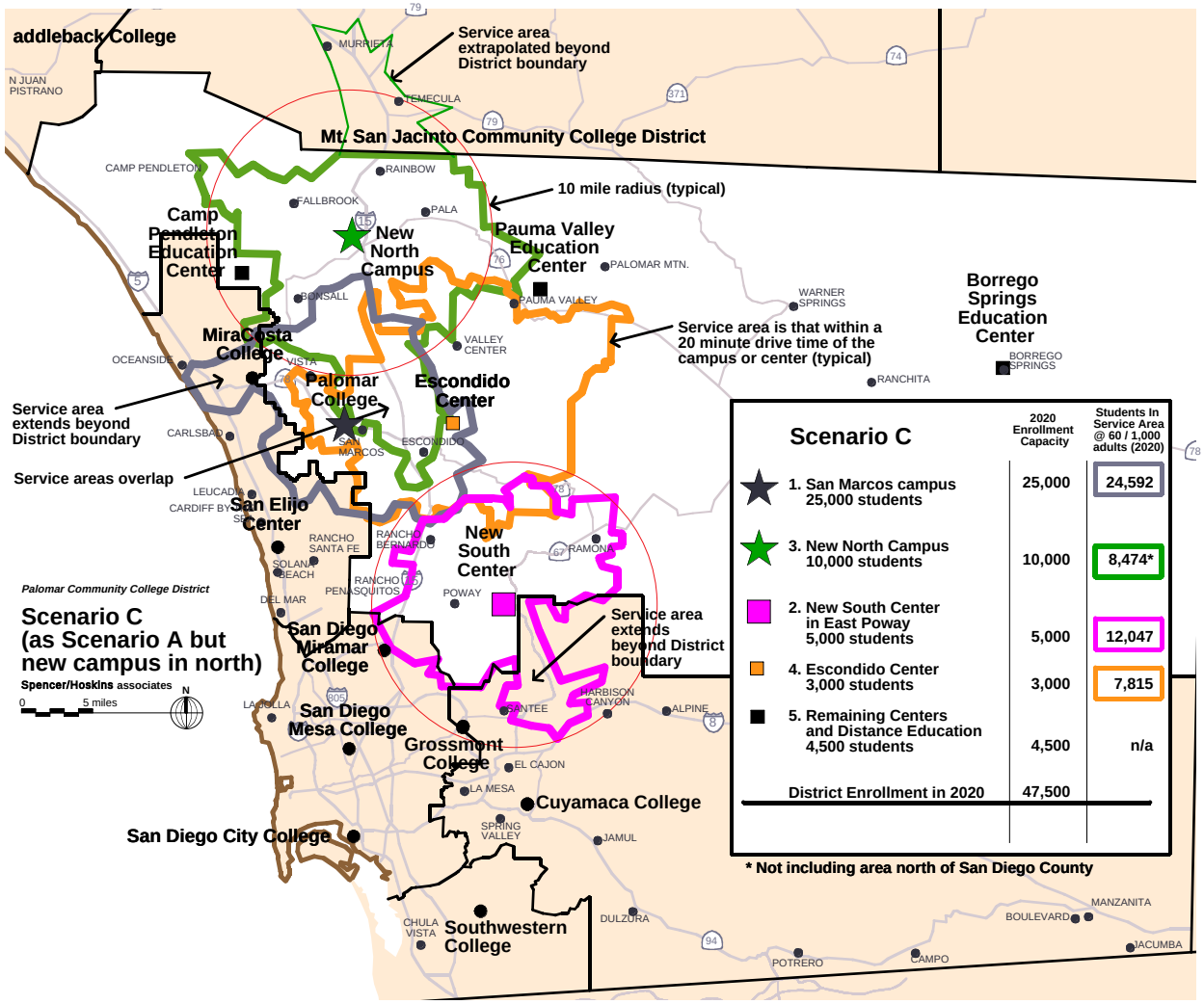
Scenario B, map 5.6, creates two new large centers by the year 2022. The new center in the north would accommodate 10,000 students and the new center in the south would have facilities for 8,000 students. The District would attempt to purchase up to 100 acres for the north center with the plan to eventually grow the center into a campus. The south center would be located near central Poway with the plan that it would always remain a center because of its location and the lack of available land for a campus in central Poway. The San Marcos Campus would be held to 20,000 students while allowing the Escondido Center to remain at 6,000 students. Distance education along with the remaining outreach centers at Camp Pendleton and at the local High Schools would serve an additional 3,500 students for a total District enrollment of 47,500.



Map 5.6
Scenario B

Scenario C- New North Campus and New South Center

Scenario C, map 5.7 would construct a new campus in the north and a new education center in the south. Roughly the reverse of Scenario A, Scenario C would expand the San Marcos Campus to serve 25,000 students. As soon as possible the District would purchase at least 100 acres in the north of the District and build a campus enrolling 10,000 students. In the south, the District would purchase enough acreage, 80-100 acres, to build an education center that may eventually grow into a third campus. The south education center would initially be built to house 5,000 students while the Escondido Center would be scaled back to an outreach operation serving 3,000 students. Distance education along with the remaining outreach centers at Camp Pendleton and at the local High Schools would serve an additional 4,500 students for a total District enrollment of 47,500.



Map 5.7
Scenario C

Decision of the Governing Board

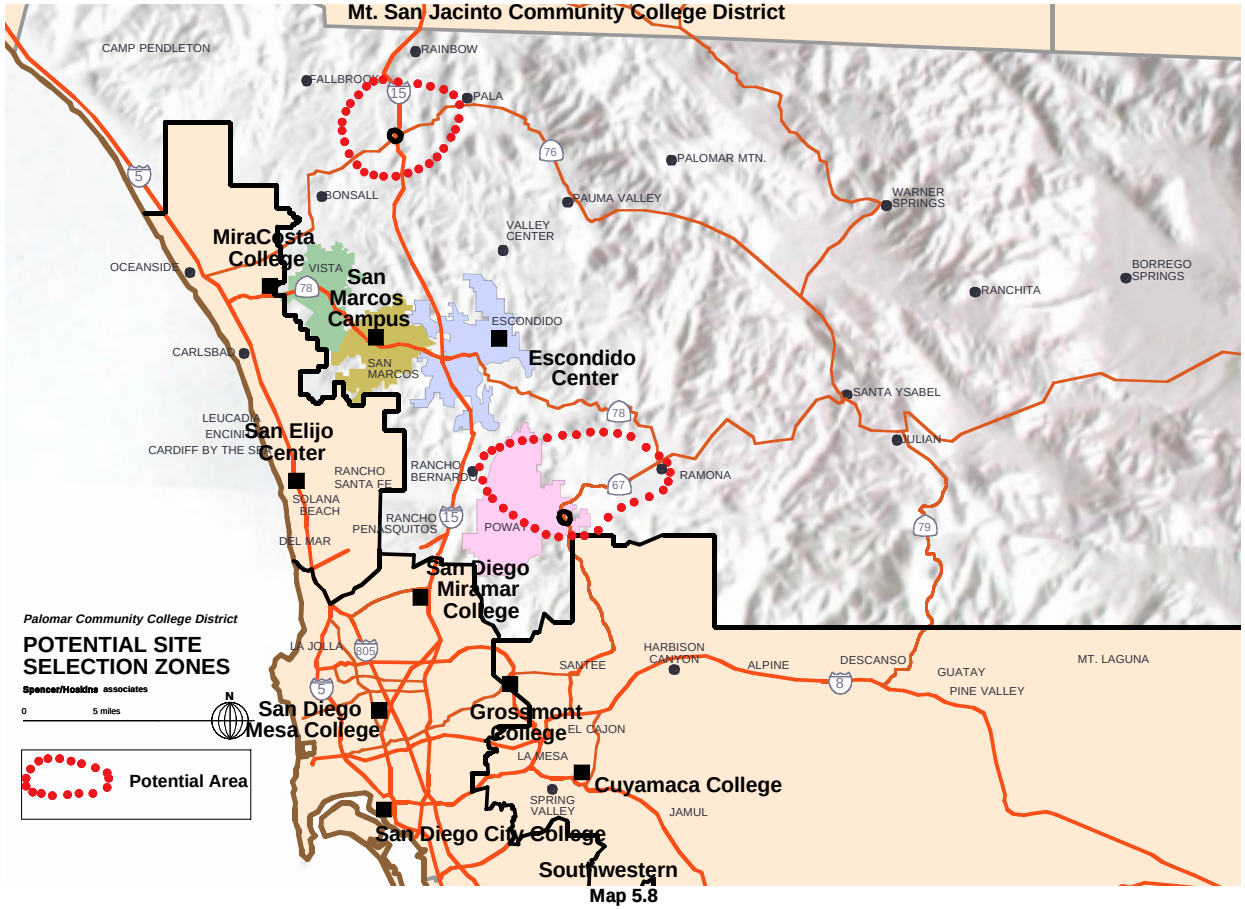
At their meeting on December 10, 2002, the Palomar College Governing Board approved planning for a new District structure by the year 2022. Assuming a total District enrollment of 47,500 students, this new District structure will require expanding the San Marcos Campus to an enrollment of at least 25,000 students, purchasing land that would allow the District 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 the existing centers and sites as needed. (In a sense, they decided to explore either Scenario A or Scenario C.) This decision will require the purchase of land in the north and in the south where the District will locate two educational centers. It is with the expectation that at least one of those centers will eventually grow into a campus or college.

Site Selection Zone

It is unrealistic to assume that the District will locate a site exactly at the pinpoint locations used for the GIS studies. In fact that would be unwise in that it could spur land speculation. A widened, more general selection zone is more appropriate. Map 5.8 illustrates with a dotted line the potential site selection zones for the north and south sites.

North Selection Zone

At the north the zone extends around the Hwy 76 / I-15 location in a 3 to 5 mile radius. It is offset slightly to the north and east. The offset reflects the fact that a new campus should not be located too near the San Marcos Campus. At the same time, the zone should not extend too far north toward the Riverside County line because that would begin to impinge upon an adjacent college district. It also does not extend into downtown Fallbrook because its location behind a ridge is too isolated to serve all the other areas, particularly those to the east that are projected to be served.



Map 5.8

South Selection Zone

The south zone is larger and reflects the fact that the two principal communities intended to be served, Poway and Ramona, are spaced some distance apart. It also reflects the fact that other than Ramona, most of the area is close to a fully developed condition, and there are fewer choices for suitable properties.

The zone is similarly offset away from the service areas of existing in and out of district campuses. It is wider in the east-west direction than the service area of a campus within it will be. As such if a campus were located at either extreme, the area opposite will lie outside its service area. This is especially true for Ramona which is the only area currently well outside an existing campus's service area. Much of Poway and all of Rancho Bernardo already lie within the service areas of existing campuses. It is why an east Poway location would be the most favorable.

Site Selection Conclusions

Both zones were based in part on the GIS analysis. However, it should be noted that its data is ultimately based on human decisions. These statistics can and have in the past been proven wrong. In the end, the selection will need to consider other factors. The mountainous terrain in both areas can create a significant psychological as well as physical barrier to access.

One locale may make a greater commitment than another for a campus. But availability of suitable and affordable land is the ultimate determinant.

The south site may be most affected by this. The Poway area is already well along in its development. This may result in fewer choices and higher land costs. That may cause the search to be widened into other areas. Even in the north where there is still considerable open land, many of the most desirable properties nearest I-15 are being committed for other development.

Required Land and Facilities

Land Area Requirements

The following is a breakdown of the recommended land requirements for both sites. In addition to the permanent facilities, they include an allowance of space for temporary buildings and construction staging.

Temporary Buildings and Construction Staging

Temporary buildings have become "de rigueur" in community colleges in California because of the shortage of funding for permanent buildings. Serving as "swing" space in anticipation of permanent space, they require additional land. Construction at most community colleges also occurs in small increments instead of all at once. This requires still more land to accommodate construction staging and the necessary protective measures that allow the district to continue in operation during construction.

North Site

A facility in this location has an assumed build-out of 10,000 to 12,000 students. Such a size would be achieved perhaps a decade or two after 2022. It does not assume an increased rate of enrollment from out-of-district to the north as that area grows. The SANDAG data upon which enrollment projections were developed do not include Riverside County population.

The following is a breakdown of the land requirements:

- Parking & Access Roads 25 Acres
- Buildings 25 Acres
- Temporary Buildings and Const. Staging 5 Acres
- Outdoor P.E. 20 Acres
- Setbacks & Miscellaneous Open Space 5 Acres
- Total 80 Acres

It assumes an emphasis on general education and that specialized land-consuming workforce training programs will remain at the San Marcos Campus. Parking is based on a 4:1 ratio, students per stall. Buildings depending on the usage would be a mix of one and two story. The Outdoor P.E. allocation would reflect physical education and recreation usage rather than athletics.

South Site

This assumes that the new site is situated in accordance with the GIS criteria wherein it can achieve its potential build-out of 15,000 to 18,000 students.

The following is a breakdown of the land requirements:

- Parking & Access Roads 33 Acres
- Buildings 32 Acres
- Temporary Buildings and Const. Staging 5 Acres
- Outdoor P.E. 25 Acres
- Setbacks & Miscellaneous Open Space 5 Acres
- Total 100 Acres

Similar to the north site, this facility would be presumed to have an emphasis on general education but will support some athletics in addition to outdoor physical education. It reflects a similar suburban commuting population. But its size and proximity to larger communities with better public transportation will increase the parking ratio to 5:1. Buildings are presumed to be larger and with a higher percentage of multistory construction.

Building Space Required for Campus of 10,000 Students (100,000 WSCH)	GSF
100 Lecture (70,000 WSCH)	46,200
200 Laboratory (25,000 WSCH)	91,800
300 Office (200 FTEF)	58,300
400 Library	45,700
530 Audio Visual	17,500
520 Indoor P.E. (5,000 WSCH)	44,000
630 Food Service	13,200
660 Bookstore/Merchandising	10,300
650 Lounge	800
680 Meeting	1,500
710 Data Processing	1,700
720 Shop	5,100
730 Storage	4,100
610 Assembly	17,900
620 Exhibition	1,400
550 Child Development	8,400
540 Clinic	800
580 Field Building	1,000
580 Greenhouse	600
250 Independent Study	5,500
Other	2,100
Total	377,900

Chart 5.3

Building Space Requirements

The charts on this page provide a statistical model of the building space required for campuses in the two sizes being considered. The space is identified by the numeric room type designation used by the State Chancellor's Office. The first five, numbered 100 through 530, are calculated using Title V formulas. The others are not subject to Title V and are derived from average usage at existing campuses of various sizes.

With both sizes, the model assumes instructional space based on an average general education-type curriculum and that most of the workforce training programs will remain at the San Marcos and Escondido sites.

Centralized Operations

The Library and Audio Visual allocations assume a fully self-contained instead of a satellite-type operation. In the event of the latter where presumably the San Marcos Campus would serve as the central facility, the space allocations would be decreased and the balance shifted to the central facility.

Most of the other categories also presume a self-contained operation. But bookstores, maintenance and storage facilities, data processing, and administrative and business operations are also often centralized. The space allocations for those may also be commensurately decreased and shifted as necessary to a central facility.

North Site Building Space

The building space on the chart at the left would total about 375,000 to 380,000 GSF.

South Site Building Space

The building space on the chart at the right would total about 545,000 to 550,000 GSF.

Building Space Required for Campus of 15,000 Students (150,000 WSCH)	GSF
100 Lecture (105,000 WSCH)	69,300
200 Laboratory (37,500 WSCH)	137,700
300 Office (300 FTEF)	87,500
400 Library	62,900
530 Audio Visual	19,800
520 Indoor P.E. (7,500 WSCH)	63,000
630 Food Service	18,900
660 Bookstore/Merchandising	14,800
650 Lounge	1,200
680 Meeting	2,300
710 Data Processing	2,400
720 Shop	7,300
730 Storage	5,800
610 Assembly	24,600
620 Exhibition	2,100
550 Child Development	10,300
540 Clinic	1,300
580 Field Building	1,400
580 Greenhouse	900
250 Independent Study	7,900
Other	3,200
Total	544,600

Chart 5.4

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 Instruction, 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'Brian 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 sunshined 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.

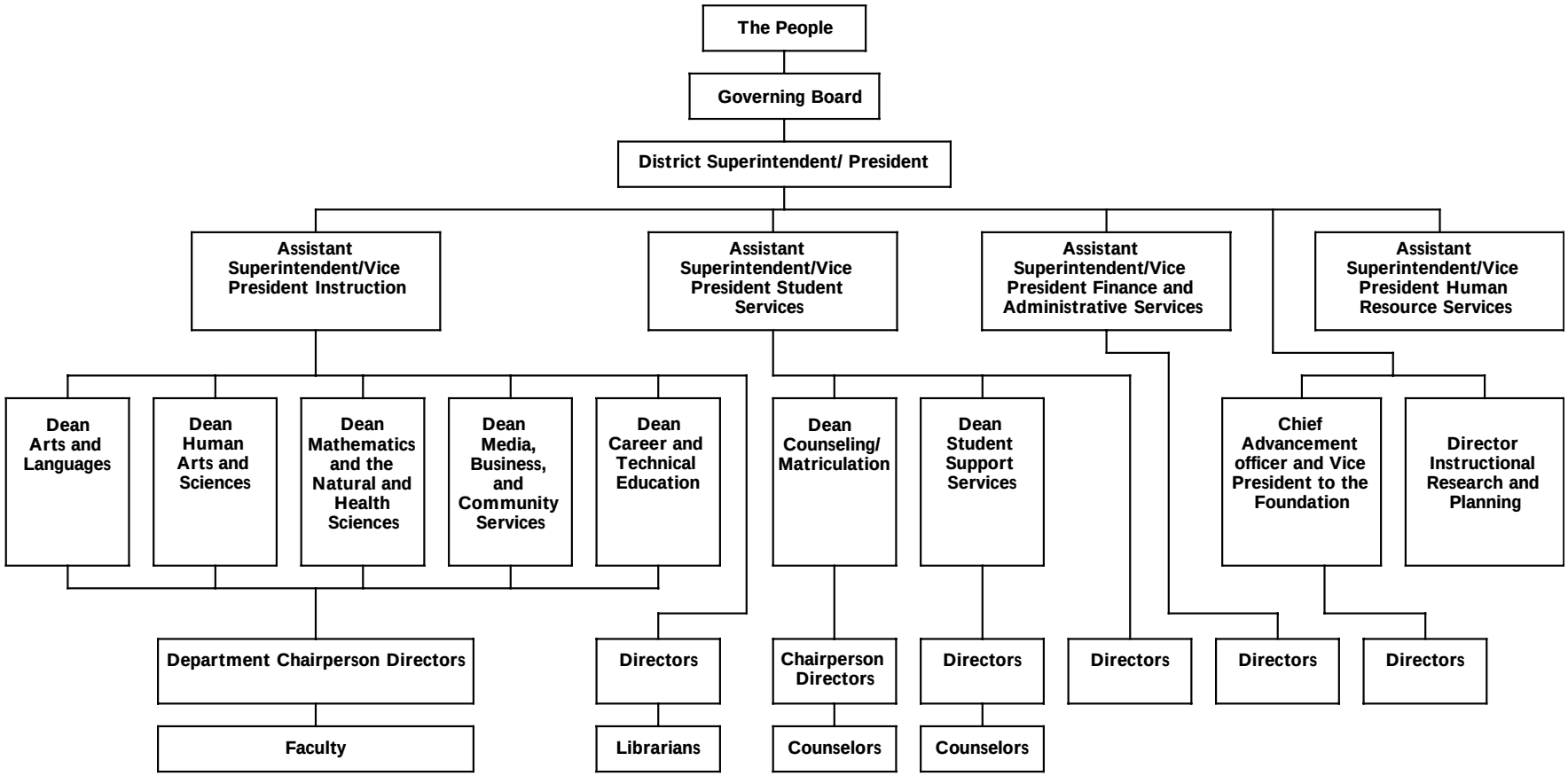
College Organization

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.

Table 4.1
Recommended District Configuration

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 Institutional 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 Institution 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 on 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), 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 integrates 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).

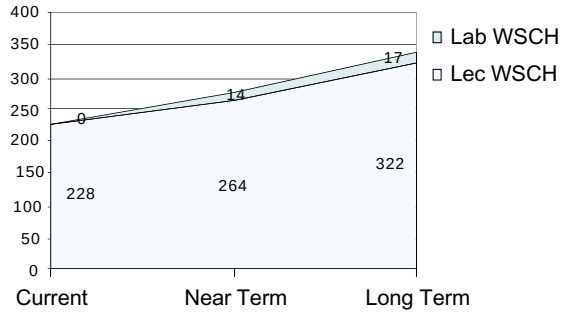
Comparing Library/Media Center staffing to the Minimum Standards for Libraries and Media Centers (California Education Code, paragraph 58724), and using a conservative district enrollment of 18,000 FTE, the staffing level for librarians (7 contract and 3 adjunct positions) approaches the standard of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

LIBRARY TECHNOLOGY



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. Videoconferencing 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 videoconference center established at the Escondido campus 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 preplanned 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 centers 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% reassigned 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.

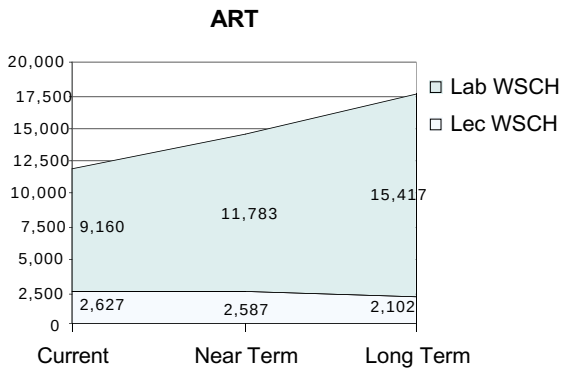


Image 6.8
English and History Classroom

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.

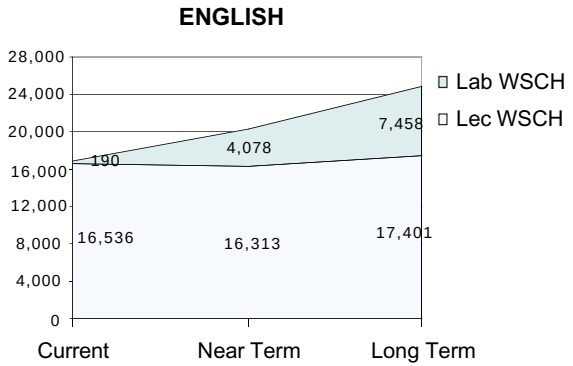
The English Department offered 15 literature classes Fall 2001 including both standard survey courses of particular interest to English majors and general interest courses designed for students with other majors. English majors and minors should take 12 units of these classes as electives towards the 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.

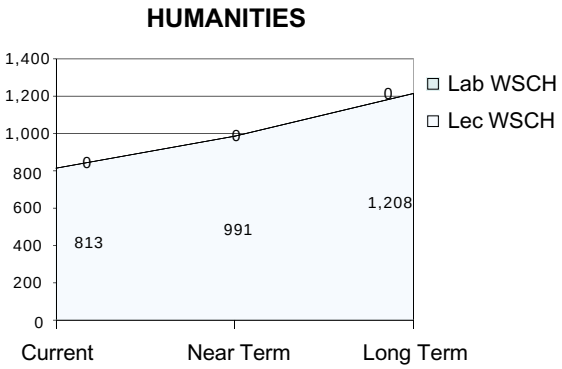
Future Development

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.





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

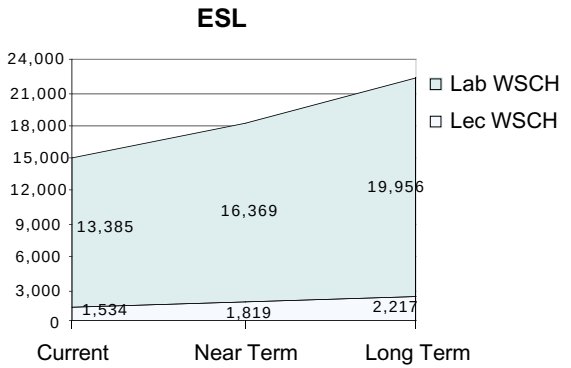
Although the program has an extensive waiting list (more than 300), and could grow very rapidly, classrooms are not available on either the Escondido or San Marcos Campus. The off-campus, non-credit, classes have more opportunities for growth. The primary restriction will be funding.

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.



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.

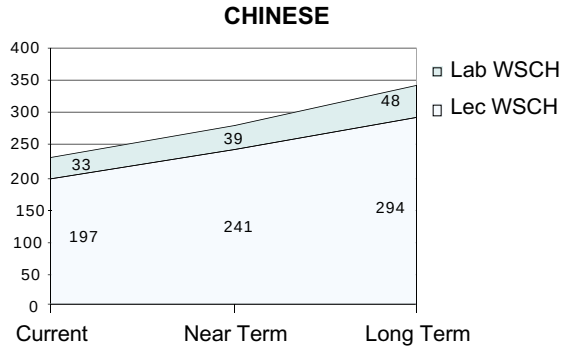
There are 22.7 FTE faculty in Foreign Languages, but only 9.6 contract faculty. The WSCH/FTEF ratio, Fall 2001, was 491.

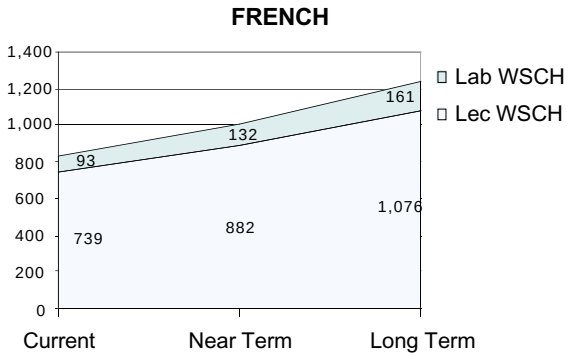
Future Development

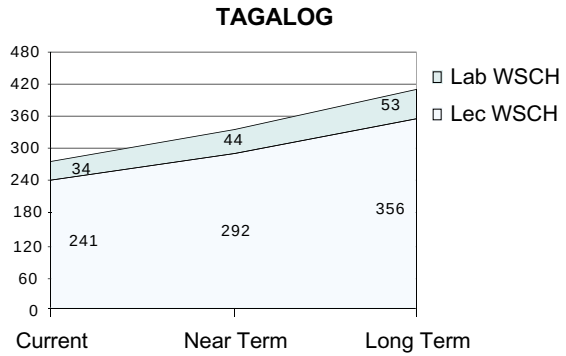
The department is developing A.A. degree programs in Spanish and French.The materials and equipment in the Language Lab are being assessed in order to use technology more effectively. The lab is required of all beginning language students and offers opportunities for Internet language practice as well 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.

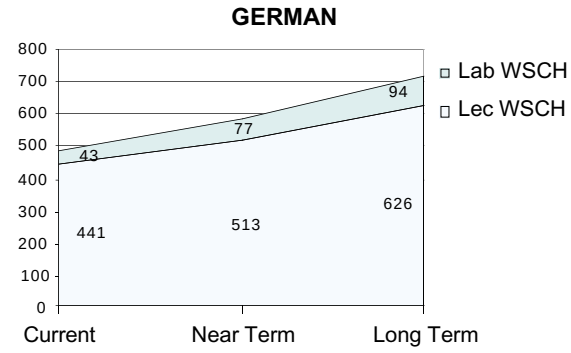
Minimum Facility Requirements for the Foreign Languages Department

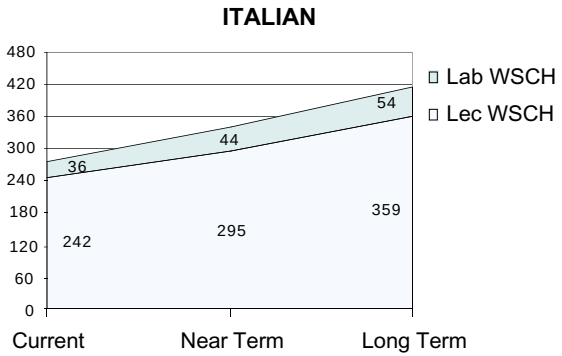
Foreign Language facilities on the San Marcos Campus are scheduled heavily as are additional classrooms around the campus. The greatest facility need is in semi-smart classrooms in order for faculty to take advantage of emerging technology in the classroom as well as in the lab. There is an immediate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

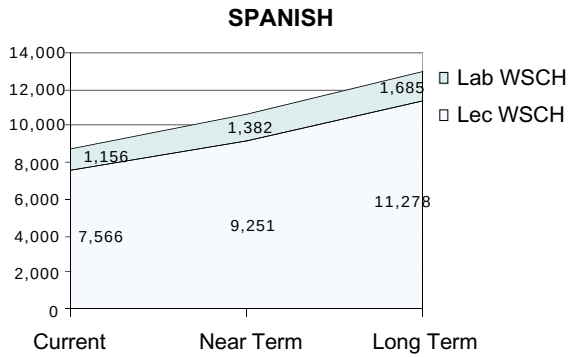


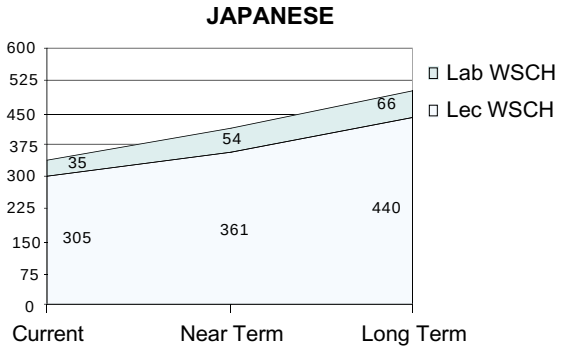


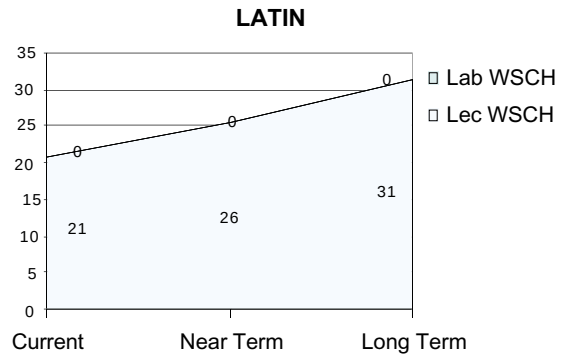












PERFORMING ARTS DEPARTMENT

Dance, Music, Theatre Arts

Program Description

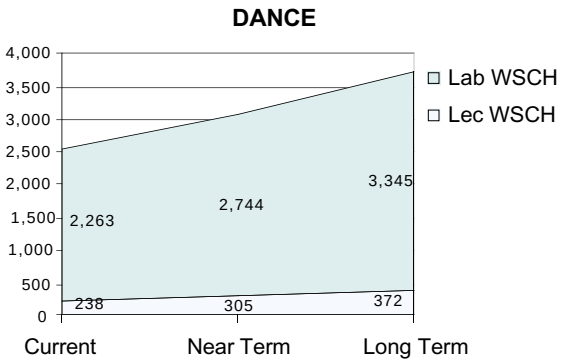
The Performing Arts Department combines three disciplines, Music, Theatre and Dance. Student-based performances in all disciplines both enhance instruction and serve the cultural needs of the community at large. Offering a total of 189 classes, more than half in the music area, the department as a whole 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/FTE 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.

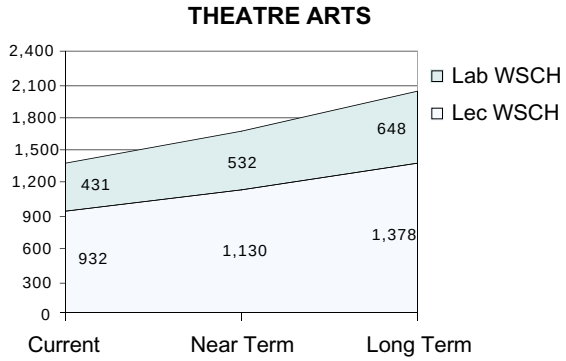
The performing arts at Palomar College have long had a reputation for quality. In addition to teaching students the aesthetic and practical aspects of the arts, the department uniquely represents the college to the community at large through a full season of performances, systematically attracting media 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

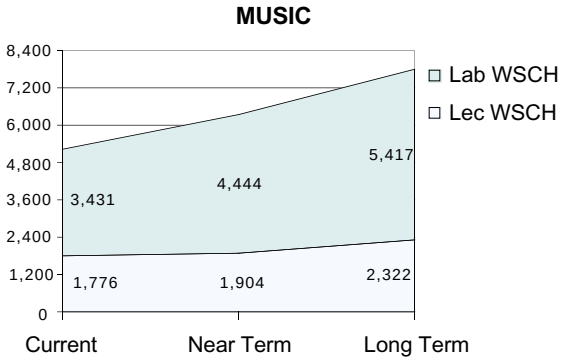
major dance shows, plus numerous smaller performances. The department regularly performs recruitment programs in the high schools.

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

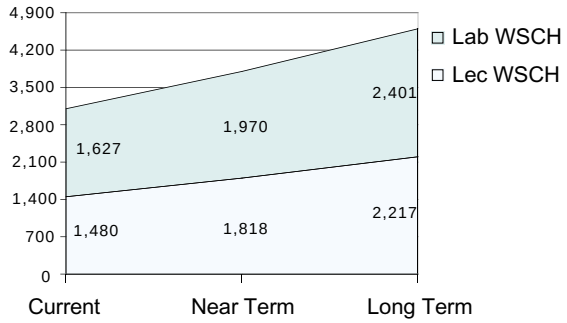
The Department makes extensive use of print, computer, and other technologies. A critical thinking/read-

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.

READING SERVICES



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.

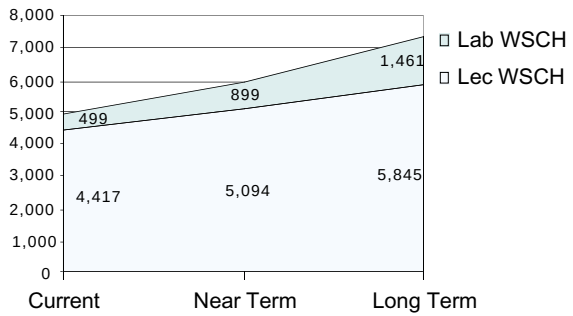
Future Development

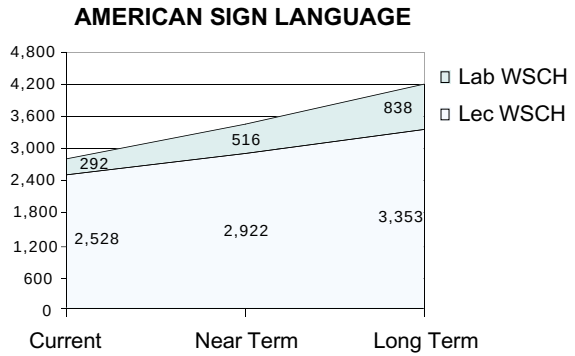
Speech Communication will continue to grow at a rate comparable to the college as a whole. Additional faculty will be needed to meet increasing student demand. The ASL lab use has increased substantially in its second year of operation. It needs to be reserved exclusively for lab use rather than serving 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.

SPEECH





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

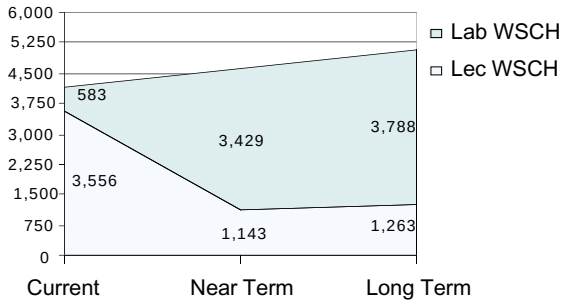
The Cooperative Education Program will grow commensurate with the growth of the college and likely stay at 1,000 to 1,200 students per semester.

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

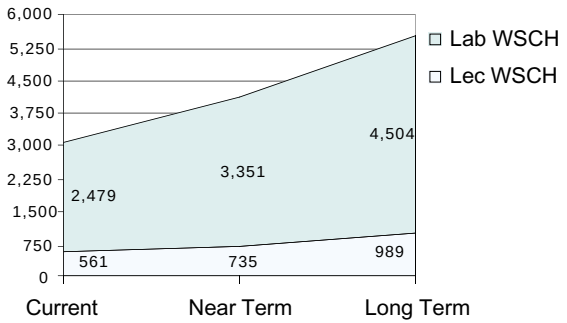
The Emergency Medical Education Department offers a variety of courses that prepares students in all elements of emergency medical services. Courses prepare students to take either the EMT-B and the EMT-P certification exam. Additional courses provide continuing education for seasoned professionals. 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 managment, 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

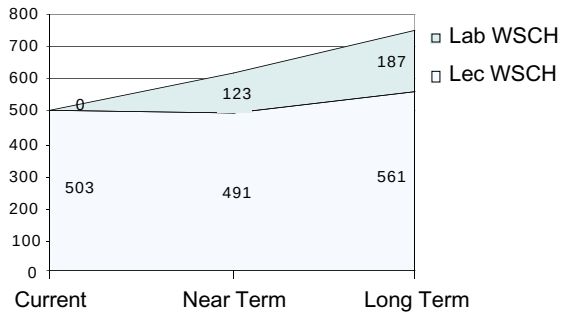
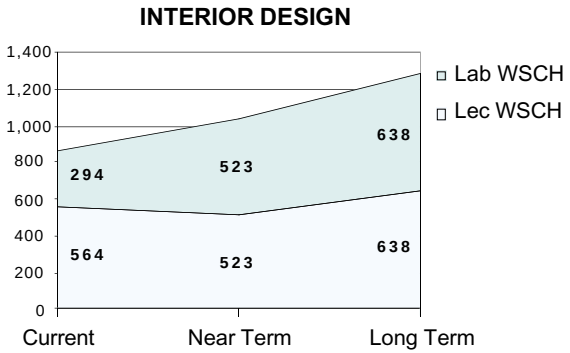
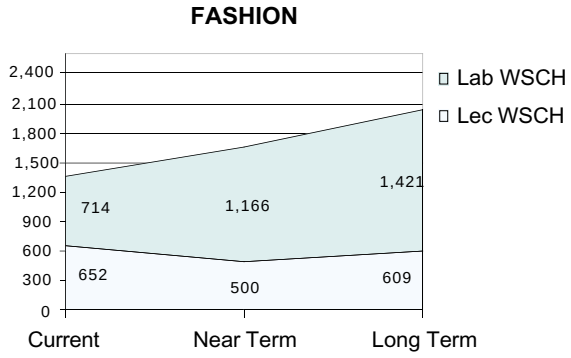
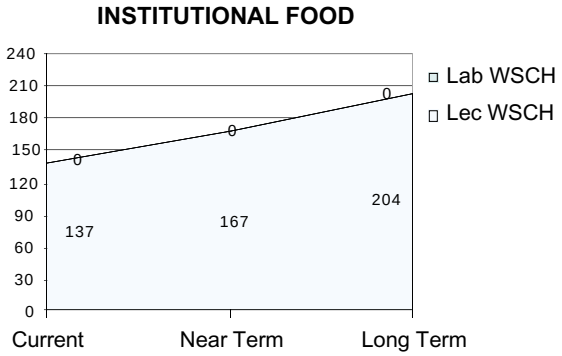


Image 6.9
FCS Temporary Building







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.

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

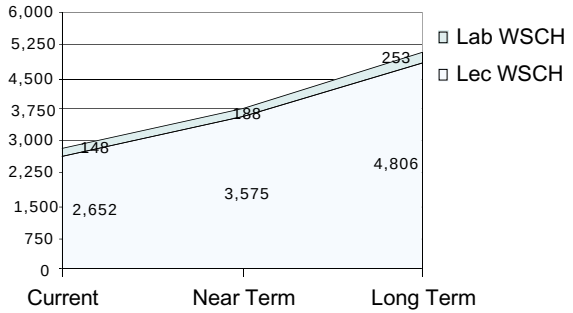
There are three (3) full-time Administration of Justice faculty members in Public Safety Programs. All faculty in the Fire Technology program are adjunct. To provide program continuity and better curriculum coordination, the unit has requested one full-time faculty member for this program.

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.

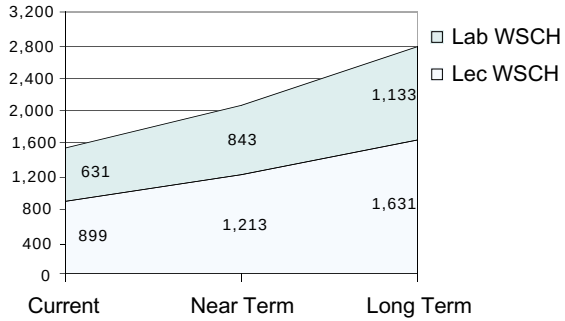
Minimum Facility Requirements for the Public Safety Programs

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



FIRE TECHNOLOGY



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

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 includes10 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 medial 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

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.

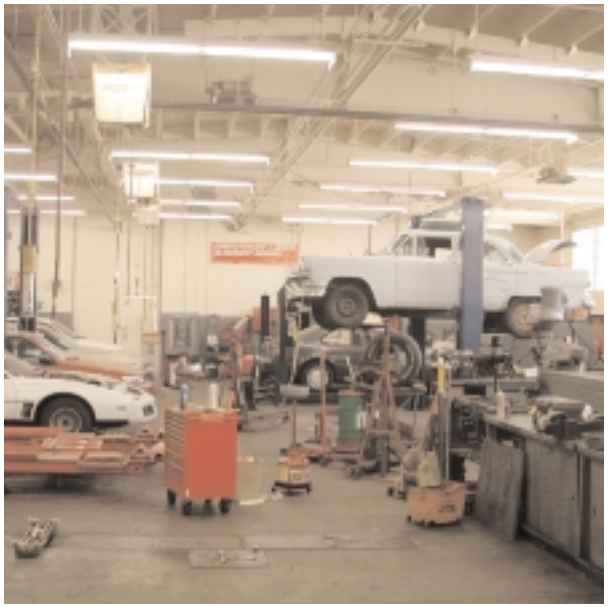
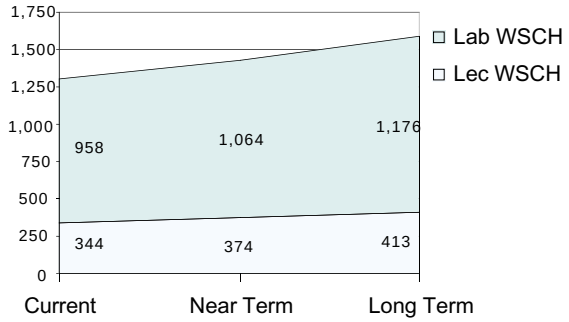
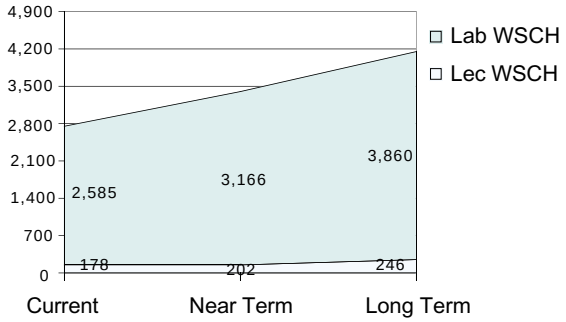


Image 6.11
N-13 Auto mechanics Laboratory and Shop

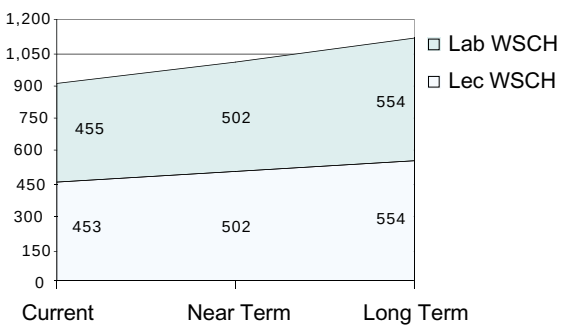
AUTOMOTIVE TECHNOLOGY



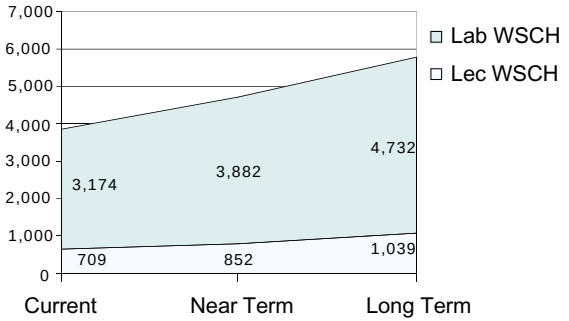
DRAFTING TECHNOLOGY



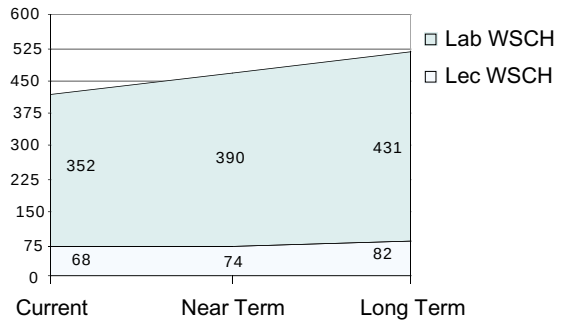
ECHT



CABINET & FURNITURE



DIESEL MECHANICS TECHNOLOGY

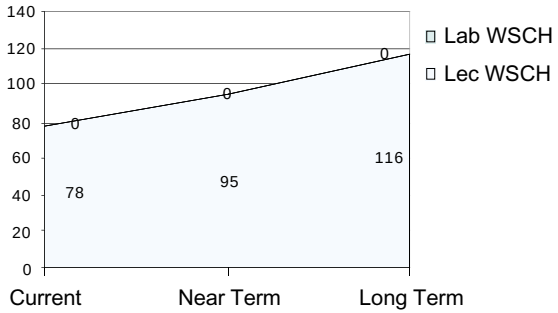


Minimum Facility Requirements for the Trade and Industry Department

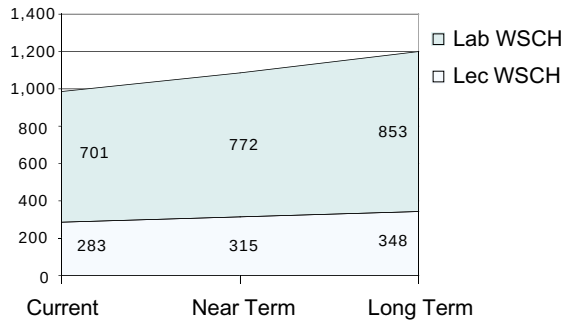
There is a great need for storage buildings for Diesel Technology and Cabinet & Furniture Technology. A centralized tool crib in the T Building would be so much more efficient and effective. Much time has been wasted begging for storage, writing grants, etc. There is an unmet need for a "design center" 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

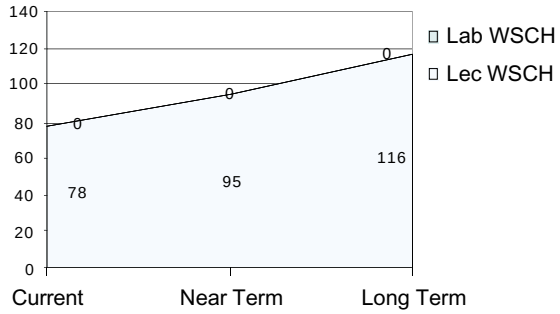
Program Description

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.

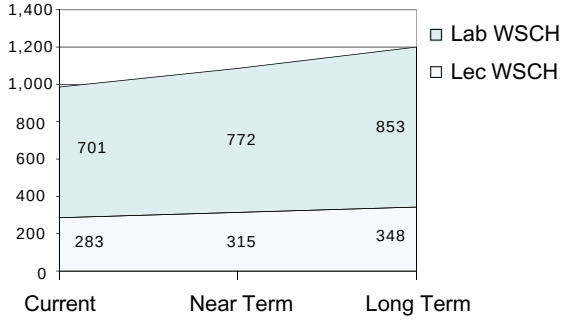
Future Development

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

INDUSTRIAL TECHNOLOGY



WELDING TECHNOLOGY



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.

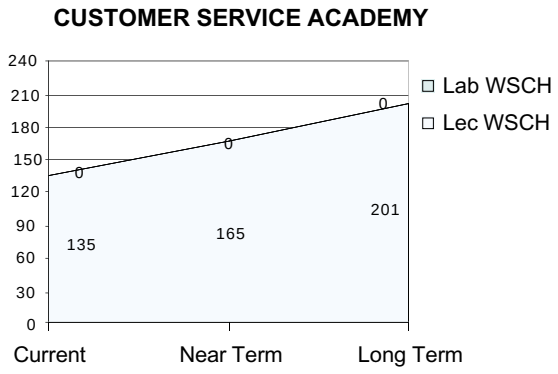
Environmental Technology

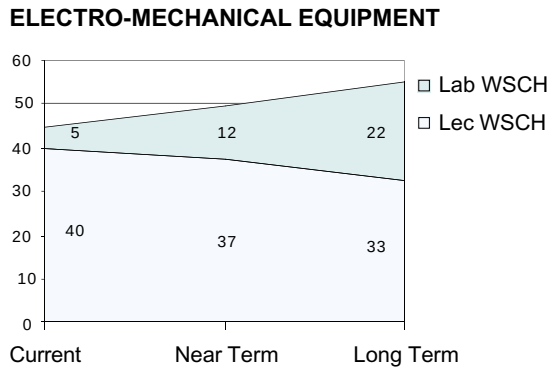
Program Description

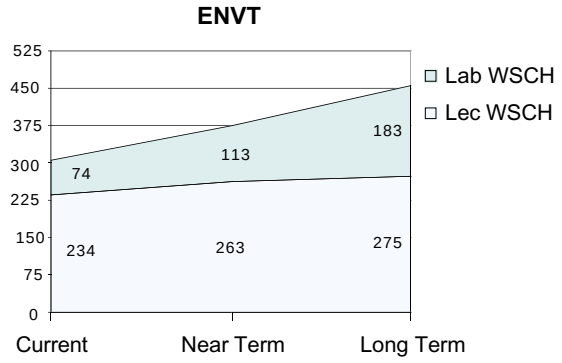
Environmental Technology is designed to provide entry-level skills for a variety of regulatory and/or protection opportunities in the environmental field. The program focuses on hazardous materials and hazardous waste, and includes courses in chemistry, geography and zoology. The program currently utilizes 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.







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

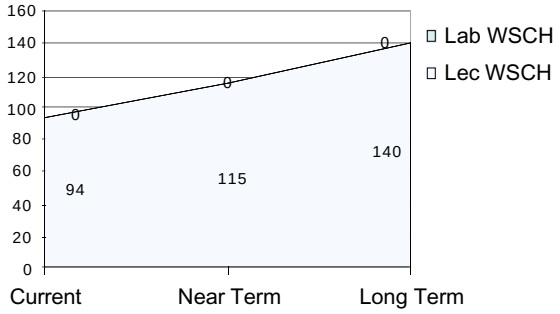
Program Description

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.

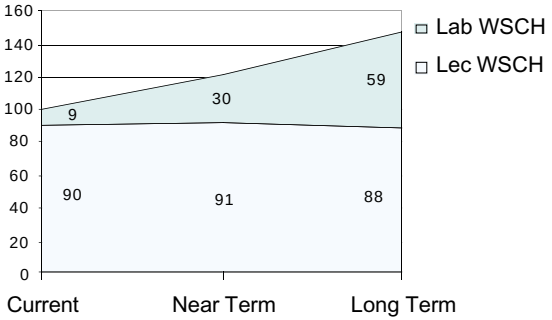
Future Development

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.

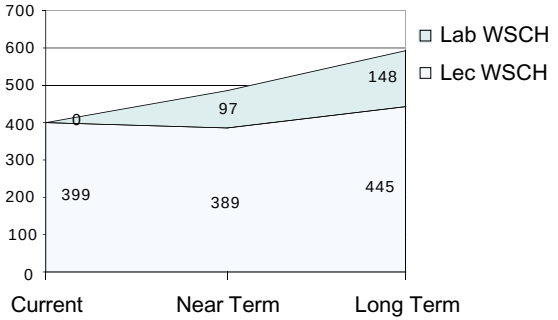
RECREATION



PUBLIC WORKS MANAGEMENT



QUALITY ASSURANCE TECHNOLOGY



Surveying

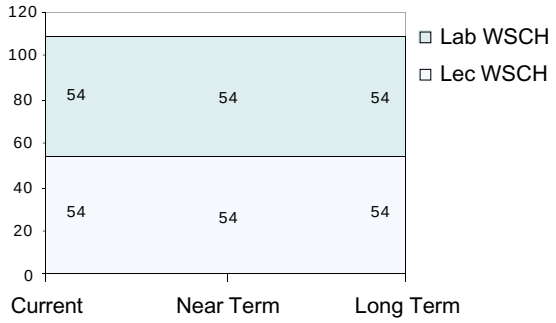
Program Description

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.

SURVEYING



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.

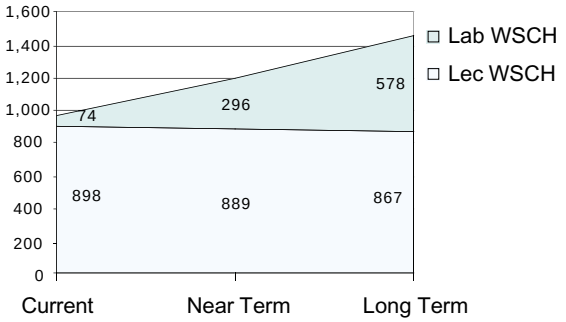
In addition to the certification requirements, water district employees will be required to earn continuing education units. To meet this need, the department, in conjunction with the water districts, is planning to develop non-credit positive attendance workshops.

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.

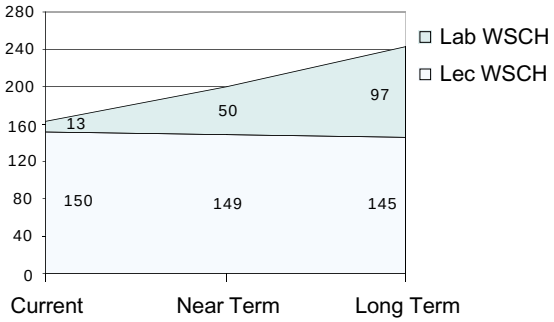
WATER TECHNOLOGY EDUCATION



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.

WASTEWATER TECHNICAL ED.



Apprenticeship Training

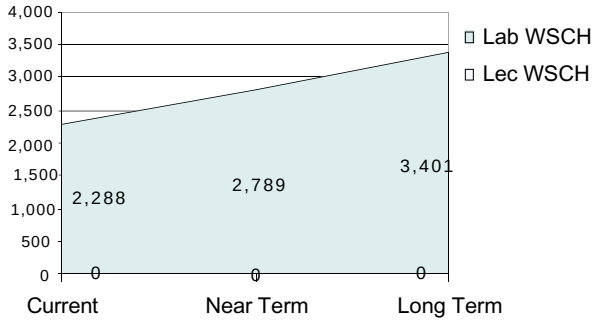
Program Description

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 Journeyperson 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.

APPRENTICESHIP (WORK EXPER. ONLY)



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.

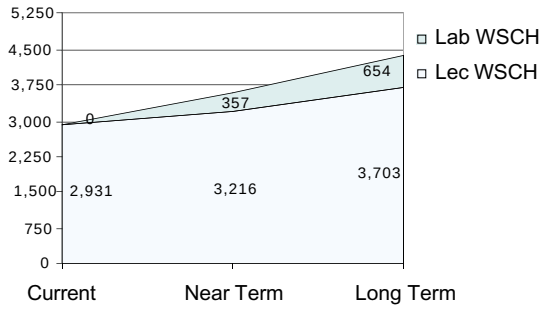
Future Development

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.

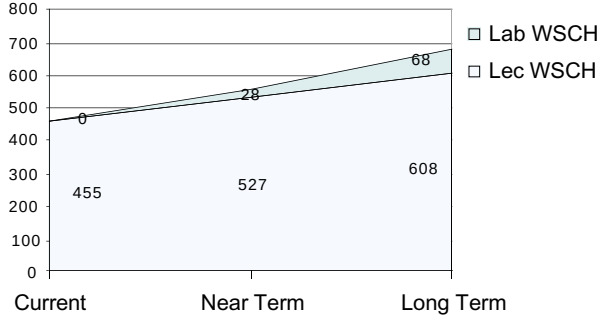
Minimum Facility Requirements for the American Indian Studies Department

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

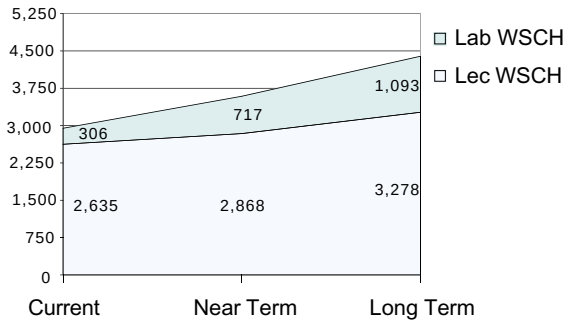
Anthropology is a comprehensive program within the Behavioral Sciences Department. The Archaeology Program is a significant component of Anthropology. Anthropology offers an AA Degree in Archaeology as well as certificates in Archaeological Surveying and Archaeological Excavation. Many of Anthropology/Archaeology's 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.

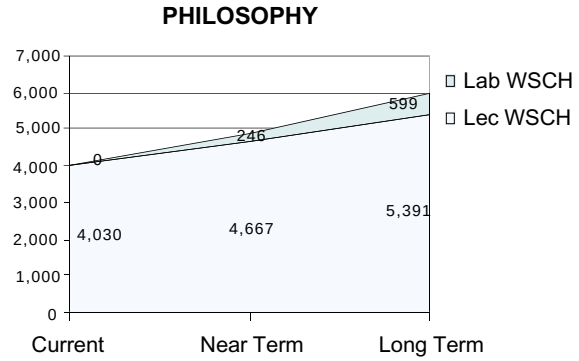
Philosophy makes several unique contributions to the Behavioral Sciences Department. It is the only discipline in the department that offers classes that satisfy the California State University's Critical Thinking Requirement for Graduation. Philosophy is also very active in offering Learning Community 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

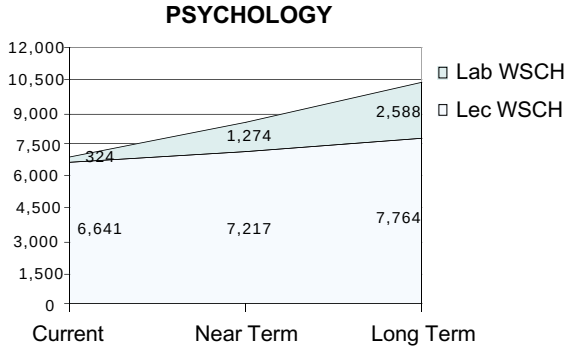
Program Description

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 is 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

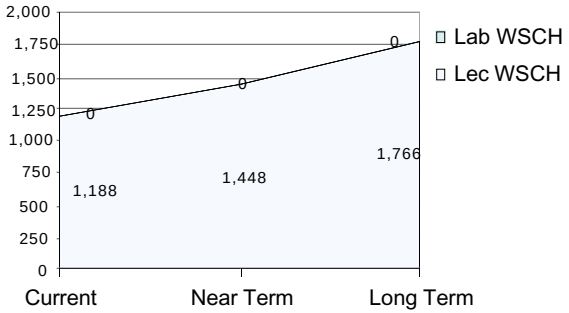
Religious Studies is the smallest component of the Behavioral Sciences Department, offering introductory courses that satisfy General Education Transfer Requirements in the Humanities. Religious Studies 110, Religion in America, also satisfies the Palomar College Multicultural Course Requirement. Religious 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.

RELIGIOUS STUDIES



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.

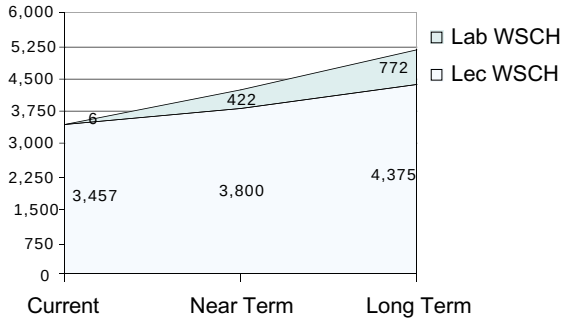
Each semester Sociology offers over 50 day, evening, semester length, and short-term sections at all Palomar College campuses and centers. Many of these sections are offered via distance learning (6 Internet, 3 TV). In Fall 2001 Sociology had a FTEF equal to 6.6 generating 3,463 WSCH with a WSCH/FTEF 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.

SOCIOLOGY



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 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, appropriate 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 main 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 certifi

cate 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.

CHILD DEVELOPMENT

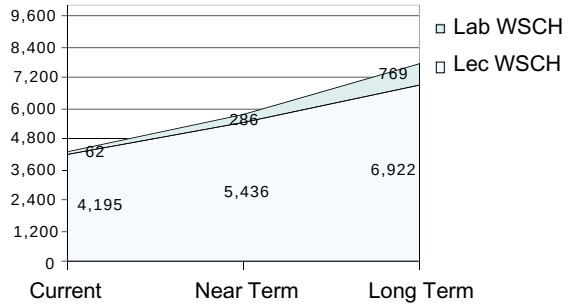


Image 6.12
CDB Child Development Center Playground

ECONOMICS, HISTORY, AND POLITICAL SCIENCE DEPARTMENT

Economics

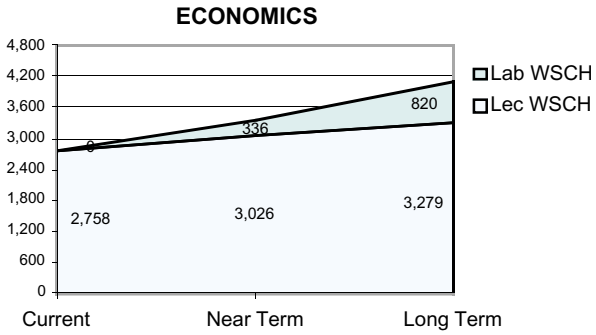
Program Description

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 online 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.



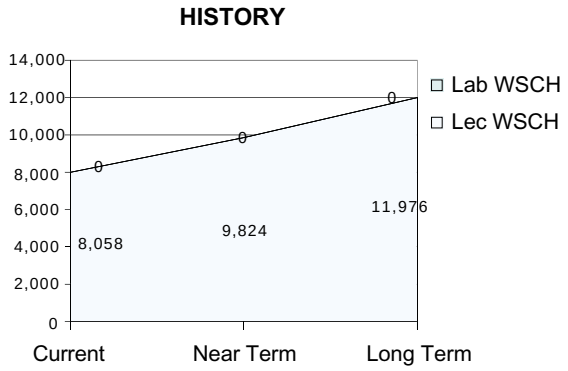
History

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 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.



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.

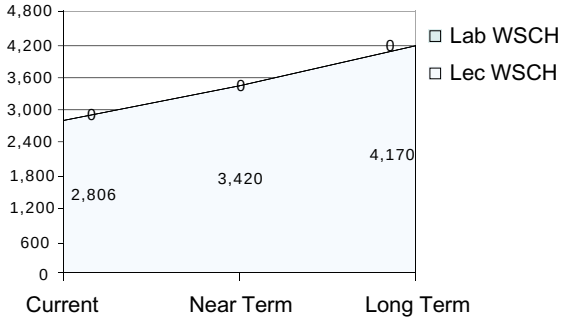
Political Science currently has scheduling priority over one lecture classroom on the San Marcos Campus. Approximately one half of their classes are scheduled in this classroom with classes beginning at 8:00 am and scheduled continuously on most weekdays until 8:50

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 online 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.

POLITICAL SCIENCE



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.

MULTICULTURAL STUDIES

Africana Studies, Chicano Studies, Judaic Studies, Multicultural Studies

Program Description

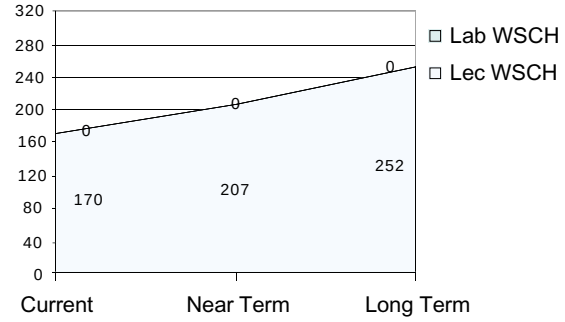
Multicultural Studies (MCS) is a department offering classes in Africana Studies, Chicano Studies, Judaic Studies, and Multicultural Studies. This relatively small department teaches the majority of the ethnic studies classes at Palomar. The Multicultural Studies (MCS) Department offers classes that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

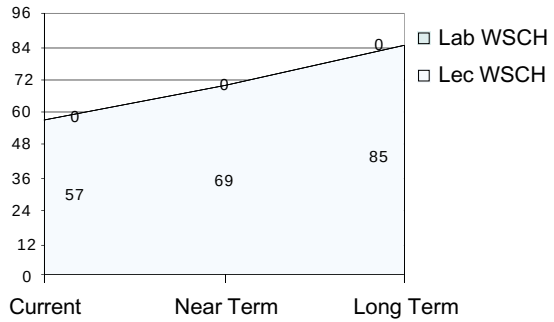
Future Development

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.

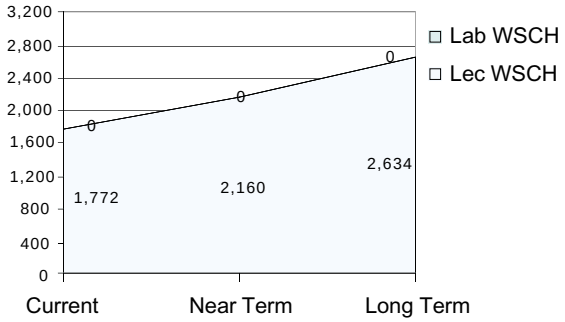
AFRICANA STUDIES



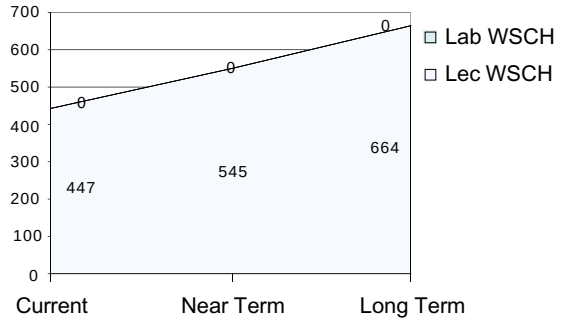
JUDAIC STUDIES



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.

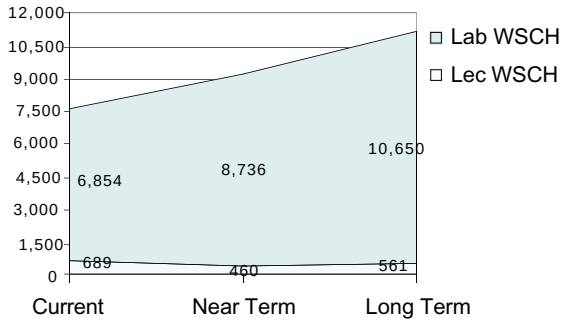
The Physical Education Department works very closely with the Athletic Department and all but two contract faculty are members of both departments. Each semester, Physical Education offers more than 150 day, evening, semester-length and/or short-term each

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.

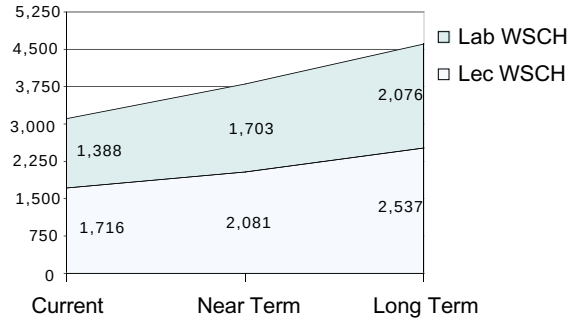
Future Development

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 in the coming

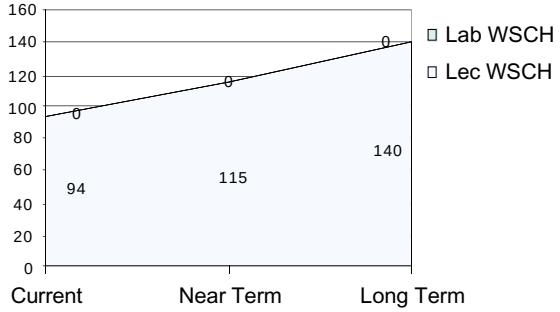
PHYSICAL EDUCATION



HEALTH



RECREATION



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.

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.

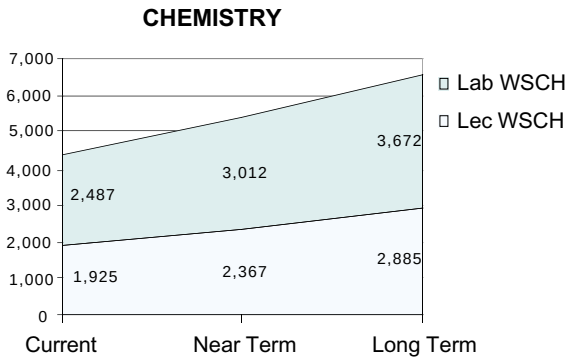
The Chemistry department is one of the most highly regarded community college chemistry programs in the County. The Organic Chemistry program affords students experience with state of the art instrumentation that is unparalleled at the undergraduate level.

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

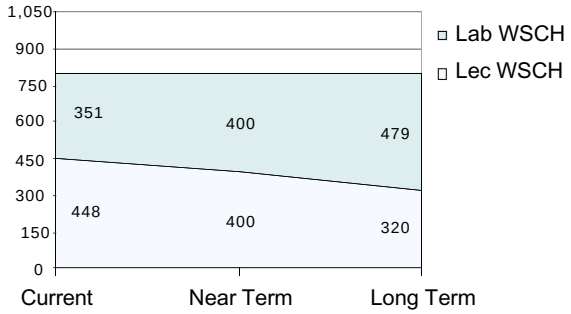
The size of the Dental Assisting program is expected to stay the same over time due to the availability of lab seats and accreditation requirements. While labor market data indicate an increase in demand for Dental Assistants over the next ten years, the starting salary is low and may adversely influence 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 bloodborne pathogens, personal protective equipment, sharps and storage of hazardous waste materials.

DENTAL ASSISTING



EARTH SCIENCES DEPARTMENT

Aeronautical Sciences

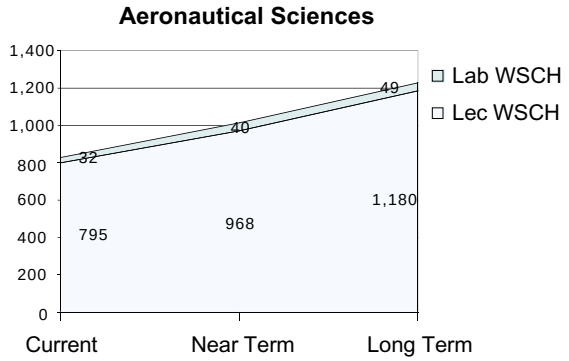
Program Description

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.



Astronomy

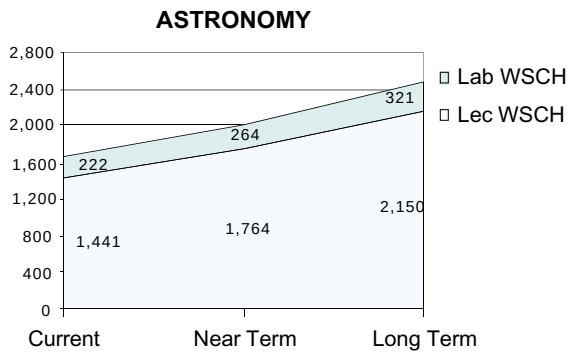
Program Description

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



Geography

Program Description

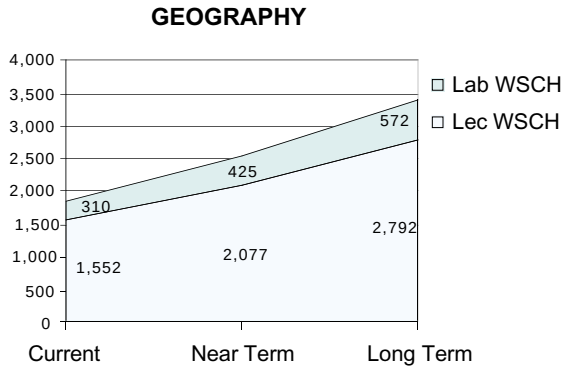
The Geography program offers general education and associates degree applicable courses in the physical and social sciences, and one course required for a certificate program. Geography offers 4 core physical geography courses that satisfy GE physical science requirements. One of those, GEOG115 is also 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-

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 to support those classes grows. 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

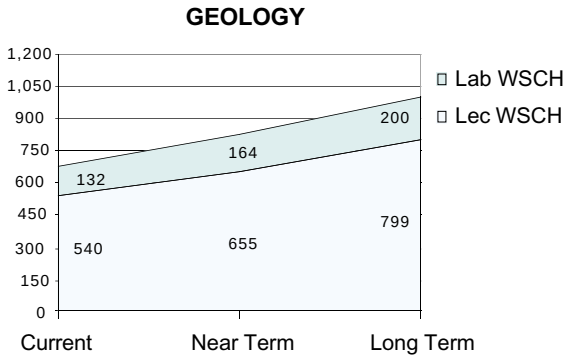
Program Description

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 and important role in supporting other Earth Science disiplines. Also, laboratory courses offered by geology will need lab assistants in the future as the complexity and volume of lab materials ti support those classes grows. 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 class 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.

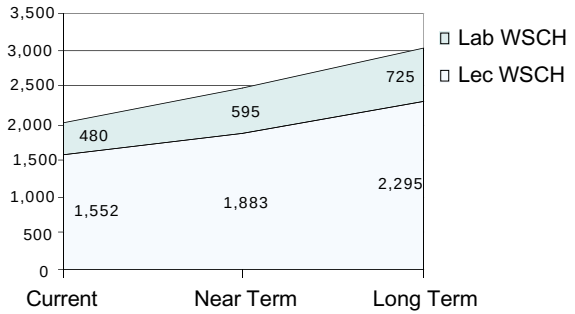
Minimum Facility Requirements for the Earth Sciences Department

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.

OCEANOGRAPHY



LIFE SCIENCES DEPARTMENT

Biology, Botany

Program Description

The Biology/Botany program offers two certificate or associate degrees in Biology-General and Biology-Preprofessional. 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.

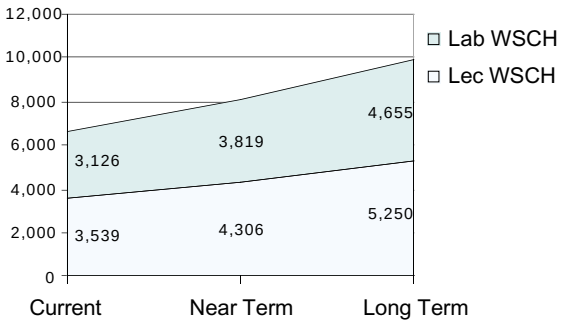
Biology/Botany is increasingly a technology-driven discipline with numerous software programs and Websites that are used for both teaching and student activities. Technology is also being woven into the discipline as Biotechnology increases in importance.

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.

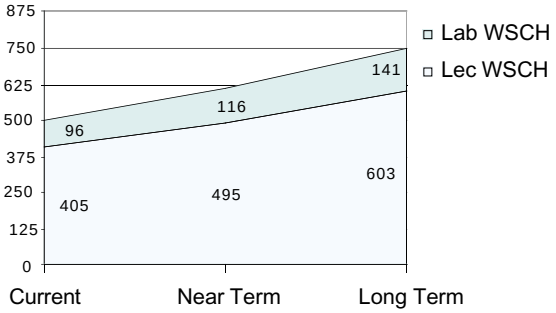
Future Development

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.

BIOLOGY



BOTANY



Medical Assisting

Program Description

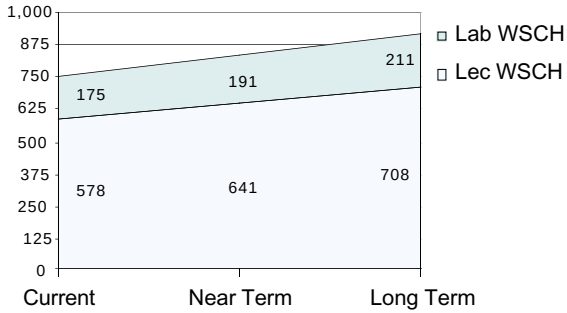
The Medical Assisting program offers certificates and associates degrees in Administrative Medical Assisting and Clinical Medical Assisting. Medical Assisting has 9 different courses that support the program. Other courses that are required for the certificate or associates degree programs come from 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.

MEDICAL ASSISTING



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.

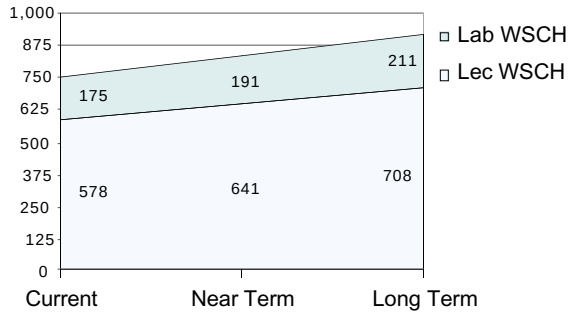
Microbiology saw a significant jump in enrollment from Fall 2000 to Fall 2001 of 22.5%. Fall 2001 Weekly Student Contact Hours (WSCH) was 850 (lecture 292 and lab 558). Overall WSCH to full-time equivalent Faculty ratio for Microbiology in Fall 2001 was 472. Staffing includes contributions from two full-time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

MEDICAL ASSISTING



Zoology

Program Description

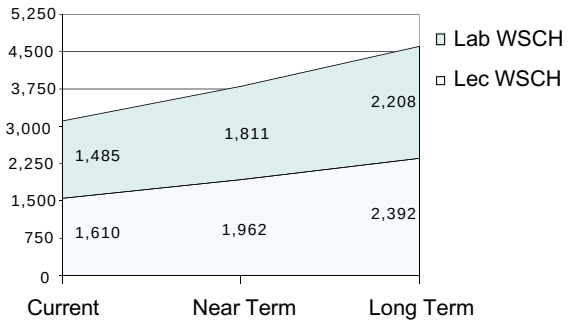
Disciplines included within the Zoology grouping include Anatomy, Physiology, and Zoology. Anatomy and Physiology courses are listed in the college catalog under Zoology. Zoology offers numerous classes that meet general education requirements in the biological sciences with some of those also being 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.

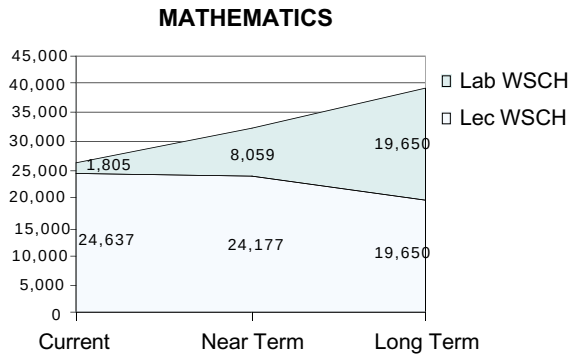
In Fall 2001, there were 193 Math classes and 8,126 students. Total WSCH was 26,429 (lecture 24,974, tutoring 1,434, and Computer Science Information Services 21), and Weekly Student Contact Hours to Full Time Equivalent Faculty ratio was 571. Staffing currently includes twenty five full-time faculty,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

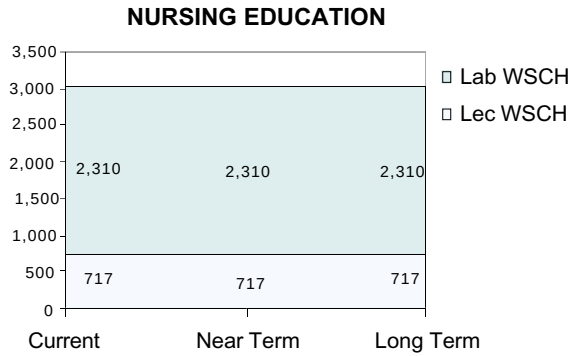


Image 6.13
NB-1 Nursing Lab

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.

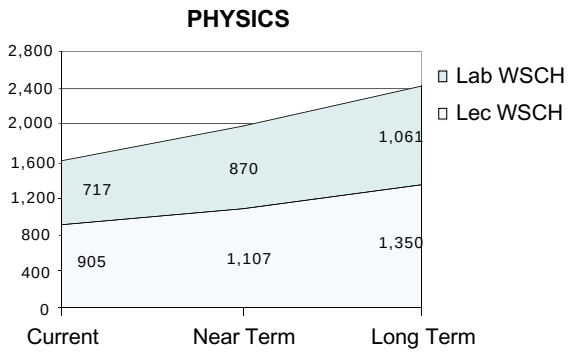
Future Development

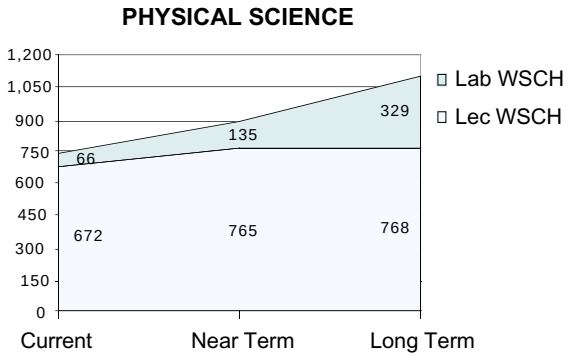
If there is an expansion of course offerings, Physics/Engineering could grow at a rate faster than the rest of the college. Recent growth has been fueled by Algebra-based Physics, Calculus-based Physics, and Physical Sciences. The new Physical Sciences lab class has been very successful and has the potential 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.





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: Borrego 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.

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.

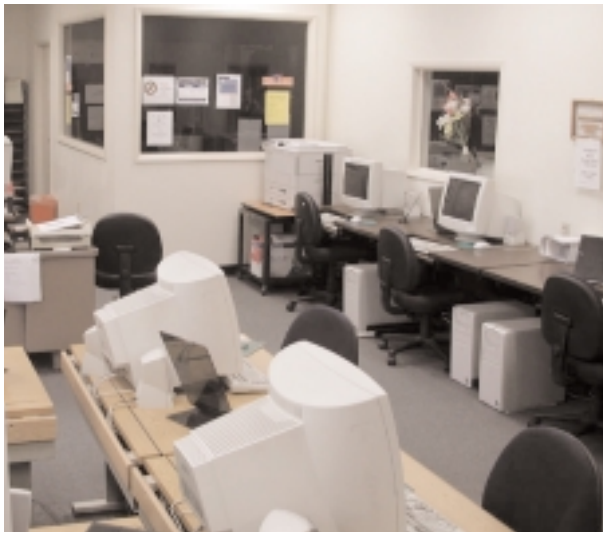


Image 6.14
B-22 Business Lab

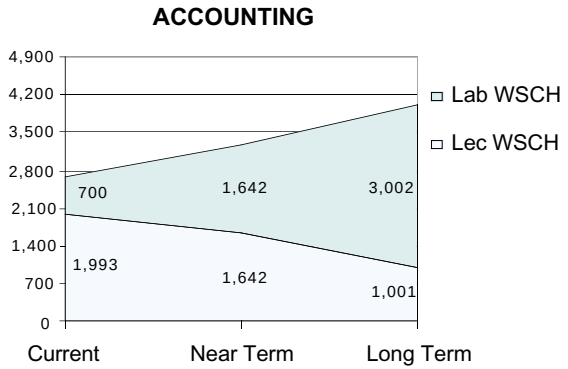
Business Education Department Accounting, Business Education, Business Management, International Business, Legal Studies, Office Information Systems, Paralegal Studies, Real Estate

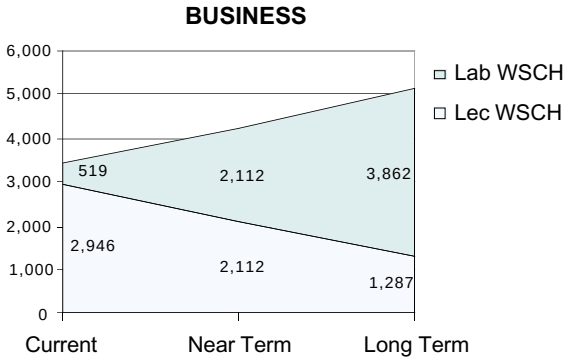
Program Description

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 Education 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.

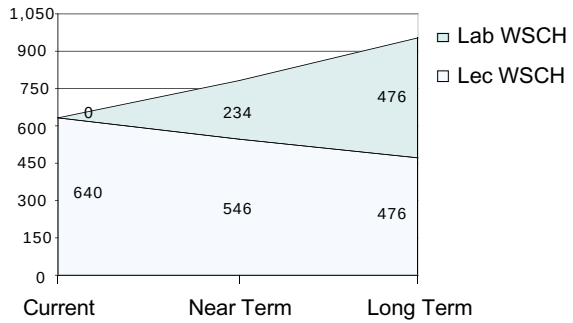
Future Development

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.

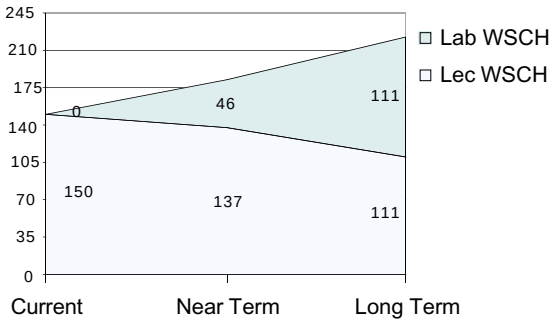




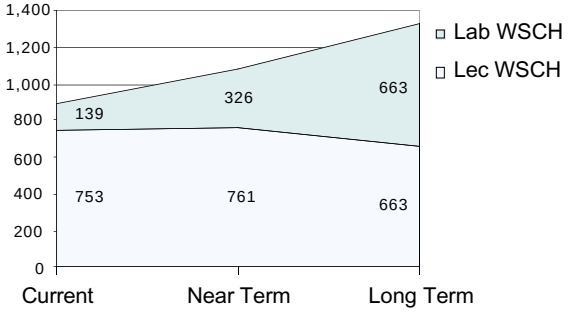
BUSINESS MANAGEMENT



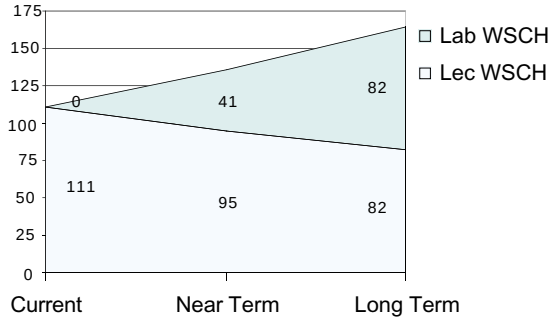
LEGAL STUDIES



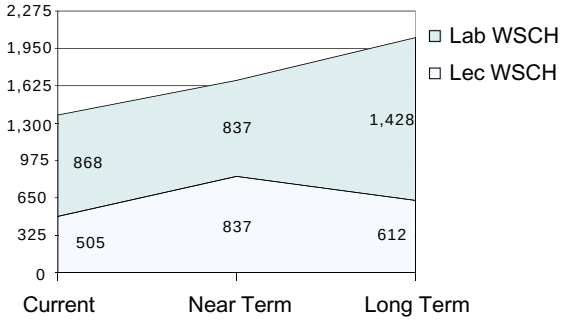
PARALEGAL



INTERNATIONAL BUSINESS



OFFICE INFORMATION SYSTEMS



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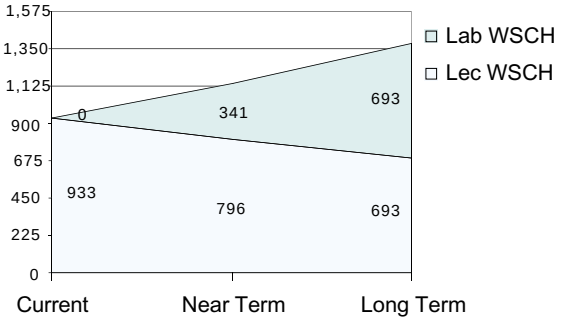


Minimum Facilities Requirements for the Business Education Department

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

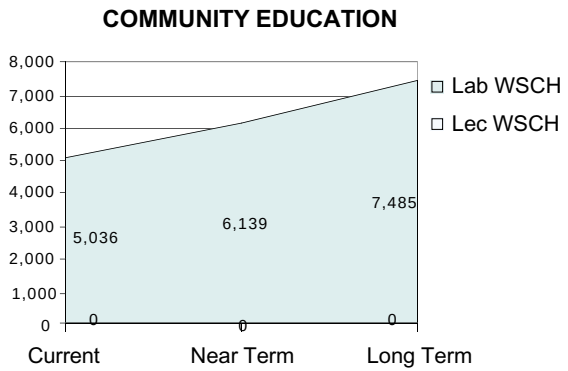
The largest challenge for the program is the explosive growth of students attending the open exit/open entry CNED 637 Supervised Tutoring sections. With the exception of the Tutoring Center's section, all other tutoring sections are linked to specific credit classes, e.g. the math lab serves all math 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 Education 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 needsof 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

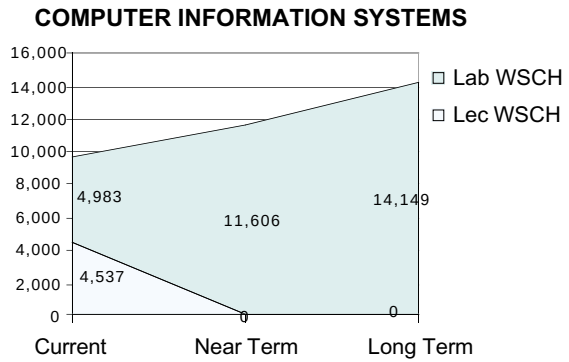
Network Specialist; Cisco; Microsoft Certified Database Administrator (MCDBA); Microsoft Certified Systems Engineer (MCSE), Microsoft Office User Specialist (MOUS), Oracle Database; UNIX Operating System;Video Games Specialist;Video Games Artist;VisualBasic; Web Developer: Windows Emphasis; Web Developer: 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.

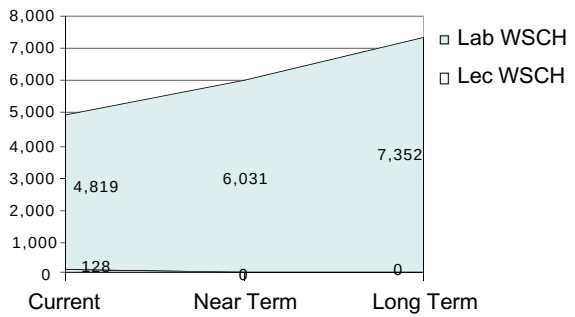
The Graphic Communications department offers a wide range of certificates and degrees designed to prepare students for careers or for transfer to four-year institutions. Collaboration with other College departments expands the boundaries of possibilities for students pursuing associate or bachelor degrees 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.

GRAPHICS COMMUNICATION



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

The other areas that are planned for growth and expansion are:

- 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 construction 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 past 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 though 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 is 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 Ser vices 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 sup - pliers, 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. These labs have over one-thousand five-hundred 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 band width 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 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.

Image 6.15
A-1 Human Resources Office

Image 6.16
Building A courtyard

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.

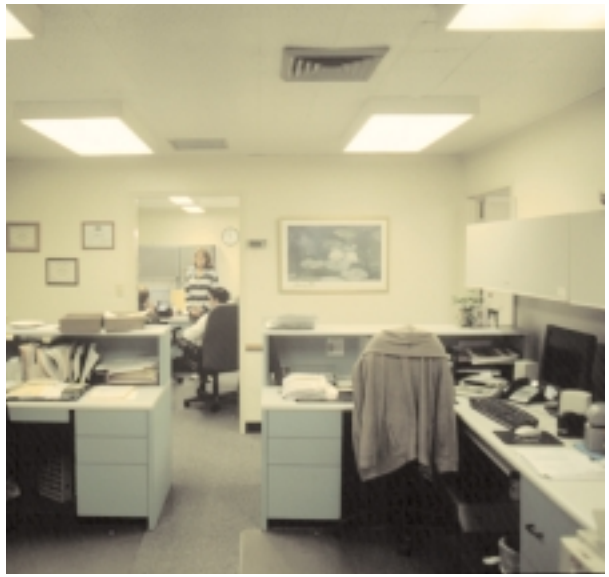


Image 6.16
A-10 Purchases Office

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 an 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 website 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.

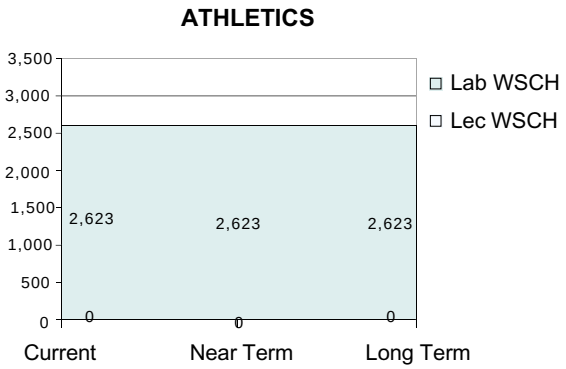
Future Development

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

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 preenrollment 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 benefactorsCarstarphen 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 assisting 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 generalmedicine. Interventions include physical exams, prescription medicines, clinical lab services, diagnosis and treatments for medical problems. RNs provide primary 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. Venipunture is performed on-site for cholesterol testing and physican 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 make 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 vistis 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.

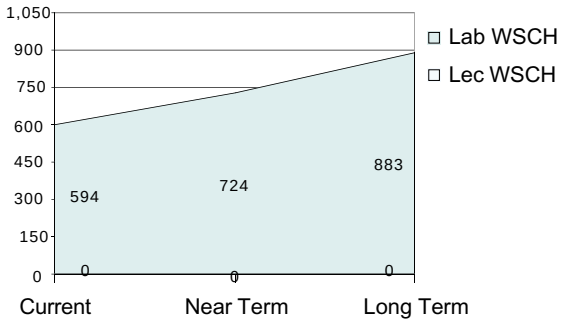
Tutorial Services administers two sections of CNED: CNED 105, Basic Tutoring Training and CNED 637, Supervised Tutoring. Students and community members planning on becoming tutors must enroll and complete CNED 105. Students that receive tutorial assistance enroll in CNED 637. On an average, Tutorial 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.

TUTOR TRAINING/SUPERVISION



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. DSP&S 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.

In the years to come, Tutorial Services will need additional offices at the Poway/Mt. Carmel education centers. Services are currently being conduct 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. DSP&S—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 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. DSP&S—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 aids 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. At the minimum the campus must have a small fitness center/locker room, a jogging track or jogging trail, and a general purpose athletic field.

Linkage Between Educational and Facilities Master Plans

INTRODUCTION

The District's educational master plan has projected the growth of the various programs and disciplines to the year 2022. This has entailed a careful analysis of each entity's relative rate of growth and in the case of instructional disciplines, the relative changing emphasis upon use of Lecture, Lab and other forms of teaching and learning.

What is needed next is a means of having the educational master plan *drive* the facilities master plan -- in effect to link them.

This is done principally through the common language of WSCH (weekly student contact hour). The state uses WSCH both as a means of measuring instructional hours and as a means of calculating instructional space. Other kinds of space such as library, office and others follow similar formulas.

Converting WSCH to ASF:

WSCH is converted to space using formulas in Title V of the state administrative code that governs the California Community Colleges. Space is always expressed in assignable square feet (ASF). This and other space-calculating formulas are covered briefly in the Background chapter.

In terms of qualifying for space, WSCH is separated into Lecture WSCH and Lab WSCH. It is important to remember that Lecture WSCH regardless of the discipline is allowed a fixed amount of space; Lab WSCH by contrast is allowed differing amounts of space depending upon the usage. Lecture WSCH also earns far less space. For example, Lecture WSCH at a large college like the San Marcos Campus will generate space on the basis of .429 ASF per WSCH. Lab will generate between 1.28 ASF (business) to 8.56 ASF (auto mechanics) per WSCH.

Physical Education WSCH is not subject to prescribed formulas in earning interior or for that matter exterior space.

Charts on the Following Pages

The educational master plan has already separated the WSCH for each instructional discipline into Lecture and Lab and given each its own discrete rate of growth. That information is expressed in the small graphs for each discipline in the Educational Master Plan chapter. The information is broken chronologically into Current (Fall, 2001), Near Term (2011), and Long Term (2022).

The data in those graphs have been combined into one comprehensive chart shown on the following pages.

How to read the charts

The charts are actually one chart extended over four pages. Each instructional discipline is listed on the left. To the right of that are columns showing existing and projected Lecture WSCH and further to the right the same repeated for Lab WSCH.

Similar to the educational master plan, they are divided chronologically into: Fall 2001 WSCH, Mid Term 2011 WSCH, and Long Term 2022 WSCH. The 2011 and 2022 WSCH projections assume Fall semester WSCH projections.

To the right of the 2011 and 2022 WSCH columns are the ASF that is earned under state Title V space formulas for that particular discipline, whether it be Lecture or Lab. Each Lab discipline is governed by a TOPs Code (taxonomy of programs) assigned under Title V and given a particular space allowance.

One will note that in some instances, the ASF earned by a particular program is insufficient to support a full classroom or lab. In that situation the district has the option either to delay that program to a later time period when growth is sufficient or to combine it with a similar and compatible program and share the space.

Summary Chart

To allow the reader a quick look at the WSCH and ASF projections for the District as a whole, the detail charts have been summarized below. The summary chart shows the WSCH and ASF projections for each Instructional Division as well as the areas in Student Services that also generate WSCH.

Summary WSCH and ASF Projections By Division

Division	Fall 2001 Lecture WSCH	2011 Lecture WSCH	2011 Lecture ASF	2022 Lecture WSCH	2022 Lecture ASF	Fall 2001 Lab WSCH	2011 Lab WSCH	2011 Lab ASF	2022 Lab WSCH	2022 Lab ASF
Instructional Divisions										
Arts and Languages	42,633	46,744	20,053	52,875	22,682	32,708	45,107	81,843	59,102	106,001
Human Arts And Sciences	44,005	50,972	21,790	59,965	25,538	8,940	14,104	38,374	20,088	50,818
Mathematics And The Natural & Health Sciences	41,661	44,700	19,175	44,361	19,033	14,400	22,954	48,958	37,489	73,780
Media, Business, And Community Services	16,186	10,624	4,559	6,806	2,919	21,512	35,828	68,565	50,482	95,128
Vocational Technology	15,359	14,508	6,225	17,524	7,519	15,596	23,125	78,087	28,535	94,900
Additional Instructional Activities										
Athletics	0	0	0	0	0	2,623	2,623	4,485	2,623	4,485
Counseling, Guidance, And Career Development	3,245	3,964	1,701	4,833	2,073	178	209	536	254	654
Student Support Programs	298	367	157	447	192	132	157	404	192	493
Tutoring	228	264	113	322	138	2,983	3,650	9,367	4,451	11,419
College Totals	163,615	172,143	73,773	187,133	80,094	99,072	147,757	330,619	203,216	437,678

Additional Information in the Appendix

A comprehensive Spreadsheet for College Growth is shown in the Appendix chapter. It provides more finite information on individual program growth rates and individual classroom and lab sizes and numbers of rooms.

Translating the Chart into a Facilities Master Plan

The Facilities Master Plan chapter that follows this chapter shows projects for both instructional space and other support kinds of space. The instructional projects have been developed using the same WSCH and ASF data shown on the charts. Typically they have been assembled out of groupings of programs that share common functional requirements or are part of a common department -- but always within the limits of the earning power for space shown on the charts.

In that fashion, the needs of the educational master plan are translated directly into facilities projects. This then permits the educational master plan to *drive* the facilities master plan.

		Mid-Term Lecture		Long-Term Lecture			Mid-Term Laboratory		Long-Term Laboratory	
Discipline	Fall 2001 Lecture WSCH	2011 Lecture WSCH	2011 Lecture ASF	2022 Lecture WSCH	2022 Lecture ASF	Fall 2001 Lab WSCH	2011 Lab WSCH	2011 Lab ASF	2022 Lab WSCH	2022 Lab ASF
Parks & Recreation Mngmt	123	112	48	110	47	0	37	184	73	360
Biology	3,539	4,306	1,847	5,250	2,252	3,126	3,819	9,661	4,655	11,778
Botany	405	495	212	603	259	96	116	294	141	358
Microbiology	292	352	151	430	184	558	684	1,730	834	2,109
Zoology/Anatomy/Physiology	1,610	1962	842	2,392	1,026	1,485	1,811	4,582	2,208	5,586
Accounting	1,993	1,642	704	1,001	429	700	1,642	2,101	3,002	3,842
Business Management	640	546	234	476	204	0	234	300	476	609
Business	2,946	2,112	906	1287	552	519	2,112	2,704	3,862	4,944
International Business	111	95	41	82	35	0	41	52	82	106
Legal Studies	150	137	59	111	48	0	46	59	111	143
Real Estate	933	796	342	693	297	0	341	437	693	887
Office Information Systems	505	837	359	612	263	868	837	1,071	1428	1,828
Supervision	588	717	308	874	375	0	0	0	0	0
Cinema	1,868	1,797	771	1,725	740	42	770	1,648	1,725	3,692
Communications	457	279	120	0	0	0	279	596	679	1,454
Journalism	285	256	110	156	67	135	256	548	468	1,002
Radio & TV	484	1,366	586	0	0	1,548	1,366	2,922	3,671	7,856
Computer Information Syst	4,537	0	0	0	0	4,983	11,606	19,846	14,149	24,195
Athletics	0	0	0	0	0	2,623	2,623	4,485	2,623	4,485
Health	1,716	2,081	893	2,537	1,089	1,388	1,703	5,466	2,076	6,664
Physical Education	689	460	197	561	240	6,854	8,736	28,043	10,650	34,187
Aeronautical Sciences	795	968	415	1,180	506	32	40	302	49	368
Engineering	53	64	27	78	33	48	59	506	72	617
Automotive Technology	344	374	160	413	177	958	1,064	9,111	1,176	10,064
Cabinet & Furniture	709	852	366	1,039	446	3,174	3,882	14,945	4,732	18,219
Diesel Mechanics Tech	68	74	32	82	35	352	390	3,336	431	3,685
Drafting Technology	178	202	87	246	106	2,585	3166	10,164	3,860	12,391
ECHT	453	502	215	554	238	455	502	2,788	554	3,080
Welding Technology	283	315	135	348	149	701	772	2,971	853	3,282
Carpentry - Program eliminated	42	0	0	0	0	0	0	0	0	0

	Mid-Term Lecture			Long-Term Lecture		Mid-Term Laboratory			Long-Term Laboratory	
Discipline	Fall 2001 Lecture WSCH	2011 Lecture WSCH	2011 Lecture ASF	2022 Lecture WSCH	2022 Lecture ASF	Fall 2001 Lab WSCH	2011 Lab WSCH	2011 Lab ASF	2022 Lab WSCH	2022 Lab ASF
Construction Inspection	580	495	212	517	222	0	212	681	345	1,107
Construction Technology	37	41	18	44	19	5	10	77	19	140
Customer Service Academy*	135	165	71	201	86	0	0	0	0	0
Electro-Mechanical Equipment*	40	37	16	33	14	5	12	53	22	94
Public Works Management*	90	91	39	88	38	9	30	97	59	189
Quality Assurance Tech	399	389	167	445	191	0	97	312	148	476
Surveying	54	54	23	54	23	54	54	173	54	173
Water Technology Ed	898	889	381	867	372	74	296	951	578	1,855
Wastewater Treatment	150	149	64	145	62	13	50	159	97	311
Apprenticeship WE only	0	0	0	0	0	2,288	2,789	8,954	3,401	10,916
Art	2,627	2,587	1,110	2,102	902	9,160	11,783	30,284	15,417	39,621
Dance	238	305	131	372	159	2,263	2,744	7,052	3,345	8,598
Music	1,776	1,904	817	2,322	996	3,431	4,444	11,420	5,417	13,922
Theatre Arts	932	1,130	485	1,378	591	431	532	1,367	648	1,666
Photography	396	0	0	0	0	2,723	3,802	9,772	4,636	11,913
Graphics Communication	128	0	0	0	0	4,819	6,031	10,313	7,352	12,573
Chinese	197	241	103	294	126	33	39	59	48	72
Filipino	241	292	125	356	153	34	44	65	53	80
French	739	882	379	1076	462	93	132	198	161	241
German	441	513	220	626	268	43	77	115	94	140
Italian	242	295	126	359	154	36	44	66	54	81
Japanese	305	361	155	440	189	35	54	81	66	99
Latin	21	26	11	31	13	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Spanish	7,566	9,251	3,969	11,278	4,838	1,156	1,382	2,073	1,685	2,528
American Sign Language	2,528	2,922	1,254	3,353	1,438	292	516	774	838	1,257
Emergency Medical Educ	561	735	316	989	424	2,479	3,351	7,170	4,504	9,638
Dental Assisting	448	400	171	320	137	351	400	855	479	1,026
Medical Assisting	578	641	275	708	304	175	191	409	211	452
Nursing Education*	717	717	308	717	308	2,310	2,310	4,943	2310	4943

		Mid-Term Lecture		Long-Term Lecture			Mid-Term Laboratory		Long-Term Laboratory	
Discipline	Fall 2001 Lecture WSCH	2011 Lecture WSCH	2011 Lecture ASF	2022 Lecture WSCH	2022 Lecture ASF	Fall 2001 Lab WSCH	2011 Lab WSCH	2011 Lab ASF	2022 Lab WSCH	2022 Lab ASF
Fashion and Consumer Science	503	491	210	561	241	0	123	315	187	480
Child Development	4,195	5,436	2,332	6,922	2,969	62	286	735	769	1,977
Fashion	652	500	214	609	261	714	1,166	2,996	1,421	3,652
Interior Design	564	523	224	638	274	294	523	1,344	638	1,639
Institutional Food	137	167	72	204	87	0	0	0	0	0
Paralegal	753	761	327	663	284	139	326	418	663	848
Philosophy	4,030	4,667	2,002	5,391	2,313	0	246	263	599	641
Religious Studies	1,188	1,448	621	1,766	757	0	0	0	0	0
English	16,536	16,313	6,998	17,401	7,465	190	4,078	4,364	7,458	7,980
Speech	4,417	5,094	2,185	5,845	2,508	499	899	1,348	1,461	2,192
Library Technology	228	264	113	322	138	0	14	21	17	25
Mathematics	24,637	24,177	10,372	19,650	8,430	1,805	8,059	12,088	19,650	29,474
Industrial Technology	78	95	41	116	50	0	0	0	0	0
Chemistry	1,925	2,367	1,015	2,885	1,238	2,487	3,012	7,741	3,672	9,437
Astronomy	1,441	1,764	757	2,150	922	222	264	677	321	826
Geology	540	655	281	799	343	132	164	421	200	513
Oceanography	1,552	1,883	808	2,295	985	480	595	1528	725	1,863
Physical Science	672	765	328	768	329	66	135	347	329	846
Physics	905	1,107	475	1,350	579	717	870	2,236	1,061	2,726
Psychology	6,641	7,217	3,096	7,764	3,331	324	1,274	1,363	2,588	2,769
Recreation	94	115	49	140	60	0	0	0	0	0
Admin of Justice	2,652	3,575	1,534	4,806	2,062	148	188	403	253	541
Fire Technology	899	1,213	521	1,631	700	631	843	1,804	1,133	2,425
ENVT	234	263	113	275	118	74	113	241	183	392
American Indian Studies	2,931	3,216	1,303	3,703	1,402	0	357	574	654	1,165
American Studies	455	527	226	608	261	0	28	30	68	72
Anthropology	2,635	2,868	1,231	3,278	1,406	306	717	1,076	1,093	1,639
Sociology	3,457	3,800	1,630	4,375	1877	6	422	452	772	826
Africana Studies	170	207	89	252	108	0	0	0	0	0
Chicano Studies	1,772	2,160	927	2,634	1,130	0	0	0	0	0

		Mid-Term Lecture		Long-Term Lecture			Mid-Term Laboratory		Long-Term Laboratory	
Discipline	Fall 2001 Lecture WSCH	2011 Lecture WSCH	2011 Lecture ASF	2022 Lecture WSCH	2022 Lecture ASF	Fall 2001 Lab WSCH	2011 Lab WSCH	2011 Lab ASF	2022 Lab WSCH	2022 Lab ASF
Judaic Studies	57	69	30	85	36	0	0	0	0	0
Multicultural Studies	447	545	234	664	285	0	0	0	0	0
Economics	2,758	3,026	1,298	3279	1,407	0	336	360	820	877
History	8,058	9,824	4,214	11976	5,138	0	0	0	0	0
Political Science	2,806	3,420	1,467	4170	1,789	0	0	0	0	0
Geography	1,552	2,077	891	2792	1,198	310	425	638	572	858
Travel Services	258	232	100	232	100	0	26	55	26	55
Humanities	813	991	425	1208	518	0	0	0	0	0
ESL	1,534	1,819	780	2217	951	13,385	16,369	17,515	19,956	21,353
Reading Services	1,480	1,818	780	2217	951	1,627	1,970	5,062	2,401	6,171
ACADTECH (Lab only)	0	0	0	0	0	2,389	2,912	7,485	3,551	9,125
CNED (Lab only) Community Ed	0	0	0	0	0	5,036	6,139	15,778	7,485	19,236
CNED Tutor Trang/Superv	0	0	0	0	0	594	724	1,861	883	2,269
Cooperative Educ. Work Experience	3,556	1,143	490	1263	542	583	3,429	8,813	3,788	9,736
Special Education	298	367	157	447	192	132	157	404	192	493
Counseling	3,245	3,964	1,701	4833	2,073	178	209	536	254	654
District Totals	163,615	172,143	73,773	187,133	80,094	99,072	147,757	330,619	203,216	437,678

Facilities Master Plan

PALOMAR COMMUNITY COLLEGE DISTRICT - 2022

Introduction

The master planning process provides an opportunity to project facilities requirements to accommodate a student population of 47,500 by 2022. This section describes these required facilities and includes new centers, new buildings, renovations of existing buildings and related site improvements in the plan.

Overview of the Facilities Master Plan

To meet the demand for learning opportunities as described in the Educational Master Plan, the College must provide for the facilities and environment to house the instructional programs and support services The Facilities Master Plan derives its definition and meaning from the Educational Master Plan. Other considerations for facility planning include:

- Enrollment and population growth
- Analysis of existing facilities
- Free-flow analysis
- Participation rates
- SANDAG demographic projections
- 20-minute drive time analysis

The Facilities Master Plan will guide the district as it develops facilities to serve its many communities and expanding student population. Facilities planning must provide a flexible framework to allow the District to readily adjust to changes in technologies, teaching methodologies, needs of our students and fluctuations in resources.

In order to accommodate the anticipated growth, it will be necessary to demolish some of the older single-story buildings and increase the capacity of the San Marcos Campus with multistory instructional buildings. Permanent facilities will replace inadequate temporary space.

The scarcity of financing for future projects will require phasing construction in increments rather than all at once. It will also necessitate the modernization of as many of the existing buildings on the San Marcos Campus as possible.

Reliance on state funding alone for the implementation of the Facilities Master Plan will result in delays in construction and the abandonment of critically needed projects. State funding is not sufficient to support the facilities needs of the California Community College system. Local funds (primarily through a local bond) are becoming a necessity in the funding of capital projects. Also, local funds can be used to leverage state funds to maximize the benefit to the district and the taxpayer.

Open spaces (for circulation, outdoor activities, physical education and parking) are planned and will expand proportionately with the growth of the campus and the development of the new campus/centers to maintain a balance between indoor & outdoor space.

Facilities planning must be sensitive to the cultural resources, environmentally sensitive areas and topography of all potential building sites. The Master Plan consolidates space into multistory buildings with the goal of creating more open space and using the minimal amount of land for building sites.

Facilities Master Plan Organizational Goals:

District Goals for new campuses/ centers sites:

- Establishing the optimal size for the campus/center.
- Establishing construction projects needed to accommodate for projected student enrollment and growth.
- Establishing the size for utilities and services needed to support the campus/ center.

Goals for Escondido Center:

- Maintain a Center serving 3,000 students.
- Upgrade infrastructure to support instructional and service needs of the Center.
- Modernize facilities to support instructional needs of Center.
- Upgrade/ enlarge the existing Library to support 3,000 students.

Goals for San Marcos Campus:

- Establish optimal size for the campus.
- Establish the amount of usable land.
- Establish the projects need to accommodate projected student enrollment growth.
- Establish design criteria that provide flexibility for future changes.
- Identify a location for Maintenance & Operations that provides safe access for delivery trucks, as well as college vehicles.
- Identify existing buildings that need to be replaced.
- Improve access for disabled students, faculty, staff and guests.
- Improve pedestrian circulation.
- Provide increased safety and security measures.
- Provide appropriate interior and exterior lighting levels.
- Improve vehicular circulation via a loop road,

minimizing traffic on adjacent streets.

- Provide a student-friendly campus that is attractive and convenient.
- Provide "user-friendly" signage.
- Establish a "center" of campus, around which the instructional buildings would be grouped.
- Expand parking.
- Provide ample outdoor spaces.
- Replace small single-story "finger" plan buildings with multistory buildings.
- Provide "smart" instructional spaces.
- Consolidate Physical Education/ Athletic Facilities.

Facility Master Plan Projects

The list of future projects on this page identifies construction projects and their associated cost estimates at the San Marcos Campus, modernization projects at the Escondido Center, land acquisition, and initial facilities at the new center/campus sites.

Palomar Community College District 2022 Master Plan Projects					
PROJECT PRIORITY	PROJECT BIDDING YEAR	PROJECT DESCRIPTION	CCI 4100 ESTIMATED PROJECT COST FOR F.Y. 2005-2006 PER STATE COST GUIDELINES	ADJUSTED PROJECT COST WITH A 15% ANNUAL UNCOMPOUNDED INFLATION FACTOR	SOURCE OF FUNDING
1	2003	Group II Equipment for the High Technology Laboratory and Classroom Building	$5,200,000	$5,200,000	state & local
1-A	2004	Parking and Road Improvements - Phase 1	$1,129,010	$1,129,010	local
1-B	2004	New North/ South Center Land Acquisition & Site Infrastructure	$100,000,000	$100,000,000	local
1-C		Escondido Center Improvements	$2,200,000	$2,200,000	state & local
2	2005	S-Building Remodel	$2,071,506	$2,071,506	local
2-A	2006	Parking and Road Improvements - Phase 2	$2,035,240	$2,340,526	local
2-B	2006	Campus Loop Road and Entry Improvements	$1,911,021	$2,197,674	local
3	2007	Multimedia Lab/ Planetarium	$4,078,462	$5,302,001	local
4	2007	Multidisciplinary Building A	$37,065,307	$48,184,899	state & local
4-A	2008	New North/ South Center Phase One Facilities	$30,551,000	$44,298,950	state & local
5	2009	Library and Learning Resource Center	$35,918,868	$57,470,189	state & local
5-A	2009	Humanities/ Foreign Languages Building	$23,772,569	$38,036,110	state & local
6	2010	LL- Building Remodel	$6,213,256	$10,873,198	state & local
7	2011	SSC-Building Remodel/ Addition	$8,753,955	$16,632,515	state & local
8	2011	P-Building Remodel	$2,510,628	$4,770,193	state & local
9	2011	Child Development Center	$3,739,806	$7,105,631	state & local
9-A	2012	Parking and Road Improvements - Phase 3	$1,129,010	$2,314,471	local
9-B	2012	New North/ South Center Phase One Facilities	$30,551,000	$62,629,550	state & local
10	2013	Industrial Technology Center	$10,336,429	$22,740,144	state & local
11	2014	Multidisciplinary Building B	$19,855,416	$46,660,228	state & local
12	2015	Theater Addition	$3,032,875	$7,582,188	local
12-A	2015	Existing Theater Remodel	$3,127,295	$7,818,238	local
13	2016	Student Union Phase 2	$13,611,936	$36,071,630	local
14	2017	Maintenance and Operations Facilities	$7,752,420	$21,706,776	local
14-A	2018	Parking and Road Improvements - Phase 4	$3,073,568	$9,067,026	local
15	2018	Digital Arts & Communication Building	$21,224,660	$62,612,747	state & local
16	2019	Remodel Remainder of the Facilities	$18,215,981	$56,469,541	local
17	2019	Gymnasium and Physical Education Facilities	$22,070,376	$68,418,166	local
17-A	2019	50 Meter Simming Pool			
17-B	2019	P.E. & Training Center			
18	2020	Remodel Dome Building	$5,082,458	$16,517,989	local
18-A	2020	Campus Police Building	$1,891,422	$6,147,122	
19	2021	Relocate Physical Education Playing Fields	$4,316,869	$14,677,355	local
20	2022	Parking and Road Improvements - Phase 5	$5,368,186	$19,057,060	local
20-A		Infrastructure Projects	$9,500,000	$33,725,000	local
20-B		Landscape and Hardscape Improvements	$4,500,000	$15,975,000	local
20-C		Parking Lot/ Parking Structure	$12,000,000	$42,600,000	local
20-D		Potential West Campus Land Acquisition	$931,240	$3,305,902	local
		DISTRICT TOTAL	$464,721,769	$903,908,532	
	CAMPUS BEYOND 25,000 STUDENTS				
21	2022	General Instruction Building	$20,251,000	$71,891,050	local
		DISTRICT TOTAL	$484,972,769	$975,799,582	

San Marcos Campus Projects

Thirty-four projects have been identified for the San Marcos Campus. These projects are scheduled in a logical sequence that will be the least disruptive to campus operations. The phasing sequence also takes into account anticipated incremental funding. Each project is reviewed on the pages that follow.

Periodic Update of Project Sequencing

Some projects cannot begin until other projects are completed and occupied. For example, where a program is to be relocated to a new building, the remodel of its existing space will have to wait until the new building is completed and that program has moved into the new space.

Projects may be accelerated, postponed, or modified based upon a variety of factors such as funding, changes in approval processes, unforeseen environmental issues, changing curriculum needs and other unanticipated developments. It is recommended that the sequencing of these projects be revisited annually, in conjunction with the preparation of the 5-Year Construction Plan.

Construction Cost Criteria

The estimated project costs are based on 2003 guidelines released by the State Chancellor's Office. The 4100 CCI (Construction Cost Index) reflects a bid date starting in the 2005-2006 Fiscal Year. Projects bid in subsequent fiscal years have an inflation factor added to their costs.

Most projects are scheduled after 2005. In order to accurately determine the adequate level of funding to complete these projects, an inflation factor has been added to those projects. Based upon historical data over a 42 year period, the average construction inflation rate in Southern California was 15%. That average was applied to the construction costs for that project scheduled to begin construction beyond 2005-2006.

New Campuses and Centers

In order to accommodate the district's projected enrollment growth, the District will acquire property for two new campuses. These future campuses will be located in the north and south of the District. Each will start as a center but both are expected to grow sufficiently to become comprehensive campuses in the long term.

Each of the sites will have a potential build-out size of 10,000 to 18,000 students. Sufficient space will be needed to realize this goal and the acquisition of a site of between 80 to 100 acres will be necessary. The building space requirement will be between 377,900 ASF and 533,700 ASF which includes instructional space (lecture and lab), faculty offices, library, food service, bookstore, child care, student support and other support services space.

2022 San Marcos Campus Plan

The Master Plan Map on the following page illustrates the San Marcos Campus fully developed to accommodate an enrollment of 25,000 students. New buildings are shown in approximate locations and indicate the amount of space needed. Precise footprints of future buildings will be developed with the actual design of the building. The plan also illustrates additional parking, landscape and improved circulation for the campus.

The following section illustrates how the Master Planning Goals will be addressed. The remainder of this section provides specific information for each project. Detailed breakdowns of current and projected weekly Student Contact Hours (WSCH) and current and projected Assignable Square Footage (ASF) determine the space capacity for future buildings.

"Weekly Student Contact Hours" (WSCH) is defined as the average number of hours and student instruction conducted in a week .

Space is defined in terms of "assignable square feet" (ASF). It is inventoried by room and categorized according to a taxonomy of programs (TOP). Capacity is then defined by these space standards – a number of ASF per 100 WSCH. If the campus has less space available for every 100 WSCH for each TOP code of space that indicates a need for additional space.

PALOMAR COLLEGE
Learning for Success

San Marcos Campus

2022 Master Plan

2022 Campus Plan

0 500'

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Final Campus Plan

25,000-27,000 Students

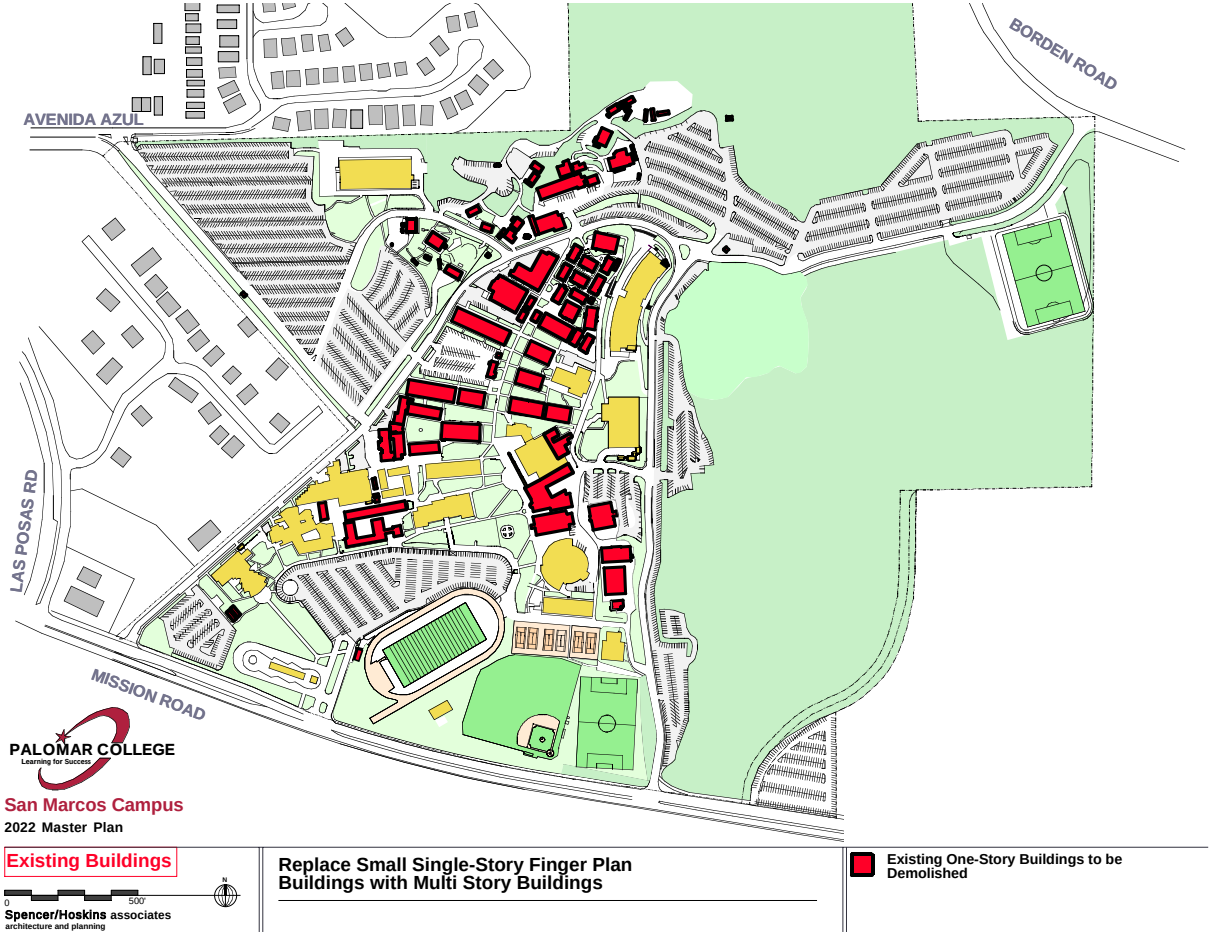
Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Additional Parking along the eastern edge of campus
2 - S-Building Remodel
2A - Parking and Road Improvements - Phase 2
2B - Campus Loop Road and Entry Impovements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
9-A - Parking and Road Improvements - Phase 3
10 - Industrial Technology Center
11 - Multidisciplinary Building B
12 - Theatre Addition
12-A - Existing Theatre Remodel
13 - Student Union Phase 2
14 - Maintenance & Operations Facilities
14-A - Parking and Road Impovements - Phase 4
15 - Digital Arts and Communications Building
16 - Remodel Remainder of the Facilities
17 - Gymnasium & Physical Education Facilities
18 - Remodel Dome Building and Auxiliary Services Addition
18-A - Remodel O Building into Campus Police Building
19 - Relocate Physical Education Play Fields
20 - Parking and Road Improvements - Phase 5
20-E - Parking and Road Improvements - Phase 6
21 - General Instruction Building
22 - Long Term Project

MASTER PLANNING GOAL

REPLACE SMALL SINGLE-STORY FINGER PLAN BUILDINGS WITH MULTI STORY BUILDINGS

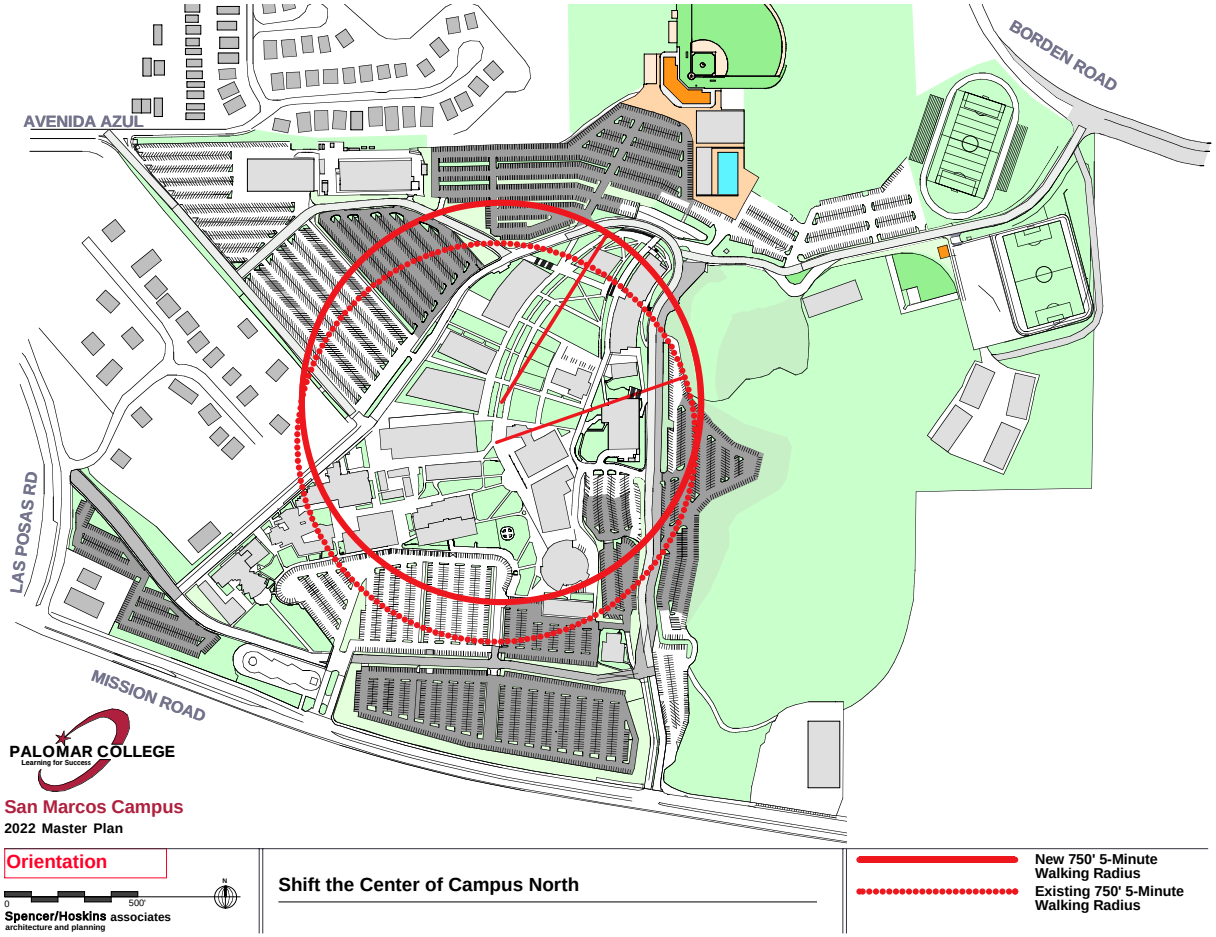
The diagram to the right shows an extensive removal of older, single-story buildings opening up the area for a core of multi-story instructional buildings and a central green area. The result will be a concentration of flexible, "smart" instructional space defined by an open lawn area and surrounded by parking.



Master Planning Goal

Shift the Center of Campus North

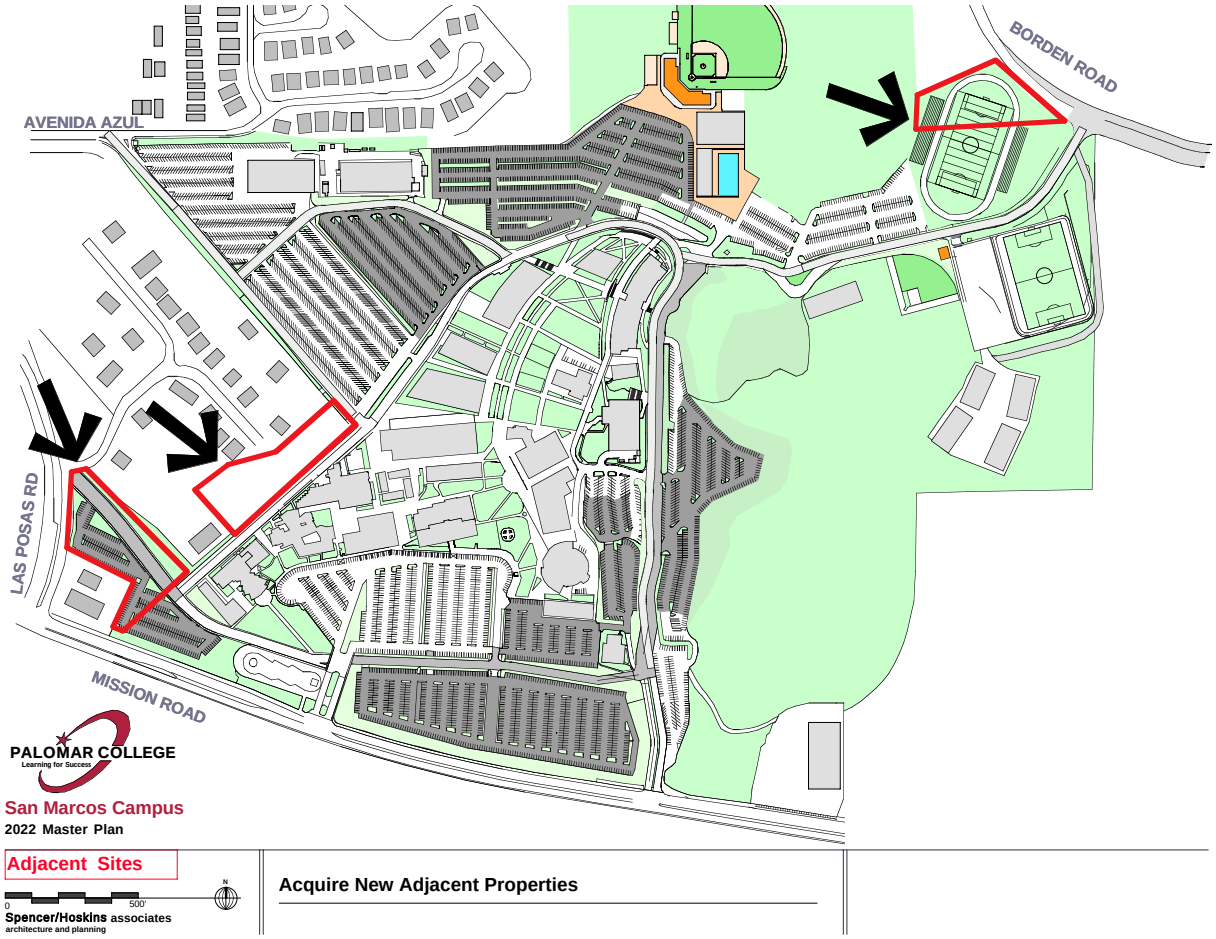
Implementation of the Facilities Master Plan will result in shifting of the center of the campus 175 feet north from its present location. The new campus center will be located between the future Library and the future student services building (LL). Students will be able to comfortably move from building to building within the campus core as they go from class to class. The shift will also capture more parking in the 5 minute walking radius, allowing students to reach their classes from the parking lots in a shorter period of time.



MASTER PLANNING GOAL

ACQUIRE ADJACENT PROPERTIES - PARKING EXPANSION, RELOCATION OF PLAYING FIELDS

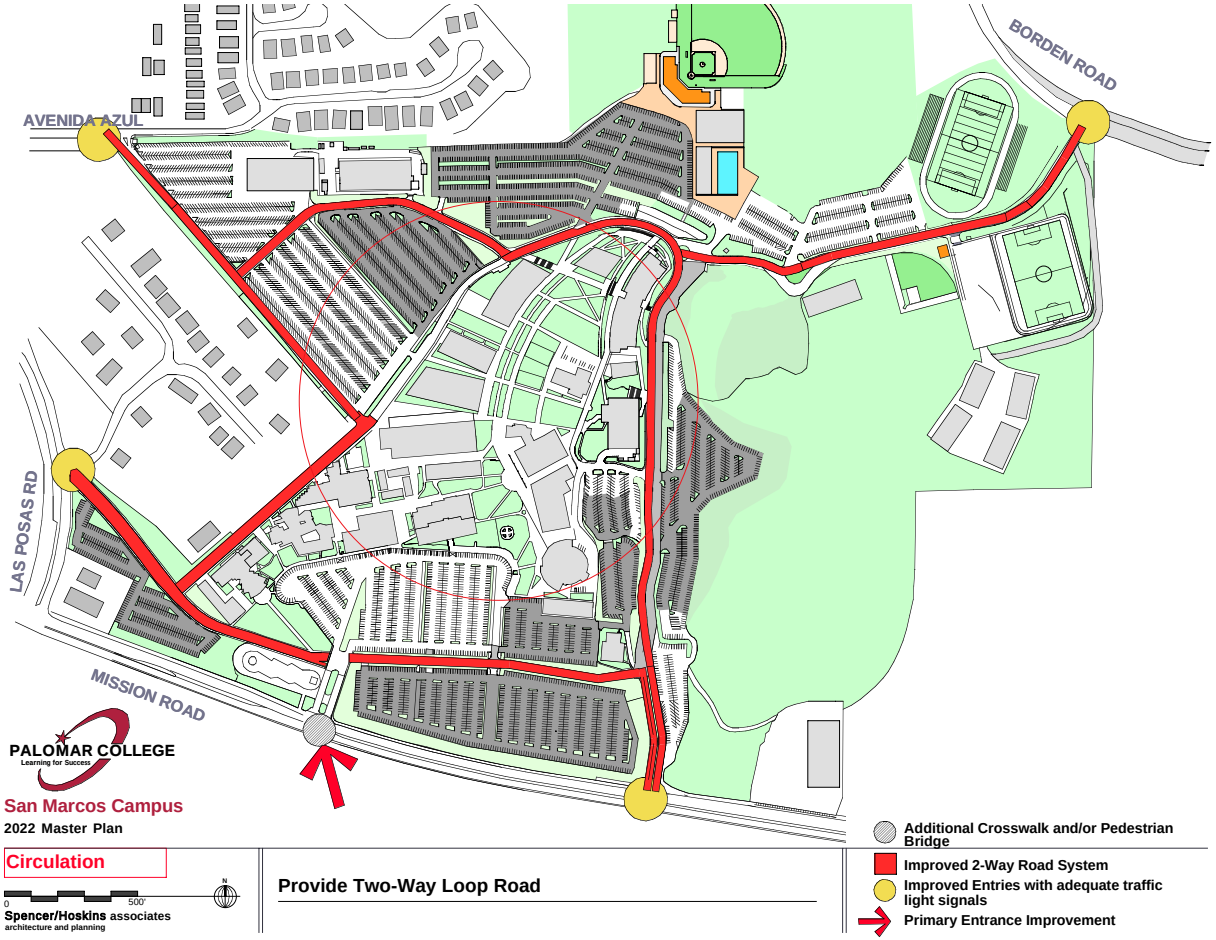
The Master Plan includes the acquisition of additional properties adjacent to the San Marcos Campus. Additional properties located to the west of campus would be used to provide additional parking space and land needed to widen Comet Circle to permit two-way traffic. The small parcel located at the Borden Road entrance would give the campus the ability to relocate the football field to the northern section of campus. This would continue to consolidate the Physical Education/Athletic facilities at the northeast corner of campus.The Master Plan would guide the acquisition of land around the campus as parcels become available for sale.



MASTER PLANNING GOAL

TWO-WAY LOOP ROAD

The diagram to the right illustrates an improved two-way campus loop road system with improved entrances and an additional entrance to serve it. Students will be able to enter campus via any entrance and maneuver throughout the campus without having to exit the campus. The two-way traffic flow will greatly improve emergency and safety access to the campus. In addition, the improved road system is designed to decrease the traffic flow on adjacent neighborhood streets. The District will continue to work with the City of San Marcos to install traffic signals to improve safety at all entrances into the campus.

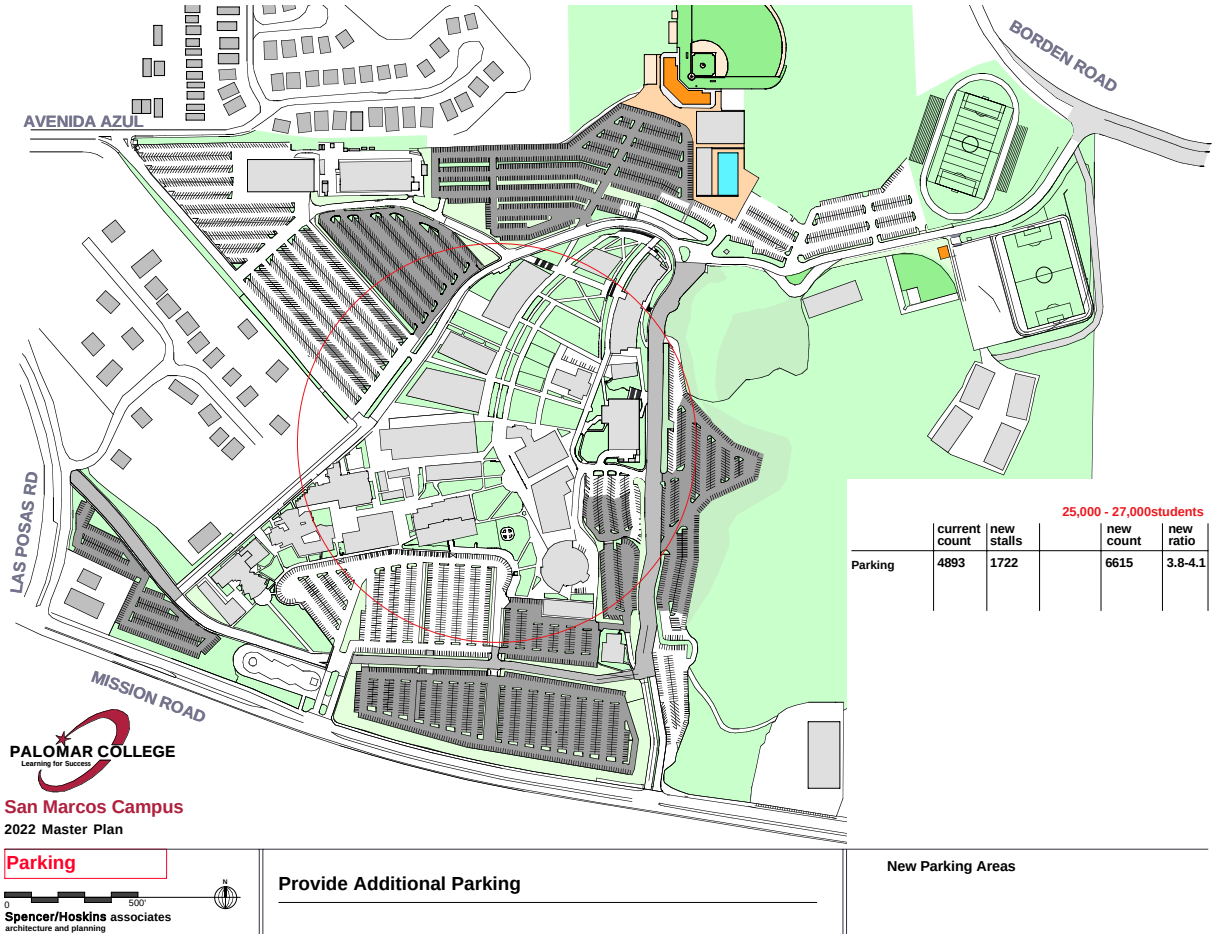


MASTER PLANNING GOAL

ADDITIONAL PARKING

The Master Plan identifies the location of acutely needed additional parking. Parking will encircle the instructional/service core as well as provide convenient access to the physical education facilities and the theatre.

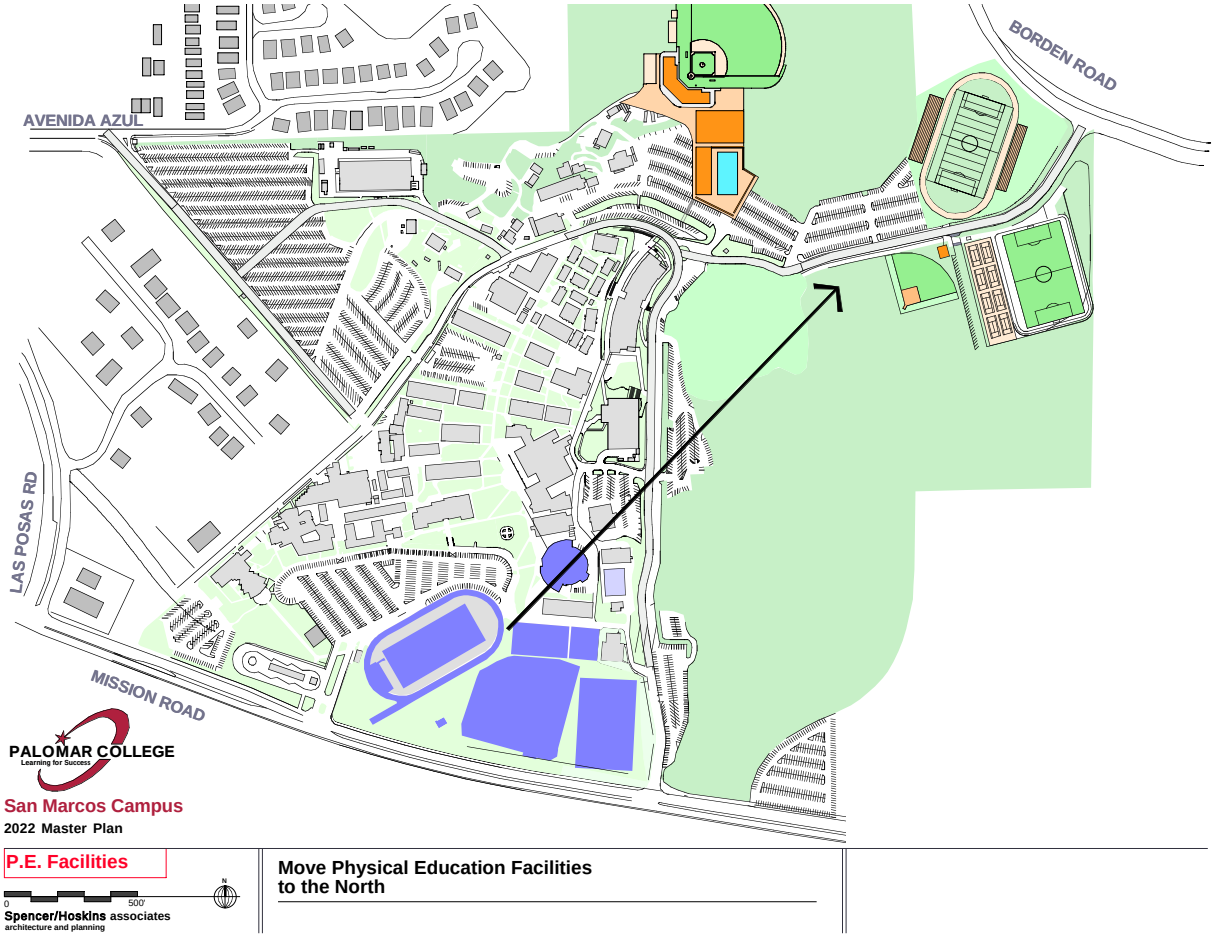
The feasibility of parking lots versus parking structures will be determined based on convenience and funding available to accommodate the need.



Master Planning Goal

Relocation of Physical Education Facilities and fields

One of the goals of the Master Plan is to consolidate the Physical Education/Athletic facilities. The baseball field and a playing field are scheduled to be relocated to the northeast area of campus by the end of 2003. The diagram to the right illustrates the consolidation of all the Physical Education facilities, fields, tennis courts and pool at the northeast corner of the campus. This location provides easy access via Borden Road and sufficient parking for classes and athletic events. The relocation of these facilities will free up space at the front of campus for additional parking and road improvements.



PROJECT 1

GROUP II EQUIPMENT FOR THE HIGH TECHNOLOGY LABORATORY AND CLASSROOM BUILDING

A new, state-of-the-art science and technology classroom and laboratory building has been funded by the state and is expected to be completed in 2005. Due to scarcity of funds, the State allocation for Group II equipment was significantly reduced during the planning process. Local funding is necessary to fully equip the building.

The building is three stories high and contains 67,000 assignable square feet serving Biology, Microbiology, Chemistry, Astronomy, Geology, Oceanography, Physics, Geography and Aeronautical Sciences. It will include 10 lecture rooms, 20 laboratories and faculty offices.

Optimum flexibility is a key feature of this new building, Classrooms and office blocks can be easily converted into additional lab space as needed for growth. All instructional areas will be wired for computer access for all students.

The building will be constructed on the northeastern section of the campus, near the Library and across Comet Circle Drive from the Arboretum. The building's curved shape will follow the curve in Comet Circle Drive at that location.

The new facility will allow the science disciplines to add additional sections to impacted programs and offer new curriculum that has been constrained by the existing facilities. The existing classrooms and laboratories are more than 30 years old and will be replaced as a secondary effect of this project.

Image7.1
New High Technology Laboratory and Classroom Building, West Elevation

Image 7.2
New High Technology Laboratory and Classroom Building, East Elevation

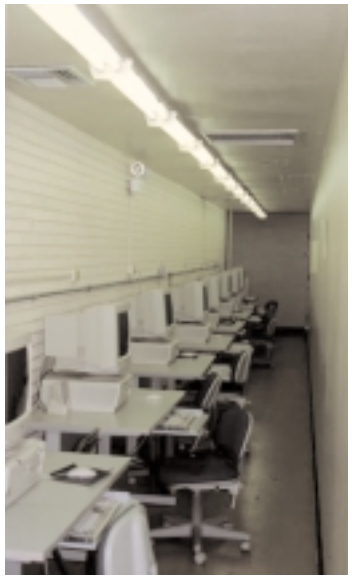


Image 7.3
Existing narrow computer lab, CH18A

Image 7.4
Existing life sciences chemical storage room LS-8

Group II Equipment for High Technology Laboratory and Classroom Building

PROGRAMS	current WSCH	current ASF	2005 WSCH	20005 ASF
Biology	6665	8415	NA	14252
Microbiology	850	2289	NA	3687
Chemistry	4412	9794	NA	11496
Astronomy	1663	3100	NA	3506
Geology	672	1100	NA	1273
Oceanography	2032	2068	NA	2356
Physical Science	738	2090	NA	2009
Physics	1622	2180	NA	3679
Geography	1863	1000	NA	1268
Aeronautical Science	827	1200	NA	1481
Offices	NA	2830	NA	22474
Total	21,344	36036	NA	67481

PALOMAR COLLEGE
Learning for Success

San Marcos Campus
2022 Master Plan

Project 1

0 500'

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Group II Equipment for High Technology Laboratory and Classroom Building

Three Story Building

67,000 ASF 101,403 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 1-A

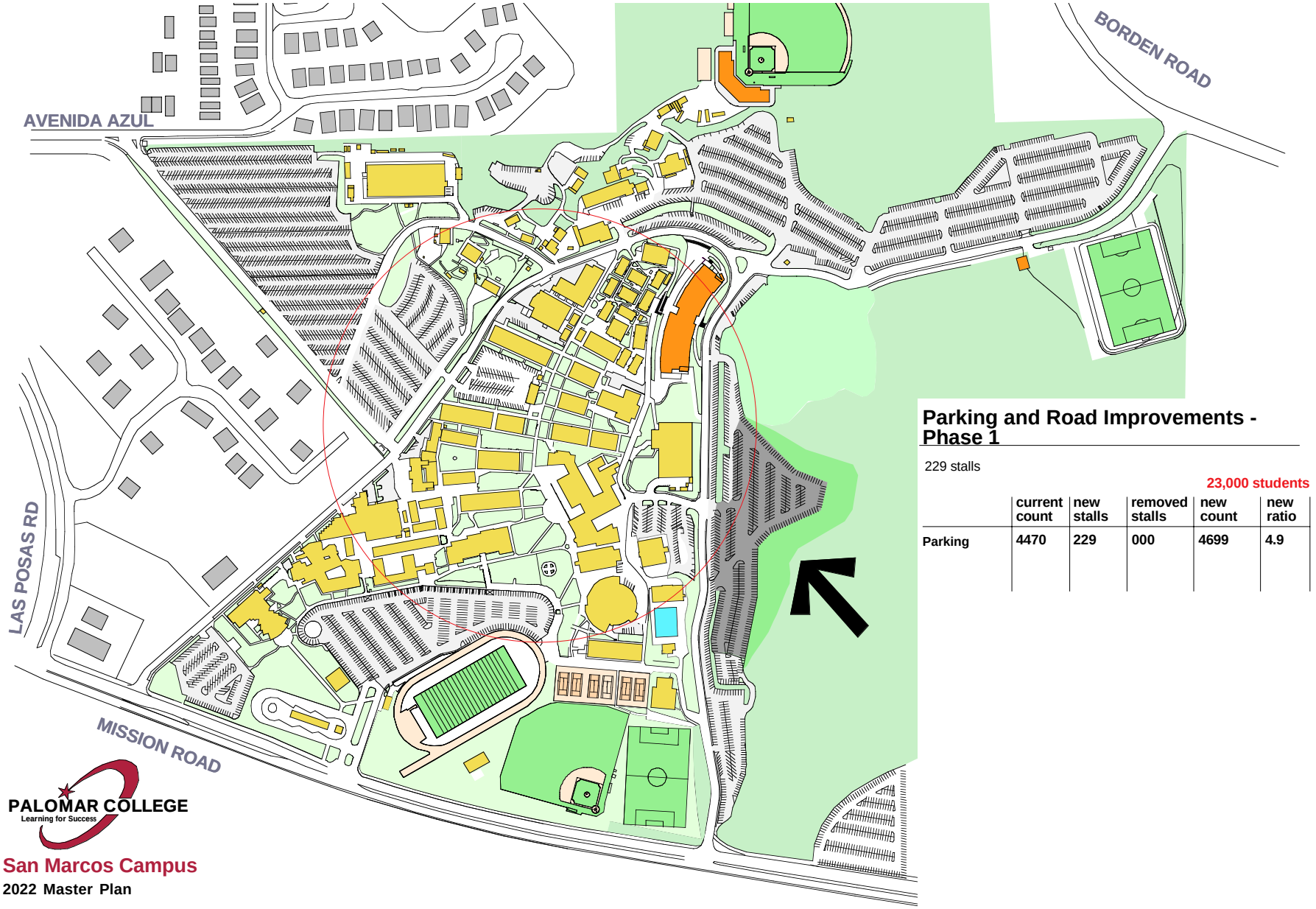
PARKING AND ROAD IMPROVEMENTS - PHASE 1

This project will expand parking on the eastern side of the San Marcos Campus immediately east of present parking lots 3B and 5. The project results in 229 new parking spaces, increasing the total number of spaces to 4699 with a ratio of 4.9 students per stall.

Once the present Library is converted into a One-Stop Student Services Center (Project 6), this additional parking will be convenient and provide easy and safe access for students using the center.

Image7.5
Parking Lot 5 in located at the east of the Library (LL) across from Comet Circle. The parking lot has a total of 195 parking spaces with limited circulation and narrow turning radius.

Image7.6
Parking Lot 5



Parking and Road Improvements - Phase 1

229 stalls

23,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	4470	229	000	4699	4.9

Project 1-A **Parking**

0 500'

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Parking and Road Improvements - Phase 1

Parking Lot

229 stalls

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 2

S-BUILDING REMODEL

This project will remodel the "S" Building to provide modern instructional space for the Nursing, Dental Assisting and Medical Assisting Programs. The building will include classrooms, laboratories, and offices in this single-story structure.

The "S" Building currently houses Physics, Dental Assisting, a Chemistry lab and English computer writing labs. The Nursing Education program is currently housed in the temporary buildings NO, NB and half of NA. The Medical Assisting Program is located at the Escondido Center. This project will consolidate these programs creating efficiencies by sharing some common instructional space and will provide the opportunity to remedy deficiencies in the current facilities and create state-of-the art medical program laboratories.

The English writing lab will remain in the building until Project 5B (Humanities & Foreign Language Building). Once English has moved, Medical Assisting will relocate into the building.

The NO & SC buildings will be removed as part of this project. NB and the portion of NA vacated by Nursing will serve as swing space for programs temporarily displaced by construction projects.

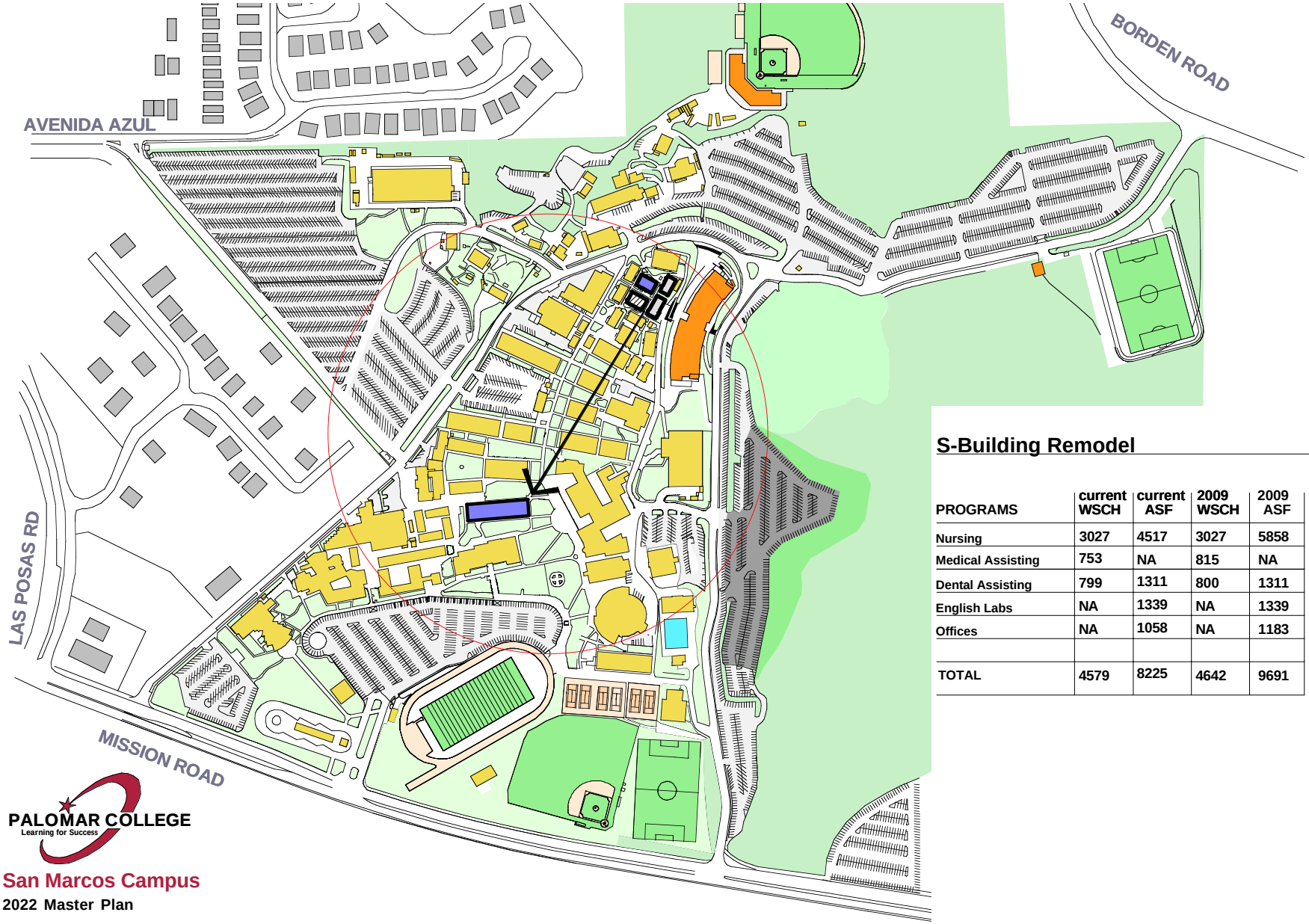
Included in the project cost is the removal of the SC and NO Buildings.

Image 7.7
Room S-11, Existing Dental Assisting Lab

Image 7.9
Room S-7, Existing Stepped Lecture Hall

Image 7.8
Room NB-1A&1B, Existing Nursing Lab

Image 7.10
Room NB-2, Existing NB Nursing Lab



S-Building Remodel

PROGRAMS	current WSCH	current ASF	2009 WSCH	2009 ASF
Nursing	3027	4517	3027	5858
Medical Assisting	753	NA	815	NA
Dental Assisting	799	1311	800	1311
English Labs	NA	1339	NA	1339
Offices	NA	1058	NA	1183
TOTAL	4579	8225	4642	9691

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Learning for Success

San Marcos Campus
2022 Master Plan

Project 2

0 500'

Spencer/Hoskins associates
architecture and planning

S-Building Remodel
Single Story Building
9,691 ASF 10,597 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 2-A

PARKING AND ROAD IMPROVEMENTS - PHASE 2

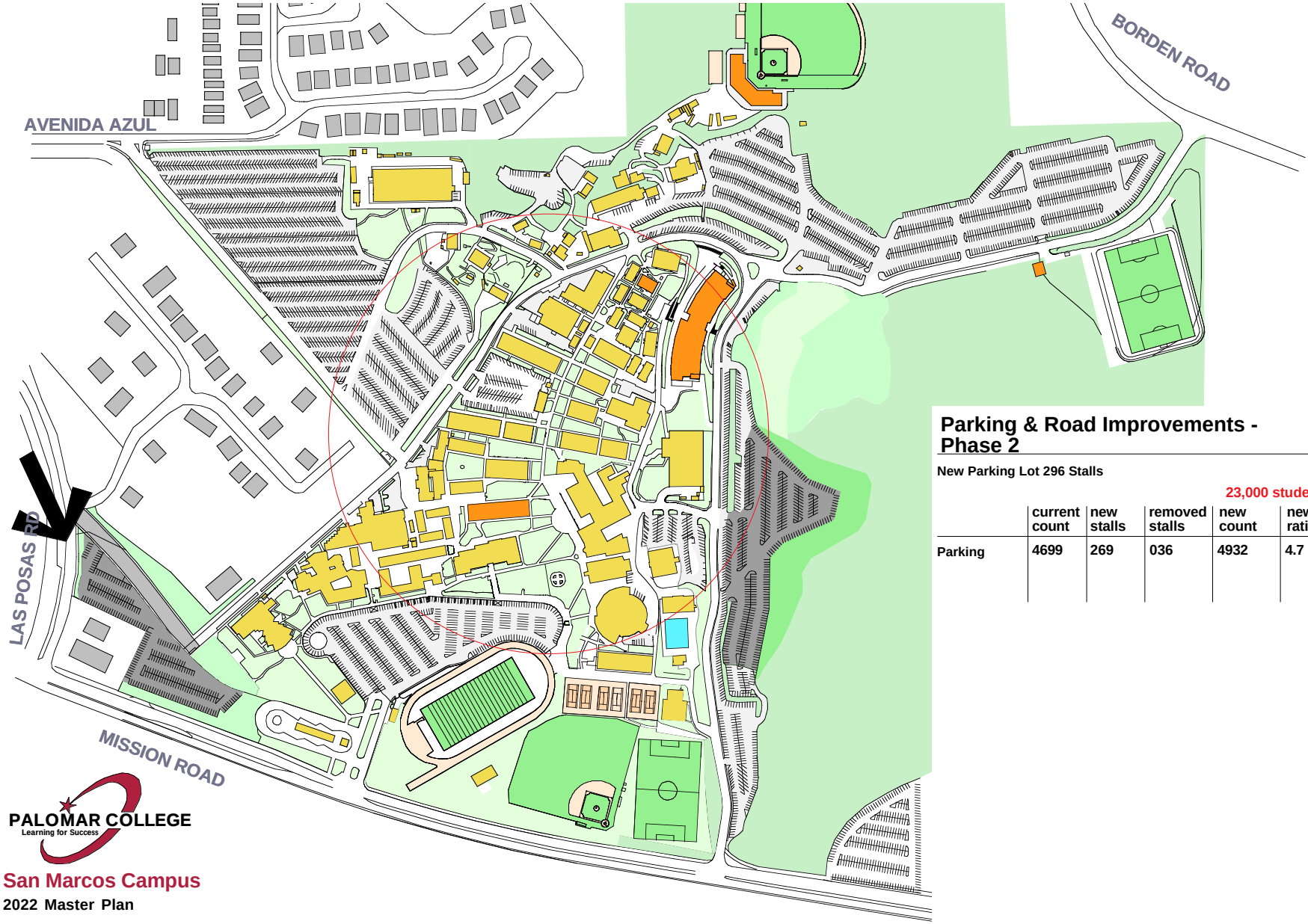
This project requires the acquisition of property adjacent to the west edge of campus. A parking lot will be built, increasing the number of parking spaces by a net of 269. The total number of spaces will be 5187 with a ratio of 4.4 students per stall for a student population of 23,000.

This project will also result in road improvements to Comet Circle Drive. Two new lanes will be added to the road to provide more efficient circulation and access to parking. The widening of the road will also accommodate the future two way traffic on Comet Circle Drive.

Image7.11
Traffic Congestion on Comet Circle Along the Western Edge of Campus

Image 7.12
Traffic Congestion on Comet Circle Along the Western Edge of Campus

Image 7.13
Traffic Congestion on Comet Circle Along the Western Edge of Campus



Parking & Road Improvements - Phase 2

New Parking Lot 296 Stalls

23,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	4699	269	036	4932	4.7

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Learning for Success

San Marcos Campus

2022 Master Plan

Project 2-A **Parking**

0 500'

Spencer/Hoskins associates
architecture and planning

Parking & Road Improvements - Phase 2

Parking Lot

A Total of 269 Stalls

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 2-B

CAMPUS LOOP ROAD AND ENTRY IMPROVEMENTS

This project will add an east-west connector road at the southern end of the campus allowing students, faculty, staff and guests the ability to drive around the central instructional/service core of the campus without having to exit onto a city street. This will facilitate movement around the campus and reduce some impact on San Marcos City streets.

The project includes the reorganization of the Physical Education/Athletic fields located along Mission Road. The fields will be oriented east-west to fit the space.

Improvements in Parking Lots 1 & 2 and the widening of the eastern entrance at Comet Circle Drive will be made. Completion of the project will result in a net increase of 255 parking spaces for a total of 5,187 parking spaces with a 4.4 ratio for 23,000 students.

Image7.14
Traffic Congestion at Mission Road

Image 7.15
Morning Traffic at South East Entrance from Mission Road

Image 7.16
Main Campus Entry

Image 7.17
Parking Lot 1. Currently, once parking lots 1&2 are full, the driver must exit the campus to re-enter Comet Circle to the east and find parking.

Campus Loop Road and Entry Improvements

Add East West Connector Road
Improve Entries Along Mission Road
Reorganize Physical Education Fields
Improve Landscape Along Mission Road
Improve Parking Lots 1 & 2

23,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	4932	255	000	5187	4.4

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San Marcos Campus
2022 Master Plan

Project 2-B

0 500'

Spencer/Hoskins associates
architecture and planning

Campus Loop Road and Entry Improvements

Vehicular Circulation Improvement

Cross Campus Road and Improvements

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 3

MULTIMEDIA LAB/ PLANETARIUM

This project constructs a planetarium replacing the current planetarium located in the existing Science Complex. Demolition of that complex is planned to make way for a future project. The Planetarium will serve as laboratory space for the Astronomy program, community service space for the Public Planetarium shows and a multi-media laboratory for other disciplines.

TEMPORARY RELOCATION OF HEALTH SERVICES

In order to construct the new Library, the SHS building will be removed from its present site. College Health Services will relocate to NB building until Project 6 (LL Building remodel) is complete.

Included in the project cost is the removal of the SHS, ES, CH and LS Buildings

Image 7.18
Room ES-2, Existing Planetarium

Image 7.19
Room BE-2, Existing Geology & Anthropology Specimen Storage

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San Marcos Campus
2022 Master Plan

Multimedia Lab / Planetarium

PROGRAMS	current WSCH	current ASF	2009 WSCH	2009 ASF
Astronomy	1663	2331	1948	2500
Art History	NA	NA	NA	1500
Total	4604	4327	5394	4000

Student Health Services will be relocated to the NB building.

Project 3

0 500'

N

Spencer/Hoskins associates
architecture and planning

Multimedia Lab / Planetarium

Single Story Building

4000 ASF 5,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 4

MULTIDISCIPLINARY BUILDING A

This project will construct a three-story, 72,000 assignable square foot building. Space in the building will include classrooms, laboratories and offices for the following disciplines: Graphic Communication, Behavioral Sciences, Multicultural Studies, American Indian Studies, American Studies, Economics, History, Political Science, Business Education, and Computer Science and Information Systems.

This project will initiate a new concept in planning for future buildings on campus. Disciplines and programs will be grouped together according to their specific space needs. Efficiencies will result allowing for more open and shared computer laboratories for disciplines which do not earn enough ASF to qualify for an entire classroom or laboratory.

The building will be located at the site of the current Science Complex (CH, ES, and LS). The three story building will provide a facility capable of supporting state of the art technology.

This project includes the removal of temporary buildings GJ, BE, BES, and W. The demolition of B building is also part of this project to make way for the Library, Learning Center and Humanities/ Foreign Language Buildings.

Included in the project cost is the removal of the GJ, BES, BE and B Buildings.

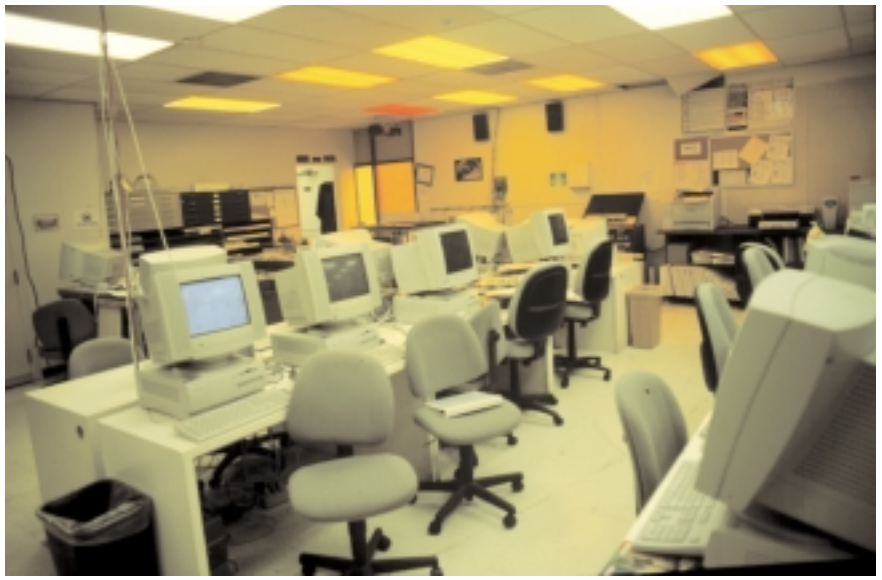
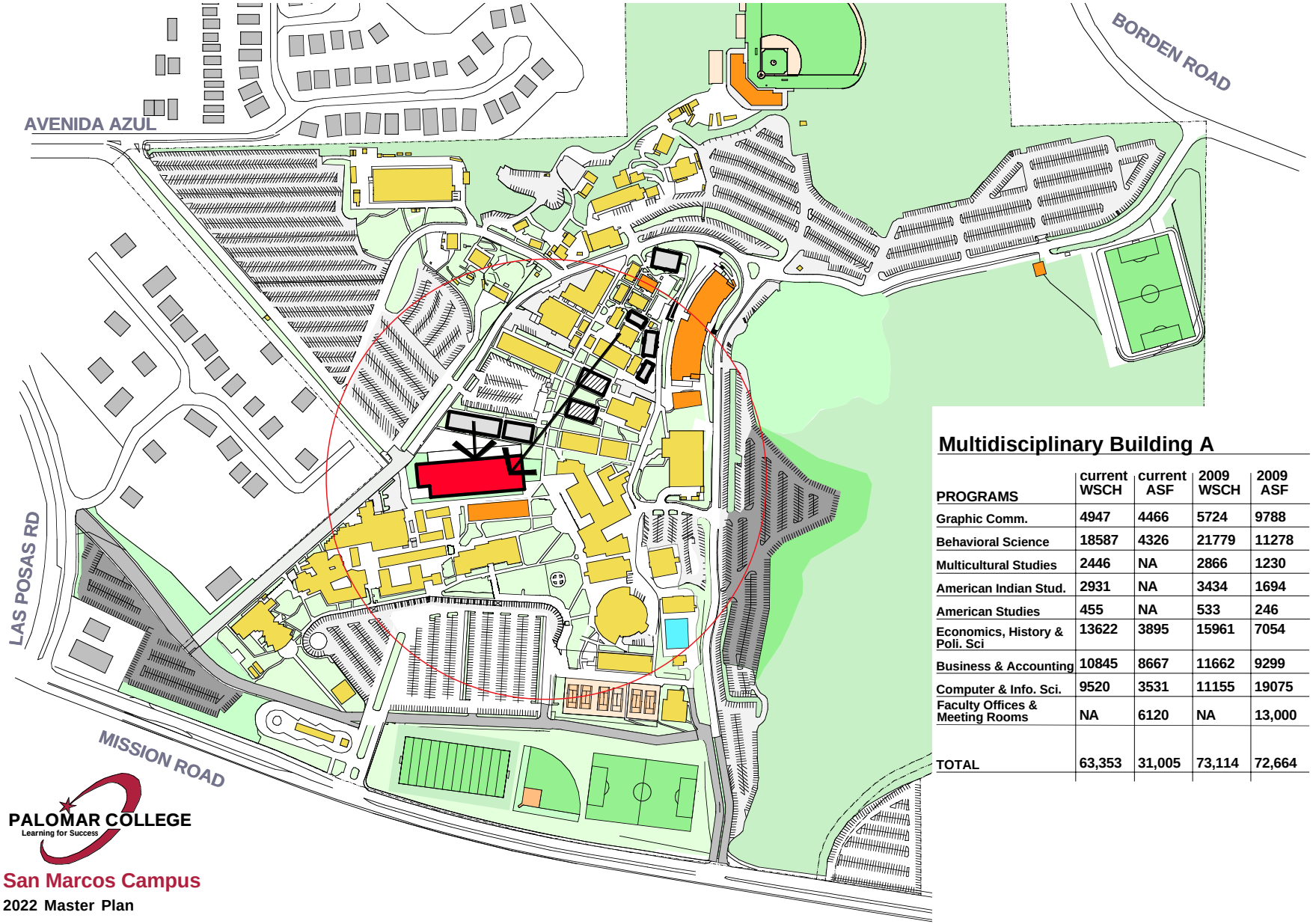


Image 7.20
GJ-1Graphic Communications Shared Computer Lab and Offset Printing Shop

Image 7.21
Typical Existing "RedWood City" Temporary Building to be replaced by new building.

Image 7.22
Existing Archaeology Lab to be replaced by new building



Multidisciplinary Building A

PROGRAMS	current WSCH	current ASF	2009 WSCH	2009 ASF
Graphic Comm.	4947	4466	5724	9788
Behavioral Science	18587	4326	21779	11278
Multicultural Studies	2446	NA	2866	1230
American Indian Stud.	2931	NA	3434	1694
American Studies	455	NA	533	246
Economics, History & Poli. Sci	13622	3895	15961	7054
Business & Accounting	10845	8667	11662	9299
Computer & Info. Sci.	9520	3531	11155	19075
Faculty Offices & Meeting Rooms	NA	6120	NA	13,000
TOTAL	63,353	31,005	73,114	72,664

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San Marcos Campus
2022 Master Plan

Project 4

0 500'

Spencer/Hoskins associates
architecture and planning

Multidisciplinary Building A

Three-Story Building

73,000 ASF 87,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 5

LIBRARY AND LEARNING RESOURCE CENTER

This project constructs a new Library and Learning Resource Center. A three story building will be located at the site of the current B Building at the center of the San Marcos Campus. This project addresses a critical shortage of library space by providing a facility that fully supports both digital technology and traditional print media. Library Services, Academic Technology, Adaptive Computer Center and the Tutoring Center will be located in the building.

The project will result in a loss of Parking Lot 11, losing 85 parking spaces. The total parking spaces will be 5,094 with a 4.5 ratio for 23,000 students.

The current Library (LL Building) will be remodeled for a future one-stop Student Services Center.

Image 7.23
LL-101 Library Computer Learning Center (first floor)

Image 7.24
LL-208, Reference Counter (second floor)

Image 7.25
LL-101 Library Computer Learning Center Instructional Laboratory (first floor)

Image 7.26
LL-301, Study Area (third floor)

Library and Learning Resource Center

PROGRAMS	current WSCH	current ASF	2011 WSCH	2011 ASF
Library	NA	26750	NA	57420
Learning Center - Adaptive Computer Center/ Tutoring	594	13175	724	29580
TOTAL	594	39,925	724	87,000

Parking

Loss of 85 Stalls in Lot 11 — 23,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5179	000	85	5094	4.5

PALOMAR COLLEGE
Learning for Success

San Marcos Campus
2022 Master Plan

Project 5

0 500'

Spencer/Hoskins associates
architecture and planning

Library and Learning Resource Center

Three Story Building

Library/ LRC 87,000 ASF 100,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 5-A
HUMANITIES/ FOREIGN LANGUAGES BUILDING

This project will construct a new Humanities/ Foreign Language Building that will provide "smart" instructional space that supports technology driven curriculum. This project will consolidate the fragmented academic programs of Foreign Languages, American Sign Language, English, Speech, Humanities, Reading, Journalism, and English as a Second Language. The building will include faculty offices, work and meeting rooms.

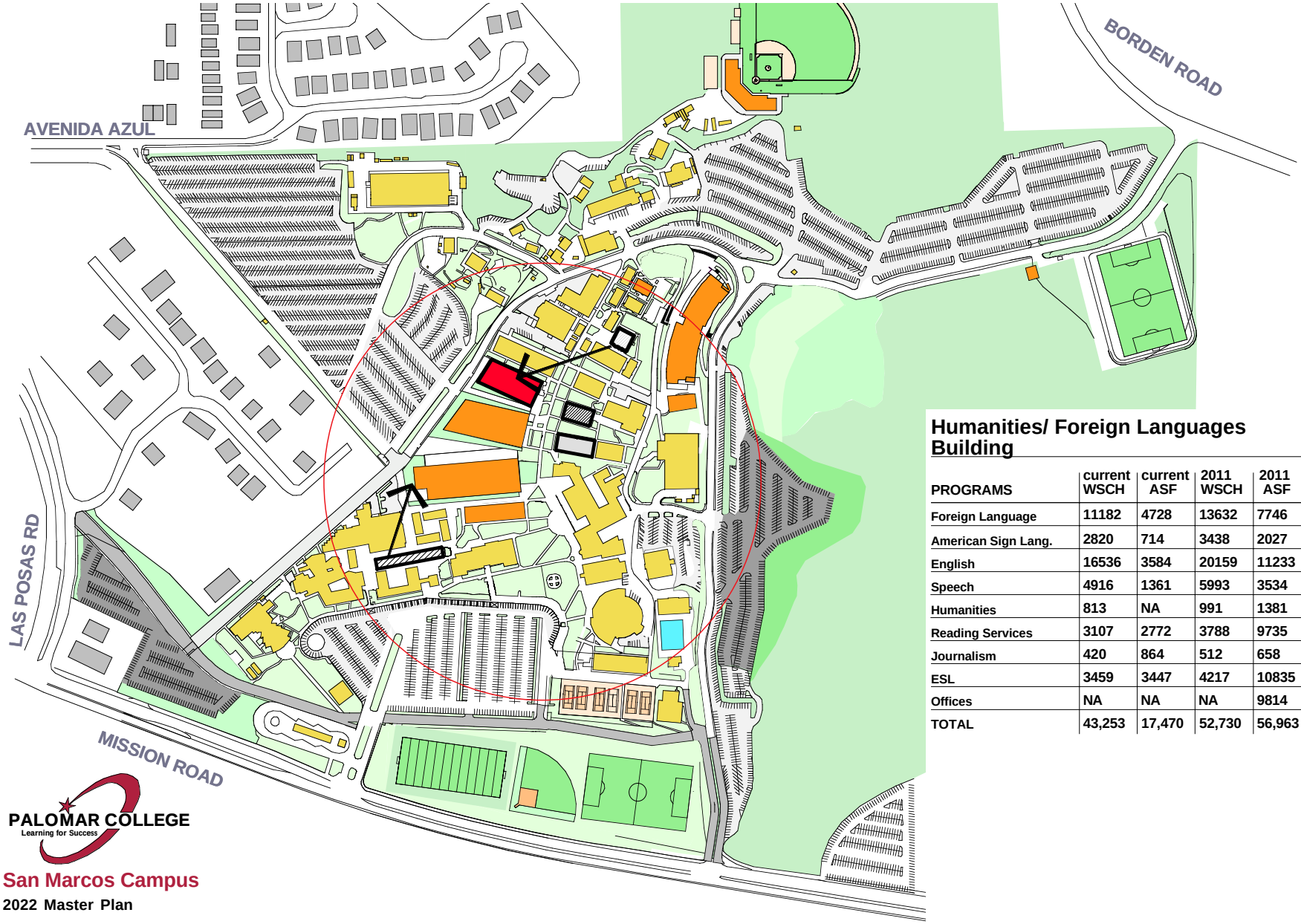
This project also includes the removal of the RC building and the demolition of the west wing of the F building.

Included in the project cost is the removal of the F West Building.

Image 7.27
Existing N Building Sign Language Lab to be replaced by new building.

Image 7.28
Existing A Building ESL Laboratory to be replaced by new existing building.

Image 7.29
Existing TCB Journalism classroom to be replaced by new building.



Humanities/ Foreign Languages Building

PROGRAMS	current WSCH	current ASF	2011 WSCH	2011 ASF
Foreign Language	11182	4728	13632	7746
American Sign Lang.	2820	714	3438	2027
English	16536	3584	20159	11233
Speech	4916	1361	5993	3534
Humanities	813	NA	991	1381
Reading Services	3107	2772	3788	9735
Journalism	420	864	512	658
ESL	3459	3447	4217	10835
Offices	NA	NA	NA	9814
TOTAL	43,253	17,470	52,730	56,963

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Learning for Success

San Marcos Campus

2022 Master Plan

Project 5-A

0 500'

Spencer/Hoskins associates
architecture and planning

Humanities/ Foreign Languages Building

Three Story Building

Humanities	57,000 ASF	68,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 6

LL-BUILDING REMODEL

This project will remodel the current Library Building into a One-Stop Student Services Center. The building will house Admissions and Records, Student Assessment, Counseling, EOP&S, DSP&S, Transfer Center, Career Center, International Student Services, Veterans Services, TRIO, College Health Services and GEAR-UP.

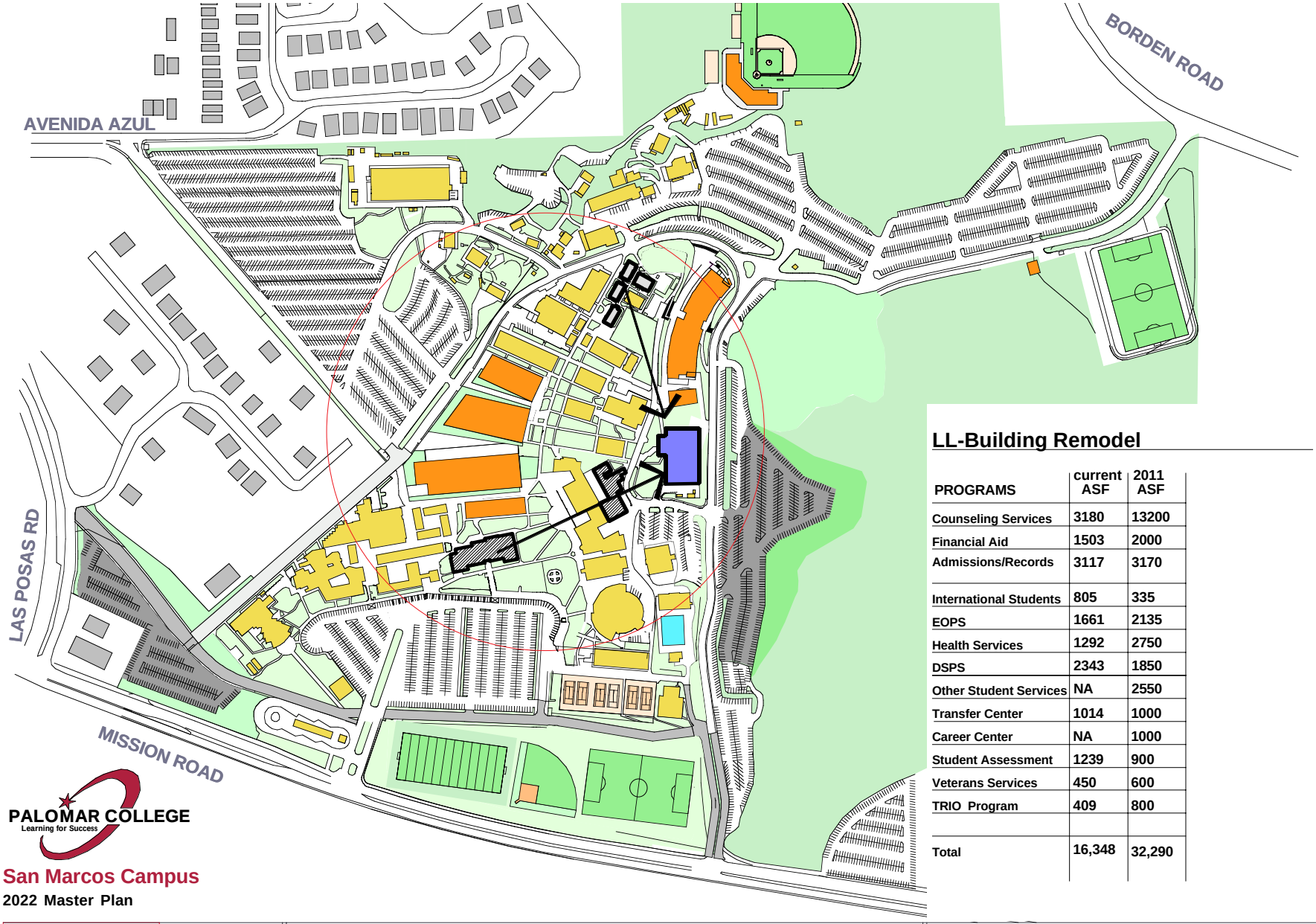
The President's Office will be temporarily moved during this project until the completion of Project 7. This project will remove the temporary buildings DSPS, TCA, TCB and NB.

Included in the project cost is the removal of the NB, TCB, TCA and DSPS Buildings.

Image 7.30
SS-24 Student Resource Center Counter

Image 7.31
SS-18 Student Counseling Storage Area

Image 7.32
TCB-2 TRIO Program Office located on on a one of the building corridors



LL-Building Remodel

PROGRAMS	current ASF	2011 ASF
Counseling Services	3180	13200
Financial Aid	1503	2000
Admissions/Records	3117	3170
International Students	805	335
EOPS	1661	2135
Health Services	1292	2750
DSPS	2343	1850
Other Student Services	NA	2550
Transfer Center	1014	1000
Career Center	NA	1000
Student Assessment	1239	900
Veterans Services	450	600
TRIO Program	409	800
Total	16,348	32,290

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San Marcos Campus
2022 Master Plan

Project 6

0 500'

Spencer/Hoskins associates
architecture and planning

LL-Building Remodel
Three- Story Building
32,290 ASF 51,100 GSF

Proposed Building
Affected Building to be Remodeled
Affected Building to be Removed
Affected Building Program(s) to be Relocated
New & Remodeled Building
Existing Building

PROJECT 7

SSC - BUILDING REMODEL/ ADDITION

This project will remodel and add on to the present SS building converting it into an Administration Building. The building will house the District's administrative offices including:

- Superintendent/President
- Vice Presidents
- Business Services
- Payroll
- Fiscal Services
- Information Services
- Institutional Research and Planning
- Foundation/Advancement Office
- Communications/ Marketing
- Tenure and Evaluation
- Professional Development
- Human Resources
- Employee Constituency Offices

The building will also include the Governing Board Room and the District mailroom.

The consolidation of the Administrative offices of the District will result in improved communication and interaction at the District level.

The project will remove the temporary buildings IS, TSA, and IRIS. Once vacated, the A-Building will be used as a swing or expansion space during other construction projects until Project 15, and will then be demolished and replaced with a new instructional building.

Image 7.33
A-1, Human Resource Center Service Counter

Image 7.34
A-6, Server Room

Image 7.35
A-23, Mail Room

Image 7.36
A-24, Administration Storage Room

PALOMAR COLLEGE
Learning for Success

San Marcos Campus

2022 Master Plan

SSC - Building Remodel/Addition

PROGRAMS	current ASF	2013 ASF (50% Increase)
President/ Superintendent	1089	2000
VP Instruction/Staff	1383	2075
VP Student Services	681	1022
VP Admin Services	679	1022
VP Human Resources	391	1022
Human Resources	1788	2682
Fiscal Services	2114	3171
Business Services	2152	3228
Information System	4043	6065
Payroll	498	1000
Institutional Research & Planning	416	1000
Foundation/ Advancement	351	1000
Communications/ Marketing	682	1023
Tenure & Evaluation	171	250
Professional Development	268	400
Governing Board Room	1500	2500
Total	18,206	29,460

Project 7

0 500'

N

Spencer/Hoskins associates
architecture and planning

SSC - Building Remodel/Addition

Single Story Building

29,460 ASF 45,324 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 8

P - BUILDING REMODEL

This project remodels the north and south wing of the P-Building. Classrooms, office and laboratories for general assignment will be located in this remodeled space. This space will serve as a swing space for programs affected by construction and for overflow space for growing academic programs such as math. Communications offices will be relocated in the remodeled space allowing for the removal of the temporary U Building.

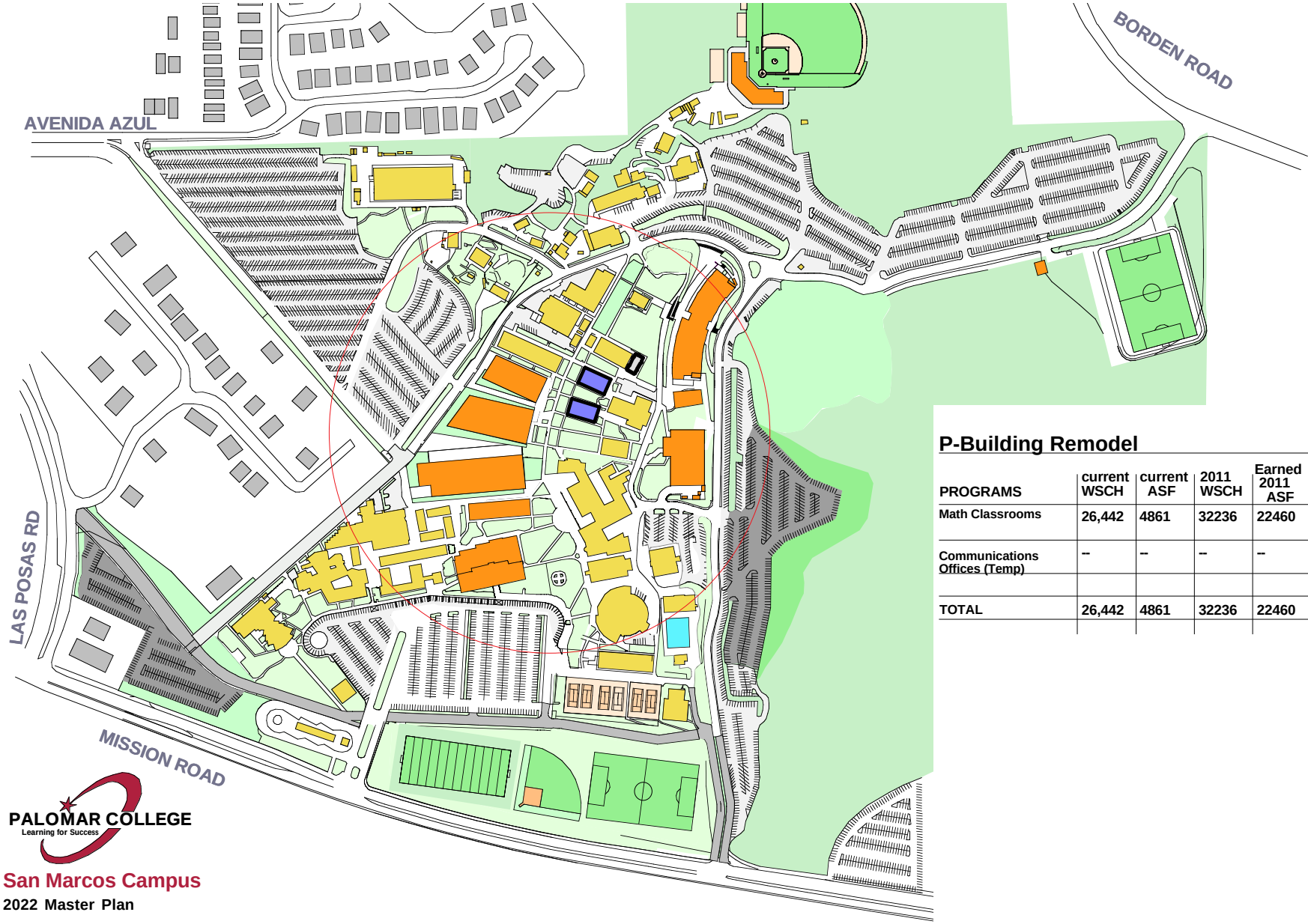
Included in the project cost is the removal of the U Building.

Image 7.37
Q-F Radio/ Communications Office

Image 7.39
P Building Computer Lab

Image 7.38
W Behavioral Science Offices

Image 7.40
P Building Department Offices



P-Building Remodel

PROGRAMS	current WSCH	current ASF	2011 WSCH	Earned 2011 ASF	Assign 2011 ASF
Math Classrooms	26,442	4861	32236	22460	10242
Communications Offices (Temp)	--	--	--	--	1710
TOTAL	26,442	4861	32236	22460	11,952

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San Marcos Campus
2022 Master Plan

Project 8

0 500'

Spencer/Hoskins associates
architecture and planning

P-Building Remodel

Single Story Building

11,952 ASF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 9

CHILD DEVELOPMENT CENTER

This project will construct a new Child Development Center at the northeast section of the campus, adjacent to the Arboretum. The new location will provide safe access with a convenient drop off area isolated from parking lots and general campus traffic flow.

The present Child Development Center consists of three temporary buildings, between 10 and 31 years old. Once the current buildings are vacated they will be demolished making way for much needed parking.

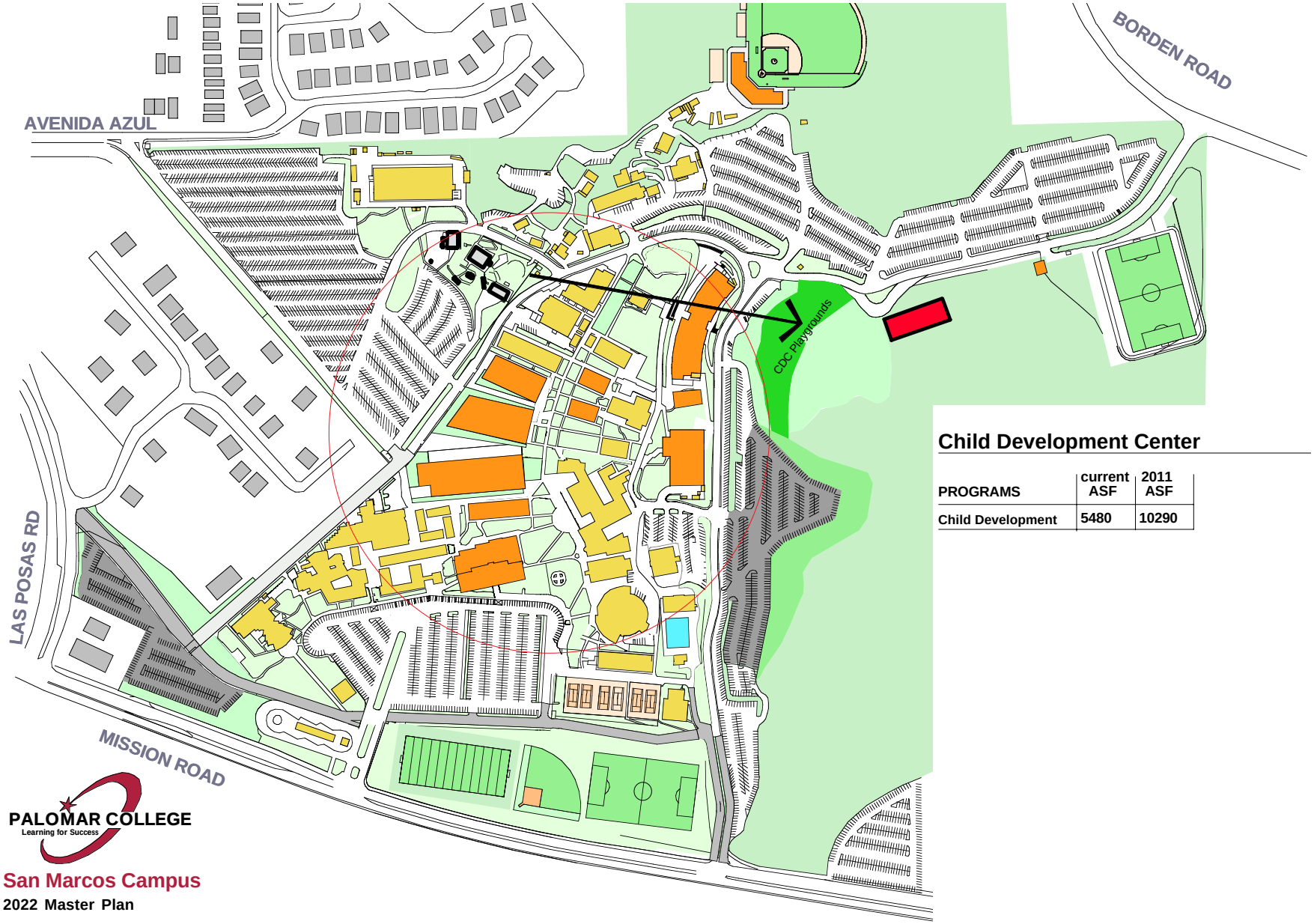
Included in the project cost is the removal of the CDA, CDB, CDC Buildings.

Image 7.41
One of the existing CDC temporary buildings along the road.

Image 7.42
Existing outdoor play area.

Image 7.43
CDC Playground.

Image 7.44
CDC Storage connix box.



Child Development Center

PROGRAMS	current ASF	2011 ASF
Child Development	5480	10290

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Learning for Success

San Marcos Campus
2022 Master Plan

Project 9

0 500'

Spencer/Hoskins associates
architecture and planning

Child Development Center

Single-Story Building

15,000 GSF 10,000 ASF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 9-A

PARKING AND ROAD IMPROVEMENTS - PHASE 3

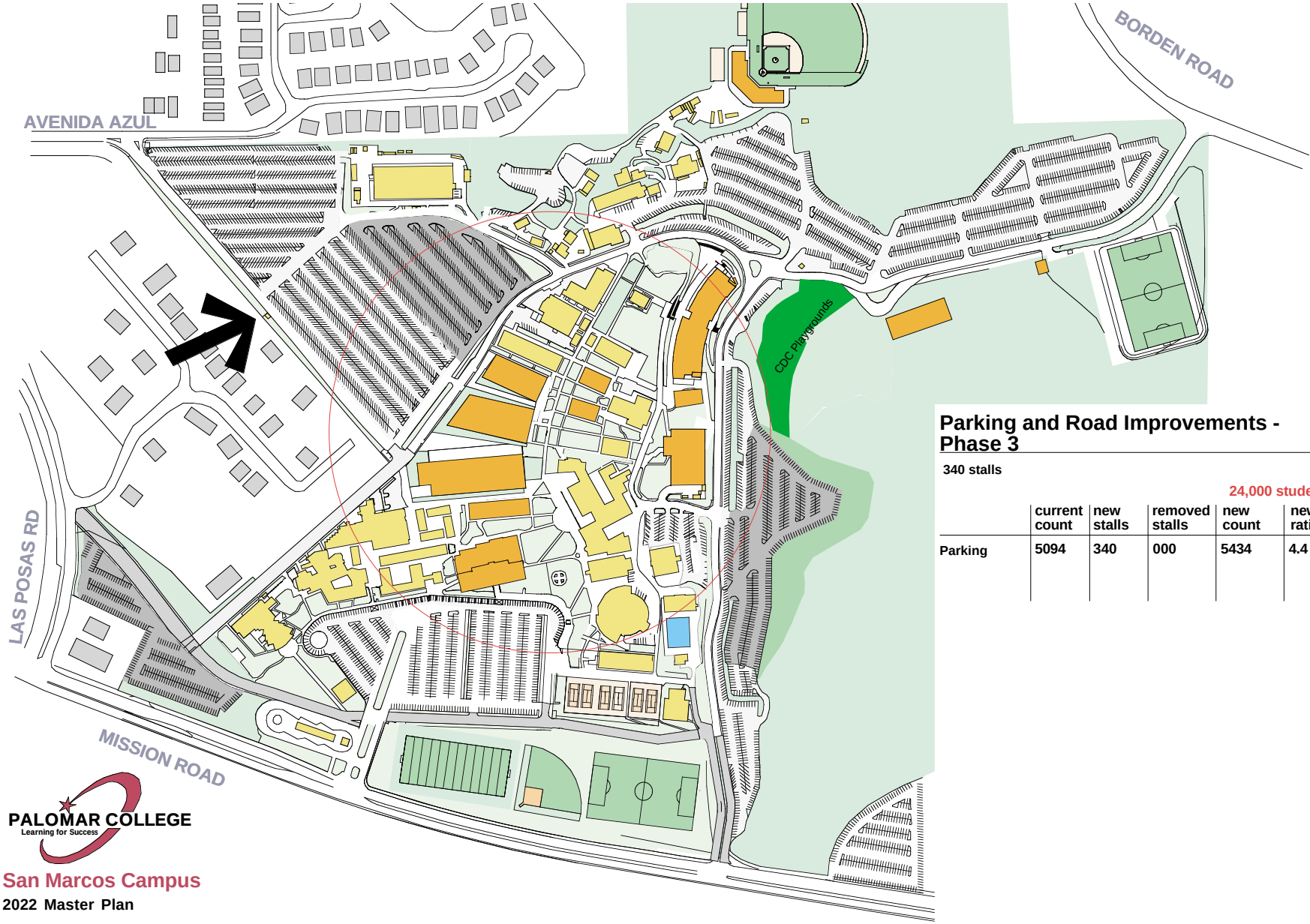
Additional parking will be constructed in the area vacated by the existing Child Development Center. An additional 340 spaces will be added bringing the total number of parking spaces to 5434 with a 4.4 ratio for 24,000 students.

Image 7.45
Traffic Congestion at Comet Circle Adjacent to Existing Child Development Center

Image 7.46
Traffic Congestion Along Existing Child Development Center

Image 7.47
Traffic Congestion Along Existing Child Development Center

Image 7.48
Traffic Congestion Along Existing Child Development Center



Parking and Road Improvements - Phase 3

340 stalls

24,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5094	340	000	5434	4.4

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Learning for Success

San Marcos Campus

2022 Master Plan

Project 9-A **Parking**

0 500'

N

Spencer/Hoskins associates
architecture and planning

Parking and Road Improvements - Phase 3

Parking Lot

340 stalls

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 10

INDUSTRIAL TECHNOLOGY CENTER

This project will construct a new Industrial Technology Center housing Automotive Technology, Welding Technology, Waste Water Treatment, Electro-Mechanical Equipment Technology, and Water Technology Programs. The building will be located immediately west of the T-Building. The building will include laboratories, classrooms, storage, offices and meeting rooms for these programs.

This project will remove heavy industrial programs (automotive and welding) from the center of campus. The project will demolish the current N and IT buildings freeing the space for a multi-story instructional building. The project will impact Parking Lot 12 resulting in a loss of 130 parking spaces for a total of 5304 spaces with a 4.5 ratio for 24,000 students.

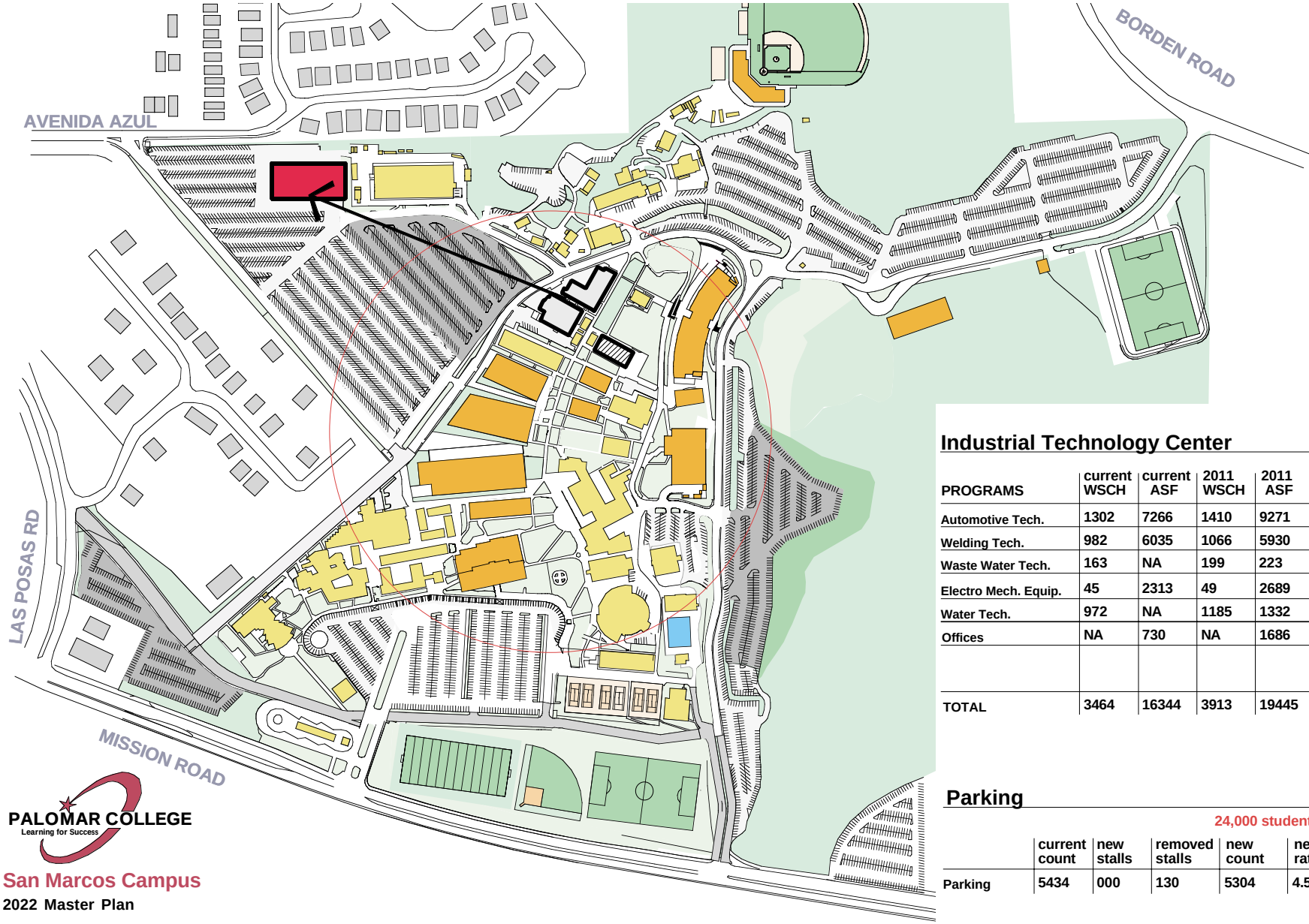
Interior Design, Fashion Design, Consumer Science and Administration of Justice programs will be temporarily moved into the swing space in the Q and P-Buildings.

Included in the project cost is the removal of the IT and N Buildings.

Image 7.49
Mechanical Equipment at N and IT Buildings (Welding and Auto Body Programs)

Image 7.50
IT-1 Welding Laboratory

Image 7.51
N-3 Engine Repair Laboratory



PALOMAR COLLEGE
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San Marcos Campus

2022 Master Plan

Industrial Technology Center

PROGRAMS	current WSCH	current ASF	2011 WSCH	2011 ASF
Automotive Tech.	1302	7266	1410	9271
Welding Tech.	982	6035	1066	5930
Waste Water Tech.	163	NA	199	223
Electro Mech. Equip.	45	2313	49	2689
Water Tech.	972	NA	1185	1332
Offices	NA	730	NA	1686
TOTAL	3464	16344	3913	19445

Parking

24,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5434	000	130	5304	4.5

Project 10

0 500'

Spencer/Hoskins associates
architecture and planning

Industrial Technology Center

Single Story Building

20,000 ASF 26,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 11

MULTIDISCIPLINARY BUILDING B

This project will construct a three-story instructional building at the location of the existing N & IT – Buildings. Mathematics, Computer Drafting, Interior Design, Family and Consumer Science, Institutional Food, Administration of Justice, Construction Technology, Construction Inspection and Child Development will be housed in the new building.

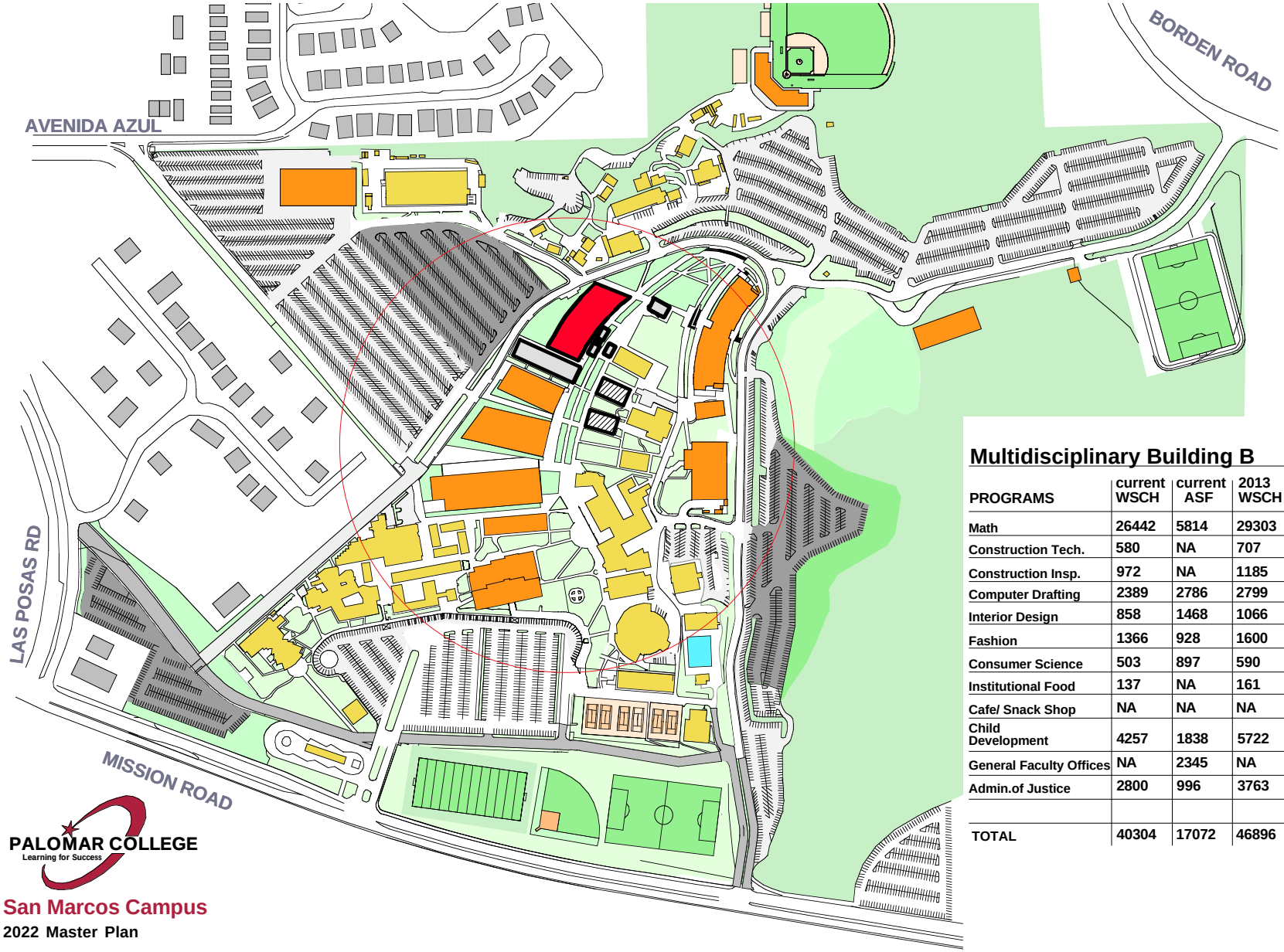
The building will include classrooms, laboratories, work rooms, meeting rooms, and a Café. The project includes the demolition of the E.

Included in the project cost is the removal of the NA, E, RF, FCS and FASH Buildings.

Image 7.52
Computer Aided Drafting Laboratory

Image 7.54
Math Testing Center

Image 7.53
E-Building Typical Classrooms



Multidisciplinary Building B

PROGRAMS	current WSCH	current ASF	2013 WSCH	2013 ASF
Math	26442	5814	29303	21588
Construction Tech.	580	NA	707	893
Construction Insp.	972	NA	1185	1332
Computer Drafting	2389	2786	2799	7194
Interior Design	858	1468	1066	1508
Fashion	1366	928	1600	3086
Consumer Science	503	897	590	505
Institutional Food	137	NA	161	240
Cafe/ Snack Shop	NA	NA	NA	1200
Child Development	4257	1838	5722	8580
General Faculty Offices	NA	2345	NA	9367
Admin.of Justice	2800	996	3763	1937
TOTAL	40304	17072	46896	57430

PALOMAR COLLEGE
Learning for Success

San Marcos Campus
2022 Master Plan

Project 11

0 500'

Spencer/Hoskins associates
architecture and planning

Multidisciplinary Building B

Three-Story Building

57,000 ASF 87,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 12

THEATRE ADDITION

PROJECT 12-A

EXISTING THEATRE REMODEL

These projects will provide increased performance, lab, and storage space as well as a complete renovation of the 25 year old Theatre. The originally planned second phase of the theater was never been completed. Dance studio space is needed since the building in which the studio is currently located is scheduled for remodel. The result of the project will be better ADA access, increased rest room facilities, improved acoustics, and technical improvements in the lighting and sound systems.

Image 7.55
HBT-10, Theater Stage and Seating

Image 7.56
HBT-30, Costume Laboratory

Image 7.57
HBT-15, Scene Construction Laboratory

Theatre Addition

Experimental Theatre & Labs	9,500 GSF
Storage & Mechanical Enclosure Addition	5,500 GSF
Total GSF	15,000 GSF

Existing Theatre Remodel

Existing Theatre Remodel	20,180 GSF

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Learning for Success

San Marcos Campus
2022 Master Plan

Project 12 and 12A

0 500'

Spencer/Hoskins associates
architecture and planning

Theatre Addition and Existing Theatre Remodel

15,000	GSF	Addition
20,180	GSF	Remodel
35,180	GSF	Total

Proposed Building
Affected Building to be Remodeled
Affected Building to be Removed
Affected Building Program(s) to be Relocated
New & Remodeled Building
Existing Building

PROJECT 13

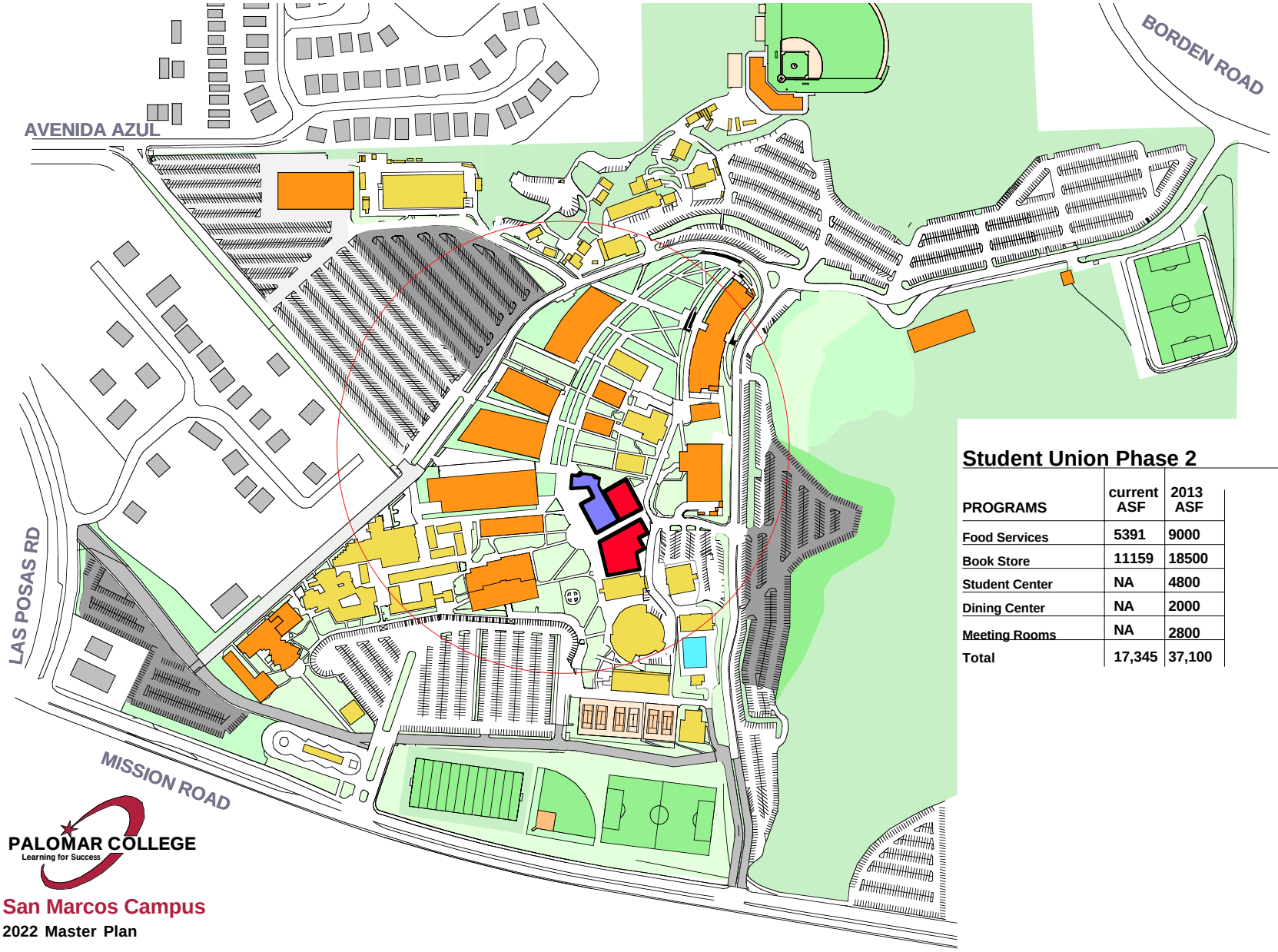
STUDENT UNION PHASE 2

This project will replace inadequate old space, renovate existing space and construct new space to meet the needs of the campus' growing student population. The existing food services area will be remodeled and enlarged into a modern food court. The bookstore will be enlarged enabling it to provide a full service facility to students. Clubrooms, workrooms, and a multi-purpose conference center will be added to the Student Union, providing facilities for community services.

Image 7.58
SU-Student Union Rear Loading Dock and Adjacent Outdoor Eating Patio

Image 7.60
SU-Student Union Rear Book Store Access

Image 7.59
Service and Emergency Access Road adjacent with Trash Area Adjacent to Student Union



Student Union Phase 2

PROGRAMS	current ASF	2013 ASF
Food Services	5391	9000
Book Store	11159	18500
Student Center	NA	4800
Dining Center	NA	2000
Meeting Rooms	NA	2800
Total	17,345	37,100

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2022 Master Plan

Project 13

0 500'

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Student Union Phase 2

Two Story Building

37,000 ASF 47,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 14

MAINTENANCE AND OPERATIONS FACILITIES

This project will relocate the campus Maintenance and Operations to much needed new facilities. The existing facilities are inadequate with a shortage of space, poor ventilation in some of the shops, inadequate hazardous waste storage, insufficient locker and rest rooms.

This facility will house: Facilities Management, Building Services, Grounds Services, Custodial Services, Warehouse, Facility Planning/ Environmental Health and Safety and Transportation Services and all the associated trades within those departments.

The location must be easily accessible to large trucks for deliveries to the Warehouse.

The project will free up centrally located land for much needed parking.

Image 7.61
PA & GN - Maintenance and Operations Original Shops

Image 7.62
Maintenance Storage Containers

Maintenance and Operations Facilities

Buildings	GSF
Offices	8000
Shops	15500
Storage	11000
Receiving & Storage	11500
Recycling Center	6000
Total	52000

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San Marcos Campus
2022 Master Plan

Project 14

0 500'

Spencer/Hoskins associates
architecture and planning

Maintenance and Operations Facilities

Single-Story Buildings

52,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 14-A

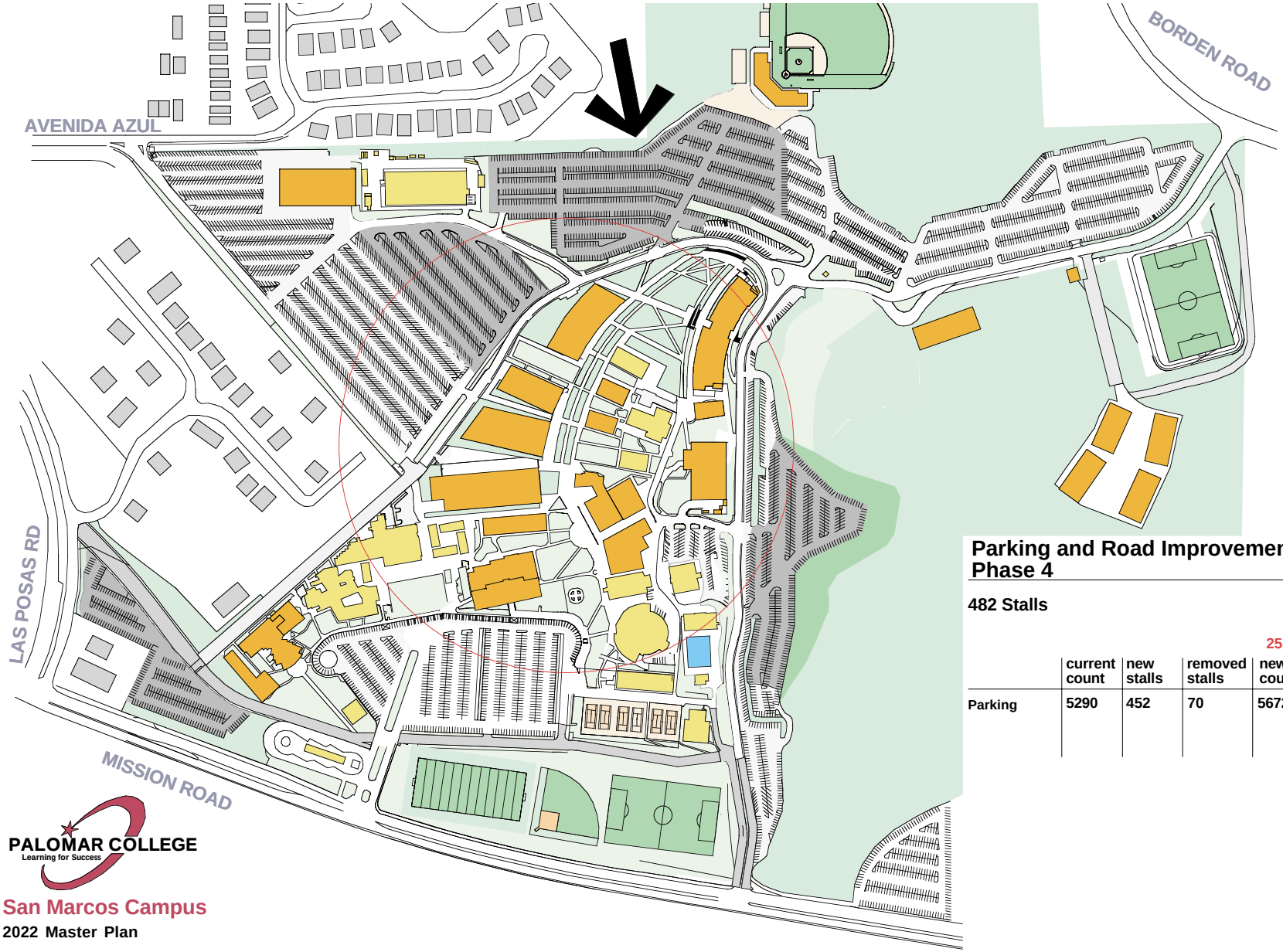
PARKING AND ROAD IMPROVEMENTS - PHASE 4

This project will demolish the vacated Maintenance and Operations facilities and construct new parking spaces. The area is convenient for students attending classes or athletic events. 452 new spaces will be added bringing the campus total to 5672 with a 4.4 ratio serving a student population of 25,000.

Image 7.63
Maintenance & Operations Garbage and Recycling Sorting Area

Image 7.64
Maintenance and Operations Access Roads

Image 7.65
Maintenance and Operations Storage Grounds and Storage Containers



Parking and Road Improvements - Phase 4

482 Stalls

25,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5290	452	70	5672	4.4

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Learning for Success

San Marcos Campus

2022 Master Plan

Project 14-A **Parking**

0 500'

N

Spencer/Hoskins associates
architecture and planning

Parking and Road Improvements - Phase 4

Parking Lot

482 Stalls

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 15

DIGITAL ARTS AND COMMUNICATIONS BUILDING

This project will construct a new Digital Arts and Communications Building on the southern end of the San Marcos Campus. This will be the final segment of the Arts Complex that includes: the Howard Brubeck Theatre, Art Studios (C-Bldg), Boehm Gallery, and Performing Arts/ Music Complex (D-Bldg). The building will be constructed at the location of the current A-Building and will house the following programs: Graphic Arts and Design, Multi-Media, Commercial/Digital Music, Photography, Radio/TV, Communications, and Cinema.

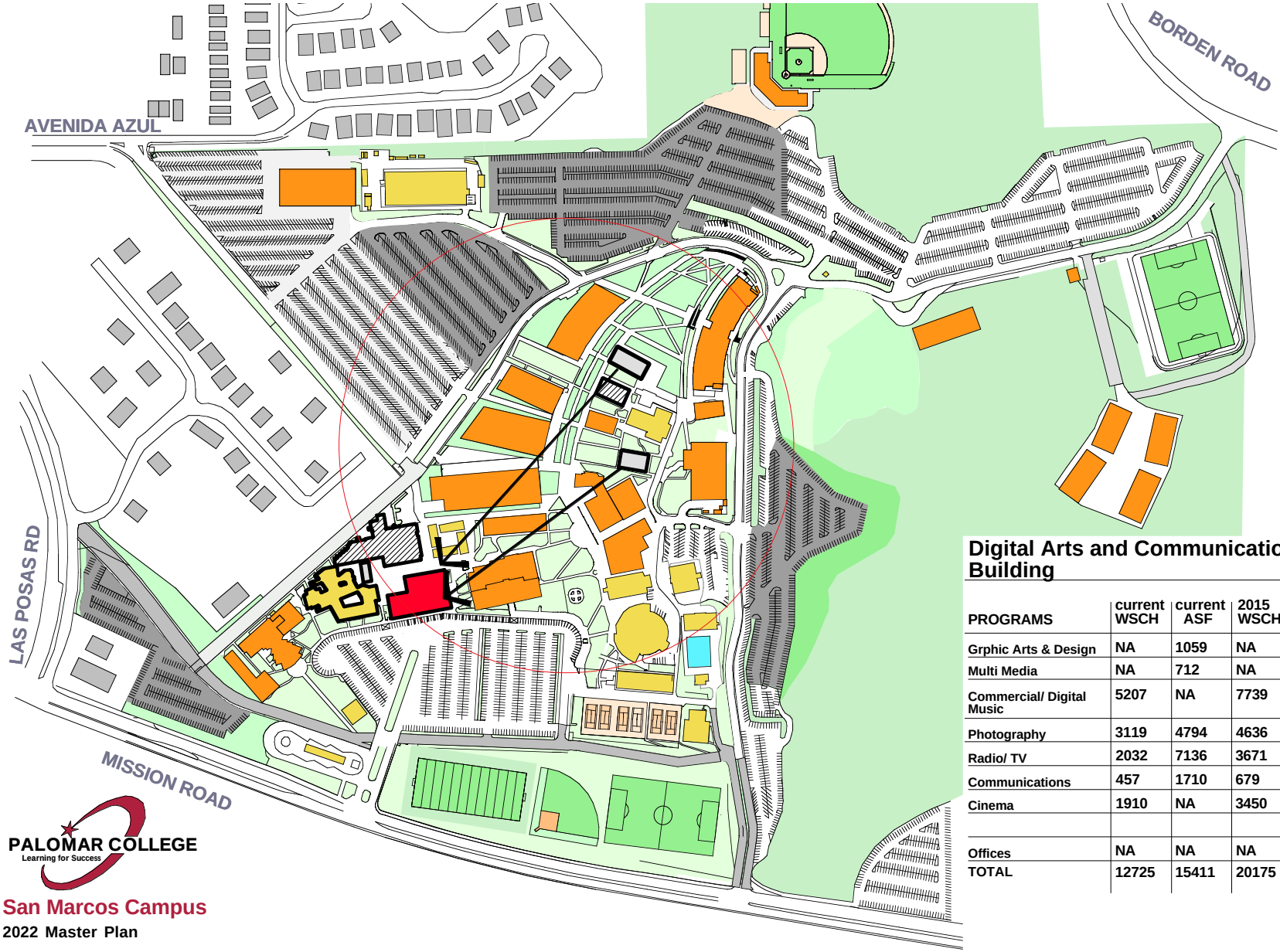
This project will demolish and remove the F and Q-Buildings, creating more open space on the campus.

Image 7.66
C-13, Visual Media Lab and Art LIbrary

Image 7.68
Q-1, Television Studio Laboratory

Image 7.67
D-2A, Music Laboratory

Image 7.69
U-12, Audio Mixing Lab



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San Marcos Campus
2022 Master Plan

Digital Arts and Communications Building

PROGRAMS	current WSCH	current ASF	2015 WSCH	2015 ASF
Grphic Arts & Design	NA	1059	NA	3750
Multi Media	NA	712	NA	2500
Commercial/ Digital Music	5207	NA	7739	5000
Photography	3119	4794	4636	10843
Radio/ TV	2032	7136	3671	7856
Communications	457	1710	679	1710
Cinema	1910	NA	3450	4432
Offices	NA	NA	NA	4500
TOTAL	12725	15411	20175	40591

Project 15

0 500'

N

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architecture and planning

Digital Arts and Communications Building

Two-Story Building

41,000 ASF 63,000 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 16

REMODEL REMAINDER OF THE FACILITIES

This project renovates and modernizes the remaining facilities on the San Marcos Campus. These include:

C & D Building-- Art and Music Complex

AA/ST Building -- Faculty and Staff Office Building

P-Building-- ETV Studios

WFC-- Wellness Fitness Center

T-Building-- Trades and Industry Building

A total of 118,887 gross square feet of space will be renovated.

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Image 7.70
P-33l,Video Control Room and Editing

Image 7.72
T-24, Diesel Repair Shop

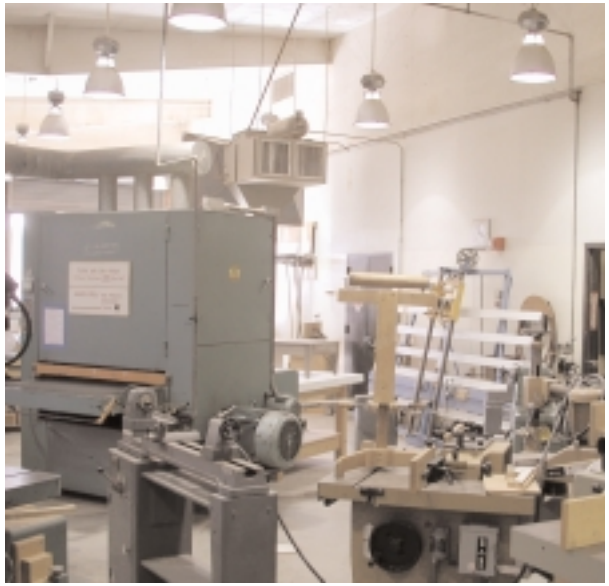
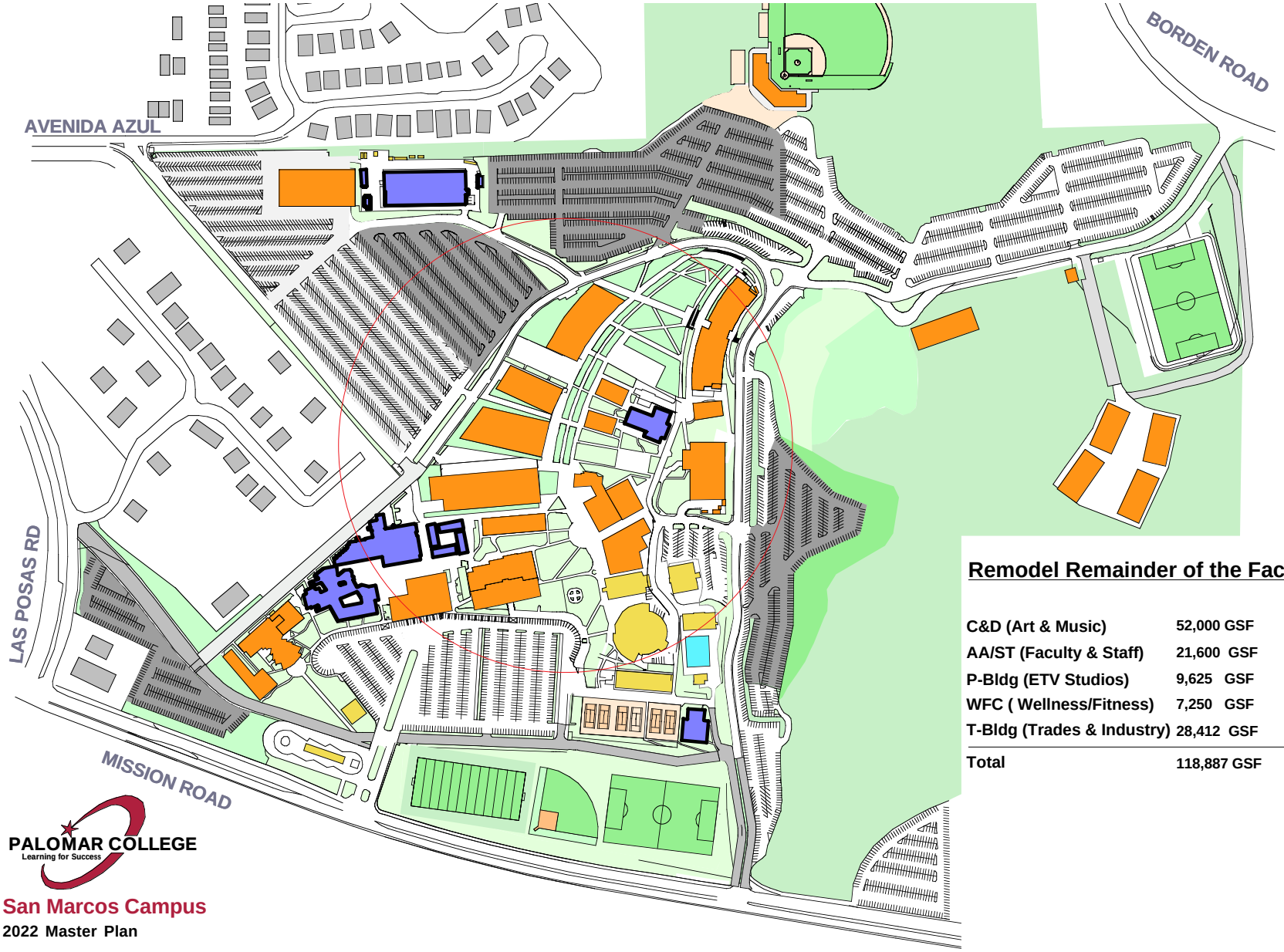


Image 7.71
T-15, Carpentry Shop

Image 7.73
WFC-1, Exercise Room



Remodel Remainder of the Facilities

C&D (Art & Music)	52,000 GSF
AA/ST (Faculty & Staff)	21,600 GSF
P-Bldg (ETV Studios)	9,625 GSF
WFC (Wellness/Fitness)	7,250 GSF
T-Bldg (Trades & Industry)	28,412 GSF
Total	118,887 GSF

PALOMAR COLLEGE
Learning for Success

San Marcos Campus
2022 Master Plan

Project 16

0 500'

Spencer/Hoskins associates
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Remodel Remainder of the Facilities

118,887 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 17

GYMNASIUM

PROJECT 17-A

50 METER SWIMMING POOL

PROJECT 17-B

PE & TRAINING CENTER

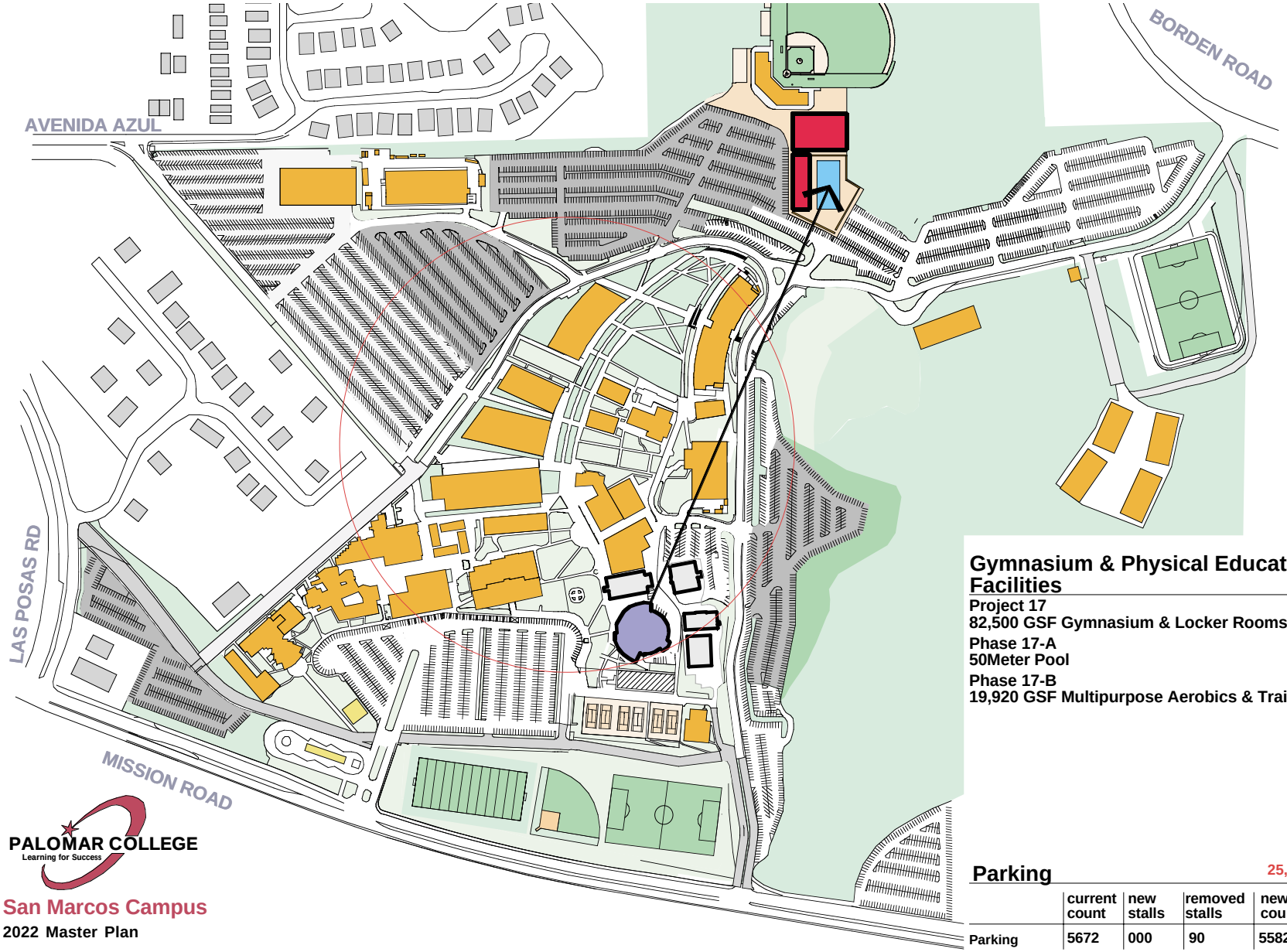
This project will construct a new gymnasium, swimming pool and a multi-purpose P.E/ Training Center at the northern end of the San Marcos Campus. This move will continue to consolidate PE/Athletic facilities in the northern end of campus.

This project will demolish and remove the M, CT, and SW buildings, which is included in the project cost, and will provide additional green space.

Image 7.74
O-4, Training Room

Image 7.75
M-Men's Locker Room Showers

Image 7.76
M-Men's Locker Room Laundry Room



Gymnasium & Physical Education Facilities

Project 17
82,500 GSF Gymnasium & Locker Rooms

Phase 17-A
50Meter Pool

Phase 17-B
19,920 GSF Multipurpose Aerobics & Training Center

PALOMAR COLLEGE
Learning for Success

San Marcos Campus
2022 Master Plan

Parking

25,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5672	000	90	5582	4.5

Project 17, 17-A and 17-B

0 500'

Spencer/Hoskins associates
architecture and planning

Gymnasium & Physical Education Facilities

One and Two Story Buildings

Gymnasium 102,420 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 18

REMODEL DOME BUILDING

This project remodels the Dome Building into an assembly room and a multi-purpose Athletic practice area. The project will address the heating, ventilation, and air conditioning deficiencies that currently exist.

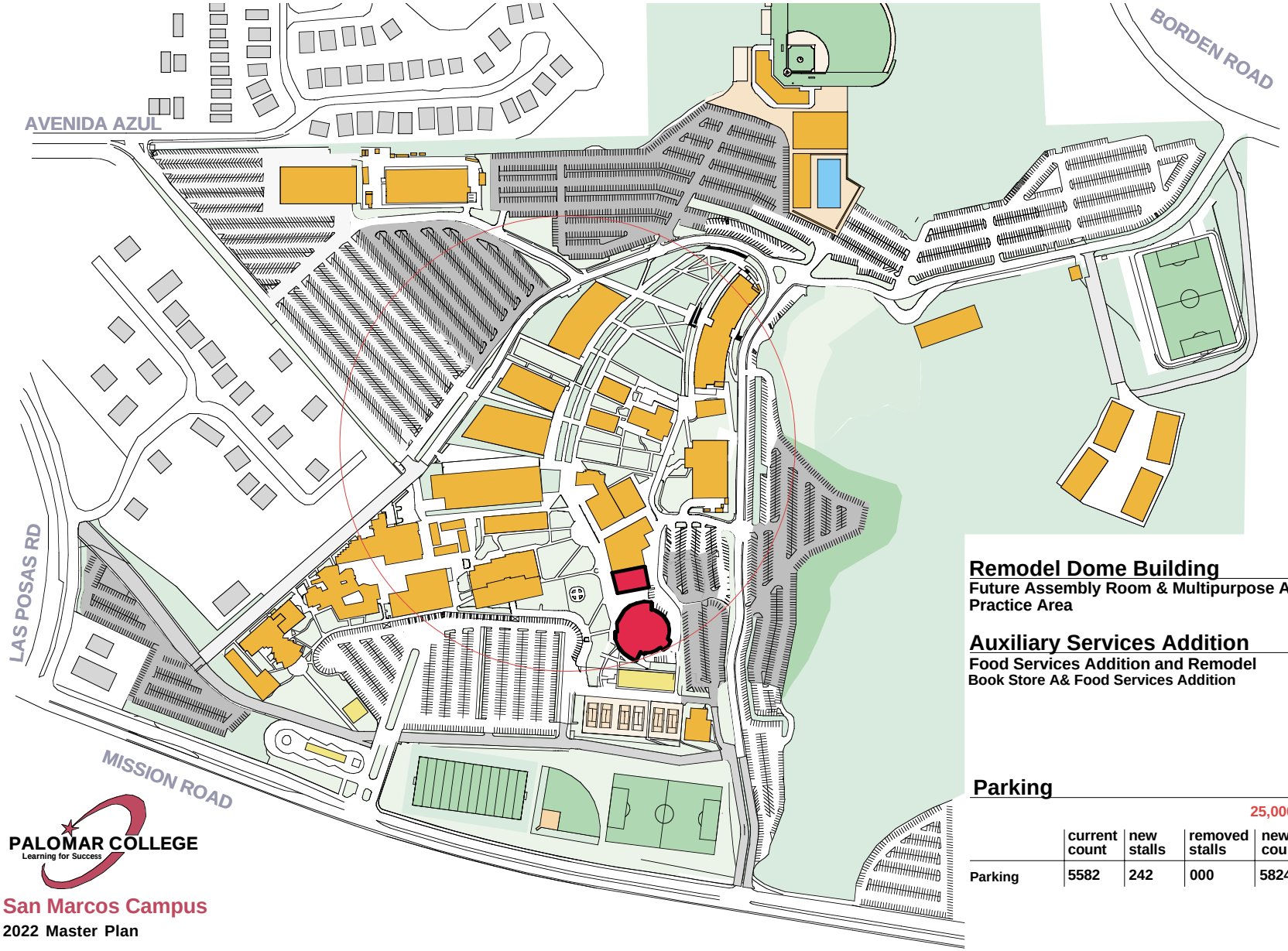
One of the goals of this project is to retain the integrity of the Dome structure and its landmark status and historical relevance. The conversion of this space into an auditorium/assembly hall would serve the needs of Performing Arts, Athletics and would provide additional space for community events.

This project also includes a 7500 GSF auxiliary services addition to the SU-Building and additional 242 parking stalls.

Image 7.77
G-Dome Ceiling

Image 7.78
G-2, Exercise Room

Image 7.79
G-Dome Seating and Stage



Remodel Dome Building

Future Assembly Room & Multipurpose Athletic Practice Area

Auxiliary Services Addition

Food Services Addition and Remodel
Book Store A& Food Services Addition

7, 500 GSF

Parking

25,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5582	242	000	5824	4.3

PALOMAR COLLEGE
Learning for Success

San Marcos Campus
2022 Master Plan

Project 18

0 500'

Spencer/Hoskins associates
architecture and planning

Remodel Dome Building

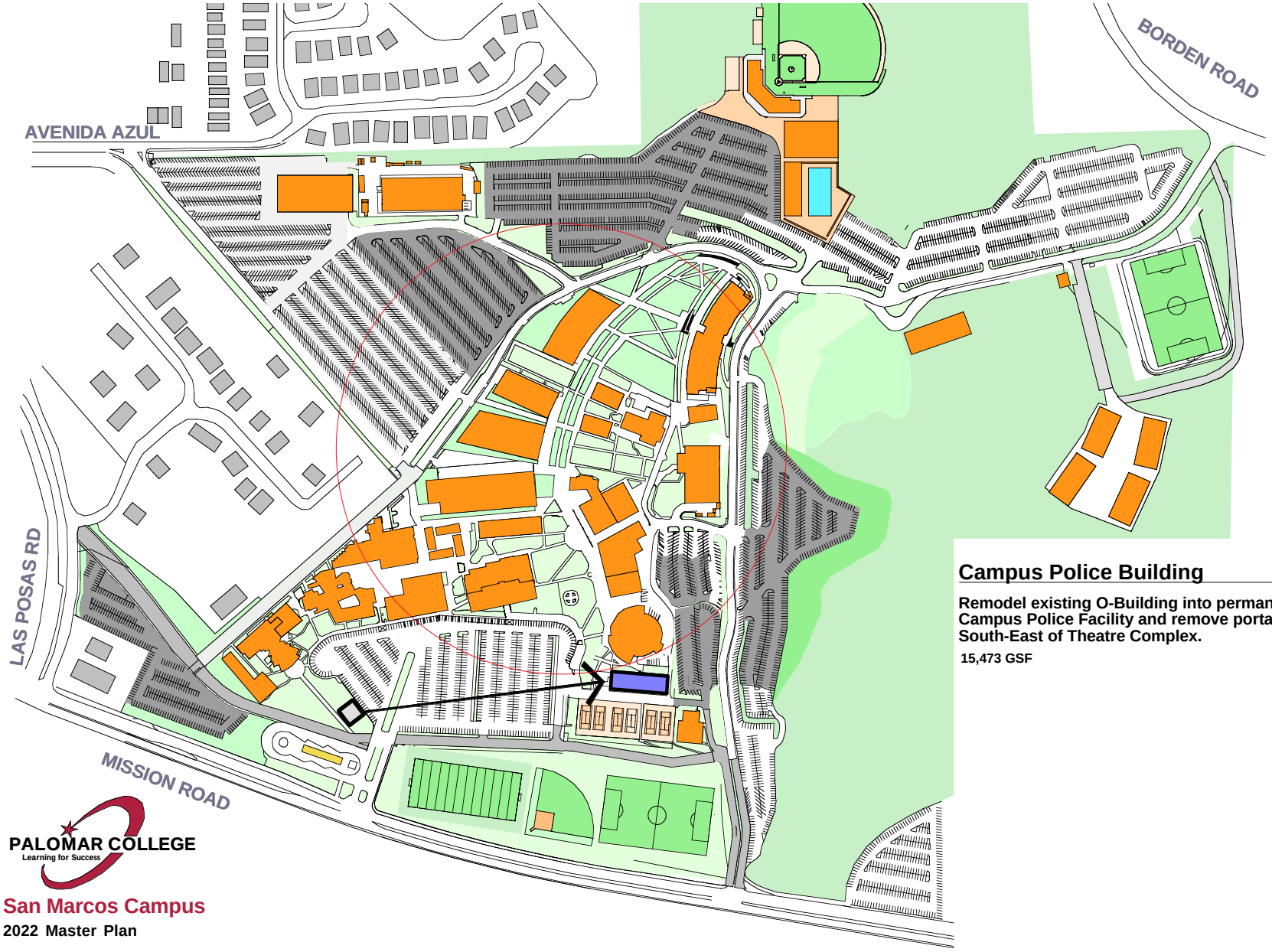
Future Assembly Room & Multipurpose Athletic Practice Area

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 18-A

CAMPUS POLICE BUILDING

This project will remodel the existing O-Building into a permanent Campus Police Facility. This will take advantage of the superb location overseeing the entire front parking lots and the existing building infrastructure.



Campus Police Building

Remodel existing O-Building into permanent Campus Police Facility and remove portables South-East of Theatre Complex.

15,473 GSF

PALOMAR COLLEGE
Learning for Success

San Marcos Campus

2022 Master Plan

Project 18-A

0 500'

N

Spencer/Hoskins associates
architecture and planning

Campus Police Building

New Campus Police Station

15,473 GSF

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECT 19

RELOCATE PHYSICAL EDUCATION PLAYING FIELDS

This project will relocate the remaining Physical Education playing fields to the northeast section of campus. Moving the tennis courts, softball field, and football/soccer field will complete the consolidation of the Physical Education/Athletic facilities into one location. The immediate impact will be a loss of 397 parking spaces bringing the total number of spaces to 5427 with a 4.6 ratio for 25,000 students.

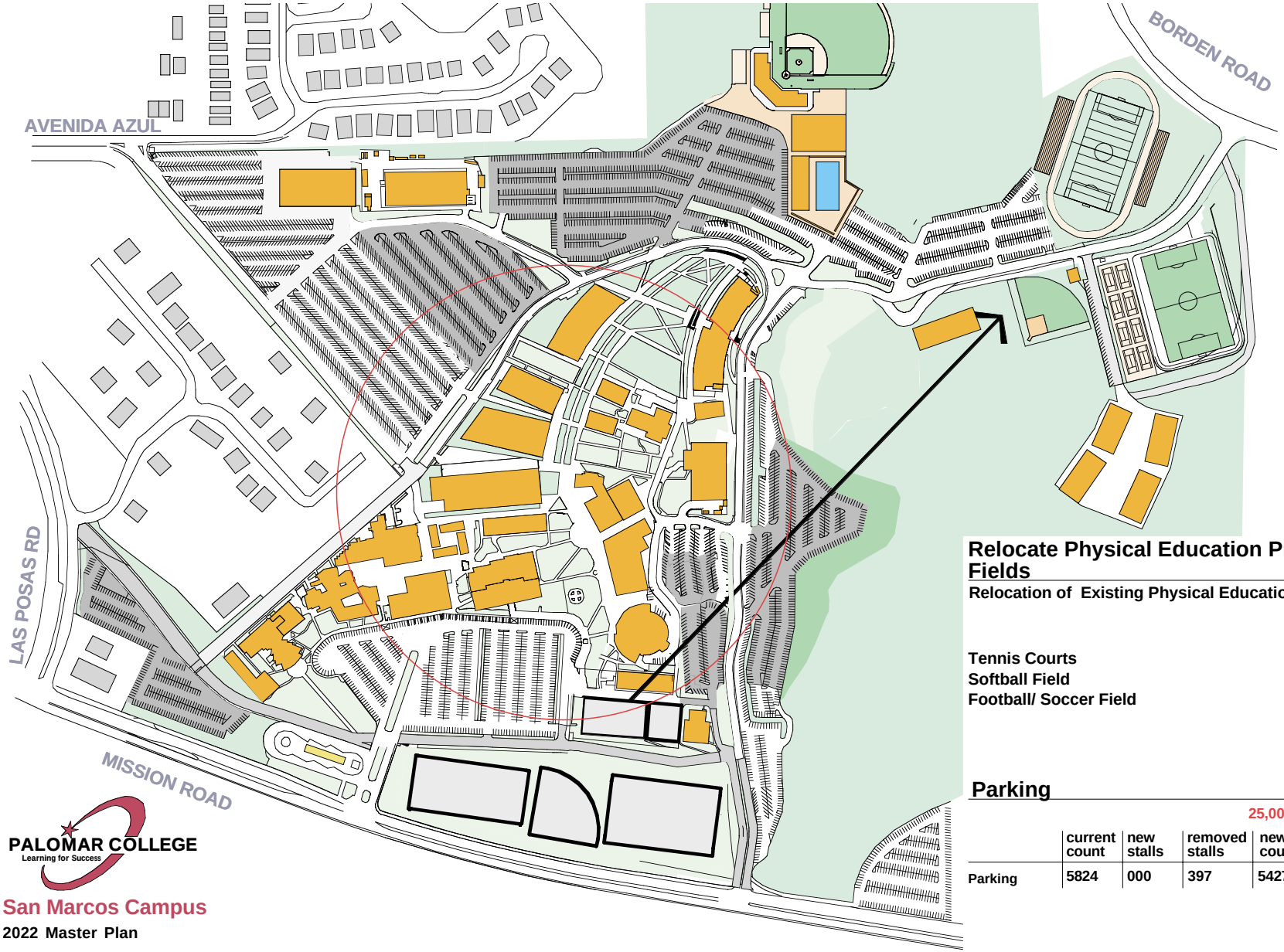
The relocation of the fields and tennis courts will free space at the south end of campus for additional parking and road improvements.

Included in the project cost is the removal of the existing Tennis Courts, Softball Field and Football/ Soccer Field.

Image 7.88
Football Practice Field

Image 7.89
Existing Pool and Pool House

Image 7.90
Existing Soccer and Baseball Fields



Relocate Physical Education Playing Fields

Relocation of Existing Physical Education Fields

Tennis Courts
Softball Field
Football/ Soccer Field

Parking

25,000 students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5824	000	397	5427	4.6

PALOMAR COLLEGE
Learning for Success

San Marcos Campus
2022 Master Plan

Project 19

0 500'

Spencer/Hoskins associates
architecture and planning

Relocate Physical Education Playing Fields

Relocation of Existing Physical Education Fields

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

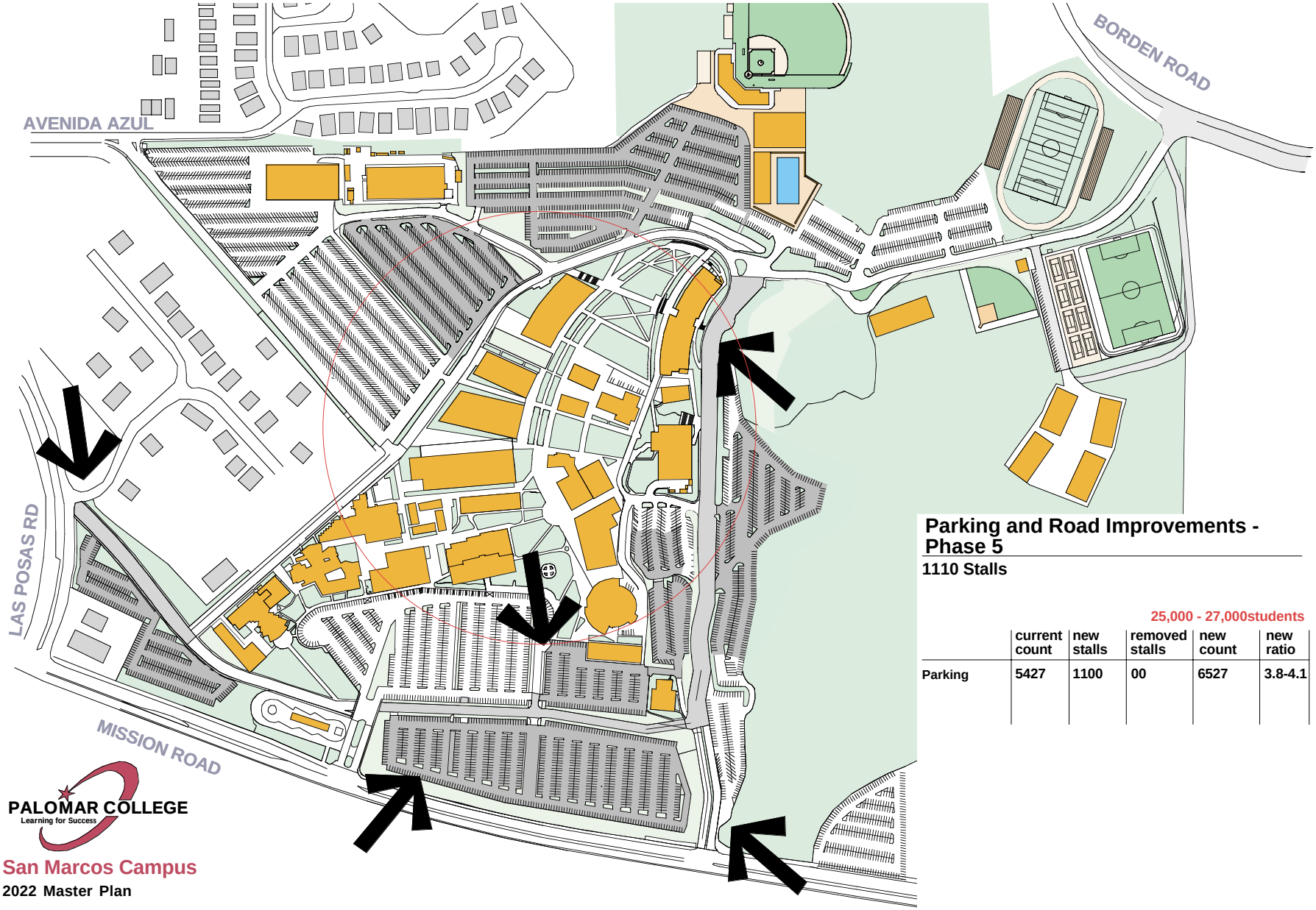
PROJECT 20

PARKING AND ROAD IMPROVEMENTS - PHASE 5

This project will result in a gain of 1,100 parking spaces for a total of 6527 with a ratio of 3.8 for 25,000 students. This will improve balancing the parking around the center Instructional/Service core and will increase the number of parking spaces to an acceptable level.

Image 7.91
Southeast Entry at Mission Road

Image 7.92
Southeast Entry at Mission Road



Parking and Road Improvements - Phase 5

1110 Stalls

25,000 - 27,000students

	current count	new stalls	removed stalls	new count	new ratio
Parking	5427	1100	00	6527	3.8-4.1

PALOMAR COLLEGE
Learning for Success

San Marcos Campus

2022 Master Plan

Project 20 **Parking**

0 500'

N

Spencer/Hoskins associates
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Parking and Road Improvements - Phase 5

New Parking Lots

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

PROJECTS 20 A-D

20-A Infrastructure Projects

This project provides a blanket upgrade of campus utility systems and central plant facilities to serve buildings not already covered by individual project plant facilities. The systems potentially include water, gas, power, communications, sanitary sewer, and storm drainage. Plant facilities include mainly central chilled water plants with piping extended to individual buildings for cooling. The cost allowance may be expended on a comprehensive basis or incrementally as each system's capacity is exceeded or requires relocation.

The existing campus utilities were upgraded several years ago to meet existing and future needs that were expected to serve nominally 20,000 students. However this master plan assumes a campus of at least 25,000 students. The added load from the larger facility on the utilities and mechanical systems will theoretically exceed the the capacity of each system or segments of it at some point in the future.

20-B Landscape and Hardscape Improvements

This project provides a general upgrade of campus landscape and hardscape. It covers planting, trees, irrigation, outdoor paving and planter walls, benches, and other hardscape throughout the campus required to provide a unified and inviting campus environment.

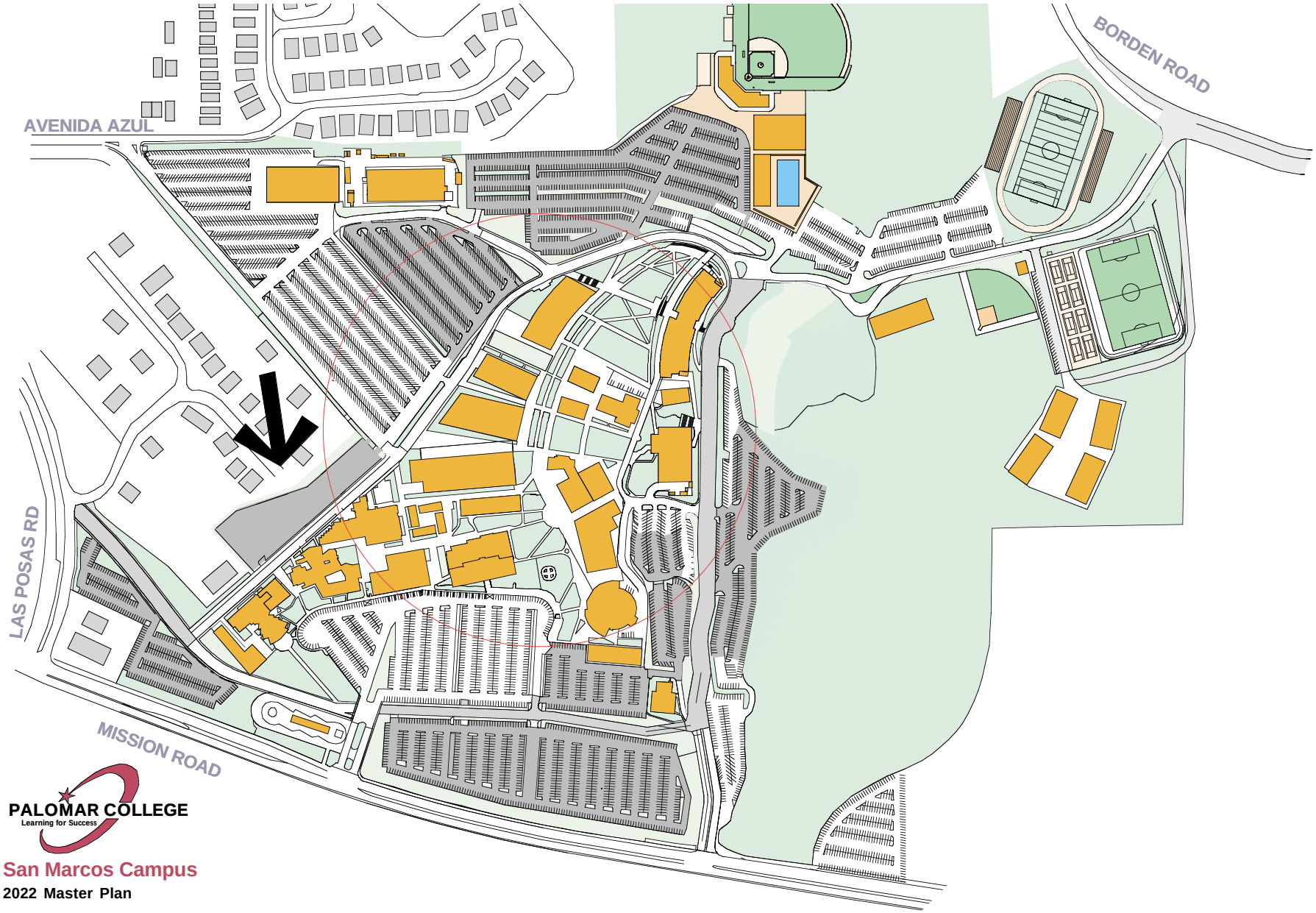
20-C Parking Lot/Parking Structure

This project would substitute a parking structure of approximately 1,000 stalls for one or more of the surface parking proposals outlined in Parking and Road Improvements Phases 1-5.

Should the build-out of buildings exceed 25,000 students, it might instead be used as a means of accommodating the added parking requirement.

20-D Potential West Campus Land Acquisition.

This project would allow relocation and widening the campus loop road for improved ingress and egress. It is part of a general need to acquire propertiesover time in the residential "salient" that abuts the west campus and limits building growth and utilization in that area.


AVENIDA AZUL
BORDEN ROAD
LAS POSAS RD
MISSION ROAD
PALOMAR COLLEGE
Learning for Success
San Marcos Campus
2022 Master Plan
Project 20-D
0
500'
N
Spencer/Hoskins associates
architecture and planning
Potential West Campus Land Acquisition
Proposed Building
Affected Building to be Remodeled
Affected Building to be Removed
Affected Building Program(s) to be Relocated
New & Remodeled Building
Existing Building

PROJECT 21

GENERAL INSTRUCTION, CAMPUS BEYOND 25,000

This project will construct a new multistory instructional building at the northern end of the San Marcos Campus' instructional core to accommodate student enrollment exceeding 25,000.

The project will also demolish and remove the north and south wings of the P-Building creating more open, green space at the campus center.

Image 7.93
Typical Existing Classroom

Image 7.95
Typical Existing Classroom

Image 7.94
Typical Existing Classroom

Image 7.96
Existing ESL Classroom

PALOMAR COLLEGE
Learning for Success

San Marcos Campus

2022 Master Plan

Project 21

0 500'

Spencer/Hoskins associates
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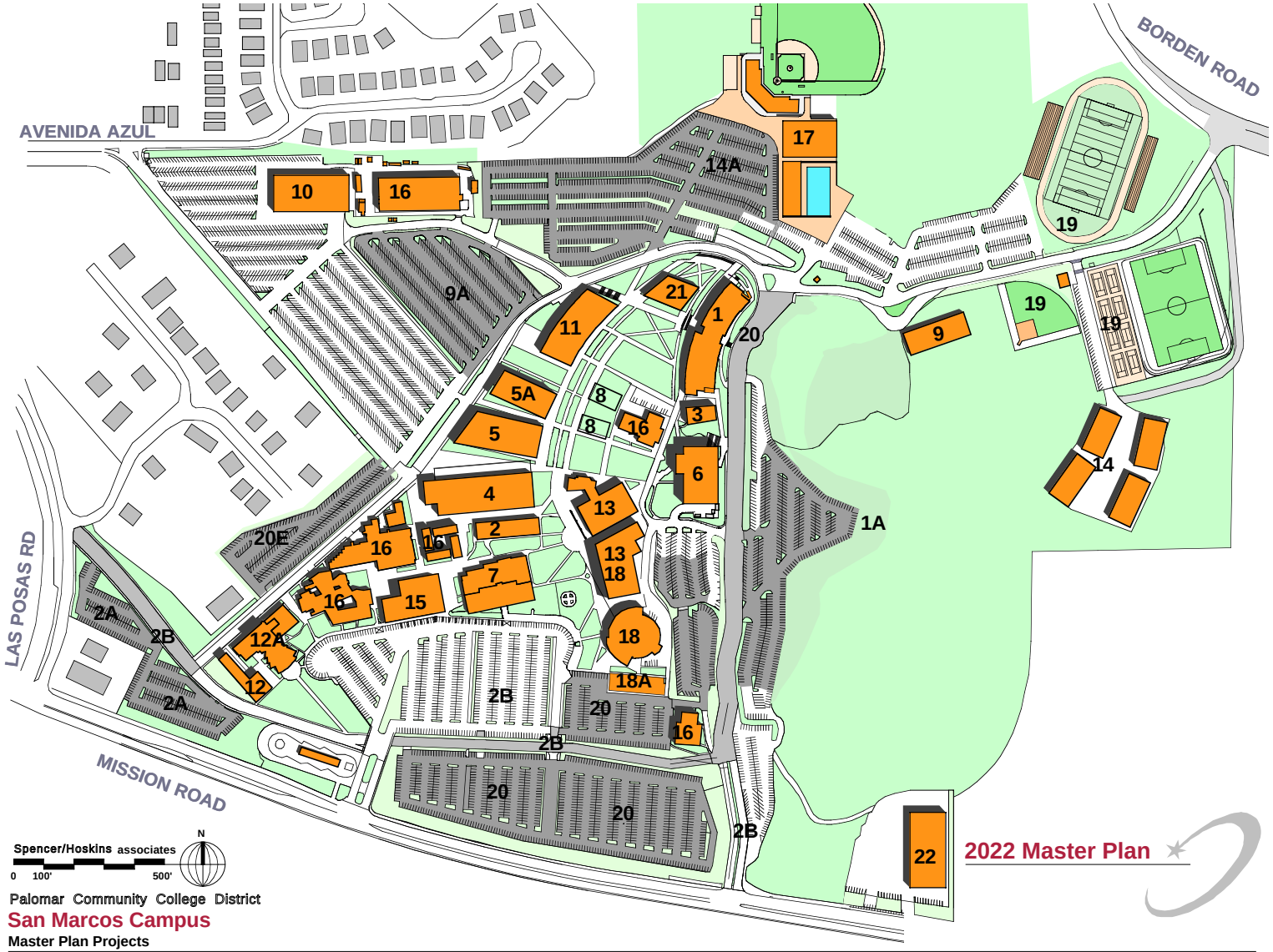
General Instruction Building

Campus Beyond 25,000 Students

- Proposed Building
- Affected Building to be Remodeled
- Affected Building to be Removed
- Affected Building Program(s) to be Relocated
- New & Remodeled Building
- Existing Building

Appendix



Palomar Community College District

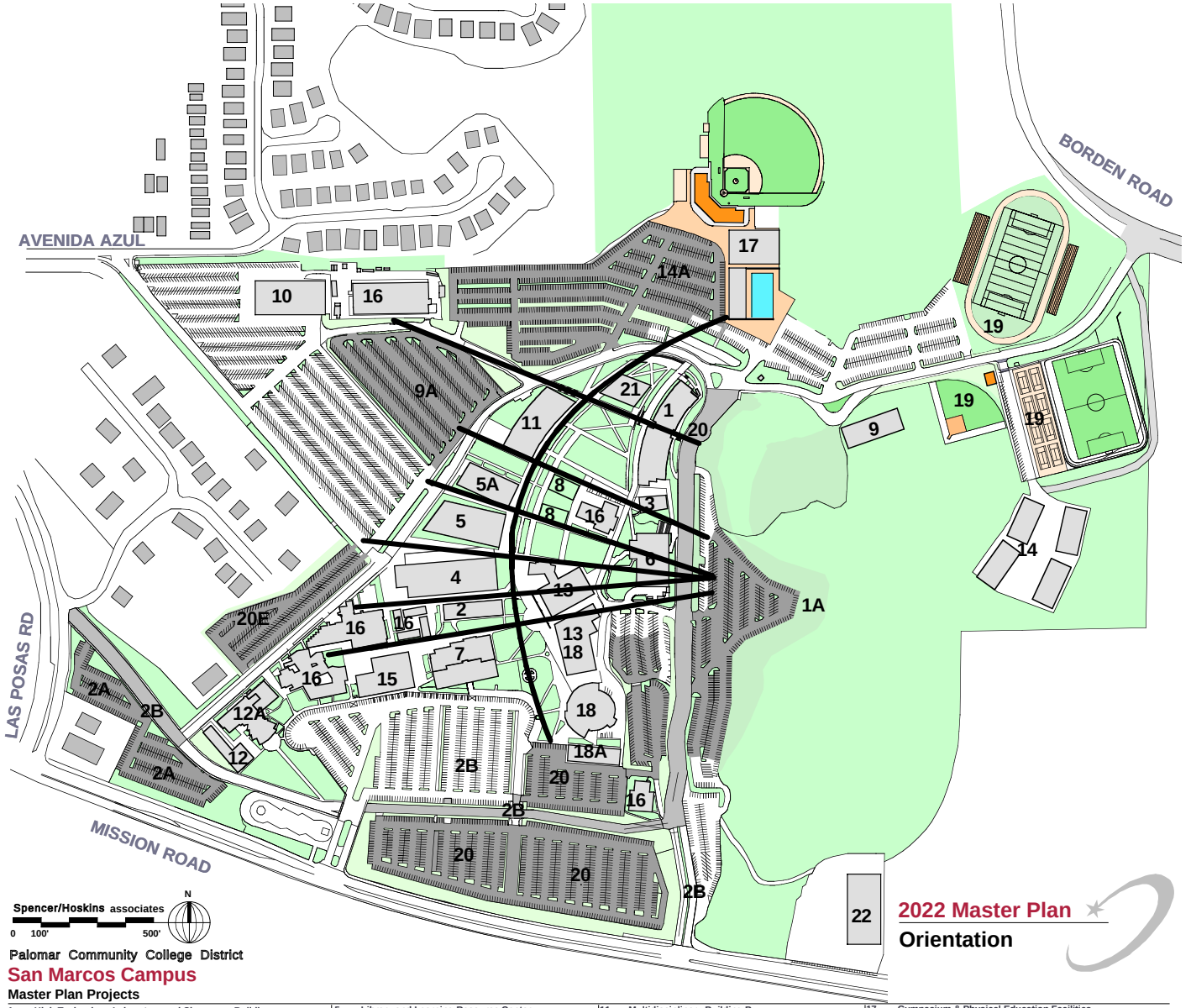
San Marcos Campus

Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Parking and Road Improvements - Phase 1
2 - S-Building Remodel
2-A - Parking and Road Improvements - Phase 2
2-B - Campus Loop Road and Entry Improvements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5-A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
9-A - Parking and Road Improvements - Phase 3
10 - Industrial Technology Center
11 - Multidisciplinary Building B
12 - Theatre Addition
12-A - Existing Theatre Remodel
13 - Student Union Phase 2
14 - Maintenance & Operations Facilities
14-A - Parking and Road Improvements - Phase 4
15 - Digital Arts and Communications Building
16 - Remodel Remainder of the Facilities
17 - Gymnasium & Physical Education Facilities
18 - Remodel Dome Building and Auxiliary Services Addition
18-A - Remodel O Building into Campus Police Building
19 - Relocate Physical Education Playing Fields
20 - Parking and Road Improvements - Phase 5
20-E - Parking and Road Improvements - Phase 6
21 - General Instruction Building
22 - Long Term Project

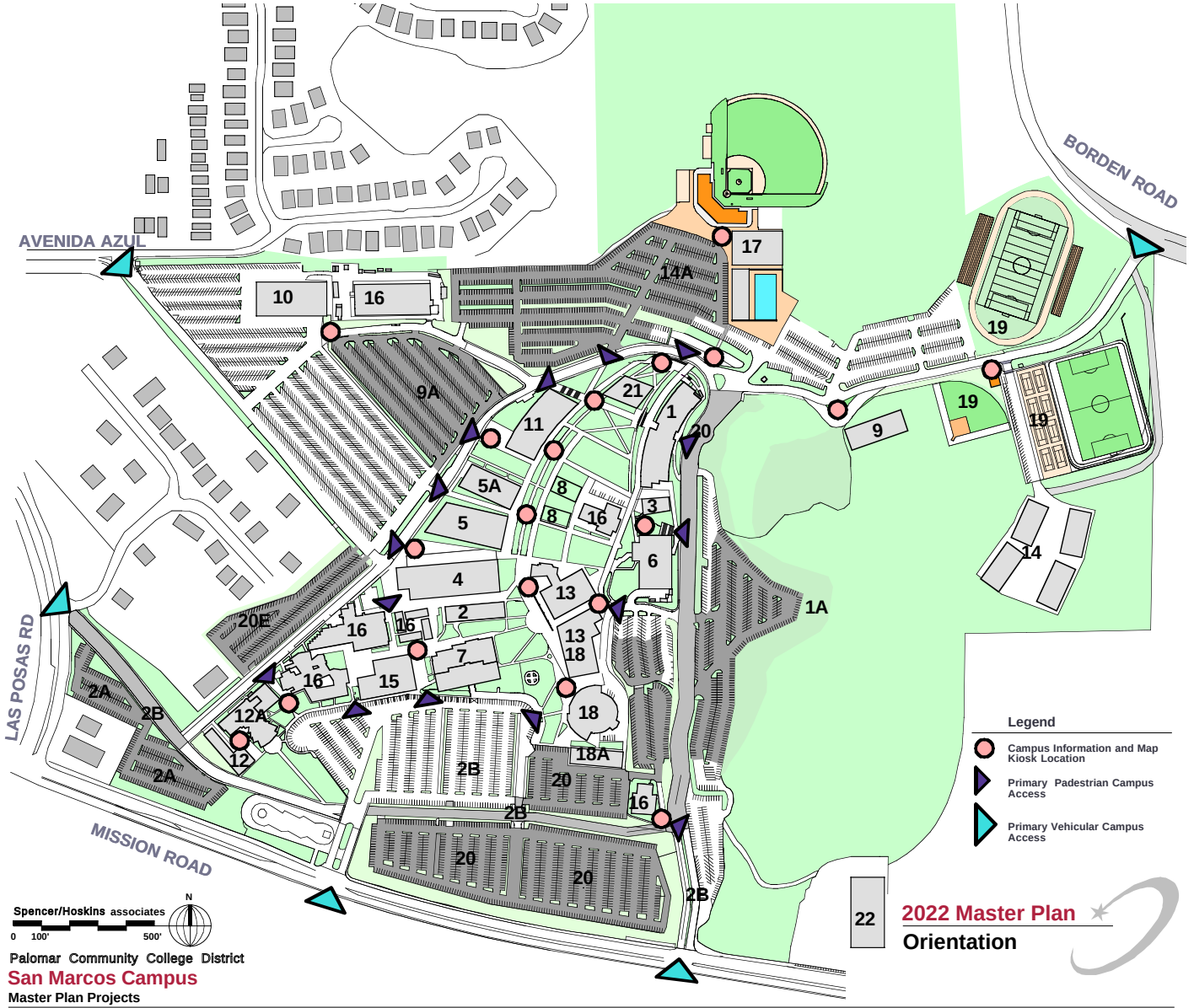
CAMPUS ORIENTATION

The diagram to the right shows that buildings and open space are placed to reinforce the strong north to south promenade transgressing campus. Serving to connect this primary circulation piece to the campus edges are east to west pathways. The north to south and the east to west pathways allows a strong connection between the central open area and the rest of the campus.



ORIENTATION

Orientation on a campus can be established with the use of access points and information kiosks. The diagram to the right shows the placement of such tools throughout the campus entries. When compared with the previous diagram, it becomes apparent that the pedestrian access points are located at the beginning of the pathways and the campus information kiosks are distributed along these pathways. Visitor information is placed at intersections of vehicular pathways to orient visitors.



Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Parking and Road Improvements - Phase 1
2 - S-Building Remodel
2-A - Parking and Road Improvements - Phase 2
2-B - Campus Loop Road and Entry Improvements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5-A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
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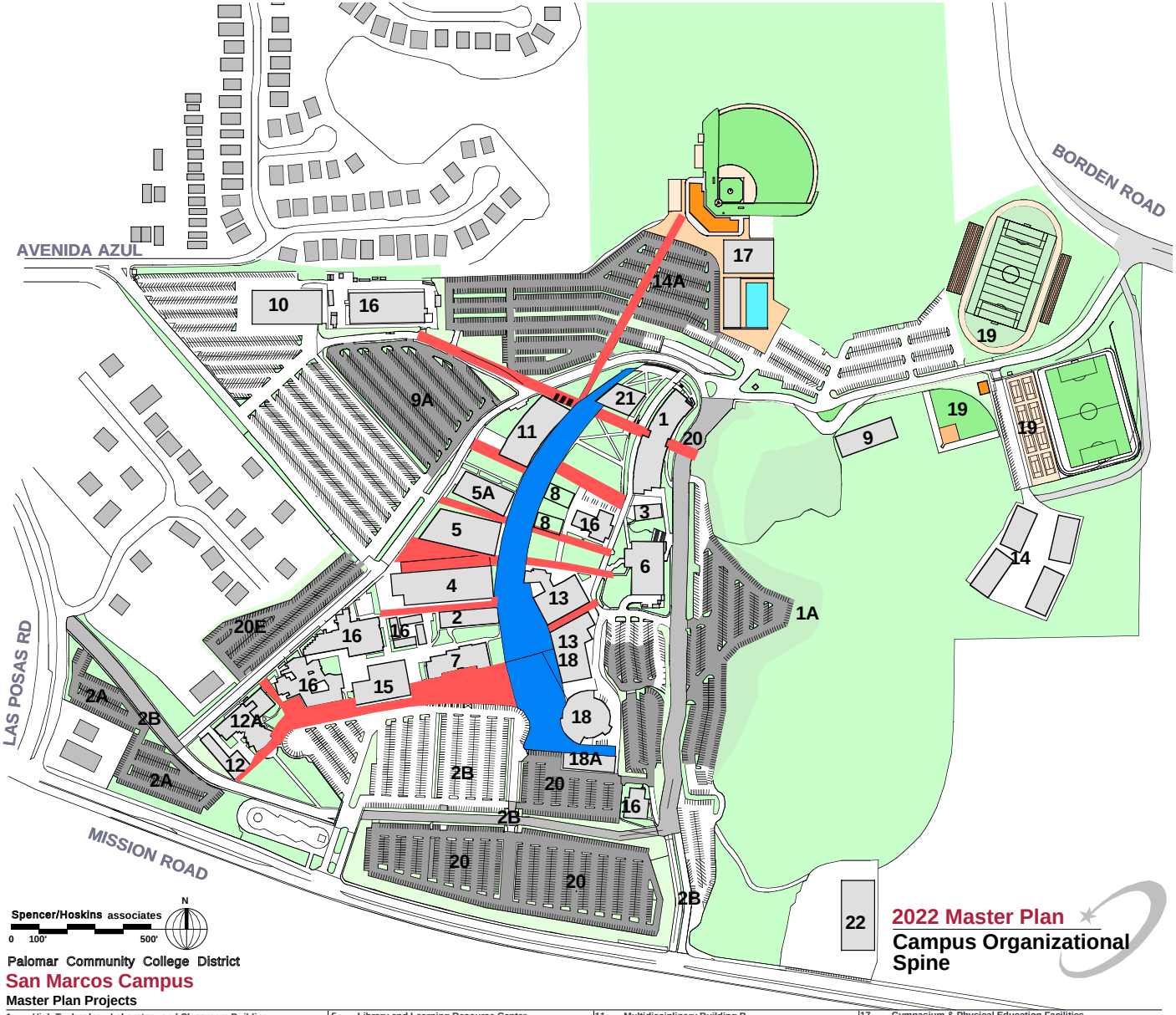
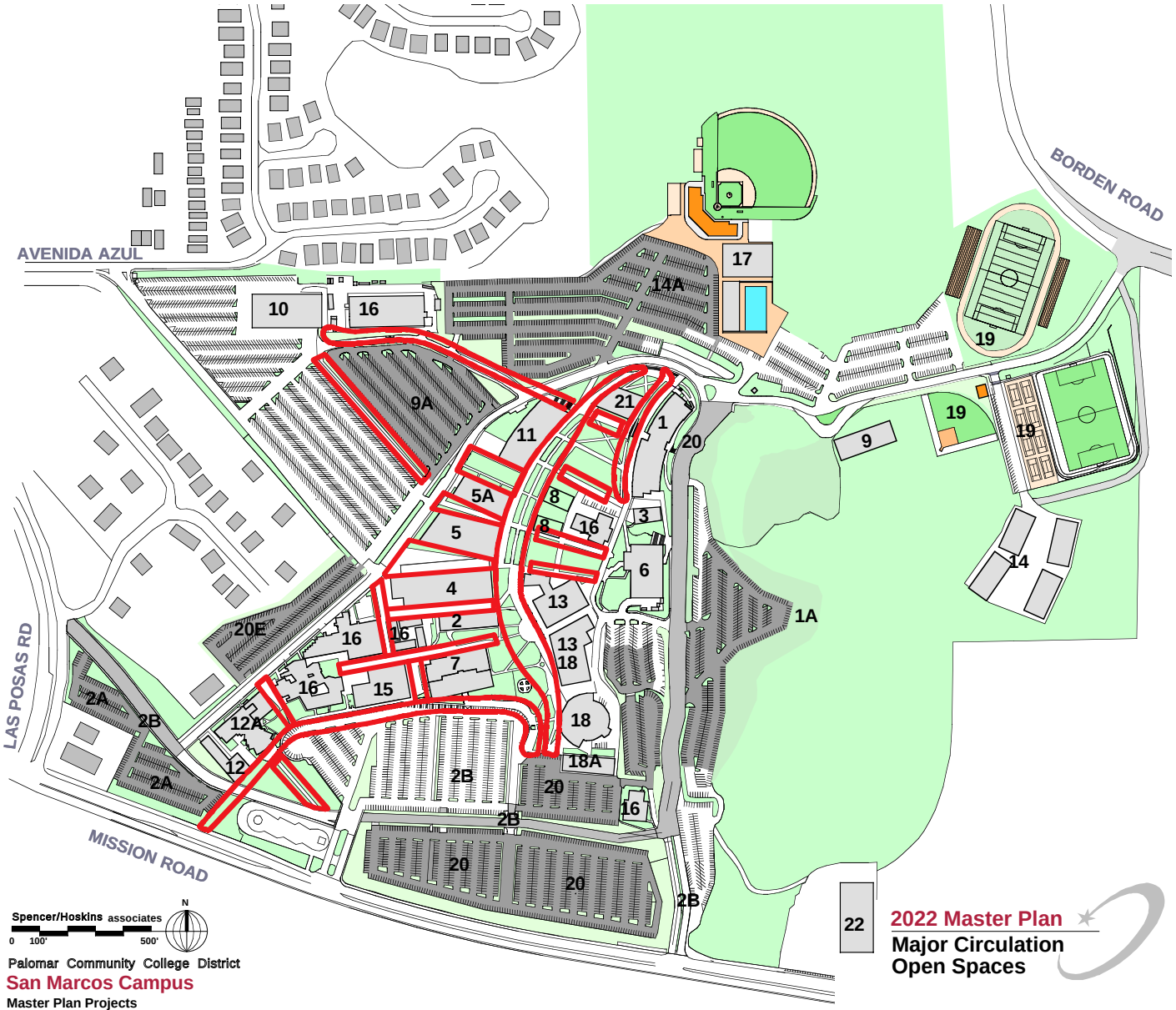
CAMPUS ORGANIZATIONAL SPINE

The previously mentioned pathways also serves the function of organizing and holding together the campus. Buildings and open space locations are formed by the strong north to south axis as well as various east to west axis.



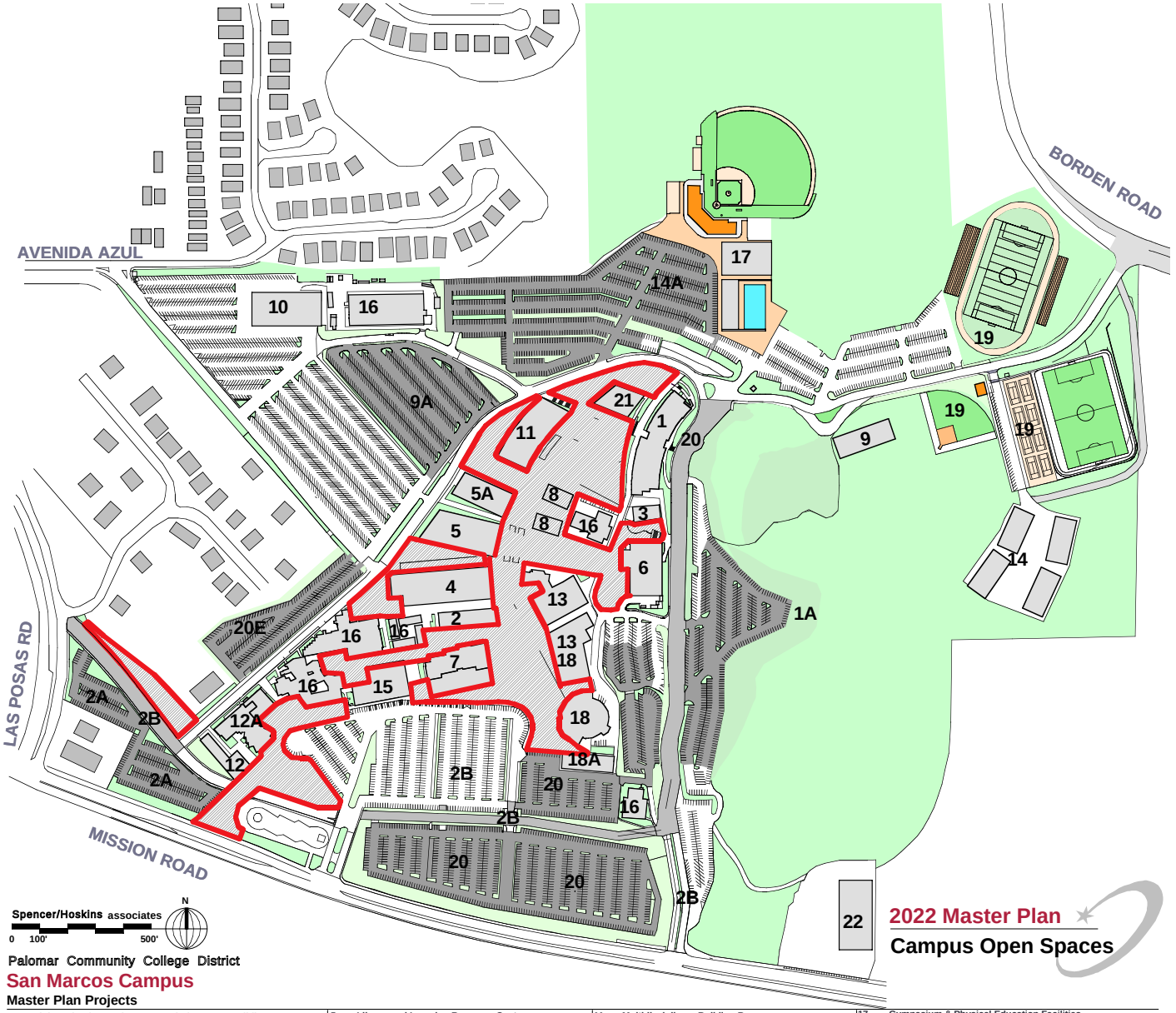
MAJOR CIRCULATION OPEN SPACES

The diagram to the right shows the open, wide pedestrian pathways that aide in general and handicapped accessibility. The widening of the pathways served to better define the pedestrian circulation throughout campus. It also created an opportunity to incorporate landscape features and lighting along the pathways which creates better quality of space.



CAMPUS OPEN SPACE

With the density of single story buildings, little room was available for open space. However, with the change to a multi-story density, open spaces have been able to be defined at the campus's center. These open spaces allow interaction between individuals and groups, provide orientation, and facilitate security by creating clear lines of sight.



PEDESTRIAN CIRCULATION PLAN

The primary pedestrian circulation on campus follows the north to south axis as well as the east to west axes with added circulation from the physical education area near Borden Road. The secondary circulation occurs along Comet Circle Drive on the campus's west edge and along edges of open spaces. The tertiary circulation occurs at the campus's edges by pedestrians entering campus.

Master Plan Projects

1 - High Technology Laboratory and Classroom Building	5 - Library and Learning Resource Center	11 - Multidisciplinary Building B	17 - Gymnasium & Physical Education Facilities
1-A - Parking and Road Improvements - Phase 1	5-A - Humanities and Foreign Languages Building	12 - Theatre Addition	18 - Remodel Dome Building and Auxiliary Services Addition
2 - S-Building Remodel	6 - LL- Building Remodel	12-A - Existing Theatre Remodel	18-A - Remodel O Building into Campus Police Building
2-A - Parking and Road Improvements - Phase 2	7 - SSC- Building Remodel/Addition	13 - Student Union Phase 2	19 - Relocate Physical Education Playing Fields
2-B - Campus Loop Road and Entry Improvements	8 - P- Building Remodel	14 - Maintenance & Operations Facilities	20 - Parking and Road Improvements - Phase 5
3 - Multimedia Lab/Planetarium	9 - Child Development Center	14-A - Parking and Road Improvements - Phase 4	20-E - Parking and Road Improvements - Phase 6
4 - Multidisciplinary Building A	9-A - Parking and Road Improvements - Phase 3	15 - Digital Arts and Communications Building	21 - General Instruction Building
	10 - Industrial Technology Center	16 - Remodel Remainder of the Facilities	22 - Long Term Project

VEHICULAR CIRCULATION PLAN

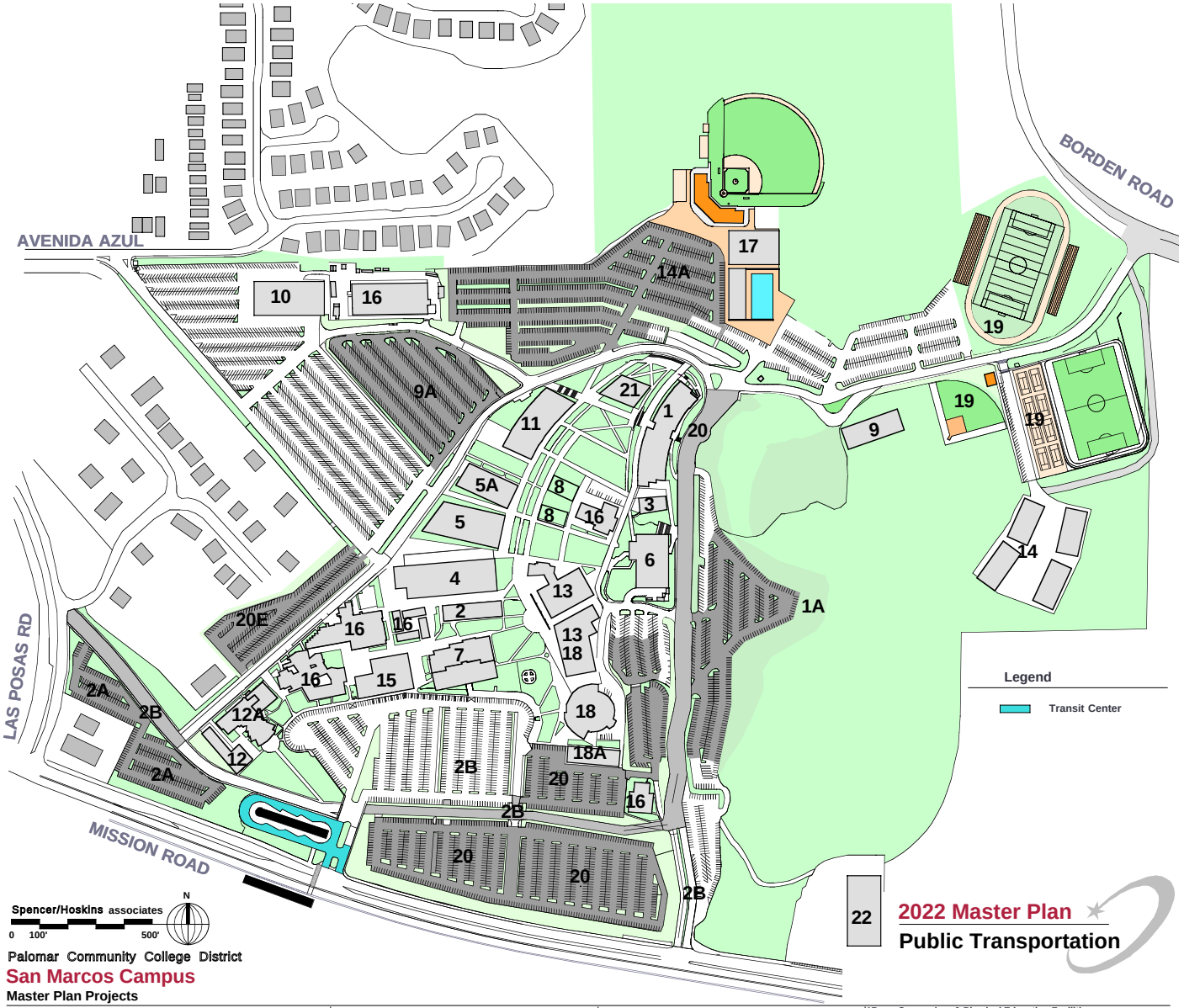
Primary vehicular circulation brings cars from the entrances of campus to Comet Circle Drive which circles the campus's core. The addition of a road connecting Comet Circle Drive along the southern edge of campus, allows vehicle circulation to continue in a loop within campus, rather than reentering city streets. Two-way traffic on Comet Circle Drive allows circulation to move more smoothly, with the ability to travel back and forth within the campus more easily.

Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Parking and Road Improvements - Phase 1
2 - S-Building Remodel
2-A - Parking and Road Improvements - Phase 2
2-B - Campus Loop Road and Entry Improvements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5-A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
9-A - Parking and Road Improvements - Phase 3
10 - Industrial Technology Center
11 - Multidisciplinary Building B
12 - Theatre Addition
12-A - Existing Theatre Remodel
13 - Student Union Phase 2
14 - Maintenance & Operations Facilities
14-A - Parking and Road Improvements - Phase 4
15 - Digital Arts and Communications Building
16 - Remodel Remainder of the Facilities
17 - Gymnasium & Physical Education Facilities
18 - Remodel Dome Building and Auxiliary Services Addition
18-A - Remodel O Building into Campus Police Building
19 - Relocate Physical Education Playing Fields
20 - Parking and Road Improvements - Phase 5
20-E - Parking and Road Improvements - Phase 6
21 - General Instruction Building
22 - Long Term Project

PUBLIC TRANSPORTATION

The existing Transit Center on the south edge of campus with the new light rail station that will be constructed across the street from campus will provide access to the campus by those using public transportation. With its location across a busy street, it may be a good idea to have a pedestrian bridge constructed to connect the light rail station with campus. This would serve to separate pedestrian traffic from vehicle traffic, increasing security.



Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Parking and Road Improvements - Phase 1
2 - S-Building Remodel
2-A - Parking and Road Improvements - Phase 2
2-B - Campus Loop Road and Entry Improvements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5-A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
9-A - Parking and Road Improvements - Phase 3
10 - Industrial Technology Center
11 - Multidisciplinary Building B
12 - Theatre Addition
12-A - Existing Theatre Remodel
13 - Student Union Phase 2
14 - Maintenance & Operations Facilities
14-A - Parking and Road Improvements - Phase 4
15 - Digital Arts and Communications Building
16 - Remodel Remainder of the Facilities
17 - Gymnasium & Physical Education Facilities
18 - Remodel Dome Building and Auxiliary Services Addition
18-A - Remodel O Building into Campus Police Building
19 - Relocate Physical Education Playing Fields
20 - Parking and Road Improvements - Phase 5
20-E - Parking and Road Improvements - Phase 6
21 - General Instruction Building
22 - Long Term Project

EMERGENCY VEHICLE ACCESS

Roads from the entrances to the campus core along with Comet Circle Drive serve to provide emergency access to most of the buildings. Secondary and restricted vehicular paths, as defined in the previous diagram, provide access to buildings not already served by Comet Circle Drive.

Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Parking and Road Improvements - Phase 1
2 - S-Building Remodel
2-A - Parking and Road Improvements - Phase 2
2-B - Campus Loop Road and Entry Improvements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5-A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
9-A - Parking and Road Improvements - Phase 3
10 - Industrial Technology Center
11 - Multidisciplinary Building B
12 - Theatre Addition
12-A - Existing Theatre Remodel
13 - Student Union Phase 2
14 - Maintenance & Operations Facilities
14-A - Parking and Road Improvements - Phase 4
15 - Digital Arts and Communications Building
16 - Remodel Remainder of the Facilities
17 - Gymnasium & Physical Education Facilities
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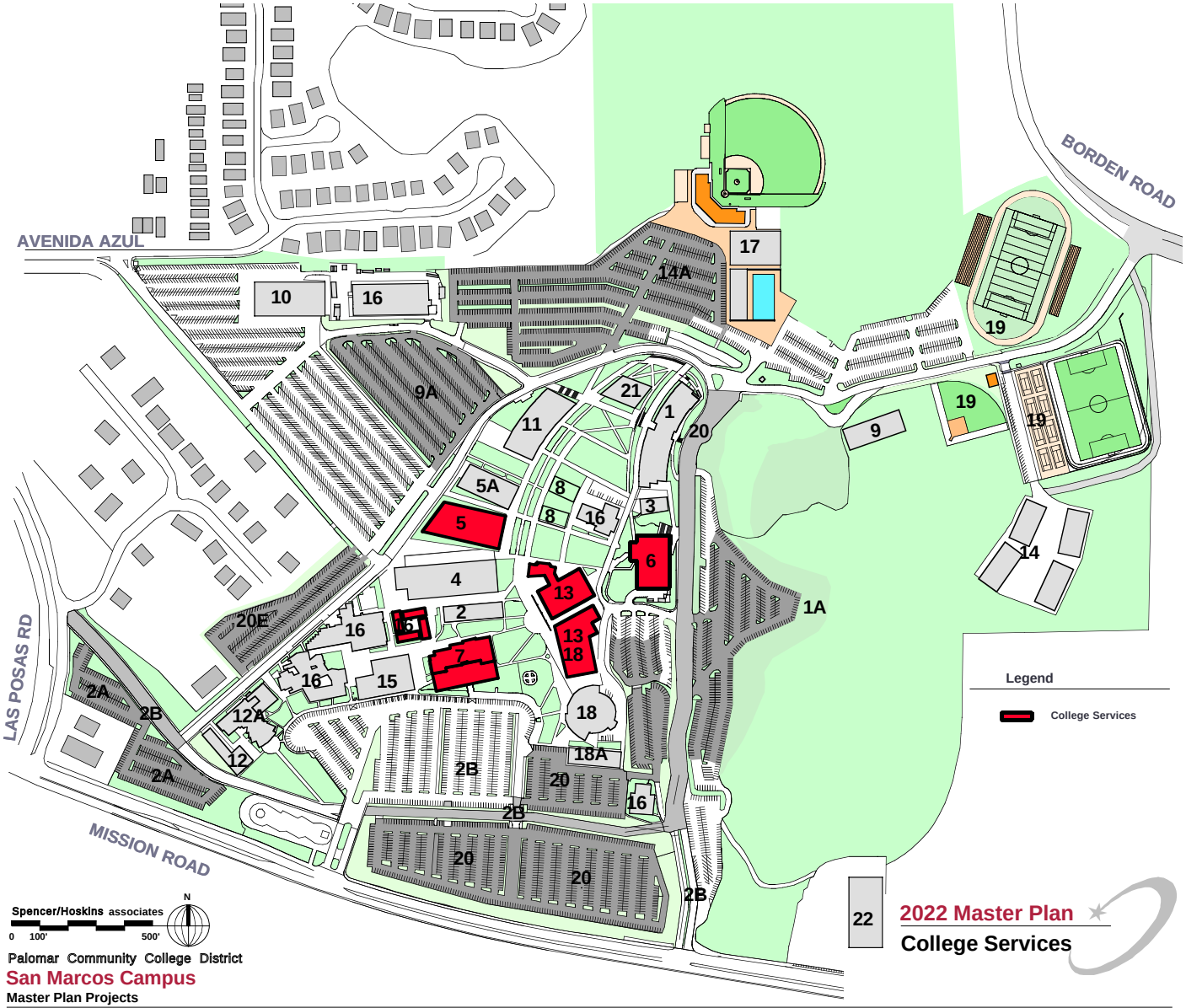
18-A - Remodel O Building into Campus Police Building
19 - Relocate Physical Education Playing Fields
20 - Parking and Road Improvements - Phase 5
20-E - Parking and Road Improvements - Phase 6
21 - General Instruction Building
22 - Long Term Project

College Services

The location of the college services, the Library(5), Student Services(6), and the Student Center(18& 13), creates a triangle at the campus's center and are connected by the central open space encompassing that center. The function of the LL and SS Buildings as Administration, justifies their slight detachment from the student services, however, they still remain close to the campus's center.



Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Parking and Road Improvements - Phase 1
2 - S-Building Remodel
2-A - Parking and Road Improvements - Phase 2
2-B - Campus Loop Road and Entry Improvements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5-A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
9-A - Parking and Road Improvements - Phase 3
10 - Industrial Technology Center
11 - Multidisciplinary Building B
12 - Theatre Addition
12-A - Existing Theatre Remodel
13 - Student Union Phase 2
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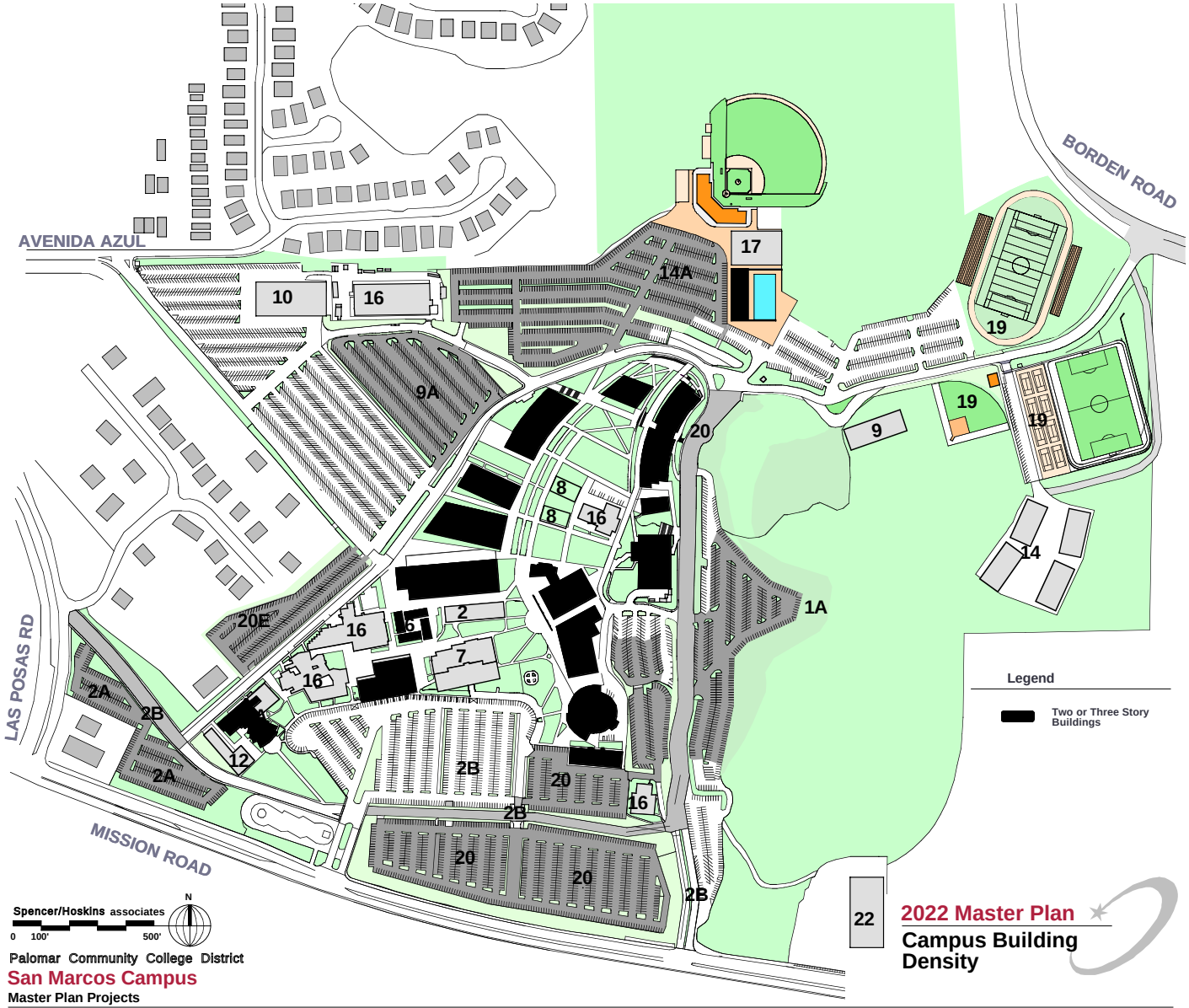
21 - General Instruction Building
22 - Long Term Project

Campus Building Density

To make more efficient land use, the density of the campus's core has changed from single story to multi-story with most of the buildings being either two or three story. This change has allowed land to be freed up for the use as open space.



Master Plan Projects

1 - High Technology Laboratory and Classroom Building
1-A - Parking and Road Improvements - Phase 1
2 - S-Building Remodel
2-A - Parking and Road Improvements - Phase 2
2-B - Campus Loop Road and Entry Improvements
3 - Multimedia Lab/Planetarium
4 - Multidisciplinary Building A
5 - Library and Learning Resource Center
5-A - Humanities and Foreign Languages Building
6 - LL- Building Remodel
7 - SSC- Building Remodel/Addition
8 - P- Building Remodel
9 - Child Development Center
9-A - Parking and Road Improvements - Phase 3
10 - Industrial Technology Center
11 - Multidisciplinary Building B
12 - Theatre Addition
12-A - Existing Theatre Remodel
13 - Student Union Phase 2
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14-A - Parking and Road Improvements - Phase 4
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18-A - Remodel O Building into Campus Police Building
19 - Relocate Physical Education Playing Fields
20 - Parking and Road Improvements - Phase 5
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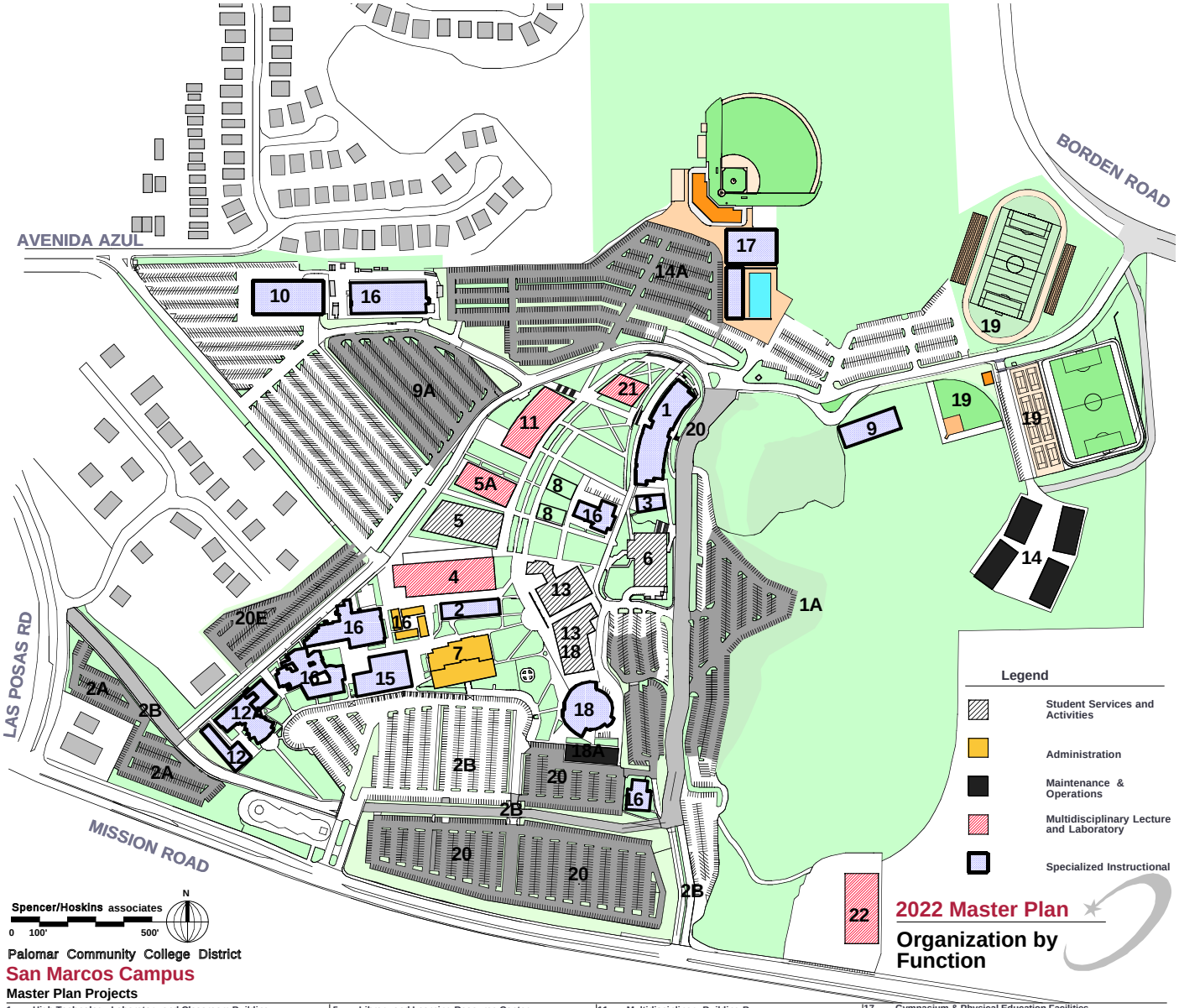
21 - General Instruction Building
22 - Long Term Project

LANDSCAPE PLAN

The diagram to the right shows the plans for landscaping which includes preserving the arboretum as well as the quality of open spaces on campus. Additional planting will be provided throughout the open pedestrian access and to enhance the space. This will include large trees in large open areas. Finally, landscape along Mission Road will be added to improve the appearance of the campus.

ORGANIZATION BY FUNCTION



HANDICAP ACCESS

SPREADSHEET

	TOPS	Discipline	Fall 2001 WSCH	Fall 2001 Lecture WSCH	Fall 2001 Lab WSCH	New Program WSCH	% Lecture	% Lab	1 Fast Growing 50% Faster than College as a whole	2 Same Growth as College, 2.0% per year	3 Slow Growing, 50% slower than College as a whole	4 No Growth or minimal growth	2009 WSCH	2011 WSCH	2021 WSCH	2011 -- % Lecture WSCH	2011 -- % Lab WSCH	2021 -- % Lecture WSCH	2021 -- % Lab WSCH	2011 Lecture WSCH	2011 Lab WSCH	2022 Lecture WSCH	2022 Lab WSCH
1	100	Parks & Recreation Mngmt	123	123	0		100	0		X			144	150	183	75	25	60	40	112	37	110	73
2	400	Biology	6,665	3,539	3,126		53	47		X			7,809	8,125	9,905	53	47	53	47	4,306	3,819	5,250	4,655
3	400	Botany	501	405	96		81	19		X			587	611	745	81	19	81	19	495	116	603	141
4	400	Microbiology	850	292	558		34	66		X			996	1,036	1,263	34	66	34	66	352	684	430	834
5	400	Zoology/Anatomy/Physiology	3,095	1,610	1,485		52	48		X			3,627	3,773	4,600	52	48	52	48	1,962	1,811	2,392	2,208
6	500	Accounting	2,693	1,993	700		74	26		X			3,156	3,283	4,002	50	50	25	75	1,642	1,642	1,001	3,002
7	500	Business Management	640	640	0		100	0		X			750	780	951	70	30	50	50	546	234	476	476
8	500	Business	3,465	2,946	519		85	15		X			4,060	4,224	5,150	50	50	25	75	2,112	2,112	1,287	3,862
9	500	International Business	111	111	0		100	0		X			130	135	165	70	30	50	50	95	41	82	82
10	500	Legal Studies	150	150	0		100	0		X			176	183	223	75	25	50	50	137	46	111	111
1	500	Real Estate	933	933	0		100	0		X			1,093	1,137	1,387	70	30	50	50	796	341	693	693
2	500	Office Information Systems	1,373	505	868		37	63		X			1,609	1,674	2,041	50	50	30	70	837	837	612	1,428
3	500	Supervision	588	588	0		100	0		X			689	717	874	100	0	100	0	717	0	874	0
4	600	Cinema	1,910	1,868	42		98	2	X				2,420	2,567	3,451	70	30	50	50	1,797	770	1,725	1,725
5	600	Communications	457	457	0		100	0		X			535	557	679	50	50	0	100	279	279	0	679
6	600	Journalism	420	285	135		68	32		X			492	512	624	50	50	25	75	256	256	156	468
7	600	Radio & TV	2,032	484	1,548		24	76	X				2,574	2,731	3,671	50	50	0	100	1,366	1,366	0	3,671
8	700	Computer Information Syst	9,520	4,537	4,983		48	52		X			11,155	11,606	14,149	0	100	0	100	0	11,606	0	14,149
9	800	Athletics	2,623	0	2,623		0	100				X	2,623	2,623	2,623	0	100	0	100	0	2,623	0	2,623
20	800	Health	3,104	1,716	1,388		55	45		X			3,637	3,784	4,613	55	45	55	45	2,081	1,703	2,537	2,076
1	800	Physical Education	7,543	689	6,854		9	91		X			8,839	9,196	11,211	5	95	5	95	460	8,736	561	10,650
2	900	Aeronautical Sciences	827	795	32		96	4		X			969	1,008	1,229	96	4	96	4	968	40	1,180	49
3	900	Engineering	101	53	48		52	48		X			118	123	150	52	48	52	48	64	59	78	72
4	900	Automotive Technology	1,302	344	958		26	74			X		1,410	1,438	1,589	26	74	26	74	374	1,064	413	1,176
5	900	Cabinet & Furniture	3,883	709	3,174		18	82		X			4,550	4,734	5,771	18	82	18	82	852	3,882	1,039	4,732
6	900	Diesel Mechanics Tech	420	68	352		16	84			X		455	464	513	16	84	16	84	74	390	82	431
7	900	Drafting Technology	2,763	178	2,585		6	94		X			3,238	3,368	4,106	6	94	6	94	202	3,166	246	3,860
8	900	ECHT	908	453	455		50	50			X		983	1,003	1,108	50	50	50	50	502	502	554	554
9	900	Welding Technology	984	283	701		29	71			X		1,066	1,087	1,201	29	71	29	71	315	772	348	853
30	900	Carpentry - Program eliminated	42	42	0		100	0				X	42	42	42	0	0	0	0	0	0	0	0
1	900	Construction Inspection	580	580	0		100	0		X			680	707	862	70	30	60	40	495	212	517	345
2	900	Construction Technology	42	37	5		88	12		X			49	51	62	80	20	70	30	41	10	44	19
3	New	Customer Service Academy*	135	135	0	135	100	0		X			158	165	201	100	0	100	0	165	0	201	0
4	New	Electro-Mechanical Equipment*	45	40	5	45	89	11			X		49	50	55	75	25	60	40	37	12	33	22
5	New	Public Works Management*	99	90	9	99	91	9		X			116	121	147	75	25	60	40	91	30	88	59
6	900	Quality Assurance Tech	399	399	0		100	0		X			468	486	593	80	20	75	25	389	97	445	148
7	900	Surveying	108	54	54		50	50				X	108	108	108	50	50	50	50	54	54	54	54
8	900	Water Technology Ed	972	898	74		92	8		X			1,139	1,185	1,445	75	25	60	40	889	296	867	578
9	900	Wastewater Treatment	163	150	13		92	8		X			191	199	242	75	25	60	40	149	50	145	97
40	900	Apprenticeship WE only	2,288	0	2,288		0	100		X			2,681	2,789	3,401	0	100	0	100	0	2,789	0	3,401
1	1000	Art	11,787	2,627	9,160		22	78		X			13,812	14,370	17,519	18	82	12	88	2,587	11,783	2,102	15,417
2	1000	Dance	2,501	238	2,263		10	90		X			2,931	3,049	3,717	10	90	10	90	305	2,744	372	3,345
3	1000	Music	5,207	1,776	3,431		34	66		X			6,101	6,348	7,739	30	70	30	70	1,904	4,444	2,322	5,417
4	1000	Theatre Arts	1,363	932	431		68	32		X			1,597	1,662	2,026	68	32	68	32	1,130	532	1,378	648
5	1000	Photography	3,119	396	2,723		13	87		X			3,655	3,802	4,636	0	100	0	100	0	3,802	0	4,636
6	1000	Graphics Communication	4,947	128	4,819		3	97		X			5,797	6,031	7,352	0	100	0	100	0	6,031	0	7,352
7	1100	Chinese	230	197	33		86	14		X			270	280	342	86	14	86	14	241	39	294	48
8	1100	Filipino	275	241	34		88	12		X			322	335	409	87	13	87	13	292	44	356	53
9	1100	French	832	739	93		89	11		X			975	1,014	1,237	87	13	87	13	882	132	1,076	161
50	1100	German	484	441	43		91	9		X			567	590	719	87	13	87	13	513	77	626	94
1	1100	Italian	278	242	36		87	13		X			326	339	413	87	13	87	13	295	44	359	54
2	1100	Japanese	340	305	35		90	10		X			398	414	505	87	13	87	13	361	54	440	66
3	1100	Latin	21	21	0		100	0		X			25	26	31	100	0	100	0	26	0	31	0
4	1100	Russian	0	0	0		0	0		X			0	0	0	0	0	0	0	0	0	0	0
5	1100	Spanish	8,722	7,566	1,156		87	13		X			10,220	10,633	12,963	87	13	87	13	9,251	1,382	11,278	1,685
6	1100	American Sign Language	2,820	2,528	292		90	10		X			3,304	3,438	4,191	85	15	80	20	2,922	516	3,353	838

SPREADSHEET (CONTINUED)

ASF per 100 Lecture WSCH (Title V, small campus)	ASF per 100 Lecture WSCH (Title V, large campus)	ASF per100 Lab WSCH (Title V)	Stations per Lecture Room	Stations per Lab Room	ASF per Lecture Station(Title V)	ASF per Lab Station (Title V)	2003 Actual % Lecture	midterm % Lecture	midterm % Lab	longterm Stations Per Lecture Rm	longterm Stations Per Lab Room	LOAD Lab WSCH %	LOAD Lab ASF (WSCH times factor)	CAPACITY 2003 Lab ASF (Permanent Bldgs Only)	CAPACITY 2003 Lab WSCH (Permanent Bldgs Only)	CAPACITY / LOAD Ratio	PROJECTED 2011 LOAD				PROJECTED 2022 LOAD			
																	LOAD Lecture Assignable Square Feet	LOAD Lab Assignable Square Feet	Number of Lecture rooms	Number of Lab Rooms	LOAD Lecture ASF	LOAD Lab ASF	Number of Lecture rooms	Number of Lab Rooms
47.3	42.9	492	50	50	15	115	100	75	25	50	50	0	0	0	0	0	48	184	0	0	47	360	0	0
47.3	42.9	253	40	25	15	55	53	53	47	40	25	3126	7909	8208	3244	0	1,847	9,661	3	7	2,252	11,778	4	9
47.3	42.9	253	40	30	15	55	81	81	19	40	30	96	243	0	0	0	212	294	0	0	259	358	0	0
47.3	42.9	253	40	30	15	55	34	34	66	40	30	558	1412	0	0	0	151	1,730	0	1	184	2,109	0	1
47.3	42.9	253	40	30	15	55	52	52	48	40	30	1485	3757	0	0	0	842	4,582	1	3	1,026	5,586	2	3
47.3	42.9	128	40	30	15	30	74	50	50	40	30	700	896	4876	3809	0	704	2,101	1	2	429	3,842	1	4
47.3	42.9	128	40	30	15	30	100	70	30	40	30	0	0	0	0	0	234	300	0	0	204	609	0	1
47.3	42.9	128	40	30	15	30	85	50	50	40	30	519	664	0	0	0	906	2,704	2	3	552	4,944	1	5
47.3	42.9	128	40	30	15	30	100	70	30	40	30	0	0	0	0	0	41	52	0	0	35	106	0	0
47.3	42.9	128	40	30	15	30	100	75	25	40	30	0	0	0	0	0	59	59	0	0	48	143	0	0
47.3	42.9	128	40	30	15	30	100	70	30	40	30	0	0	0	0	0	342	437	1	0	297	887	0	1
47.3	42.9	128	40	30	15	30	37	50	50	40	30	868	1111	0	0	0	359	1,071	1	1	263	1,828	0	2
47.3	42.9	128	40	30	15	30	100	100	0	40	30	0	0	0	0	0	308	0	1	0	375	0	1	0
47.3	42.9	214	25	25	15	50	98	70	30	25	25	42	90	8647	4041	0	771	1,648	2	1	740	3,692	2	3
47.3	42.9	214	35	15	15	50	100	50	50	35	15	0	0	0	0	0	120	596	0	1	0	1,454	0	2
47.3	42.9	214	35	15	15	50	68	50	50	35	15	135	289	0	0	0	110	548	0	1	67	1,002	0	1
47.3	42.9	214	35	15	15	50	24	50	50	35	15	1548	3313	0	0	0	586	2,922	1	4	0	7,856	0	10
47.3	42.9	171	40	30	15	40	48	0	100	40	30	4983	8521	3818	2233	0	0	19,846	0	17	0	24,195	0	20
47.3	42.9	171	40	30	15	40	0	0	100	40	30	2623	4485	0	0	0	0	4,485	0	4	0	4,485	0	4
47.3	42.9	321	50	30	15	75	55	55	45	50	30	1388	4455	0	0	0	893	5,466	1	2	1,089	6,664	1	3
47.3	42.9	321	40	30	15	75	9	5	95	40	30	6854	22001	0	0	0	197	28,043	0	12	240	34,187	0	15
47.3	42.9	749	32	32	15	175	96	96	4	32	32	32	240	43580	5818	0	415	302	1	0	506	368	1	0
47.3	42.9	856	40	30	15	200	52	52	48	40	30	48	411	0	0	0	27	506	0	0	33	617	0	0
47.3	42.9	856	32	32	15	200	26	26	74	32	32	958	8200	0	0	0	160	9,111	0	1	177	10,064	0	2
47.3	42.9	385	32	32	15	90	18	18	82	32	32	3174	12220	0	0	0	366	14,945	1	5	446	18,219	1	6
47.3	42.9	856	32	32	15	200	16	16	84	32	32	352	3013	0	0	0	32	3,336	0	1	35	3,685	0	1
47.3	42.9	321	40	40	15	75	6	6	94	40	40	2585	8298	0	0	0	87	10,164	0	3	106	12,391	0	4
47.3	42.9	556	32	32	15	130	50	50	50	32	32	455	2530	0	0	0	215	2,788	0	1	238	3,080	0	1
47.3	42.9	385	30	30	15	90	29	29	71	30	30	701	2699	0	0	0	135	2,971	0	1	149	3,282	0	1
47.3	42.9	428	0	0	15	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47.3	42.9	321	40	30	15	75	100	70	30	40	30	0	0	0	0	0	212	681	0	0	222	1,107	0	0
47.3	42.9	749	30	30	15	175	88	80	20	30	30	5	37	0	0	0	18	77	0	0	19	140	0	0
47.3	42.9	321	40	30	15	75	100	100	0	40	30	0	0	0	0	0	71	0	0	0	86	0	0	0
47.3	42.9	428	30	30	15	175	89	75	25	30	30	5	21	0	0	0	16	53	0	0	14	94	0	0
47.3	42.9	321	40	30	15	75	91	75	25	40	30	9	29	0	0	0	39	97	0	0	38	189	0	0
47.3	42.9	321	40	30	15	75	100	80	20	40	30	0	0	0	0	0	167	312	0	0	191	476	0	0
47.3	42.9	321	40	30	15	75	50	50	50	40	30	54	173	0	0	0	23	173	0	0	23	173	0	0
47.3	42.9	321	40	30	15	75	92	75	25	40	30	74	238	0	0	0	381	951	1	0	372	1,855	1	1
47.3	42.9	321	40	30	15	75	92	75	25	40	30	13	42	0	0	0	64	159	0	0	62	311	0	0
47.3	42.9	321	40	30	15	75	0	0	100	40	30	2288	7344	0	0	0	0	8,954	0	4	0	10,916	0	5
47.3	42.9	257	50	35	15	60	22	18	82	50	35	9160	23541	46579	18124	0	1,110	30,284	1	14	902	39,621	1	19
47.3	42.9	257	50	25	15	60	10	10	90	50	25	2263	5816	0	0	0	131	7,052	0	5	159	8,598	0	6
47.3	42.9	257	25	30	15	60	34	30	70	25	30	3431	8818	0	0	0	817	11,420	2	6	996	13,922	3	8
47.3	42.9	257	50	25	15	60	68	68	32	50	25	431	1108	0	0	0	485	1,367	1	1	591	1,666	1	1
47.3	42.9	257	40	25	15	60	13	0	100	40	25	2723	6998	0	0	0	0	9,772	0	7	0	11,913	0	8
47.3	42.9	171	50	40	15	60	3	0	100	50	40	4819	8240	0	0	0	0	10,313	0	4	0	12,573	0	5
47.3	42.9	150	35	25	15	35	86	86	14	35	25	33	50	963	642	0	103	59	0	0	126	72	0	0
47.3	42.9	150	35	25	15	35	88	87	13	35	25	34	51	0	0	0	125	65	0	0	153	80	0	0
47.3	42.9	150	35	25	15	35	89	87	13	35	25	93	140	0	0	0	379	198	1	0	462	241	1	0
47.3	42.9	150	35	25	15	35	91	87	13	35	25	43	65	0	0	0	220	115	0	0	268	140	1	0
47.3	42.9	150	35	25	15	35	87	87	13	35	25	36	54	0	0	0	126	66	0	0	154	81	0	0
47.3	42.9	150	35	25	15	35	90	87	13	35	25	35	53	0	0	0	155	81	0	0	189	99	0	0
47.3	42.9	150	35	25	15	35	100	100	0	35	25	0	0	0	0	0	11	0	0	0	13	0	0	0
47.3	42.9	150	35	25	15	35	0	0	0	35	25	0	0	0	0	0	0	0	0	0	0	0	0	0
47.3	42.9	150	35	25	15	35	87	87	13	35	25	1156	1734	0	0	0	3,969	2,073	8	2	4,838	2,528	9	3
47.3	42.9	150	35	25	15	30	90	85	15	35	25	292	438	0	0	0	1,254	774	2	1	1,438	1,257	3	2

SPREADSHEET

Palomar College District Master Plan

	TOPS	Discipline	Fall 2001 WSCH	Fall 2001 Lecture WSCH	Fall 2001 Lab WSCH	New Program WSCH	% Lecture	% Lab	1 Fast Growing 50% Faster than College as a whole	2 Same Growth as College, 2.0% per year	3 Slow Growing, 50% slower than College as a whole	4 No Growth or minimal growth	2009 WSCH	2011 WSCH	2021 WSCH	2011 -- % Lecture WSCH	2011 -- % Lab WSCH	2021 -- % Lecture WSCH	2021 -- % Lab WSCH	2011 Lecture WSCH	2011 Lab WSCH	2022 Lecture WSCH	2022 Lab WSCH
(Continued from previous page)																							
7	1200	Emergency Medical Educ	3,040	561	2,479		18	82	X				3,851	4,086	5,492	18	82	18	82	735	3,351	989	4,504
8	1200	Dental Assisting	799	448	351		56	44				X	799	799	799	50	50	40	60	400	400	320	479
9	1200	Medical Assisting	753	578	175		77	23			X		815	832	919	77	23	77	23	641	191	708	211
60	1200	Nursing Education*	3,027	717	2,310		24	76				X	3,027	3,027	3,027	24	76	24	76	717	2,310	717	2,310
1	1200	Fashion and Consumer Science	503	503	0		100	0		X			589	613	748	80	20	75	25	491	123	561	187
2	1300	Child Development	4,257	4,195	62		99	1	X				5,393	5,722	7,691	95	5	90	10	5,436	286	6,922	769
3	1300	Fashion	1,366	652	714		48	52		X			1,601	1,665	2,030	30	70	30	70	500	1,166	609	1,421
4	1300	Interior Design	858	564	294		66	34		X			1,005	1,046	1,275	50	50	50	50	523	523	638	638
5	1300	Institutional Food	137	137	0		100	0		X			161	167	204	100	0	100	0	167	0	204	0
6	1400	Paralegal	892	753	139		84	16		X			1,045	1,087	1,326	70	30	50	50	761	326	663	663
7	1500	Philosophy	4,030	4,030	0		100	0		X			4,722	4,913	5,990	95	5	90	10	4,667	246	5,391	599
8	1500	Religious Studies	1,188	1,188	0		100	0		X			1,392	1,448	1,766	100	0	100	0	1,448	0	1,766	0
9	1500	English	16,726	16,536	190		99	1		X			19,599	20,391	24,859	80	20	70	30	16,313	4,078	17,401	7,458
70	1500	Speech	4,916	4,417	499		90	10		X			5,760	5,993	7,306	85	15	80	20	5,094	899	5,845	1,461
1	1600	Library Technology	228	228	0		100	0		X			267	278	339	95	5	95	5	264	14	322	17
2	1700	Mathematics	26,442	24,637	1,805		93	7		X			30,983	32,236	39,299	75	25	50	50	24,177	8,059	19,650	19,650
3	1700	Industrial Technology	78	78	0		100	0		X			91	95	116	100	0	100	0	95	0	116	0
4	1900	Chemistry	4,412	1,925	2,487		44	56		X			5,170	5,379	6,557	44	56	44	56	2,367	3,012	2,885	3,672
5	1900	Astronomy	1,663	1,441	222		87	13		X			1,949	2,027	2,472	87	13	87	13	1,764	264	2,150	321
6	1900	Geology	672	540	132		80	20		X			787	819	999	80	20	80	20	655	164	799	200
7	1900	Oceanography	2,032	1,552	480		76	24		X			2,381	2,477	3,020	76	24	76	24	1,883	595	2,295	725
8	1900	Physical Science	738	672	66		91	9		X			865	900	1,097	85	15	70	30	765	135	768	329
9	1900	Physics	1,622	905	717		56	44		X			1,901	1,977	2,411	56	44	56	44	1,107	870	1,350	1,061
80	2000	Psychology	6,965	6,641	324		95	5		X			8,161	8,491	10,352	85	15	75	25	7,217	1,274	7,764	2,588
1	2100	Recreation	94	94	0		100	0		X			110	115	140	100	0	100	0	115	0	140	0
2	2100	Admin of Justice	2,800	2,652	148		95	5	X				3,547	3,764	5,059	95	5	95	5	3,575	188	4,806	253
3	2100	Fire Technology	1,530	899	631		59	41	X				1,938	2,056	2,764	59	41	59	41	1,213	843	1,631	1,133
4	2100	ENVT	308	234	74		76	24		X			361	375	458	70	30	60	40	263	113	275	183
5	2200	American Indian Studies	2,931	2,931	0		100	0		X			3,435	3,574	4,357	90	10	85	15	3,216	357	3,703	654
6	2200	American Studies	455	455	0		100	0		X			533	554	676	95	5	90	10	527	28	608	68
7	2200	Anthropology	2,941	2,635	306		90	10		X			3,446	3,585	4,371	80	20	75	25	2,868	717	3,278	1,093
8	2200	Sociology	3,463	3,457	6		100	0		X			4,058	4,222	5,147	90	10	85	15	3,800	422	4,375	772
9	2200	Africana Studies	170	170	0		100	0		X			199	207	252	100	0	100	0	207	0	252	0
90	2200	Chicano Studies	1,772	1,772	0		100	0		X			2,076	2,160	2,634	100	0	100	0	2,160	0	2,634	0
1	2200	Judaic Studies	57	57	0		100	0		X			67	69	85	100	0	100	0	69	0	85	0
2	2200	Multicultural Studies	447	447	0		100	0		X			524	545	664	100	0	100	0	545	0	664	0
3	2200	Economics	2,758	2,758	0		100	0		X			3,231	3,362	4,099	90	10	80	20	3,026	336	3,279	820
4	2200	History	8,058	8,058	0		100	0		X			9,442	9,824	11,976	100	0	100	0	9,824	0	11,976	0
5	2200	Political Science	2,806	2,806	0		100	0		X			3,287	3,420	4,170	100	0	100	0	3,420	0	4,170	0
6	2200	Geography	1,862	1,552	310		83	17	X				2,359	2,503	3,364	83	17	83	17	2,077	425	2,792	572
7	3000	Travel Services	258	258	0		100	0				X	258	258	258	90	10	90	10	232	26	232	26
9	4900	Humanities	813	813	0		100	0		X			953	991	1,208	100	0	100	0	991	0	1,208	0
100	4900	ESL	14,919	1,534	13,385		10	90		X			17,481	18,188	22,173	10	90	10	90	1,819	16,369	2,217	19,956
1	4900	Reading Services	3,107	1,480	1,627		48	52		X			3,641	3,788	4,618	48	52	48	52	1,818	1,970	2,217	2,401
4	4900	ACADTECH (Lab only)	2,389	0	2,389		0	100		X			2,799	2,912	3,551	0	100	0	100	0	2,912	0	3,551
5	4900	CNED (Lab only) Community Ed	5,036	0	5,036		0	100		X			5,901	6,139	7,485	0	100	0	100	0	6,139	0	7,485
6	4900	CNED Tutor Trang/Superv	594	0	594		0	100		X			696	724	883	0	100	0	100	0	724	0	883
8	4900	Cooperative Educ. Work Experience	4,139	3,556	583		86	14			X		4,482	4,572	5,051	25	75	25	75	1,143	3,429	1,263	3,788
9	4900	Special Education	430	298	132		69	31		X			504	524	639	70	30	70	30	367	157	447	192
110	4900	Counseling	3,423	3,245	178		95	5		X			4,011	4,173	5,087	95	5	95	5	3,964	209	4,833	254
		College Totals	262,686	163,615	99,072		62	38								6,629	3,771	6,068	4,332	172,143	147,757	187,134	203,215

SPREADSHEET (CONTINUED)

ASF per 100 Lecture WSCH (Title V, small campus)	ASF per 100 Lecture WSCH (Title V, large campus)	ASF per100 Lab WSCH (Title V)	Stations per Lecture Room	Stations per Lab Room	ASF per Lecture Station(Title V)	ASF per Lab Station (Title V)	2003 Actual % Lecture	midterm % Lecture	midterm % Lab	longterm Stations Per Lecture Rm.	longterm Stations Per Lab Room	LOAD Lab WSCH %	LOAD Lab ASF (WSCH times factor)	CAPACITY 2003 Lab ASF (Permanent Bldgs Only)	CAPACITY 2003 Lab WSCH (Permanent Bldgs Only)	CAPACITY / LOAD Ratio	PROJECTED 2011 LOAD				PROJECTED 2022 LOAD			
																	LOAD Lecture Assignable Square Feet	LOAD Lab Assignable Square Feet	Number of Lecture rooms	Number of Lab Rooms	LOAD Lecture ASF	LOAD Lab ASF	Number of Lecture rooms	Number of Lab Rooms
47.3	42.9	214	25	15	15	50	18	18	82	25	15	2479	5305	3999	1869	0	316	7,170	1	10	424	9,638	1	13
47.3	42.9	214	25	15	15	50	56	50	50	25	15	351	751	0	0	0	171	855	0	1	137	1,026	0	1
47.3	42.9	214	25	15	15	50	77	77	23	25	15	175	375	0	0	0	275	409	1	1	304	452	1	1
47.3	42.9	214	25	15	15	50	24	24	76	25	15	2310	4943	0	0	0	308	4,943	1	7	308	4,943	1	7
47.3	42.9	257	25	15	15	50	100	80	20	25	15	0	0	0	0	0	210	315	1	0	241	480	1	1
47.3	42.9	257	50	15	15	60	99	95	5	50	15	62	159	0	0	0	2,332	735	3	1	2,969	1,977	4	2
47.3	42.9	257	50	15	15	60	48	30	70	50	15	714	1835	0	0	0	214	2,996	0	3	261	3,652	0	4
47.3	42.9	257	50	15	15	60	66	50	50	50	15	294	756	0	0	0	224	1,344	0	1	274	1,639	0	2
47.3	42.9	257	50	15	15	60	100	100	0	50	15	0	0	0	0	0	72	0	0	0	87	0	0	0
47.3	42.9	128	50	30	15	35	84	70	30	50	30	139	178	0	0	0	327	418	0	0	284	848	0	1
47.3	42.9	107	40	30	15	25	100	95	5	40	30	0	0	88	82	0	2,002	263	3	0	2,313	641	4	1
47.3	42.9	107	40	30	15	25	100	100	0	40	30	0	0	0	0	0	621	0	1	0	757	0	1	0
47.3	42.9	107	40	30	15	25	99	80	20	40	30	190	203	0	0	0	6,998	4,364	12	6	7,465	7,980	12	11
47.3	42.9	150	40	30	15	30	90	85	15	40	30	499	749	0	0	0	2,185	1,348	4	1	2,508	2,192	4	2
47.3	42.9	150	40	30	15	35	100	95	5	40	30	0	0	0	0	0	113	21	0	0	138	25	0	0
47.3	42.9	150	40	25	15	35	93	75	25	40	25	1805	2708	2008	1339	0	10,372	12,088	17	14	8,430	29,474	14	34
47.3	42.9	150	40	25	15	35	100	100	0	40	25	0	0	0	0	0	41	0	0	0	50	0	0	0
47.3	42.9	257	30	15	15	60	44	44	56	30	15	2487	6392	12056	4691	0	1,015	7,741	2	9	1,238	9,437	3	10
47.3	42.9	257	40	25	15	60	87	87	13	40	25	222	571	0	0	0	757	677	1	0	922	826	2	1
47.3	42.9	257	40	25	15	60	80	80	20	40	25	132	339	0	0	0	281	421	0	0	343	513	1	0
47.3	42.9	257	40	25	15	60	76	76	24	40	25	480	1234	0	0	0	808	1,528	1	1	985	1,863	2	1
47.3	42.9	257	50	30	15	60	91	85	15	50	30	66	170	0	0	0	328	347	0	0	329	846	0	0
47.3	42.9	257	50	25	15	60	56	56	44	50	25	717	1843	0	0	0	475	2,236	1	1	579	2,726	1	2
47.3	42.9	107	50	40	15	25	95	85	15	50	40	324	347	191	179	0	3,096	1,363	4	1	3,331	2,769	4	3
47.3	42.9	150	50	40	15	35	100	100	0	50	40	0	0	0	0	0	49	0	0	0	60	0	0	0
47.3	42.9	214	40	25	15	50	95	95	5	40	25	148	317	0	0	0	1,534	403	3	0	2,062	541	3	0
47.3	42.9	214	40	25	15	50	59	59	41	40	25	631	1350	0	0	0	521	1,804	1	1	700	2,425	1	2
47.3	42.9	214	40	25	15	50	76	70	30	40	25	74	158	0	0	0	113	241	0	0	118	392	0	0
47.3	42.9	107	50	40	15	25	100	90	10	50	40	0	0	1511	1412	0	1,380	382	2	0	1,589	699	2	1
47.3	42.9	107	50	40	15	25	100	95	5	50	40	0	0	0	0	0	226	30	0	0	261	72	0	0
47.3	42.9	150	50	25	15	35	90	80	20	50	25	306	459	0	0	0	1,231	1,076	2	1	1,406	1,639	2	2
47.3	42.9	107	50	40	15	25	100	90	10	50	40	6	6	0	0	0	1,630	452	2	0	1,877	826	3	1
47.3	42.9	150	50	40	15	35	100	100	0	50	40	0	0	0	0	0	89	0	0	0	108	0	0	0
47.3	42.9	150	50	40	15	35	100	100	0	50	40	0	0	0	0	0	927	0	1	0	1,130	0	2	0
47.3	42.9	150	50	40	15	35	100	100	0	50	40	0	0	0	0	0	30	0	0	0	36	0	0	0
47.3	42.9	150	50	40	15	35	100	100	0	50	40	0	0	0	0	0	234	0	0	0	285	0	0	0
47.3	42.9	107	50	40	15	35	100	90	10	50	40	0	0	0	0	0	1,298	360	2	0	1,407	877	2	1
47.3	42.9	107	50	40	15	25	100	100	0	50	40	0	0	0	0	0	4,214	0	6	0	5,138	0	7	0
47.3	42.9	107	50	40	15	25	100	100	0	50	40	0	0	0	0	0	1,467	0	2	0	1,789	0	2	0
47.3	42.9	150	50	40	15	35	83	83	17	50	40	310	465	0	0	0	891	638	1	0	1,198	858	2	1
47.3	42.9	214	50	40	15	50	100	90	10	50	40	0	0	0	0	0	100	55	0	0	100	55	0	0
47.3	42.9	257	50	40	15	25	100	100	0	50	40	0	0	0	0	0	425	0	1	0	518	0	1	0
47.3	42.9	107	35	15	15	60	10	10	90	35	15	13385	14322	0	0	0	780	17,515	1	19	951	21,353	2	24
47.3	42.9	257	35	15	15	35	48	48	52	35	15	1627	4181	0	0	0	780	5,062	1	10	951	6,171	2	12
47.3	42.9	257	0	30	15	60	0	0	100	0	30	2389	6140	0	0	0	0	7,485	0	4	0	9,125	0	5
47.3	42.9	257	0	30	15	60	0	0	100	0	30	5036	12943	0	0	0	0	15,778	0	9	0	19,236	0	11
47.3	42.9	257	0	30	15	60	0	0	100	0	30	594	1527	0	0	0	0	1,861	0	1	0	2,269	0	1
47.3	42.9	257	35	15	15	60	86	25	75	35	15	583	1498	0	0	0	490	8,813	1	10	542	9,736	1	11
47.3	42.9	257	35	15	15	60	69	70	30	35	15	132	339	0	0	0	157	404	0	0	192	493	0	1
47.3	42.9	257	35	15	15	60	95	95	5	35	15	178	457	0	0	0	1,701	536	3	1	2,073	654	4	1
											2960	99,072					73,849	330,428	122	237	80,281	437,212	132	328

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