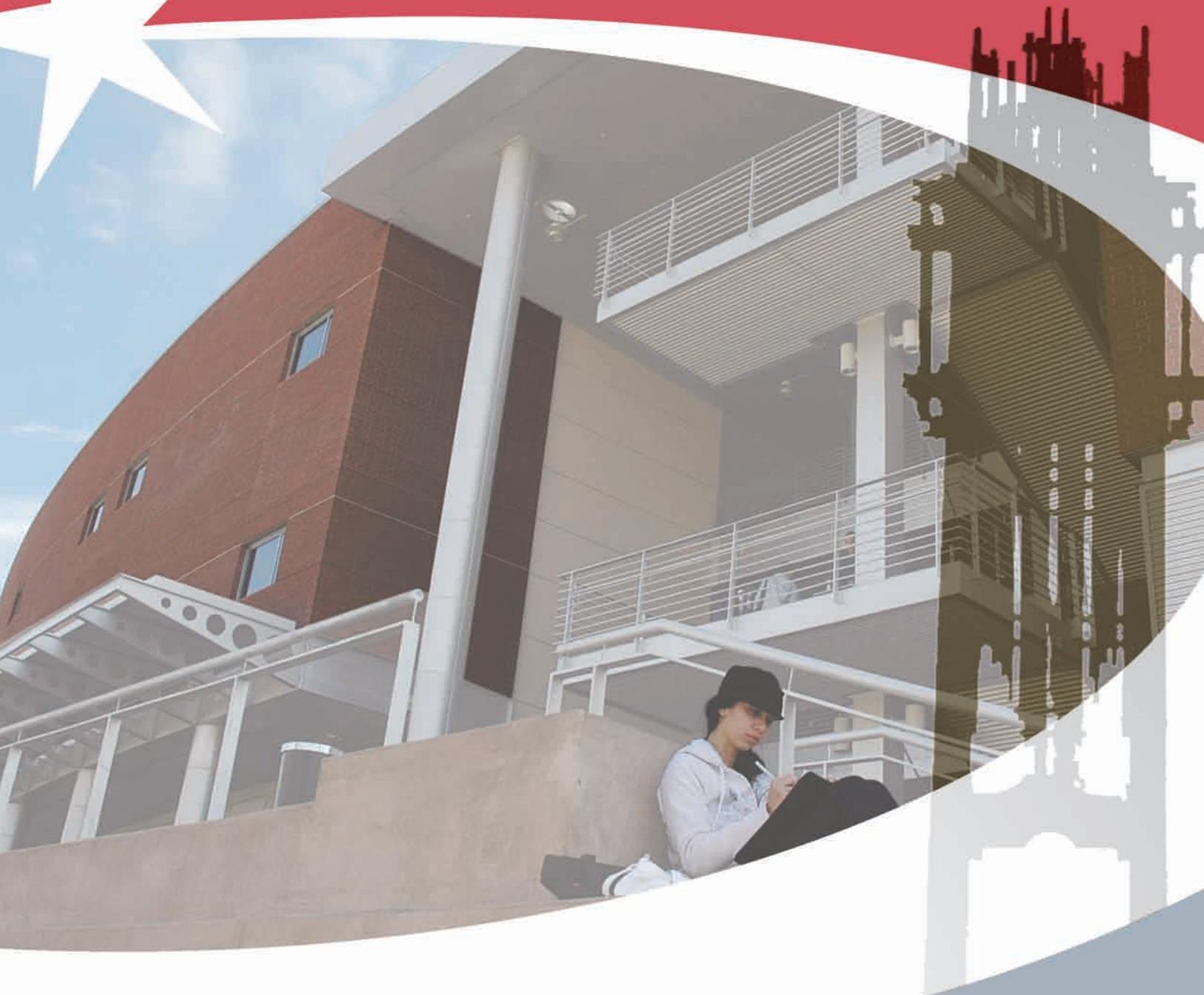


PALOMAR COMMUNITY COLLEGE DISTRICT ACCREDITATION FOLLOW-UP REPORT




PALOMAR COLLEGE[®]
Learning for Success

March 2010

Follow-Up Report



Submitted by

Palomar College
1140 West Mission Road
San Marcos, CA 92069
www.palomar.edu

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Palomar Community College District

Governing Board

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March 15, 2010

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Certification of the Follow-Up Report

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Blvd., Suite 104
Novato, CA 94949

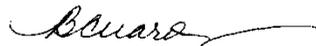
From: Palomar Community College District
1140 West Mission Road
San Marcos, CA 92069

This Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and that the Follow-Up Report reflects the status of the recommendations the college has been asked to address.



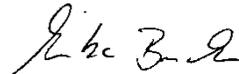
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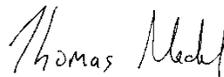
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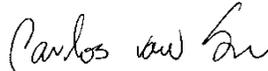
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Palomar Community College District
Follow-Up Report
March 15, 2010 (Updated 03/18/10)
Approved by Governing Board, March 2, 2010



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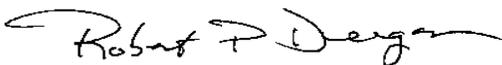
Statement on Report Preparation

This Follow-Up Report summarizes Palomar College's progress toward fulfilling the four recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) in the June 30, 2009, letter placing the college on Warning status. Upon receiving this letter, Superintendent/President Robert Deegan wrote to the Palomar community to inform all members of the Commission's decision and to describe activities the college had already begun to address the recommendations. Throughout Fall 2009 and continuing in Spring 2010, in newsletters, at forums, and at council and committee meetings, President Deegan updated the Governing Board, faculty, administration, staff, and students on the college's progress, urging all to contribute their effort and expertise.

This report reflects these college-wide endeavors. A list of participants and their constituent groups is included in Appendix P (*Participation List – [Appendix P](#)*). Like the work it describes, the report is a product of collaboration. The report consists of four sections corresponding to the four recommendations. Each section was drafted by the leaders of the groups primarily responsible for implementing the recommendation. These leaders then reviewed the sections with their constituents and revised accordingly. Subsequently, editors prepared the report for submission to the Palomar College Governing Board and then to the Commission.

The editors of the report were Berta Cuaron, Assistant Superintendent/Vice President for Instruction; Brent Gowen, Co-Chair of the Accreditation Self-Study; Tom Medel, Co-Chair of the Accreditation Self-Study; and Glynda Knighten, Staff Assistant for Accreditation.

The Follow-Up Report was presented to the college community, the constituent groups, the Strategic Planning Council, and the Governing Board for review and further contributions in December 2009 and January and February 2010. The Governing Board gave final approval in March 2010.



Robert P. Deegan
Superintendent/President
Palomar College

March 10, 2010

Date

Timeline for the Follow-Up Report to ACCJC

March 2009

- Verbal Exit Report delivered by Site Team chair (*March 12*)
- Exit Report discussed at Strategic Planning Council (SPC) (*March 17*)
- Exit Report discussed at All College Forum (*March 31*)

April 2009

- Response to verbal Exit Report recommendations discussed at SPC (*April 7 & 21*)

June 2009

- Palomar College representatives addressed ACCJC (*June 9*)

July 2009

- Action Letter received from ACCJC (*July 2*)
- All College Forum discussed Action Letter from ACCJC (*July 7*)
- SPC Workgroup developed *Integrated Planning Model* (*July 9, 20, & 22*)

August 2009

- SPC Workgroup developed *Resource Allocation Model* (*August 5*)
- SPC Special Meeting discussed *Integrated Planning Model* and responses to recommendations (*August 6*)
- Accreditation Steering Committee discussed progress of Follow-Up Report (*August 11*)
- Recommendations and progress report on accreditation reported to Faculty Senate by Accreditation Liaison Officer and Director of Institutional Research and Planning (*August 24*)

September 2009

- Budget Committee invited to SPC meetings to participate in *Resource Allocation Model* discussions
- Accreditation Liaison Officer presented progress report on Recommendation #1 to Governing Board (*September 8*)

October 2009

- Accreditation Liaison Officer, Learning Outcomes Council Coordinator, Faculty Senate President, Assistant Superintendent/Vice President, Human Resource Services, and Accreditation Faculty Co-Chair presented progress reports on Recommendations # 2, 3, and 4 to Governing Board
- *Strategic Plan 2013* Workgroup and Writing Group meetings conducted (Re: Recommendation #1)(*October 16 & 23*)

November 2009

- *Strategic Plan 2013* Workgroup and Writing Group meetings conducted (Re: Recommendation #1)(*November 6 & 10*)

December 2009

- Response to Recommendations #2, 3, and 4 in Follow-Up Report presented to SPC for discussion and first reading (*December 15*)

January 2010

- Response to Recommendations #1 in Follow-Up Report presented to SPC for first reading and discussion (*January 19*)
- Response to Recommendations #1, 2, 3, and 4 in Follow-Up Report presented to SPC for second reading and approval (*January 26*)

February 2010

- Follow-Up Report presented to Governing Board for first reading and discussion (*February 2*)
- Follow-Up Report approved by SPC (*February 9*)

March 2010

- Follow-Up Report approved by Governing Board (*March 2*)
- Follow-Up Report finalized for submission to ACCJC (*March 3-10*)
- Follow-Up Report submitted to ACCJC (*March 15*)

To Be Determined

- Follow-Up visit conducted by ACCJC representatives

Recommendation #1 – Integrated Planning, Evaluation, and Resource Allocation Decision-Making

In order for the college to meet standards, ensure a broad-based, ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation, and re-evaluation, the team recommends the following plan development, implementation, evaluation, and improvement steps be taken. (I.A.4; I.B.2; I.B.3, .4; III.A.2; III.B.2.b; III.D.2; III.C.1.d)

- 1. Develop a comprehensive and an integrated long-range Strategic Plan, including measurable goals that can be used to influence resource allocation decisions on an annual basis. The Strategic Plan should incorporate the priorities established in all of the college’s major plans to include its:
 - a. Technology Plan**
 - b. Facilities Master Plan**
 - c. Educational Master Plan, including the addition of the planned expansion of facilities to the northern and southern areas of the college’s service areas**
 - d. Human Resources Staffing Plan****
- 2. Modify the budget development process in a manner that will place the college’s strategic plan priorities at the center of its resource allocation decisions (III.D.1, 1.c)**
- 3. Develop mechanisms to regularly evaluate all of the college’s planning and resource allocation processes as the basis for improvement (I.B.6; II.A.2.f; II.B.4; III.D.3; IV.A.5)**
- 4. Develop an updated Technology Plan to address such major concerns as disaster recovery, data security, and on-going equipment replacement (III.C; III.C.1.a, c, d; III.C.2; III.D; Previous Recommendation #5)**

Summary

In response to Recommendation #1, the college reviewed and revised its evaluation, planning, and resource allocation processes. The college created an *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and aligned the planning cycles (i.e., Master, Strategic, and Program Review and Planning). The *IPM* ties together the long-range master and operational plans, the mid-range strategic plan, and the short-term operational planning and facilitates the identification of planning priorities that can be used to influence resource allocation decisions.

The central plan in the model is the Strategic Plan. The Strategic Plan incorporates the priorities identified in the *Master Plan 2022* and addresses needs resulting from Program Review and Planning. The Strategic Planning Council (SPC), the principle participatory

planning group, developed *Strategic Plan 2013* in Fall 2009. The Governing Board adopted the plan in February 2010. The plan includes the college's vision, mission, values, goals, and measurable objectives. *Appendix A* illustrates the college's governance structure (*Palomar College Governance Structure – [Appendix A](#)*).

One critical component of the planning model is the new *Resource Allocation Model (RAM)*. This model ensures that resource allocation decisions are tied to planning. SPC adopted this model in February 2010. The model provides for “off-the-top” funding to support college-wide priorities identified in *Strategic Plan 2013* and the master plans. In addition, it provides for the funding of priorities identified through the Program Review and Planning cycles.

To implement the *IPM* and *RAM*, the college modified the budgeting processes and created an annual planning, resource allocation, and evaluation timeline that ensures evaluation of the planning and resource allocation process as the basis for improvement of the institution. According to the timeline, each year the college completes an evaluation of the previous year's planning priorities and resource allocation decisions, allocates resources considering the current year's planning priorities, and recommends the subsequent year's planning priorities based on its evaluation and review. As a result of the annual evaluation activities, the college can modify and adjust planning priorities as necessary.

The college will update the *Technology Plan* in 2009-10 and begin implementation in 2010-11. The District has had operating procedures in place for data security and equipment replacement; however, they were not formally included in previous technology plans. These procedures will be addressed in the update of the *Technology Master Plan 2005*. The recommendation that the college have a written disaster recovery plan was noted in the form of Finding 08-04 in the District's FY2007-08 Audit Report. During the FY2008-09 audit, the external auditors removed this finding inasmuch as the District implemented the plan in December 2009.

In addition, the college completed a draft update of the *Educational Master Plan* and will have an updated *Facilities Plan* by May 2010. Staffing and Equipment plans are two new plans in the *IPM*. The college is establishing the process and structure of the plans and intends to complete them in 2010-11.

Resolution and Analysis

Section 1: Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)

Response to Recommendations 1.1, 1.2, and 1.3

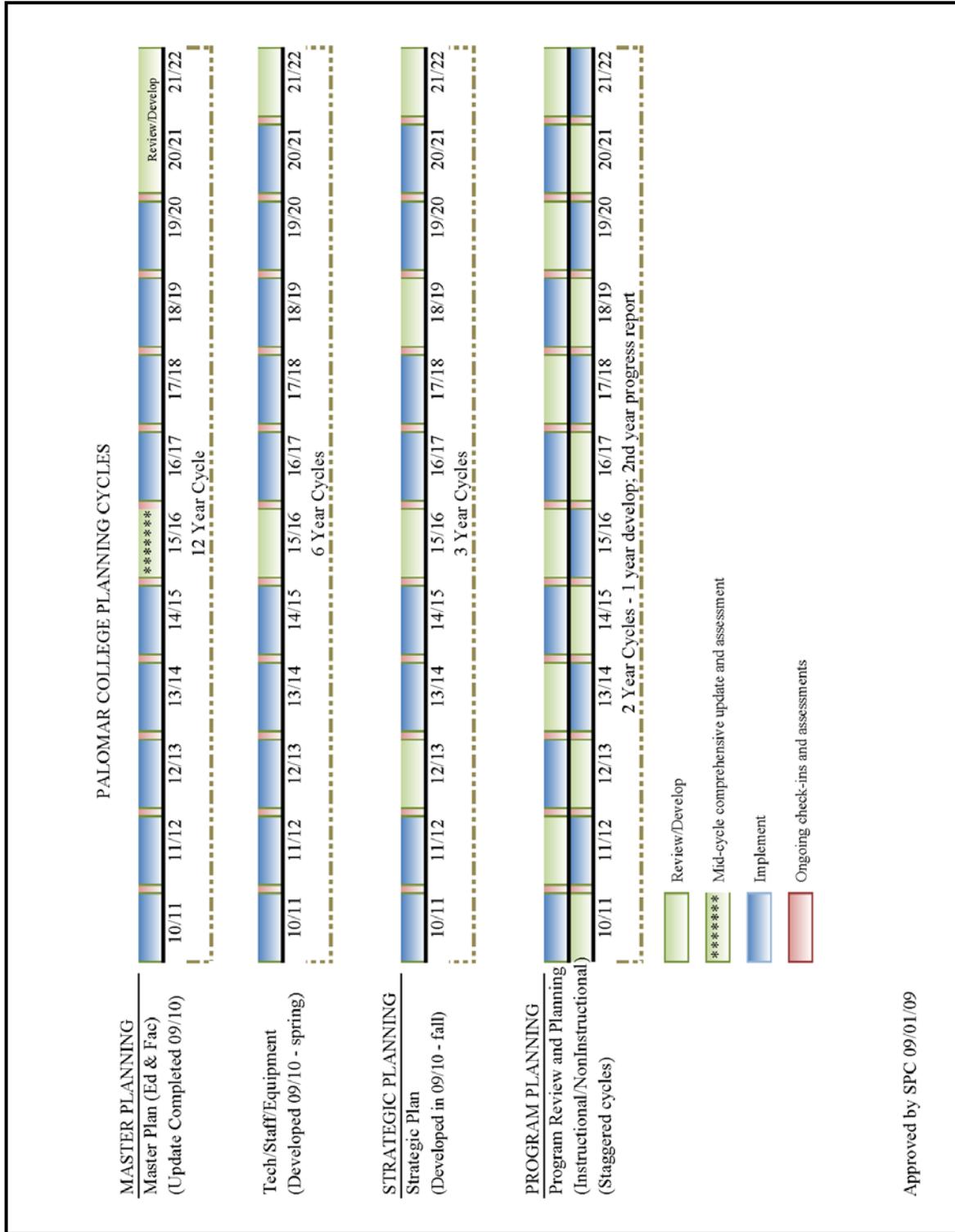
Section 1 addresses Recommendations 1.1, 1.2, and 1.3. The Strategic Planning Council (SPC) tasked a joint workgroup of SPC and the Budget Committee (BC) with addressing Recommendation #1. This joint workgroup met four times during Summer 2009 to review, modify where necessary, and articulate the college's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* or *IPM* (Figure 1) (*SPC Minutes, Joint SPC/BC Workgroup, [June 24, 2009](#); SPC Minutes, Planning Workgroup Report to SPC, [August 25, 2009](#)*).

This group also aligned the planning cycles to ensure that development, implementation, and evaluation of plans are integrated. For example, the Educational and Facilities planning cycles were placed on a twelve-year cycle with a six-year significant mid-term update. The other long-range operational plans (e.g., the staffing, technology, and equipment plans) were placed on six-year cycles. This alignment allows the college to incorporate into the operational plans changes made in the *Educational Master Plan* and to modify the operational plans as the environment makes necessary. *Figure 1* presents the *IPM*, and *Figure 2* presents the *Planning Cycles (Integrated Planning Model – [Figure 1](#); Planning Cycles – [Figure 2](#))*. The figures are found on the following two pages.

Integrated Planning Model (IPM) – Figure 1



Planning Cycles – Figure 2



The *IPM* provides an effective, ongoing, and cyclical process that includes planning, evaluation, resource allocation, implementation, and re-evaluation to improve institutional effectiveness and to ensure maximization of resources available. The model integrates the plans of the college and ensures that all processes are coordinated and concurrent. The *Educational Master Plan* (twelve-year cycle) drives the development of the *Facilities* (twelve-year cycle) and the *Staffing, Technology, and Equipment Plans* (six-year cycles). These plans, in turn, drive the *Strategic Plan* (three-year cycle), which drives *Program Review and Planning* (ongoing). However, the model works the other way as well, with *Program Review and Planning* informing the *Strategic Plan* and the *Strategic Plan* informing the long-range plans. The *IPM* is described in detail below.

Master Plans (# 1 in Figure 1)

The college seeks to meet the needs of its students and community in all of its planning. The *Educational Master Plan*, currently included in *Master Plan 2022*, identifies the future programs and services offered by the college. It drives the development of all other plans in the *IPM*.

Master Plan 2022 includes two plans: the *Educational Master Plan* and the *Facilities Master Plan*. The college prepared a draft update of the *Educational Master Plan* in Fall 2009 (*Educational Master Plan Draft, December 2009, print copy*). By May 2010, the college will complete this update and an update of the *Facilities Plan*. The updated *Master Plan 2022* includes a revised *Educational and Facilities Master Plan* for the San Marcos campus, the planned North Education Center, and the Escondido Center ([Master Plan 2022](#)). When the college identifies and purchases land to develop a South Education Center, *Master Plan 2022* will be modified, and an educational and facilities plan for the Center will be prepared. The *Staffing, Technology, and Equipment Plans* are scheduled to be updated or developed by FY2010-11. (See “Section 2: Update *Technology Plan*” of this document for more information on the college’s progress toward fulfilling Recommendation #1.4.)

Strategic Plan (# 2 in Figure 1)

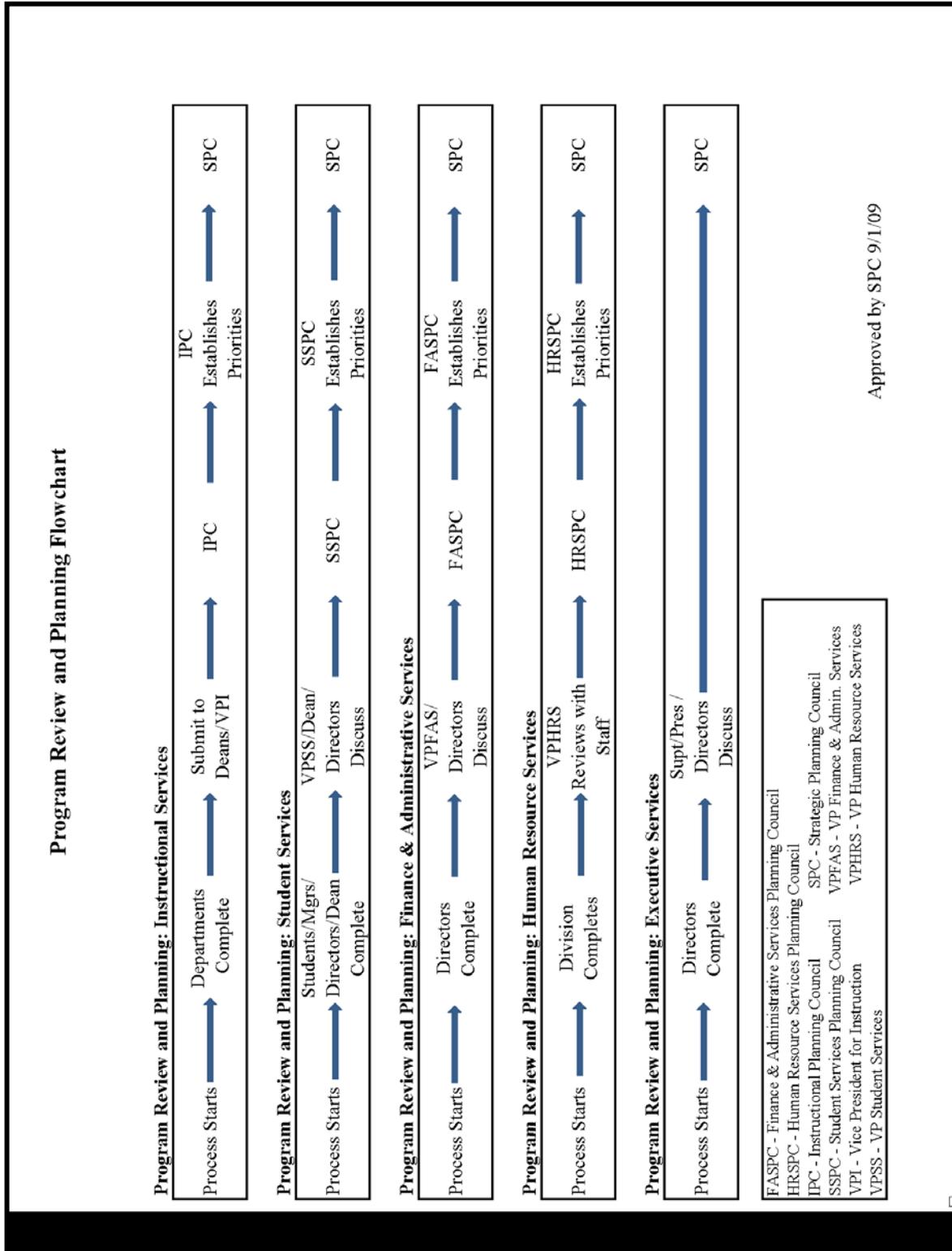
The *Strategic Plan* is a three-year plan and is developed by examining the priorities established in the master plans and the needs identified through *Program Review and Planning*. Internal and external scans of the community and students are conducted and evaluated as part of the development of the *Strategic Plan*. The *Strategic Plan* includes the college’s vision, mission, values, goals, and measurable objectives. The *Strategic Planning Council* (SPC), the college’s principle participatory governance group, recommends college-wide priorities. SPC developed *Strategic Plan 2013* during Fall 2009, and the *Governing Board* approved the plan on February 16, 2010 (*Director of IR&P Report to Governing Board on Strategic Plan 2013, February 2, 2010; Governing Board Agenda, Adopt Strategic Plan 2013, February 16, 2010; Strategic Plan Website; Strategic Plan 2013 – Appendix B; Strategic Plan 2013 Timeline – Appendix C*).

Program Review and Planning (# 3 in Figure 1)

Program Review and Planning (PRP) is the college's two-year, short-term operational planning process completed by all academic departments and non-academic units. Through this process, departments and units evaluate performance, establish plans for improvement, and identify needed resources (i.e., facilities, staffing, technology, and equipment) in support of student learning outcomes and service area outcomes. These PRP requests are prioritized by the Planning Councils for funding and are considered in the annual review and development of the college's plans for facilities, staffing, technology, and equipment (*Instructional PRP Form – Original – [Appendix D](#); Instructional PR&P Supplemental Form – [Appendix E](#)*). *Figure 3* depicts the flow of the Program Review and Planning process, beginning with the completion of reviews by the divisional Planning Councils and the Strategic Planning Council (*PRP Flowchart – [Figure 3](#)*).

The Program Review and Planning process shown in *Figure 3* was modified to strengthen the connection among department and unit planning, student learning and service area outcomes, and resource allocation priorities. Academic departments or service area units are now required to identify how a priority may address a course, program, or service area outcome and what assessment and evidence will be provided to indicate whether the priority was achieved with the resources allocated.

Program Review and Planning Flowchart – Figure 3



Annual Implementation and Review (#4 in Figure 1)

Implementation

As described above, each year SPC recommends college-wide priorities named in the Strategic Plan. In addition, the Planning Councils recommend council priorities identified by the Program Review and Planning process. These college-wide and council priorities are established prior to the annual budgeting process and drive resource allocation decisions. An annual implementation plan is developed to carry out work on the college-wide priorities and/or Strategic Plan objectives. The college is currently revising the annual implementation plan format to include timelines and responsibilities for addressing the objectives. Further, each objective will have a measure or description of success associated with it. This will allow the college to determine if the objective has been met. The college plans to complete this task by April 2010.

Evaluation

Each year before planning priorities are established, SPC completes a review and evaluation of progress made on the previous year's planning priorities and of the effectiveness of its resource allocation decisions. This review and evaluation consists of a report from the Planning Councils, a comparison of progress on the annual implementation plan with the established descriptors of success, and an examination of the resources assigned to the college-wide and council priorities. SPC reviews a set of institutional effectiveness measures to help determine whether the college's planning and resource allocation decisions are resulting in improvement of student learning and institutional outcomes. The annual implementation and evaluation process allows the college to adjust planning priorities as necessary ([Institutional Effectiveness Report, June 29, 2009](#); [Internal/External Scans](#)).

Resource Allocation (#5 in Figure 1)

At the heart of the college's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* is the *Resource Allocation Model (RAM)* – *Figure 4*. SPC adopted the *RAM* on February 2, 2010, for implementation beginning in the FY2010-11 budget development process (*Integrated Planning Model – Figure 1*; *SPC Minutes, adopt and amend IPM, September 1, 2009, & February 9, 2010*; *Resource Allocation Model – Figure 4*; *SPC Minutes, adopt and amend RAM, February 2, 2010, & February 9, 2010*).

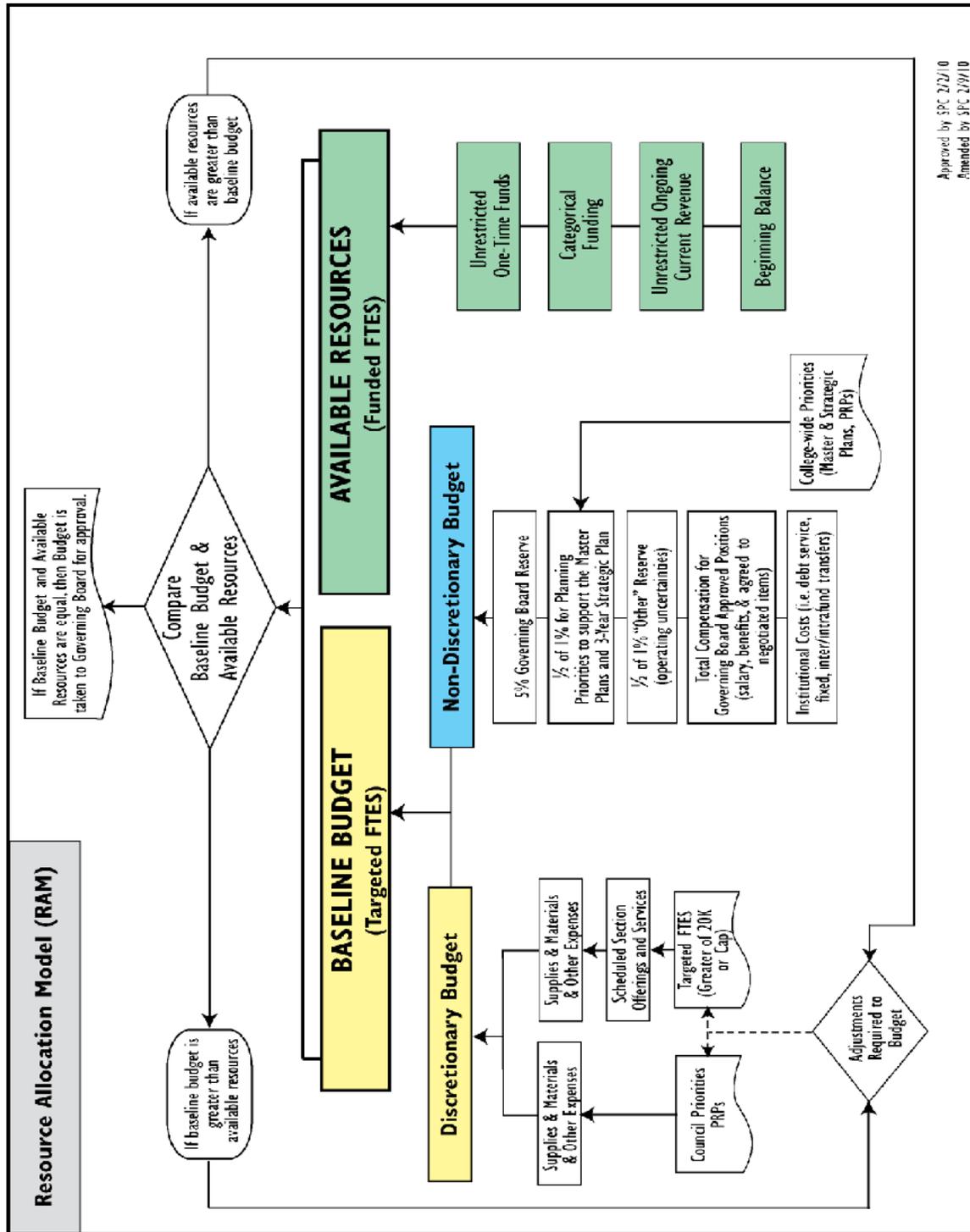
The *RAM* is the college's on-going process for linking available resource allocation and budget requirements to planning and review. In addition, the *RAM* ensures that the decisions made to arrive at an annual balanced operating budget are transparent and inclusive. The operating budget approved by the Governing Board is generated based on the projected

revenue to be received for earned and funded FTES for the fiscal year, plus funding from other resources and the beginning balance for the fiscal year.

The baseline budget consists of annual operating costs to meet college obligations, the costs of instructional and service programs, and Governing Board requirements. If the baseline budget is greater than or less than the available resources, adjustments are made to reconcile the budget with the available resources.

The *Resource Allocation Model – Figure 4* is found on the following page.

Resource Allocation Model (RAM) – Figure 4



Approved by SPC 2/2/10
 Amended by SPC 2/29/10

The **Discretionary Budget** at the far left of *Figure 4* consists of those accounts that the college is able to modify, within some constraints, from year-to-year based on department-wide, division-wide, or district-wide priorities. These accounts are represented in the model by two boxes: (1) Scheduled Section Offerings & Services, and (2) Supplies & Materials & Other Expenses. The Scheduled Section Offerings & Services box includes all hourly/temporary Instructional and Student Services personnel costs needed to meet the annual enrollment target and the Program Review and Planning priorities. The Supplies & Materials & Other Expenses box includes the costs for all areas of the college to support the academic and student services programs. The distribution of funds within these accounts is influenced by the Planning Council priorities resulting from the PRPs and the Targeted FTES.

The **Non-Discretionary Budget** (the middle column in *Figure 4*) consists of those accounts that are either on-going costs related to year-to-year college operating obligations, the minimum required Governing Board Reserve, designated projects/programs, and an annual reserve for unexpected or unbudgeted expenses. These accounts are represented in the model by four boxes: (1) 5% Governing Board Reserve; (2) ½ of 1% for Planning Priorities to support the Master Plans and 3-Year Strategic Plan; (3) ½ of 1% “Other” Reserve; (4) Total Compensation for Governing Board Approved Positions; and (5) Institutional Costs.

The 5% Governing Board Reserve box is the minimum 5% reserve of the operational budget required by the Governing Board. The ½ of 1% box provides funding “off-the-top” for Planning Priorities to support the Master Plans and the three-year Strategic Plan. The ½ of 1% “Other” Reserve represents a contingency for unexpected operating expenses. The Total Compensation for Governing Board Approved Positions box reflects the salary and benefits for all contract employees, including positions that are currently vacant. Finally, the Institutional Costs box represents the year-to-year obligations incurred by the District, including debt service, utilities, and facilities maintenance, among others, which are a cost of operations.

Thus, the Discretionary and Non-Discretionary Budget requirements for the year equal the Baseline Budget. Once the Baseline Budget is created, it is compared to the

Available Resources

(represented by the far right column in *Figure 4*) and

consists of (1) Unrestricted One-Time Funds; (2) Categorical Funding; (3) Unrestricted On-Going Current Revenue; and (4) the Beginning Balance.

The comparison is represented by the large diamond in the upper center of *Figure 4*. If the Baseline Budget is greater than the Available Resources, the Baseline Budget must be adjusted down to equal the Available Resources and will be driven by the priorities set forth in the Strategic Plan and the Program Review and Planning documents. If the Available Resources are greater than the Baseline Budget, the Baseline Budget may be adjusted up, based on these priorities.

Once the Baseline Budget and the Available Resources equal each other, then the Palomar College Budget is a balanced operating budget, which is taken to the Governing Board for approval.

The *Resource Allocation Model (RAM)* has been developed to provide an annual systematic and transparent decision-making process for allocation of resources. Also, it is important that the impact of the resource allocation decisions made in any given budget year provide data for evaluation prior to allocating resources in the next budget year. Therefore, beginning with the FY2010-2011 budget, each budget line item chart field will include a unique multi-digit identifier code that ties expenditures to the Strategic Plan. For example, a budget for the Tutoring program might have a code in the multi-digit reporting chart field of “21,” which identifies expenditures related to Goal 2, Objective 1 of the Strategic Plan. In this way, budget queries sorted on the two-digit chart field can be run to see (1) how much of the budget is related directly to each of the Strategic Plan Goals and Objectives; (2) the adequacy of the resources provided to meet those goals and objectives; and (3) how resources are to be used for decision-making in allocating future resources for Strategic Plan Goals and Objectives.

Integrated Planning, Evaluation, and Resource Allocation – Operationalizing the Model

The college is implementing a “plan, do, review” cycle where it identifies the planning priorities for a given year, allocates resources based on the priorities, and evaluates the progress on the priorities after implementation. Operationally, three fiscal years are involved in the annual process, which consists of evaluating the last fiscal year, allocating resources in the current year, and planning for the next fiscal year. *Figure 5* provides an implementation timeline for the “plan, do, review” cycle for FY2010-11 (Phase 1) and FY2011-12 (Phase 2) (*Annual Planning, Resource Allocation, & Evaluation Timeline – [Figure 5](#); SPC Approved Timeline, February 2, 2010*).

Review of Phase 2 in *Figure 5* shows the full implementation of the cycle for FY2011-12. In May 2010, SPC will review progress on FY2009-10 priorities and objectives. At the same time, it will confirm that the draft budget for FY2010-11 is aligned with the FY2010-11 college priorities. It will also begin identifying priorities for the next year’s FY2011-12 budget for consideration in the budgeting cycle.

Annual Planning, Resource Allocation, and Evaluation Timeline – Figure 5

(Note: Phases 1 and 2 will occur concurrently. Three fiscal years are involved in the annual process, which consists of evaluating the last fiscal year, allocating resources in the current year, and planning for the next fiscal year.)

Phase 1: FY2010-2011

Date/Activity	Assigned Responsibility
January – April 2010	
Adjust FY2010-11 budget assumptions and obligations based on FY2009-10 P1 FTES Base	VP Finance & Administrative Services/SPC/Budget Committee
Develop FY2010-11 Division Budgets <ul style="list-style-type: none"> - Base Budgets - Remaining available resources allocated based on PRPs 	Divisions/Planning Councils
May 2010	
Confirm FY2010-11 Draft Budget alignment with Master Plan & Strategic Plan (goals & objectives)	SPC
Evaluate progress on FY2009-10 priorities and objectives	SPC
Begin identification of FY2011-12 District-wide priorities & objectives	SPC
June 2010	
Approve FY2010-11 Tentative Budget	Governing Board
Finalize identification of FY2011-12 District-wide priorities & objectives	SPC
September 2010	
Adopt FY2010-11 Budget	Governing Board

(Phase 2 on next page...)

Phase 2: FY2011-2012

Date/Activity	Assigned Responsibility
May 2010	
Confirm FY2010-11 Draft Budget alignment with Master Plan & Strategic Plan (goals & objectives)	SPC
Evaluate progress on FY2009-10 priorities & objectives	SPC
Begin identification of FY2011-12 District-wide priorities & objectives	SPC
June 2010	
Approve FY2010-11 Tentative Budget	Governing Board
Finalize identification of FY2011-12 District-wide priorities & objectives	SPC
August – October 2010	
Identify initial/preliminary budget assumptions & obligations for FY2011-12	VP Finance & Administrative Services/SPC/Budget Committee
Recommend budget formulas (District-wide & Division)	SPC/Budget Committee
Complete FY2010-11 PRPs (include requests for FY2011-12 resources)	Departments/Units/Programs
November – December 2010	
Identify council priorities for FY2011-12 Budget	Planning Councils
Review council priorities for alignment with Master Plan & Strategic Plan (goals & objectives)	SPC
January – April 2011	
Adjust FY2011-12 budget assumptions and obligations based on FY2010-11 P1 FTES Base	VP Finance & Administrative Services/SPC/Budget Committee
Develop FY2011-12 Division Budgets - Base Budgets - Remaining available resources allocated based on PRPs	Divisions/Planning Councils
May 2011	
Confirm FY2011-12 Draft Budget alignment with Master Plan & Strategic Plan (goals & objectives)	SPC
Evaluate progress on FY2010-11 priorities & objectives	SPC
Begin identification of FY2012-13 District-wide priorities & objectives	SPC
June 2011	
Approve FY2011-12 Tentative Budget	Governing Board
Finalize identification of FY2012-13 District-wide priorities & objectives	SPC
September 2011	
Adopt FY2011-12 Budget	Governing Board

(Annual Planning, Resource Allocation, & Evaluation Timeline, Approved by SPC 2/2/10)

Additional Plans – Recommendations 1.1, 1.2, 1.3

The college will

1. complete the *Annual Implementation Form* by April 2010;
2. update the *Technology Plan* by the end of FY2009-10;
3. complete the update of *Master Plan 2022* by the end of FY2009-10;
4. develop and implement the *Staffing Plan* by FY2010-11; and
5. develop and implement the *Equipment Plan* by FY2010-11.

Evidence

- *Palomar College Governance Structure* – [Appendix A](#)
- SPC Minutes, Joint SPC/Budget Committee Planning Workgroup, [June 24, 2009](#)
- SPC Minutes, Joint Planning Workgroup Report, [August 25, 2009](#)
- *Integrated Planning, Evaluation, Resource Allocation Decision-Making Model (IPM)* – [Figure 1](#)
- *Planning Cycles* – [Figure 2](#)
- *Educational Master Plan Draft*, December 2009, print copy available in Office of Instructional Services
- [Master Plan 2022](#)
- Report to Governing Board, Director of Institutional Research & Planning, *Strategic Plan 2013*, [February 2, 2010](#)
- Governing Board Agenda, Adopt *Strategic Plan 2013*, [February 16, 2010](#)
- [Strategic Plan Website](#)
- *Strategic Plan 2013* - [Appendix B](#)
- *Strategic Plan 2013 Timeline* – [Appendix C](#)
- *Instructional PRP Form – Original* – [Appendix D](#)
- *Instructional PRP Supplemental Form* – [Appendix E](#)
- *Program Review and Planning Flowchart* – [Figure 3](#)
- [Institutional Effectiveness Report, June 29, 2009](#)
- [Internal/External Scans](#)
- *Resource Allocation Model (RAM)* – [Figure 4](#)
- SPC Minutes, Adopt and Amend IPM, [September 1, 2009](#), and [February 9, 2010](#)
- SPC Minutes, Adopt and Amend RAM, [February 2, 2010](#), and [February 9, 2010](#)
- *Annual Planning, Resource Allocation, and Evaluation Timeline* – [Figure 5](#)
- SPC Minutes, Approve *Annual Planning, Resource Allocation, and Evaluation Timeline*, [February 2, 2010](#)

Section 2: Technology Plan (Response to Recommendation 1.4)

Section 2 addresses Recommendation 1.4. The *Technology Master Plan 2005* was published in November 2005 and is scheduled to be updated by the end of FY2009-10. The Finance and Administrative Services Planning Council (FASPC) defined the workgroup membership, which will convene under the leadership of the Director of Information Services to update the existing *Technology Plan* in Spring 2010 (*SPC Minutes, FASPC Governance Structure, Technology Plan, [December 15, 2009](#); FASPC Minutes, Technology Plan Workgroup Defined, [February 18, 2010](#)*). In accordance with the adopted planning cycle model, the updated plan will cover a six-year implementation period from FY2010-11 through FY2015-16, with ongoing check-ins and assessments and full update as of FY2015-16.

The approved data security and on-going equipment replacement procedures will be included in the updated *Technology Master Plan 2005*. In addition, per a recommendation by the college's external auditors, Information Services completed a written operational disaster recovery plan in January 2010. This plan is available on the Information Services' website (*IS Website, [Disaster Recovery Plan](#)*). The recommendation that the college have a written disaster recovery plan was noted in the form of Finding 08-04 in the District's FY2007-08 Audit Report. During the FY2008-09 audit, the external auditors removed this finding inasmuch as the District implemented the plan in December 2009 (*FY2008-09 Audit Report; Governing Board Minutes, FY2008-09 Audit Report, [January 12, 2010](#)*).

Additional Plans – Recommendation 1.4

1. The college will update the *Technology Plan* by the end of FY2009-10.

Evidence

- SPC Minutes, Finance and Administrative Services Governance Structure to include the *Technology Plan*, [December 15, 2009](#)
- FASPC Minutes, *Technology Plan* Workgroup Defined, [February 18, 2010](#)
- [Information Services Website, Disaster Recovery Plan](#)
- [FY2008-09 Audit Report](#)
- Governing Board Minutes, FY2008-09 Audit Report, [January 12, 2010](#)

Recommendation #2 – Student Learning Outcome and Assessment Cycles

In order to meet standards by 2012, the team recommends that the college identify assessment methods and establish dates for completing student learning outcomes assessments at the institutional level and for all of its courses, programs, and services. This process should also include the development of performance measures to assess and improve institutional effectiveness of all programs and services. The college should disseminate the outcomes widely and use these results in the strategic planning and resource allocation process (II.A.1.a, c; II.A.2.a, h; II.B.4; II.C.2; III.A.1.c)

Summary

The college has addressed all parts of this recommendation. Led by the Learning Outcomes Council (LOC) and its faculty coordinators, the college has established structures, methods, and timelines that ensure progression from the Development level to the Proficiency level in Student Learning Outcome and Assessment Cycles (SLOACs) for courses, programs, and General Education/Institution. Unifying faculty members' considerable efforts, the LOC reports to the Faculty Senate and works collaboratively with the Curriculum Committee, the academic department chairs and directors, the Instructional Planning Council (IPC), and the Strategic Planning Council (SPC).

The structures, methods, and timelines for instructional support programs and Service Area Outcome Assessment Cycles (SAOACs) have been developed through the division areas of Finance and Administrative Services, Human Resource Services, and Student Services and their respective planning councils. The college has developed an *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*. The IPM includes integrated planning cycles, the Strategic Plan, a modified Program Review and Planning (PRP) process, and a *Resource Allocation Model (RAM)*. The Strategic Plan and the PRP process now integrate discussion at the department, unit, and council levels on Student Learning Outcome and Service Area Outcome assessment results. Based on these discussions, the college develops priorities that inform the resource allocation process.

In fulfilling Recommendation #2 the college has

1. established a timeline and structure for completing student learning outcome assessments for courses, programs, and G.E./Institutional;
2. exceeded the Fall 2009 goal for identifying course and program SLO assessment plans; completed 50% of courses and 11% of programs with SLOs and assessment plans; exceeded the Spring 2010 goals for course and program SLOs; and completed assessments on 9% of courses in Fall 2009;

3. identified and defined the framework for the college's G.E./Institutional SLOACs;
4. purchased software to support the SLOAC process, data collection, analysis, and reporting for courses, programs, G.E./Institutional, and service areas;
5. established structures and timelines for completing Service Area Outcomes and assessments to improve institutional effectiveness; and
6. developed the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* that strengthens the use of learning outcomes and assessment results in the discussion and development of priorities in the Strategic Plan, Program Review and Planning, and Resource Allocation processes.

Resolution and Analysis

1. Timeline and support for full implementation of course, program, and institutional SLOACS

The college has made significant progress in establishing Student Learning Outcome and Assessment Cycles (SLOACs) for courses, programs, and G.E./Institutional outcomes. Continued college commitment to SLOACs is evidenced by maintaining the funding of the 100% assigned time appointment by the Faculty Senate, currently designated to the SLOAC Coordinator at 80% and the SLOAC Assistant Coordinator at 20% (*Governing Board Minutes, SLOAC Coordinator/Asst. Coordinator Assigned Time, [September 8, 2009](#)*).

Responding to this recommendation, in April 2009 the Learning Outcomes Council (LOC) revised its meeting schedule from once monthly to twice monthly. The Council formed workgroups to advance necessary activities. The LOC revised its Mission Statement to reflect its commitment to facilitating the implementation of SLOACs and to supporting the scholarship of teaching and learning (*LOC Website – [Mission Statement](#); LOC Minutes, Revised LOC Mission Statement, [April 2, 2009](#)*).

The LOC then developed a Student Learning Outcome and Assessment Cycle Implementation Plan (structures and timelines) to guide the college to the ACCJC Proficiency Level by Spring 2012. This *SLOAC Implementation Plan – Figure 6* outlines the identification and implementation of Student Learning Outcomes (SLOs) and authentic assessment methods for courses, programs, and G.E./Institutional outcomes. It also establishes dates for assessing outcomes and for reflecting and acting upon the results of these assessments. The Faculty Senate approved the timeline at the September 28, 2009, meeting (*Faculty Senate Minutes, Approved SLOAC Implementation Plan, [September 28, 2009](#); SLOAC Implementation Plan – [Figure 6](#)*). The LOC continues to monitor the progress of the *SLOAC Implementation Plan* and will adjust it as needed.

SLOAC Implementation Plan – Figure 6

Palomar College Student Learning Outcome and Assessment Cycle Implementation Plan 2009-2012	
Fall 2009	Spring 2010
Confirm 66% of courses are identified with SLOs	Put infrastructure in place to support SLOACs
Confirm 33% of course SLOs have assessment plans	Confirm 100% of courses are identified with SLOs
Confirm 5% of course assessment plans have completed SLOACs	Confirm 66% of course SLOs have assessment plans
Purchase TracDat (data management system)	Confirm 10% of course assessment plans have completed SLOAC process
Revise program SLO guidelines	Adopt approved program SLO guidelines
Define G.E./Institutional SLOs	Adopt G.E./Institutional SLOs
Provide on-going training and PD for SLOACs	Provide on-going training and PD for SLOACs
	Setup & test TracDat (data management system)
Fall 2010	Spring 2011
Confirm 100% of course SLOs have assessment plans	Confirm 40% of course assessment plans have completed SLOAC process
Confirm 20% of course assessment plans have completed SLOAC process	Confirm 50% of program SLOs are identified and have assessment plans
Implement TracDat (data management system)	Confirm 10% of programs have completed SLOAC process
*Confirm 25% of program SLOs are identified and have assessment plans	Implement assessment cycle for G.E./Institutional SLOs
Develop assessment plan for mapping	Provide on-going training and PD for SLOACs
Provide on-going training and PD for SLOACs	
Fall 2011	Spring 2012
Confirm 60% of courses have completed SLOAC process	Confirm 80% of courses have completed SLOAC process
Confirm 75% of program SLOs are identified and have assessment plans	Confirm 100% of program SLOs are identified and have assessment plans
Confirm 25% of programs have completed SLOAC process	Confirm 50% of programs have completed SLOAC process
Provide on-going training and PD for SLOACs	Provide on-going training and PD for SLOACs
Fall 2012	Spring 2013
Confirm 100% of courses have completed SLOAC process	
Confirm 75% of program SLOs are identified and have assessment plans	Confirm 100% of programs have completed SLOAC process
Provide on-going training and PD for SLOACs	Provide on-going training and PD for SLOACs

Approved by Faculty Senate, 05/04/09; updated 03/08/10
 Approved by Curriculum Committee, 04/29/09; updated 03/03/10
 Approved by LOC, 04/14/09; updated 02/18/10 & 03/04/10

*Academic Program Timelines include
 Instructional Support Program Areas

To further assist faculty with developing and reporting course and program SLOs and assessment plans, the LOC reviewed and revised the set of guidelines in CurricUNET to reflect the steps in the SLO Assessment Cycle. The Curriculum Committee and the Faculty Senate approved these revised guidelines for courses in May 2009 and for programs in September 2009. A guideline for instructional support programs and services was developed and implemented for appropriate areas, and the same timeline as defined for academic programs was established (*Course SLOAC Guidelines - [Appendix F.1](#); Program SLOAC Guidelines – [Appendix F.2](#); Instructional Support Program and SAO Guidelines – [Appendix G](#)*).

2. SLOAC Implementation Plan achievements

Academic departments are progressing toward full implementation of course and program SLOACs. The *SLOAC Implementation Plan* includes the goal to have 100% of courses with at least one SLO, assessment plan, and timeline by the end of Fall 2010; currently, 73% of courses have achieved this goal.

The college has confirmed that by Fall 2009 at least 5% of course assessment plans were completed, closing the SLOAC “loop,” and that 9% of courses have completed the assessment of at least one SLO. Departments report that 17% of courses will have completed the assessment cycle of at least one SLO by the end of Spring 2010.

The *SLOAC Implementation Plan* outlines the path toward having 100% of programs with at least one SLO and assessment plan by Spring 2012; further, the college’s goal is to have 50% of programs complete the assessment cycle for at least one SLO by that date. At present, 11% of programs have attained this goal. The *SLOAC Implementation Plan* ensures that support systems are in place as the college moves towards the ACCJC Proficiency level by 2012.

Disciplines and departments are analyzing, reflecting, and discussing the data results. The data are being collected for discussion, planning, and generating reports. The college’s timeline ensures an increased number of assessments of course and program Student Learning Outcomes each semester through 2012, institutionalizing the practice in college-wide dialogue on results, planning, and resource allocation. The LOC has encouraged discussions of how SLOs and assessment plans are to be published for students. Many faculty are placing department/discipline approved SLOs on their syllabi. Examples of course and program SLOs are on the LOC website (*LOC Website – [Course/Program SLOs](#)*).

The *SLOAC Implementation Plans & Progress – Figure 7* represents the timelines, goals, and progress in forming and fulfilling SLOACs for courses and programs from Fall 2009 through Fall 2012 (*SLOAC Implementation Plans & Progress – [Figure 7](#)*).

SLOAC Implementation Plans & Progress – Figure 7*

	Courses 1,640 active		*Programs 205 Active	
Timeline	Actual/Goal - SLOAC Plans/Timelines	Actual/Goal - Completed SLOACs	Actual/Goal - SLOAC Plans/Timelines	Actual/Goal – Completed SLOACs
Fall 2009	820 (Actual) (50%)	148 (Actual) (9%)	23(Actual) (11%)	--
Spring 2010	1,082 (Goal) (66%)	164 (Goal) (10%)	--	--
Spring 2010 (as of 03/08/10)	1,203 (Actual) 73%	--	30 (Actual) 15%	23 (Actual) 11%
Fall 2010	1,640 (100%)	328 (20%)	51 (25%)	--
Spring 2011	1,640 (100%)	656 (40%)	103 (50%)	20 10%
Fall 2011	1,640 (100%)	984 (60%)	154 (75%)	51 (25%)
Spring 2012	1,640 (100%)	1,312 (80%)	205 (100%)	103 (50%)
Fall 2012	1,640 (100%)	1,640 (100%)	205 (100%)	154 (75%)
Spring 2013	1,640 (100%)	1,640 (100%)	205 (100%)	205 (100%)

Updated 03/18/10

*Academic Program Timelines include
Instructional Support Program Areas

Throughout the *SLOAC Implementation Plan*, the LOC continues to provide professional development and training opportunities for faculty and staff. Workshops and individual engagements with departments, instructional divisions, and Chairs/Directors have been conducted ([Department/Faculty Engagements](#)). They have resulted in increased full-time and part-time faculty participation and progress at all levels of SLO development, assessment, and analysis as established by the *SLOAC Implementation Plan*.

The LOC hosted a Summer SLO Institute at which faculty learned more about SLOACs and were able to enter their SLOs into CurricUNET. The entire Fall 2009 Plenary for full-time faculty focused on writing SLOACs, providing three workshops and an option for departments to meet with a facilitator provided by the LOC. The LOC also hosted plenary sessions with part-time faculty to engage their participation in the dialogue and development of SLOACs. The college has continued to support part-time faculty with compensation for their participation in the development of SLOs and assessments with their departments and disciplines. This has resulted in more than 100 part-time faculty contributing 300 hours to the development of SLOACs. The LOC website provides extensive support materials for faculty reference, workshop materials, and videotaped sessions with supporting documents. The college's Blackboard system provides access to SLOAC documents for easy reference and download capability. (*SLO Institute Roster*, [Summer 2009](#); *LOC Website – SLOAC Training*; *Faculty Senate Minutes, Professional Development*, [February 9, 2009](#), [April 13, 2009](#); *Professional Development Website – Faculty Plenary Agendas, Fall 2009 & Spring 2010*; [Part-time Faculty NOHE Spreadsheet](#))

3. Palomar College General Education/Institutional SLOACs

In Fall 2009, the LOC began the process of articulating General Education (G.E.)/Institutional SLOs. Council members first wrote a Mission Statement for G.E./Institutional Student Learning Outcomes that reads

The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives. As a result of the general education experience, students will demonstrate development and improvement in the following areas:

*Knowledge of Human Cultures and the Physical and Natural World;
Intellectual and Practical Skills;
Personal and Social Responsibility; and
Integrative Learning.*

After the Council researched and discussed various models, it adopted for consideration the Association of American Colleges and Universities Liberal Education and America's Promise (LEAP) framework for G.E./Institutional Student Learning Outcomes. As a working document, the LEAP framework has been distributed to all faculty, staff, and administrators for broad based discussion and input; it is published on the LOC website and in the college's Blackboard system. Members of the Faculty Senate, Curriculum Committee, and the Chairs/Directors have discussed the framework.

The Faculty Senate reviewed the LEAP framework at the December 7, 2009, meeting (*Faculty Senate Minutes, LEAP Framework*, [December 7, 2009](#); *G.E./Institutional SLOs – Appendix H*). In Spring 2010, the LOC members are examining each area of the framework in order to define and

provide examples. The members have established a “wiki” on Blackboard that allows faculty and staff opportunities for dialogue and discussion. The college is moving toward the goal of approving the G.E./Institutional Student Learning Outcomes by the end of Spring 2010 (*LOC Minutes, G.E./Institutional SLOs Dialogue, [Spring 2010](#)*).

Faculty are mapping course SLOs to program SLOs. When G.E./Institutional SLOs have been completed, faculty will map course and program SLOs to G.E./Institutional outcomes. The process for developing and mapping SLOs at all three levels is fluid and may vary by department/unit; however, the *SLOAC Implementation Plan* provides the structure needed to ensure continued progress towards Proficiency by 2012 (*SLO Mapping Chart – [Appendix I](#)*).

Discussions regarding how SLOs will be shared with students and the campus community have taken place in the LOC, Faculty Senate, and Curriculum Committee. Plans to publish the G.E./Institutional SLOs in the Catalog and on the website will be formalized after the approval process has been completed in Spring 2010. Currently, the proposed G.E./Institutional SLOs are published on the LOC website (*LOC Website, [G.E./Institutional SLOs](#)*).

The LOC has recognized the importance of “Personal and Social Responsibility” in the G.E./Institutional Student Learning Outcomes. To provide more opportunities for students to experience community and civic engagement, the college and the LOC encouraged and supported the formation of a Service Learning workgroup. Currently, students and faculty are working with twelve community agencies; the college is working with an additional ten agencies to create agreements. Since 2006, 75 faculty have participated in various Service Learning activities. The college supports the workgroup chair by providing 20% assigned time (*Email from Service Learning Coordinator, [Participation](#); Governing Board Minutes, Approve Service Learning Coordinator Assigned Time, [September 8, 2009](#)*).

4. Support for the SLOAC process, data collection, analysis, and reporting for courses, programs, G.E./Institutional, and service areas

The college continues to collect SLOAC data and generate comprehensive assessment reports. Since Spring 2008, faculty members have posted this data to CurricUNET, the college’s course management software system, as part of the Course Outline of Record (COR) review process. Monthly CurricUNET reports are run to keep historical data on the development of SLOACs and progress of the established *SLOAC Implementation Plan* (*Course SLOAC Guidelines – [Appendix F.1](#); Program SLOAC Guidelines – [Appendix F.2](#); [CurricUNET](#); *SLOAC Progress Reports, CurricUNET – print copies*).*

As the entire student learning outcome and assessment process evolved and structures were defined, the college recognized the need for a more effective central storehouse for course, program, and G.E./Institutional SLOACs and Service Area Outcome Assessment Cycles (SAOACs). While CurricUNET was useful in the beginning stages of developing SLOACs, the LOC researched software program options that would better facilitate and support the storing of learning outcome assessment data and analyses and its retrieval for reporting

purposes. Upon the recommendation of the LOC and its endorsement by the Faculty Senate, the college purchased the TracDat software program in Fall 2009. TracDat will more readily engage faculty in sharing the development of SLOs and assessment plans, in mapping course and program data to G.E./Institutional SLOs, and in generating reports for discussion, planning, and reports. The system is being configured for testing, moving to full implementation by Fall 2010.

In February 2010, LOC members and other faculty and staff participated in TracDat training ([TracDat Training Rosters](#)). A TracDat Planning and Implementation Workgroup was convened in February 2010 and will meet weekly during the spring semester (*TracDat Planning and Implementation Workgroup, Organization Meeting, [February 25, 2009](#)*).

In order to increase the accuracy of current reporting and monitoring of SLOACs until TracDat is implemented, the Office of Institutional Research and Planning (IR&P) developed for academic department chairs a questionnaire on the progress of course and program SLOs and assessment plans. The data collected through this survey in late Fall 2009 and early Spring 2010 have provided up-to-date reporting on course and program SLOs and will help validate the data in CurricUNET until TracDat is ready in Fall 2010 (*IR&P Questionnaire – [Sample HIST](#)*).

5. Established structures, timelines, and assessment methods for completing Service Area Outcomes and Assessments

The LOC has primary responsibility for guiding the SLOAC process of instruction and its instructional support service areas. The responsibility for establishing structures, timelines, and assessment methods for Service Area Outcomes (SAOs) has been assumed by the Finance and Administrative Services, Human Resource Services, and Student Services divisions and their respective Planning Councils.

Each division/council has approached this process differently, but each has developed SAO structures and assessment methods to improve the effectiveness of the service areas and of the institution. Service Area Outcomes are the products of specific administrative activities and projects that directly or indirectly support the teaching and learning environment, provide a service to students, and advance the overall mission of Palomar College. The assessment methods for many of the SAOs involve evaluating how the completion and implementation of a given activity or project has improved a service to students or to the college. The review of SAO assessment results will be used in the Strategic Planning and in the Program Review and Planning processes for the development of service and program area priorities and for resource allocation decisions through the budget development process.

Finance and Administrative Services Division

In Fall 2009, Finance and Administrative Services (FAS) developed its structure and timeline for Service Area Outcomes and assessment methods. FAS includes the Office of the

Assistant Superintendent/Vice President for Finance and Administrative Services and four operational departments: Business and Contract Services; Facilities; Fiscal Services; and Information Services.

FAS has identified thirty-three Service Area Outcomes and established timelines and assessment methods. Nine of these SAOs are process improvement projects/activities and will be assessed regularly. Given the diverse nature of the FAS Division activities, assessing SAOs will involve a variety of methods, including satisfaction surveys, tracking the use of a service (e.g., hits on a website), tracking participation in an activity, closure of work order requests, completion of a requested project, or improvements to an operational process that impacts institutional effectiveness. FAS will complete its first assessment of SAOs in Spring 2010, and by Spring 2013 will have completed at least one assessment cycle of all outcomes. *Figure 11* shows the FAS structure and timeline for SAOs (*SAO Chart – Finance and Administrative Services – Figure 8.A*).

***Service Area Outcome and Assessment Implementation Plans
Finance and Administrative Services – Figure 8.A***

Timeline	Service Areas with Outcomes & Assessment Methods Defined	Assessment Completed or To Be Completed
Fall 2009	--	--
Spring 2010	100%	25%
Fall 2010	100%	59%
Spring 2011	100%	60%
Fall 2011	100%	73%
Spring 2012	100%	100%
Fall 2012	100%	100%

Human Resource Services Division

Human Resource Services (HRS) has developed a structure and timelines for its SAOs and assessments. HRS includes the Office of the Assistant Superintendent/Vice President for Human Resource Services, Employment Services, and Benefits.

In early Spring 2010, HRS reviewed its SAOs as contained in its 2008-2011 Program Review and Planning document. This review evidenced the need to improve the connection between HRS outcomes, the college’s Strategic Plan, and the accreditation standards, specifically Standard III.A.

The 2008-2011 HRS outcomes, Accreditation Standards, and *Strategic Plan 2013* were analyzed against a list of current HRS work processes and outputs. This analysis led to HRS developing seven new outcomes that integrate existing outcomes with new ones, each specific, measurable, and with a completion date. The initial formative evaluation of these

outcomes will help establish baseline data, followed by analysis and implemented changes for improvement as appropriate, and subsequent assessments to compare the effectiveness of these changes (*SAO Chart – Human Resource Services – [Figure 8.B](#)*).

The primary assessment methods will be conducting satisfaction surveys, tracking the use of a service (e.g., hits on a website), or tracking participation in an activity. HRS will take its proposed Service Area Outcomes structure, timelines, and assessment methods to the Human Resource Services Planning Council for review and approval in early Spring 2010. HRS will complete the assessments of 40% of Service Area Outcomes in Spring 2010 and by Spring 2012 will have completed at least one assessment cycle for all outcomes.

***Service Area Outcome and Assessment Implementation Plans
Human Resource Services – [Figure 8.B](#)***

Timeline	Service Areas with Outcomes & Assessment Methods Defined	Assessment Completed or To Be Completed
Fall 2009	38%	13%
Spring 2010	77%	40%
Fall 2010	88%	59%
Spring 2011	93%	71%
Fall 2011	96%	86%
Spring 2012	100%	100%
Fall 2012	100%	100%

Student Services Division

Student Services developed initial Service Area Outcomes and assessment methods in 2004 and conducted initial rudimentary assessments in 2005. Student Services includes the Office of the Assistant Superintendent/Vice President for Student Services (VPSS), Counseling Services, Enrollment Services, Athletics, Health Services, Student Affairs, and the Palomar College Police Department.

On September 22, 2009, Student Services Division met for a retreat at which it formalized the process by defining its SAO structure, creating a template for all services and programs, and establishing an assessment timeline. The structure, timeline, and template were endorsed by the Student Services Planning Council in February 2010 (*Student Services Retreat, [September 22, 2009](#); SSPC Minutes, SAOAC Endorsement, [February 10, 2010](#)*).

As of Fall 2009, 75% of the programs/service areas had outcomes and assessment plans in place. In Spring 2010, 50% of the programs/services areas will complete an assessment of at least one outcome, and by Spring 2011, 100% of the programs/services will have completed at least one assessment (*SAO Chart-Student Services – [Figure 8.C](#)*).

In some cases, assessment methods will include a pre- and post-test or a survey; in other cases, a baseline of outcome results will be established after the first assessment cycle, changes will be developed and implemented as appropriate, and the outcome will be reassessed to determine if the change has brought improvement. A repository of Student Services SAOs and assessment data currently collected in the VPSS Office will be transferred to TracDat once it is implemented.

***Service Area Outcomes and Assessment Implementation Plans
Student Services – Figure 8.C***

Timeline	Service Areas with Outcomes & Assessment Methods Defined	Assessment Completed or To Be Completed
Fall 2009	75%	--
Spring 2010	100%	50%
Fall 2010	100%	100%
Spring 2011	100%	100%
Fall 2011	100%	100%
Spring 2012	100%	100%
Fall 2012	100%	100%

6. Developed the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* that strengthens the use of learning outcomes and assessment results in the discussion and development of priorities in the Strategic Plan, Program Review and Planning, and Resource Allocation processes.

In February 2010, the college adopted the *Integrated Planning Model (IPM)*, which integrates all planning and strengthens the connection among *Strategic Plan 2013*, Program Review and Planning (PRP), and the *Resource Allocation Model (RAM)*. The integration of these processes places an increased emphasis on Student Learning Outcomes and Service Area Outcomes and assessment results in the development of priorities and resource allocation decisions (*Instructional PRP Form – Original – [Appendix D](#); Instructional PRP Form – Revised Original – [Appendix J](#); Instructional PRP Supplemental Form – [Appendix E](#)*).

The Program Review and Planning (PRP) process is the college’s two-year, short-term operational planning process that is completed by all departments and units. Through this process, programs (1) evaluate performance, (2) establish plans for improvement, and (3) develop priorities to influence improvement of student and service area outcomes and assessment results. The PRP is also the foundational planning process at the department and unit level that identifies needed resources for the college’s development of plans for facilities, staffing, technology, and equipment, all in support of Student Learning Outcomes and Service Area Outcomes.

Departments and units drive the Student Learning Outcomes and Service Area Outcomes and Assessment Cycles. Discussions on PRP priorities and how they address outcome and assessment results continue at the Planning Council level where funding allocations are determined for some resources. The goal of this structure is to ensure broad-based dialogue and dissemination of outcome assessment results that will lead to planning priorities and resource allocation decisions. It is the responsibility of the Strategic Planning Council (SPC) and the four division Planning Councils to ensure that the college plans and makes decisions based on outcome assessment results and allocates resources that will lead to improved student learning and support services.

This structure institutionalizes the college's process of including SLO and SAO assessment results in the planning, priorities, and resource allocation decision-making practices. An annual review by the SPC and the four division Planning Councils will help determine whether the planning priorities and resource allocation decisions are resulting in improvement of student learning and institutional outcomes.

Figure 3 on page 17 shows the *Program Review and Planning Flowchart*, beginning with the completion of review through the divisional Planning Councils and then to the Strategic Planning Council. *Figure 4* on page 20 depicts the *Resource Allocation Model*.

Additional Plans

1. The college will make students increasingly aware of the learning outcomes for courses, programs, and the institution by including SLOs in course syllabi, the class schedule, the college *Catalog*, program brochures, and on websites.
2. In Spring 2010, academic departments will focus increasingly on the adoption and implementation of program-level SLOACs, mapping course-level outcomes to program-level outcomes.
3. In Spring 2010, the college will provide opportunities for discussion, adoption, and development of G.E./Institutional level SLOACs and the mapping of course- and program-level SLOs to those.
4. In Spring 2010, the college will set up the infrastructure for and test TracDat, planning for full implementation in Fall 2010, and will provide on-going professional development opportunities to faculty, staff, and administrators.
5. In Fall 2010, academic departments will strengthen the assessment process by collecting and distributing among disciplinary faculty the assessment results for courses and programs, using these results to determine actions and resources necessary to improve student learning (as per the PR&P process).

6. In Spring and Fall 2010, professional development workshops for instructional support programs and Service Area Outcomes Assessment Cycles will be formalized and broadened.

Evidence

- Governing Board Minutes, LOC Coordinator and Assistant Coordinator Approval, [September 8, 2009](#)
- Learning Outcomes Council Website – [LOC Mission Statement](#)
- Learning Outcomes Council Minutes – LOC Revised Mission Statement, [April 2, 2009](#)
- Faculty Senate Minutes, Approved *SLOAC Implementation Plan*, [September 28, 2009](#)
- *SLOAC Implementation Plan* - [Figure 6](#)
- *Course SLOAC Guidelines* – [Appendix F.1](#)
- *Program SLOAC Guidelines* - [Appendix F.2](#)
- *Instructional Support Program and Service Area Outcome Guidelines* – [Appendix G](#)
- Learning Outcomes Council Website – [Course/Program SLOs](#)
- *Student Learning Outcome and Assessment Cycle Plans & Progress* – [Figure 7](#)
- [Faculty and Department SLOAC Engagements](#)
- SLO Summer Institute Roster, [June 18, 2009](#)
- [Learning Outcomes Council Website](#) – SLOAC Training
- Faculty Senate Minutes, Professional Development for SLOACs, [February 9, 2009](#); [April 13, 2009](#)
- Professional Development Website, [SLOAC Training, Plenary Agendas](#)
- [Part-time Faculty NOHE Payments](#)
- Faculty Senate Minutes, Adopt LEAP Concept, [December 7, 2009](#)
- *G.E./Institutional SLOs* – [Appendix H](#)
- Learning Outcomes Council Minutes, G.E./Institutional SLO Dialogue, [Spring 2010](#)
- *SLO Mapping Chart* – [Appendix I](#)
- Learning Outcomes Council Website, [G.E./Institutional SLOs](#)
- Email from Service Learning Coordinator, [Student and Faculty Participation](#), February 22, 2010
- Governing Board Minutes, Approve Service Learning Coordinator Assigned Time, [September 8, 2009](#)
- [CurricUNET Website](#)
- SLOAC Progress Reports, CurricUNET – print copies
- TracDat Training Rosters, [February 18 & 19, 2010](#)
- TracDat Organization Meeting, [February 25, 2010](#)
- Institutional Research & Planning Questionnaire - [Sample HIST](#)
- *Service Area Outcome and Assessment Implementation Plan – Finance and Administrative Services* – [Figure 8.A](#)

- *Service Area Outcome and Assessment Implementation Plan – Human Resource Services – [Figure 8.B](#)*
- Student Services Retreat, Define SAO Structure, [September 22, 2009](#)
- SSPC Minutes, SLOAC Endorsement, [February 10, 2010](#)
- *Service Area Outcome and Assessment Implementation Plan – Student Services – [Figure 8.C](#)*
- *Instructional PRP Form – Original – [Appendix D](#)*
- *Instructional PRP Form - Revised Original – [Appendix J](#)*
- *Instructional PRP Supplemental Form – [Appendix E](#)*

Recommendation #3 – Distance Education

To meet standards, the team recommends the college focus efforts on identifying processes to ensure the quality of instructional programs, especially the increasingly popular distance education courses, are consistent regardless of the location or delivery mode (II.A).

Summary

Recommendation #3 advises the college to develop a means of validating the quality of its Distance Education program. Three large groups have focused on implementing this recommendation: the Tenure and Evaluation Review Board (TERB), the Curriculum Committee, and the Faculty Senate’s Academic Technology Committee (ATC). As a result, the college has

1. developed an “Online Preparedness Checklist” for review and validation of Distance Education/online courses;
2. begun the development of a test program based on the “Online Preparedness Checklist” to validate the preparedness of faculty to teach Distance Education/online and an Online Faculty Training Program to support current faculty and faculty new to teaching online;
3. developed and adopted the “Palomar College Instructor/Student Contact Policy for Distance Learning Courses,” which ensures a minimum base of regular, effective communication between faculty and students and increases the curriculum review and approval process relevant to syllabi information, types of contacts, and evaluation;
4. developed new approaches and materials for the evaluation of Distance Education/online courses and instruction, including a revised student evaluation form and a revised faculty standards of performance evaluation report form (pending PFF/District agreement);
5. begun testing the software program “Evaluation Kit” to determine its effectiveness in facilitating and improving student participation in the evaluation of Distance Education/online courses;
6. initiated discussion comparing the student achievement data (retention and success) in traditional, face-to-face and Distance Education/online classes and revised the PRP data elements for inclusion of such data for discussion, review, and analysis by academic programs; and

7. planned a program to ensure student preparedness to succeed in Distance Education/online courses.

Resolution and Analysis

Because this recommendation is broad and far-reaching, the college sought the Commission's corroboration that our understanding of it was correct and complete. The Commission confirmed that this recommendation centers on distance education – in particular, on online classes – and that it consists of four elements. In short, the Commission is calling on the college to (1) validate the preparedness of faculty to teach online, (2) ensure regular, effective communication between online students and faculty, (3) improve the evaluation of online classes and online instruction, and (4) compare students' achievements and successes in online with traditional, face-to-face instruction.

While conducting the Accreditation Self-Study, the college had begun to concentrate attention on online instruction, and so committees convened by the Faculty Senate already had begun the projects suggested in the Commission's recommendation.

1. Faculty Preparedness. A workgroup of the Faculty Senate's Academic Technology Committee (ATC) has been focusing on this project. For a decade, faculty have had many and varied Professional Development opportunities to learn about and refine approaches to teaching online. This workgroup, however, has now developed systematic protocols. These protocols include (1) an "Online Preparedness Checklist" to validate the preparedness of faculty who currently teach online or hybrid classes, and (2) "Online Faculty Training Program" for faculty interested in teaching online or hybrid classes for the first time or in enhancing their current skills. The ATC presented these protocols to the Faculty Senate at the November 30, 2009, meeting. After discussing at length the checklist and the training program, noting specific questions that remain about their implementation, the Senate passed this motion:

Faculty Senate approval of a test "Program for Validation of Preparedness to Teach Online" as outlined in the Academic Technology Committee's proposal; implicit in the Senate's approval is the expectation of review by the Palomar Faculty Federation, as well as refinement of the proposed protocols based on the outcomes of the test program (*Validation of Preparedness to Teach Online*; Faculty Senate Minutes, Approve Validation of Preparedness to Teach Online, [November 30, 2009](#)).

In Spring 2010, two ATC workgroups are concentrating on this project. Using the "Online Preparedness Checklist," one workgroup is conducting the test program for the validation of faculty now teaching online or hybrid classes and overseeing the refinement of the preparedness protocols. The ATC's goal is to validate 10% of the faculty currently teaching online during the semester. (Members of the ATC will volunteer to be among

the first faculty to participate in the validation.) Using feedback from the review of online courses, the other workgroup will be developing Professional Development workshops/modules for the validation of faculty interested in teaching online or hybrid classes for the first time (*Validation of Preparedness Process for Online Instruction – [Appendix K](#)*). The ATC plans to have this professional development program ready for implementation by Fall 2010.

2. Regular, Effective Communication. As required by Title 5, the Course Outlines of Record (CORs) for courses offered through distance education undergo separate review by the Curriculum Committee. One component of this review is assurance that the course will provide for regular, effective communication between students and their professors that “at the very least” involves the same number of instructor contact hours per week that would be available for face-to-face students. The Curriculum Committee reviewed the process and determined that minimum standards for regular, effective communication needed to be defined for courses taught through Distance Education – in particular, online courses. At the October 7, 2009, meeting, the Curriculum Committee formed a subgroup to develop standards for this communication. This subgroup, made up of faculty who primarily teach online, was committed to proceeding quickly. In order to present a proposal to the Faculty Senate in November, the Curriculum Committee began meeting every two weeks (*Curriculum Committee Minutes, Regular, Effective Communication, [October 7, 2009](#)*).

At the November 23, 2009, meeting, Senators reviewed the Curriculum Committee’s Distance Learning Subcommittee’s proposed “Palomar College Instructor/Student Contact Policy for Distance Learning Courses.” This policy states that in all distance education courses, faculty will regularly initiate meaningful interaction with students in at least several different ways – for example, through review sessions, field trips, telephone contact, email, chat rooms, etc., and will post in syllabi and/or other course documents the frequency and timeliness of this initiated contact. In essence, the policy guarantees that the qualities of regular effective contact in the face-to-face environment will also be present in the distance education environment (*Instructor/Student Contact Policy for Distance Learning Courses – [Appendix L; Instructor/Student Interaction Types, CurricUNET](#)*).

The “Palomar College Instructor/Student Contact Policy for Distance Learning Courses” (1) describes this policy in detail, (2) recommends changes to the Course Outline of Record review questions regarding distance learning, and (3) recommends changes to the “checklist” that the Distance Learning Subcommittee employs in reviewing separately the CORs of courses offered as Distance Education. Senators, after discussing the document and suggesting minor changes, passed this motion:

Faculty Senate ratification of the Recommendations of the Distance Learning Subcommittee for the Palomar College Instructor/Student Contact Policy for Distance Learning Courses (*Faculty Senate Minutes, Approve Instructor/Student Contact Policy, [November 23, 2009](#)*).

This policy becomes effective in Fall 2010. The Senate and the Palomar Faculty Federation (PFF) will continue to monitor any implications of this policy for faculty evaluation processes.

3. Evaluation of Online Courses and Instruction. This evaluation element has four strands, all of which are being addressed by both the ATC and the Tenure and Evaluations Review Board (TERB).
 - a. The first strand involves developing standards of performance for faculty teaching online. The ATC and the TERB arrived at these standards by augmenting the existing standards for faculty teaching traditional, face-to-face courses. The Faculty Senate approved these augmented standards at the October 5, 2009, meeting. These standards now must be reflected in the Tenure and Evaluation Review Report Form, which is subject to approval by the PFF and the District, after which they will become effective (*Standards of Performance – [Appendix M](#); Faculty Senate Minutes, Approve Standards of Performance, [October 5, 2009](#)*).
 - b. The second strand involves establishing a procedure for peer observation, review, and evaluation of a faculty member’s online course(s). On this project, an ATC workgroup collaborated with the TERB to develop a process for evaluating the environment of an online class (for example, a website or Blackboard site). The workgroup and the TERB presented a proposal to the Senate at the January 25, 2010, meeting (*[TERB Online Course Observation Form](#) – Appendix N; [Worksheet to Accompany Online Course Observation Form](#)*).
 - c. The third strand involves refining the questionnaire for students’ evaluation of their online instructors. The ATC workgroup collaborated with the TERB and presented this proposal to the Faculty Senate on February 1, 2010. Approved by the Senate, the proposal is now pending PFF/District review and agreement. (*[Student Questionnaire for Online Evaluation](#) – Appendix O*).
 - d. The fourth strand involves improving the rate of return of students’ evaluations of online instructors. The TERB has been concentrating on this endeavor for some time now and is already showing an improved rate of return. For example, in Spring 2007, 14 percent of online students completed evaluations; in Spring 2009, this number increased to 21 percent. The TERB and an ATC workgroup are continuing to persevere, research the practices of other colleges and universities, and innovate in order to draw greater student participation. In Spring 2010, TERB will conduct a test of “Evaluation Kit,” a software program designed to facilitate students’ evaluation of online instruction (*[Summary of Online Student Evaluations; TERB Coordinator Annual Report 2008-09](#); ATC Minutes, “Evaluation Kit,” [December 10, 2009](#)*). The results of this test will determine whether the college adopts “Evaluation Kit” or pursues other possibilities.

4. Comparison of Achievement and Success of Students in Traditional, Face-to-Face Courses and Distance Education/Online Courses. In this fourth element, the college is examining data that compares student retention and success in online classes to the retention and success in traditional classes. The Office of Institutional Research and Planning (IR&P) provided data on student achievement for both traditional and Distance Education/online instruction, and the ATC conducted an initial analysis supported by a faculty member who is currently doing sabbatical research in this area. At the Faculty Senate meeting on December 7, 2009, the ATC chair presented a summary of this data as a prompt for discussion. The Faculty Senate approved a change in the PRP data elements to include a comparison of student retention and success rates. The change will become effective with the 2010-11 process (*Instructional PRP Form – Revised Original – [Appendix J: IR&P Student Success Demographics](#)*).
5. In addition to these four elements required by the Commission, the ATC, in conjunction with the Curriculum Committee and the Computer Literacy/Information Competency Workgroup, has formed a new workgroup to consider a fifth element: Student Preparedness to Succeed in Online Courses. The college already offers students many opportunities to ready themselves for the special rigors of Distance Education/online classes, but it does not yet have a systematic protocol. The ATC has started dialogue on a process to ensure that students are ready technically and attitudinally to take classes online. In Spring 2010 the Counseling department will work in conjunction with the ATC to develop this program (*ATC Minutes, Student Preparedness & ATC/Counseling Student Preparedness Program Development, [December 10, 2009](#)*).

To verify the identity of a student who registers and participates in distance education instruction, the college has a process in place that includes a secure login, password, and security question, and, for some classes, utilizes proctored examinations. This process also requires students to change passwords every six months. The college is evaluating technology developments that will further support this policy and procedures to protect the integrity of distance education instruction and student privacy.

In summary, the groups addressing the elements of this recommendation have responded with new or revised policies and procedures that the college has either implemented or is testing before full adoption. These groups are meeting regularly and reporting weekly to the Faculty Senate. In addition, a report on the progress on Recommendation #3 was presented to the Governing Board at the October 13, 2009, meeting (*Governing Board Minutes, Progress on Recommendation #3, [October 13, 2009](#)*).

Additional Plans

1. In Spring 2010, seven ATC workgroups (*ATC Workgroups 2009-2010*) will
 - a. oversee the validation of the faculty preparedness protocols and conduct the test program;
 - b. create Professional Development workshops or modules for the validation of faculty new to online teaching;
 - c. test “Evaluation Kit” for its effectiveness in increasing student participation in the evaluation of online courses before college adoption;
 - d. develop a protocol to validate student preparedness to take online classes;
 - e. design and create a “Virtual Resource Center”;
 - f. address students’ “Universal Access” to technology; and
 - g. review and recommend revisions to the Governing Board Policies and Administrative Procedures on intellectual property and copyright (ATC and Palomar Faculty Federation).
2. TERB, in conjunction with ATC, will finalize the recommendations on the evaluation of online faculty and classes. These recommendations were presented to the Faculty Senate at the beginning of Spring 2010.

Evidence

- [Validation of Preparedness to Teach Online](#)
- Faculty Senate Minutes, Validation of Preparedness to Teach Online, [November 30, 2009](#)
- *Validation of Preparedness Process for Online Instruction* – [Appendix K](#)
- Curriculum Committee Minutes, Regular, Effective Communication in Distance Education Classes, [October 7, 2009](#)
- [Palomar College Instructor/Student Contact Policy for Distance Learning Courses](#)
- [Instructor/Student Interaction Types](#), CurricUNET
- Faculty Senate Minutes, Approve Instructor/Student Contact Policy Approval, [November 23, 2009](#)
- *Standards of Performance* – [Appendix M](#)
- Faculty Senate Minutes, Approve Standards of Performance, [October 5, 2009](#)
- [Online Class Observation Form](#) – Appendix N, TERB Website
- [Worksheet to Accompany Online Observation Form](#)
- [Student Questionnaire for Online Evaluations](#) – Appendix O, TERB Website
- [Summary of Online Student Evaluations](#), TERB Data, January 13, 2010
- [TERB Coordinator Annual Report 2008-2009](#)
- ATC Minutes, “Evaluation Kit” Demonstration for Online Observations, [December 10, 2009](#)
- *Instructional PRP Form – Revised Original* – [Appendix J](#)
- [IR&P Student Success Demographics](#), online vs. face-to-face classes

- Academic Technology Committee (ATC) Minutes, Student Preparedness & ATC/Counseling Student Preparedness Program, [December 10, 2009](#)
- Governing Board Minutes, Progress on Recommendation #3, [October 13, 2009](#)
- Academic Technology Committee (ATC) Workgroups 2009-2010 – [Appendix L](#)

Recommendation #4 – Board of Trustees Policies – Due Process Rights

To comply with the Standards, the team recommends the Board of Trustees review, enforce, and when necessary, prepare policies to set direction on the following area:

Establish a policy that denies access to the Board of Trustees by members of the Faculty Senate unless due process rights of any employee subject to a discussion about their performance are provided (IV.B.1.e).

Summary

This final recommendation calls upon the college to develop and implement a policy that will ensure the due process rights of all employees subject to evaluation. This assurance is now explicit in Governing Board Policy 7150 Employee Evaluations.

Resolution and Analysis

The Assistant Superintendent/Vice President for Human Resource Services presented a progress report on this recommendation to the Governing Board on October 13, 2009. He noted that in Fall 2008 the Faculty Senate suspended, and then in Spring 2009 formally ceased, the practice of surveying full-time and part-time faculty members regarding the performance of senior/executive administrators and reviewing the results in closed session with the Governing Board (*Governing Board Minutes, Rec. #4 Report, [October 13, 2009](#); Faculty Senate Minutes, Survey Practice Suspended & Ceased, [October 20, 2008](#) & [May 11, 2009](#)*).

To bring the Governing Board's policy on Employee Evaluations into full compliance with this recommendation, Human Resource Services revised Governing Board Policy 7150 Employee Evaluations. This document was accepted by the Policies and Procedures Task Force on November 20, 2009, and by the Strategic Planning Council (SPC) on December 15, 2009. It was adopted by the Governing Board on February 16, 2010, and it became effective on February 17, 2010 (*Policies & Procedures Task Force Minutes, BP 7150 Employee Evaluations, [November 20, 2009](#); SPC Minutes, Approve BP 7150, [December 15, 2009](#); Governing Board Agenda, Adopt BP 7150, [February 16, 2010](#); [BP 7150 Employee Evaluations](#)*).

BP 7150 EMPLOYEE EVALUATIONS

References:

California Constitution Article I, Section 7(a)
Accreditation Standards III.A.1.b, III.A.3.a, and IV.B.1

All faculty and permanent staff members will periodically undergo a performance evaluation.

All evaluations shall be conducted in accordance with the District's policies and procedures on nondiscrimination. The Governing Board shall ensure that all employee evaluations are conducted under the direction of the employee's supervisor and in a manner that promotes fairness and accuracy. This process shall include, but not be limited to, advance notice to the evaluated employee both as to the time and process of the evaluation, and shall provide the evaluated employee an opportunity to review the content of the evaluation. The evaluated employee shall have an opportunity to be heard as to the content of the evaluation and shall have the right to have his/her comments attached for inclusion in the personnel file and/or provided to the Governing Board for any purpose.

The procedures for employee evaluations are delineated in the applicable collective bargaining agreement or employee handbook.

Also see BP/AP 3410 titled Nondiscrimination, BP/AP 3420 titled Equal Employment Opportunity, and BP/AP 2435 titled Evaluation of the Superintendent/President.

Additional Plans

The Faculty Senate President and the Assistant Superintendent/Vice President for Human Resource Services will develop a procedure, in compliance with Education Code and Accreditation Standard IV.B.1.3, for the evaluation of senior/executive administrators. This procedure will include faculty participation. The two parties have discussed in concept the structure of such evaluations and the composition of evaluation committees. Discussions will continue in Spring 2010.

Evidence

- Governing Board Minutes, Recommendation #4 Report, [October 13, 2009](#)
- Faculty Senate Minutes, Survey Practice, [October 20, 2008](#); [May 11, 2009](#)
- Policies and Procedures Task Force Minutes, BP 7150 Employee Evaluations, [November 20, 2009](#)
- Strategic Planning Council Minutes, Approve BP 7150 Employee Evaluations, [December 15, 2009](#)
- Governing Board Agenda, Adopt BP 7150 Employee Evaluations, [February 16, 2010](#)
- [BP 7150 Employee Evaluations](#)

Appendices

Appendix A – *Palomar Community College District Governance Structure*

Appendix B – *Strategic Plan 2013*

Appendix C – *Strategic Plan 2013 Timeline*

Appendix D – *Instructional Program Review and Planning Form – Original*

Appendix E – *Instructional Program Review and Planning Supplemental Form*

Appendix F.1 – *Course SLOAC Guidelines*

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Appendix G – *Instructional Support Program and Service Area Outcome Guidelines*

Appendix H – *General Education/Institutional SLOs*

Appendix I – *SLO Mapping Chart*

Appendix J – *Instructional Program Review and Planning Form – Revised Original*

Appendix K – *Validation of Preparedness to Teach Online Process*

Appendix L – *Palomar College Instructor/Student Contact Policy for Distance Learning Courses*

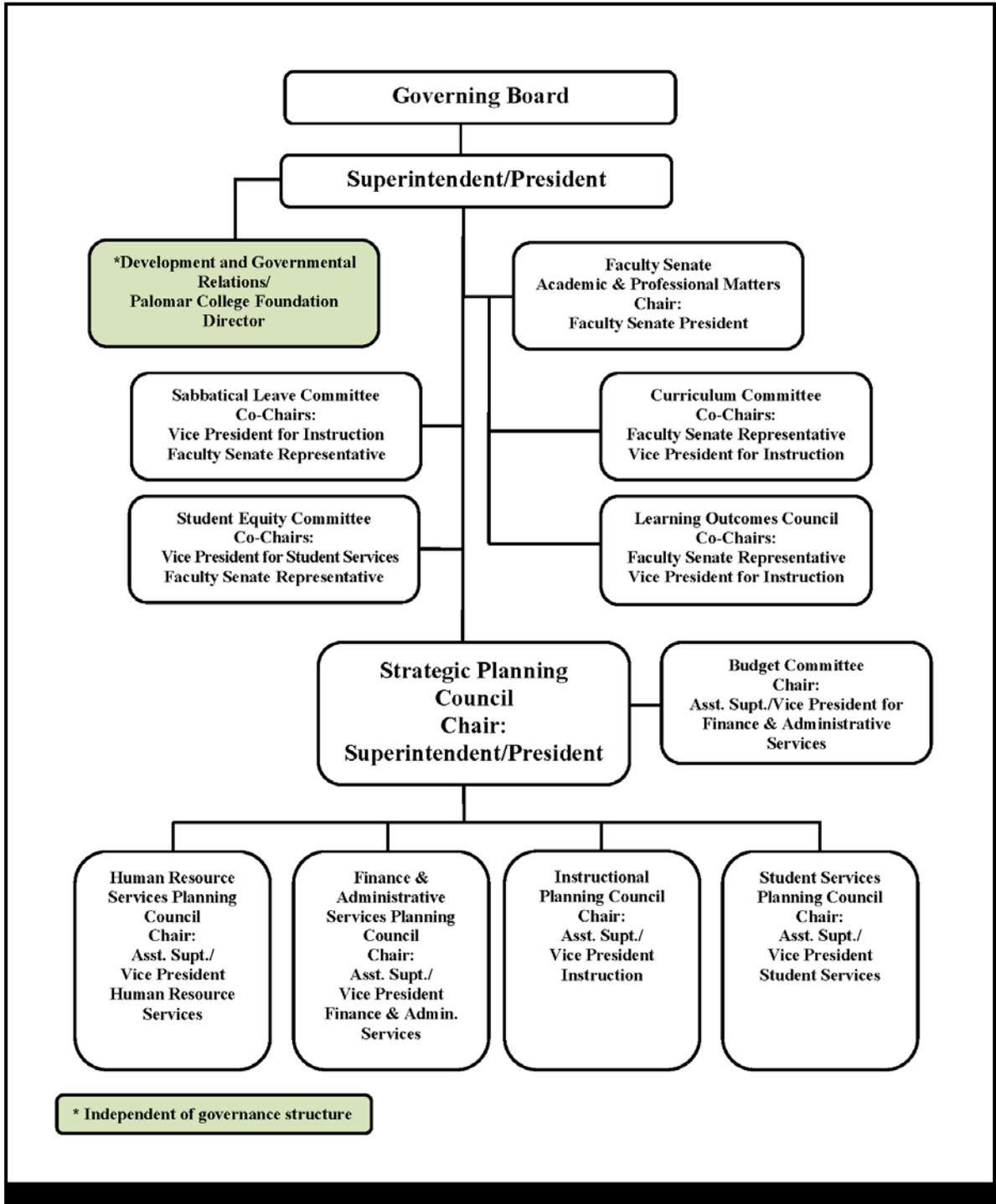
Appendix M – *Standards of Performance for Teaching Faculty*

Appendix N – *Online Class Observation Form*

Appendix O – *Student Questionnaire for Online Evaluations*

Appendix P – *Membership of Councils, Committees, Task Forces, Workgroups, and Collective Bargaining Units Participating in the Follow-Up Report*

Appendix A - Palomar Community College District Governance Structure



Appendix B – *Strategic Plan 2013*

VISION – *Learning for Success*

MISSION

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

VALUES

Palomar College is dedicated to achieving student success and cultivating a love of learning. Through ongoing planning and self-evaluation, we strive to improve performances and outcomes. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

STRATEGIC GOALS AND OBJECTIVES

Goal 1: Implement an integrated planning, review, and evaluation model that provides for the allocation of resources on the basis of department/unit and college-wide priorities.

Objective 1.1: Update existing Educational Master Plan, Facilities Plan, and Technology Master Plans and create Staffing Plan and Equipment Plans in accordance with the college's Integrated Planning and Resource Allocation Model.

Objective 1.2: Establish a method in each planning council to evaluate the effectiveness of the previous year's allocations and to prioritize current year allocations.

Objective 1.3: Modify the budget development process, ensuring that Program Review and Planning, Strategic Planning and Master Planning priorities are the basis of resource allocation decisions.

Objective 1.4: Annually evaluate the extent to which the college's Integrated Planning Model reflects the college's mission and results in improvement.

Goal 2: Strengthen programs and services for our students in order to support their educational goals.

Objective 2.1: Open a Teaching and Learning Center on the San Marcos campus, as identified in the college's basic skills plan.

Objective 2.2: Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.

Objective 2.3: Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.

Objective 2.4: Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Services Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness.

Objective 2.5: Establish processes to ensure the quality of distance education offerings.

Goal 3: Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.

Objective 3.1: Create a glossary of governance terms.

Objective 3.2: Develop and implement an annual orientation program on college governance.

Objective 3.3: Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.

Objective 3.4: Develop and implement a method for assessing the effectiveness of the shared governance process.

Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.

Objective 4.1: Complete an EEO plan.

Objective 4.2: Develop a staffing plan that identifies minimum and optimum staffing levels throughout the district.

Objective 4.3: Evaluate the extent to which staffing plans and decisions reflect the needs expressed in the Council and College-wide priorities.

Goal 5: Ensure that existing and future facilities support learning, programs, and services.

Objective 5.1: Develop and implement a plan for opening the North Education Center.

Objective 5.2: Consider space for student engagement and interaction in the design of new and renovated buildings.

Objective 5.3: Identify and purchase a site for future development of another Education Center in accordance with the Master Plan.

Goal 6: Optimize the technological environment to provide effective programs and services throughout the district.

Objective 6.1: Update Technology Master Plan 2005 to address:

- Access
- Training
- Evaluation
- Disaster preparedness and data security
- Ongoing technology, maintenance and replacement

Appendix C – Strategic Plan 2013 Timeline

To develop *Strategic Plan 2013*, the Strategic Planning Council (SPC) participated in several workshops during Fall 2009. A writing team met to prepare drafts of the revised Vision, Mission, Values, Goals, and Objectives. The Governing Board adopted *Strategic Plan 2013* on February 16, 2010.

The following list describes activities completed to create *Strategic Plan 2013*.

- **Vision, Mission, Values** – SPC reviewed, modified, and endorsed the college’s Vision, Mission, and Values on October 16, 2009.
- **Internal Scan, External Scan, Master Plan Priorities, SWOT Analysis** - SPC participated in two workshops to review and discuss relevant information needed to develop the Strategic Plan on October 16 and 23, 2009.
- **Strategic Goals and Measurable Objectives**
 - SPC drafted the plan’s goals and objectives on November 6, 2009.
 - SPC reviewed and revised the goals and objectives on November 17, 2009, and December 1, 2009.
 - SPC endorsed the goals on December 1, 2009, and the objectives on December 15, 2009.
- **Strategic Plan 2013 Review, Approval, and Implementation**
 - College-wide constituency groups reviewed the draft plan and provided input in January and February 2010.
 - SPC posted the draft plan on the college website for review and comment in January 2010.
 - The Governing Board reviewed the draft plan on February 2, 2010.
 - SPC endorsed *Strategic Plan 2013* as amended on February 9, 2010.
 - The Governing Board adopted *Strategic Plan 2013* on February 16, 2010.
 - SPC established timelines and responsibilities for the implementation of *Strategic Plan 2013* on March 2, 2010
 - SPC identified measures of success (including measures of institutional effectiveness) that will be used to evaluate progress of *Strategic Plan 2013* on March 2, 2010.

Appendix D – Instructional Program Review and Planning Form – Original

Note: Page 1 only – entire document is available by clicking on [PRP Original](#)

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

College: Palomar College Totals

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census				Self-Explanatory
Census Enrollment Load %				Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH				Weekly Student Contact Hours
FTEs				One Full-Time Equivalent Student = 30 WSCH
Total FTEF				Total Full-Time Equivalent Faculty
WSCH/FTEF				WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF				FTEF from Contract Faculty
Hourly FTEF				FTEF from Hourly Faculty
Overload FTEF				FTEF from Contract Faculty Overload
Part-Time FTEF				Hourly FTEF + Overload FTEF
Part-Time FTEF %				Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate				Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate				A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded				Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:				Total number of Certificates awarded for the Full Academic Year
- Under 18 Units				Total number of Certificates awarded for the Full Academic Year
- 18 or More Units				Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Appendix E – Instructional Program Review and Planning Supplemental Form

2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at [PRP Supplemental Report Form](#)). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to idecker@palomar.edu no later than 3/05/2010.

Department	Department Priority #	<input type="checkbox"/> No funding/resources are being requested
Program/Discipline:		
Program/Discipline Priority # FOR 2010-2011:		

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at [PRP Supplemental Report Form](#)) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

*2. Data Analysis (restate or summarize the data analysis from the PRP):

*3.a/b. Describe your goal (priority) based on data analysis from the PRP:

Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)					
*4.a. Technology (computers, data projectors, document readers, etc.)					
*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)					
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.					
*4.c. Facilities					
*4.d. Faculty position					
*4.e. Classified staff position (contract)					
*4.e. Classified staff position (hourly)					
			TOTAL		

*Numbering parallels sections in original Program Review and Planning document
 Program Review and Planning Supplemental 2009-2010 Form Updated with IPC Input 01/28/10
 Reviewed by Faculty Senate on 02/01/2010; Reviewed by SPC on 02/02/2010

2009-2010 Instructional Program Review and Planning Supplemental Form

Page 2 of 2

How will you evaluate whether or not you have met your goal/priority with the requested resources?

What evidence will you provide to reflect the impact these resources had on student learning?

*5. Strategic Plan goal or objective addressed by this priority in Strategic Plan 2013 ?	Course(s) & SLO(s) addressed by this priority in Curriculum ?	Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline) in CurricUNET ?
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6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?

Individuals completing this Program Review and Planning Supplemental document:

Name(s):	Date:

*Numbering parallels sections in original Program Review and Planning document
 Program Review and Planning Supplemental 2009-2010 Form. Updated with IPC Input 01/28/10
 Reviewed by Faculty Senate on 02/01/2010; Reviewed by SPC on 02/02/2010

Appendix F.1 – Course SLOAC Guidelines

Course SLOAC Guidelines
<p>a) Define the SLO</p> <p>Indicate one overarching Student Learning Outcome for this course. Consider the knowledge, skills, abilities, or attitudes students will demonstrate as a result of successful completion of the course.</p>
<p>b) Identify the Assessment Methods</p> <p>What method(s) will you use to evaluate how this Student Learning Outcome has been achieved for the course, e.g., pre/post tests, surveys, projects, lab assignments, skills demonstrations, writing assignments?</p>
<p>c) Identify the Assessment Timeline</p> <p>When will the assessment of the Student Learning Outcome be conducted?</p>
<p>d) Describe the Assessment Results</p>
<p>e) Analyze, Reflect, and Modify (if necessary)</p> <p>What changes, if any, will be made by the faculty teaching the course to the SLO, the SLO assessment method, or the course?</p>
<p>f) Describe the Resource Needs</p> <p>What resources are needed to help student better achieve the outcomes? How would the requested resources enhance student learning?</p>
<p><i>Approved by Curriculum Committee 04/29/09</i> <i>Approved by Faculty Senate 05/04/09</i> <i>Effective Spring 2009</i></p>

Appendix F.2 –Program SLOAC Guidelines

Program SLOAC Guidelines
<p>a) Define the SLO</p> <p>Indicate one Student Learning Outcome for the program (leading to a certificate or degree). Consider the knowledge, skills, abilities, or attitudes students will demonstrate upon completion of the program.</p>
<p>b) Identify the Assessment Methods</p> <p>What method(s) will you use to evaluate how this Student Learning Outcome has been achieved for the program, e.g., pre/post tests, surveys, projects, lab assignments, skills demonstrations, writing assignments, portfolios?</p>
<p>c) Identify the Assessment Timeline</p> <p>When will the assessment of the Student Learning Outcome be conducted, and when will the data be analyzed?</p>
<p>d) Describe the Assessment Results</p>
<p>e) Analyze, Reflect, and Modify (if necessary)</p> <p>What changes, if any, will be made to the program to improved student learning?</p>
<p>f) Describe the Resource Needs</p> <p>What resources are needed to help student better achieve the outcomes? How would the requested resources enhance student learning?</p>
<p><i>Approved by Curriculum Committee 09/16/09</i> <i>Approved by Faculty Senate 09/21/09</i> <i>Effective Fall 2009</i></p>

Appendix G – Instructional Support Program and Service Area Outcome Guidelines

<p>Palomar College</p> <p>Directives for Instructional Support Program Learning Outcomes and/or Service Area Outcomes (SAOs) and Assessments</p> <p>Department/Program/Service Area: _____</p> <p>Department Mission Statement: _____</p>					
Define the Outcome(s) for this Instructional Support Program or Service Area	Identify the Assessment Method(s) – What method(s) will be used to evaluate this SLO or SAO (survey, pre/post tests, success in course, use of service(s), etc.)	Identify the Assessment Timeline - When (what semester or month/year) will the outcome assessment be conducted)	Summarize and discuss the Assessment Data/Results (What did you learn from the assessment results?)	Analyze, Reflect, and Modify – Using the assessment results, what changes, if any, will be made to improve the student learning outcomes, service to the students, or service to the college as a result of this analysis and reflection	

Updated 02/16/10
 Reviewed by Learning Outcomes Council 03/04/10
 Instructional Support Program Learning Outcomes or Service Area Outcomes (SAOs)

Appendix H – General Education/Institutional SLOs

Palomar College General Education/Institutional Student Learning Outcomes

The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives. As a result of the general education experience, students will demonstrate development and improvement in the following areas*:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Aesthetic sensitivity
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including

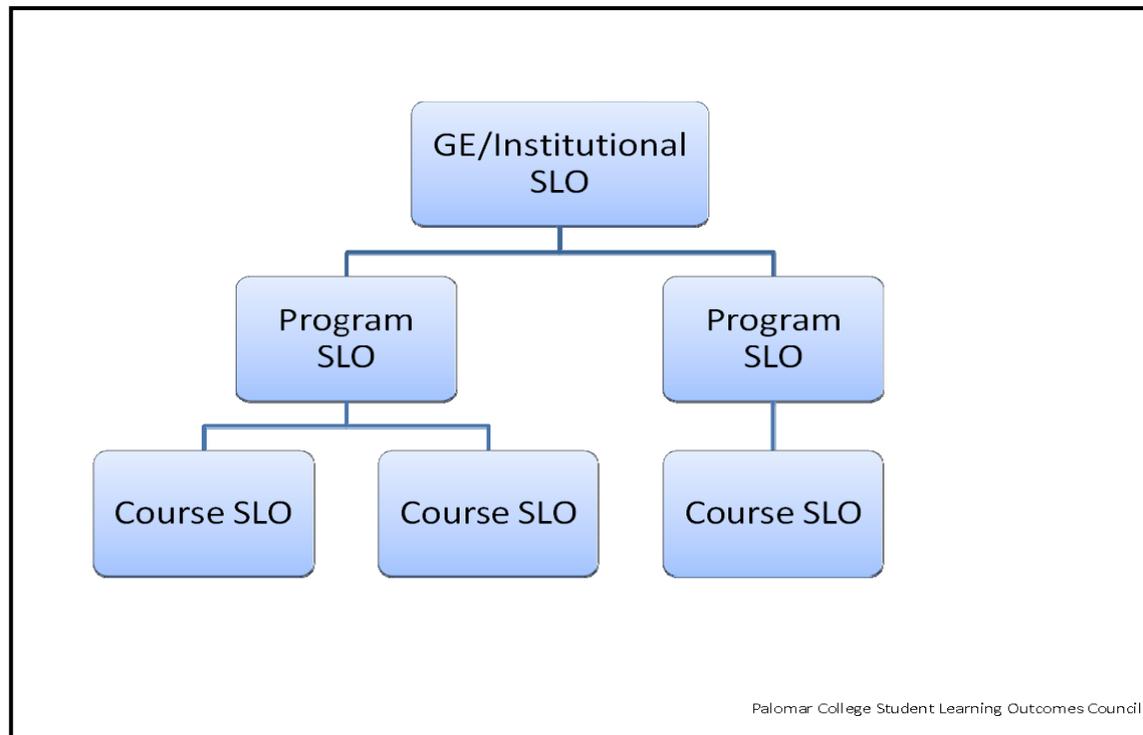
- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

*This list has been adapted from the LEAP Essential Learning Outcomes Framework developed by the Association of American Colleges and Universities.

LOC 11/12/09
Faculty Senate adopted Framework, 12/07/09

Appendix I – SLO Mapping Chart



Appendix J – Instructional Program Review and Planning Form – Revised Original

Note: Page 1 only – entire document is available by clicking on [PRP Revised Original](#).

Palomar College – Program Review and Planning Instructional Programs

Purpose of Instructional Review and Planning:
 Institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and thematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

2010-11

Instructional Department/Discipline Reviewed

3-year trend of quantitative data

	Fall 2007	Fall 2008	Fall 2009	Definitions
Enrollment at Census	-	-	-	Self Explanatory
Census Enrollment Load* %	-	-	-	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	-	-	-	Weekly Student Contact Hours
FTEs	-	-	-	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	-	-	-	Total Full-Time Equivalent Faculty
WSCH/FTEF	-	-	-	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	FTEF from Contract Faculty
Hourly FTEF	-	-	-	FTEF from Hourly Faculty
Overload FTEF	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	-	-	-	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	-	-	-	Percent of Total FTEF Taught By Part-Time Faculty
Student Achievement: Non Distance Education Courses				
• Retention Rate	-	-	-	Those NOT taught via Distance Ed (see below) methods of instruction
• Success Rate	-	-	-	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
Student Achievement: Distance Education Courses				
• Retention Rate	-	-	-	A, B, C, CR/P Grades Divided By A, B, C, CR/P, D, F, FW, NC/NP, W Grades
• Success Rate	-	-	-	Those taught via internet, TV or non line-of-sight interactive methods
Degrees Awarded				
Certificate Counts Awarded:	-	-	-	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
- Under 18 Units	-	-	-	A, B, C, CR/P Grades Divided By A, B, C, CR/P, D, F, FW, NC/NP, W Grades
- 18 or More Units	-	-	-	Degree Counts Are for the Full Academic Year
	-	-	-	Certificate Counts Are for the Full Academic Year
	-	-	-	Certificate Counts Are for the Full Academic Year

Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Instructional Review and Planning, Instruction

Page 1

Revised 2.22.10, effective 2010-11

Appendix K – Validation of Preparedness to Teach Online Process

Validation of Preparedness Process for Online Instruction

For Faculty Currently Teaching Online or Hybrid classes...

Online Preparedness Checklist

In order to validate the preparedness of faculty who currently teach online or hybrid classes, the following process will be used:

How? Using the “Preparedness Checklist” designed by the Academic Technology Committee.

Who will conduct the validation? A subgroup of the ATC and a department designee will validate the online/hybrid course of the faculty member.

When? The subgroup will begin the process in Spring 2010. The goal is to validate 10% of the faculty currently teaching online in Spring 2010. Members of the ATC will volunteer to be among the first faculty to receive the validation.

Validation Process & Mentors. After a faculty member has completed the Validation of Preparedness process, he/she will be invited to volunteer as a mentor to a faculty member who is preparing to teach online for the first time.

If additional training is required. If it is determined through this process that a faculty member is underprepared in some way, the ATC will recommend that he/she participate in all or part of the Preparedness Training Program. The faculty member will be scheduled for a follow-up validation in that area during an upcoming semester.

Concerns of Confidentiality. The ATC subgroup will maintain a master list of the faculty who have participated in the Validation of Preparedness Process. Once the validation is completed, the checklist documents used by the subgroup will be returned to the faculty member or will be destroyed. In no way shall this validation checklist be used in connection with the evaluations of the Tenure and Evaluations Review Board.

Note: In Spring 2010, a new ATC workgroup will gather to work in conjunction with the ATG to create a “Virtual Resource Center” for use within all online/hybrid/blackboard classes.

For Faculty Interested in Teaching Online or Hybrid classes for the First Time...

Online Preparedness Training Program

A 5-part Professional Development training program will be offered to include both pedagogical and technical preparation for online instruction.

Training Program to include courses in the following 5 areas:

1. Online Organization and Design
 - a. Course Navigability and Organization
 - b. Syllabus
 - c. Aesthetic Design
 - d. Student Support and Resources
 - e. Orientation for Students
2. Instructional Design that Promotes Interaction
 - a. Instructor-Student Interaction
 - b. Student-Student Interaction
 - c. Instructional Organization
3. Appropriate Use of Technology
 - a. Multimedia: Audio, Video, other
4. Universal Access
5. Assessment/Evaluation
 - a. Assessment Measures
 - b. Security Measures and Academic Integrity

When? Training to begin in Spring 2010. The 5 training courses can be completed individually or during an intensive “boot camp” session. The intensive program is to begin in summer 2010.

PD Facilitators. Faculty who are experienced with online methodologies will be asked to work in conjunction with the ATC to offer these training courses.

Completion of Program. PD facilitators will use the checklist to validate the preparedness of faculty as they complete each training course.

Faculty with Previous Experience. New Palomar College Faculty with previous experience teaching online and hybrid classes may request that the ATC validate their preparedness using the Checklist Process.

Appendix L – Palomar College Instructor/Student Contact Policy for Distance Learning Courses

Palomar College Instructor/Student Contact Policy for Distance Learning Courses

Background:

In hybrid or fully online courses, ensuring regular effective contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits. Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each distance education course/section or session".

Palomar College Policy:

All distance education courses at Palomar College, whether hybrid or fully online will include regular effective contact as described below:

1. **Initiated interaction and frequency of contact:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At **the very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.

2. **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought who can assist students while the instructor is unavailable.

3. **Type of Contact:** Regarding the type of contact that will exist in all Palomar College distance learning courses, instructors will, at a minimum, use three or more of the following resources to maintain contact with students:
 - a. Website announcements
 - b. Participation in a threaded discussion board
 - c. Participation in an open-ended discussion board
 - d. Opportunity for questions and answers in a chat room
 - e. Email contact
 - f. Participation in online group collaboration projects
 - g. Face-to-face information meetings (e.g., review sessions)
 - h. Face-to-face formal meetings (e.g., regular, scheduled class sessions)
 - i. Teacher response to student work in progress
 - j. Regular podcasts
 - k. Voice enable messages (e.g., Voice Boards or voice email)
 - l. Synchronous virtual meetings
 - m. Other

Recommended changes to CurricUNET questions regarding distance learning under development

1. Change the selection that reads “Regular effective communication between instructor and students.” To “Weekly contact with student through some combination of the following: (choose three or more)” with the following options:
 - a. Website announcements
 - b. Participation in a threaded discussion board
 - c. Participation in an open-ended discussion board
 - d. Opportunity for questions and answers in a chat room
 - e. Email contact – prompt response to student emails (within seventy-two hours excluding district holidays)
 - f. Participation in online group collaboration projects

- g. Face-to-face informal meetings (e.g., review sessions)
- h. Face-to-face formal meetings (e.g., regular, scheduled class sessions)
- i. Teacher response to student work in progress
- j. Regular podcasts
- k. Voice enabled messages (e.g., Voice Boards or voice email)
- l. Synchronous virtual meetings
- m. Other

1. Mandatory input section if selected

- 2. Add sections:
 - a. "Method(s) of instructor availability will be clearly defined." (check box)
 - b. "Course orientation materials will be provided." (check box)
- 3. For the section that reads "How will test security be ensured?" add "check all that apply." And add the following options:
 - a. Testing limitations (time limits, randomization, etc.) will be set on exams.
 - b. Exams will be password protected.
 - c. Exams will be proctored in a supervised environment.
 - d. Exams will be taken in the presence of an instructor.
 - e. Other

1. Mandatory input section if selected

- 4. For the section that reads "How will academic integrity be ensured?" add "check all that apply." And add the following options:
 - a. Palomar college academic integrity standards will be provided.
 - b. Students will be required to sign academic integrity forms.
 - c. Anti-plagiarism software will be used.
 - d. Other

1. Mandatory input section if selected

Changes to distance learning subcommittee check sheet

- 1. Change "number of orientations" to "orientation materials will be provided"
- 2. Change "office hours" to "methods of instructor availability defined"
- 3. Eliminate "number of face-to-face meetings?"
- 4. Eliminate "enrollment class size determined?"

*Adapted from Mt. San Jacinto College
 Approved by Faculty Senate, 11/30/09
 Approved by Curriculum Committee, 11/18/09
 Recommended by the Distance Learning Subcommittee 11/10/09
 Effective 2010-2011 Academic Year*

Appendix M – *Standards of Performance for Teaching Faculty*

Standards of Performance for Teaching Faculty

Recommendations Suggested by Academic Technology Committee are Underlined Below

1. The professor establishes a classroom **or online** environment that promotes the active role of students as learners, encouraging questions and other forms of participation.
2. The professor treats students with respect, demonstrating a willingness to work with a diverse student body.
3. The professor teaches a course that is appropriately organized, with clearly-stated objectives in keeping with the Course Outline of Record.
4. The professor demonstrates subject matter expertise.
5. The professor is proficient at integrating appropriate material and methods into the classroom **or the online environment**.
6. The professor communicates in a clear, informative, and professional manner.
7. The professor provides fair and clearly stated grading policies that promote high standards for student work.
8. The professor provides fair and reasonably prompt evaluation of student work.
9. The professor fulfills the contractual requirements of the position.
10. The professor demonstrates continued professional growth by participation in professional development activities.
11. The professor demonstrates commitment to the college and to education by service to the college.

Palomar College Standards of Performance for Teaching Faculty
Pending District/PFF Review and Agreement
Faculty Senate Reviewed and Endorsed 10/05/09

Appendix N – Online Class Observation Form

Draft 10/28/09 with additions
Draft 12/4/09 revisions
Draft 2/1/10 with revisions

ONLINE COURSE OBSERVATION FORM

Timeframe the Online Course Was Observed _____

Name of Evaluatee _____

Name of Evaluator _____

Course Title and Class Number _____

A. Responsibilities of the Evaluator and Evaluatee prior to the Class Observation:

1. The evaluator will contact the evaluatee as early as possible during the semester to determine a mutually agreeable timeframe for conducting the online observation.

The evaluator will review the course syllabus, a course test, and other pertinent course materials either before the class observation or during the observation of the website. The evaluator also will also need a Course Outline of Record for the class; it can be found on the Curricunet website.

2. The evaluatee's responsibility is either to ensure that the evaluator has student access to the online course for the agreed timeframe or to arrange a face-to-face meeting time during which the evaluatee will log on his/her online site so that the evaluator may view the site together with the evaluatee.

To arrange student access for an online observation, the evaluatee emails one of the following: Admissions@Palomar.edu, rgommel@palomar.edu, or tsavre@palomar.edu with a request to provide the faculty evaluator with student access for a specific period of time.

3. The evaluatee will give notice to online students that another faculty member will view the discussion board and/or online class participation during the agreed time frame, if the evaluatee believes this is appropriate.
4. Prior to the online course evaluation, the evaluatee may send a list of some course features that the evaluatee would like to be assessed during the online observation. Examples might include: Are the deadlines and student responsibilities clearly stated? Do the instructions for projects and assignments foster collaboration and discussion?

Online Course Observation Form Draft
Under Review by ATC, March 2010

B. The major focus of the online observation:

Answer each of the following questions regarding the online class observation. The accompanying worksheet provides a framework for your responses.

1. In what ways has the instructor prepared students for this online course and ensured that students have information about Palomar services? (Category 1 on the accompanying worksheet can assist in answering this question.)

2. Describe how the instructor has organized the course, giving particular attention the information provided in the course syllabus and to statements about course objectives. Regarding technical skills, in what ways has the instructor developed a website that is easy to navigate and use? (Category 2 on the worksheet can assist in answering this question.)

3. Describe the clarity of course content. In what ways is the content challenging or thought-provoking? Is content consistent with the Course Outline of Record? How does the instructor demonstrate knowledge and currency in his/her discipline. Category 3 on the worksheet can assist in answering these questions. You will find the Course Outline of Record on the Curricunet website.)

4. Describe the ways in which the instructor communicates with students, motivates them, encourages discussion, and promotes student interactions with each other. (Category 4 on the worksheet will assist in answering this question.)

5. Describe the clarity and student accessibility of the instructor's grading policy. (Category 5 on the worksheet will assist in answering this question.)

6. What is noteworthy about this class and why? Other comments?

C. Actions after the Online Observation is Completed: The evaluator will meet with the evaluatee at a mutually agreeable time after the evaluation report is completed to review the results of the student evaluations, the online observation, and the Evaluation Report.

Online Course Observation Form Draft
Under Review by ATC, March 2010

Appendix O – Student Questionnaire for Online Evaluations

Palomar College Student Evaluation Questionnaire

The instructor:

1. Clearly describes course goals and requirements in the course syllabus and in other ways.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

2. Presents material in a clear and well-organized manner.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

3. Develops an online course that is easy to navigate and use.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

4. Clearly describes the course grading policy in the syllabus and in other ways.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

5. Uses fair and clear criteria for grading.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

6. Grades tests and assignments in a reasonably prompt manner.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

7. Encourages discussion and questions.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

8. Provides a variety of learning activities.
Strongly Agree Agree Disagree Strongly Disagree Not Applicable
Comments: _____

Student Evaluation Questionnaire
Pending District/PPF Review and Agreement
Approved by TERR 02/01/2010
Approved by TERR 02/01/2010
Reviewed and endorsed by Faculty Senate 02/08/10

Palomar College Student Evaluation Questionnaire

9. Provides opportunities for students to learn from each other.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

10. Promotes critical and independent thinking.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

11. Treats students with respect.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

12. Encourages students to treat each other with respect.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

13. Communicates enthusiasm for the subject matter.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

14. Interacts with the class on a regular basis.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

15. Provides clear explanations of the subject matter.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

16. Responds to my questions and to my requests for help.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Comments: _____

*Student Evaluation Questionnaire
Pending District/PFF Review and Agreement
Approved by TERB 02/01/2010*

*Approved by TERB 02/01/2010
District/Student Health Services 03/08/10*

Palomar College Student Evaluation Questionnaire

17. What are this instructor's teaching strengths?

18. What do you like least about the course and what might the instructor do to change that?

19. What teaching methods does your instructor use that help you learn the material?

20. Do you have any additional comments?

*Student Evaluation Questionnaire
Pending District/PFF Review and Agreement
Approved by FERB 02/01/2010*

*Approved by FERB 02/01/2010
Revised and Approved by Faculty Senate 02/08/10*

Appendix P – Membership of Councils, Committees, Task Forces, Workgroups, and Collective Bargaining Units Participating in the Follow-Up Report

Academic Technology Committee (ATC) of the Faculty Senate

Chairs: Haydn Davis (Spring 2010)

Kathleen Sheahan (Spring 2009, Fall 2009; *Sabbatical Spring 2010*)

Michael Arguello, Social & Behavioral Sciences

Wing Cheung, Mathematics & the Natural & Health Sciences

Dillon Emerick, Social & Behavioral Sciences

Kelly Falcone, Social & Behavioral Sciences Division

Hope Farquharson, Mathematics & the Natural & Health Sciences

Sherry Goldsmith, Coordinator of the Adapted Computer Center

Sherry Gordon, Arts, Business, Media, & Computing Systems

Lori Graham, Career, Technical & Extended Education

Kathleen Grove, Social & Behavioral Sciences

Erin Hiro, Arts, Business, Media, & Computing System

Anne Hohman, Languages & Literature

Kalyna Lesyna, Social & Behavioral Sciences Division

Shannon Lienhart, Mathematics & the Natural & Health Sciences

Carlos Pedroza, Languages & Literature

Teresa Pelkie, Faculty Member (Part-time)

Brandan Whearty, Languages & Literature

Work Group 1: Student Evaluations

TERB Coordinators: Mary Ann Drinan/Barbara Neault Kelber

Wing Cheung

Dillon Emerick

Kathleen Grove

Erin Hiro

Kalyna Lesyna

Lillian Payn

Work Group 2: Increasing Student Participation in Evaluation of Online Classes

TERB Coordinators: Mary Ann Drinan/Barbara Neault Kelber

Jay Baker

Haydn Davis

Sherry Gordon

Brandon Whearty

Work Group 3: Online Observations

TERB Coordinators: Mary Ann Drinan/Barbara Neault Kelber

Donna Cosentino

Kelly Falcone

Anne Hohman

Carlos Pedroza

Work Group 4: Verification of Preparedness (Faculty)

ATG Coordinator: Haydn Davis

Michael Arguello
Hope Farquharson

Sherry Goldsmith
Teresa Pelkie

Work Group 5: Student Preparedness

Work Group 6: Distance Education as Compared to Face-to-Face Instruction

Accreditation Steering Committee (ASC)

Chair: Berta Cuaron, Vice President for Instruction (Accreditation Liaison Officer)
Brent Gowen, Faculty Co-Chair (*Sabbatical Spring 2010*)
Tom Medel, Administrative Association Co-Chair
Glynda Knighten, Staff Assistant for Accreditation
Michelle Barton, Director, Institutional Research and Planning
Andrew Bissell, Associated Student Government (Fall 2009)
Monika Brannick, Curriculum Committee Co-chair and Faculty Senate President
Terri Canela, Council of Classified Employees (CCE) (*retired*)
Robert Frederick, Associated Student Government (Spring 2009)
Marty Furch, Learning Outcomes Council Co-chair
Shawna Hearn, Confidential & Supervisory Team (CAST)
Kelley Hudson MacIsaac, Human Resource Services Planning Council
Ken Jay, Finance & Administrative Services Planning Council
Shannon Lienhart, Palomar Faculty Federation (PFF)
Norma Miyamoto, Instructional Planning Council
Mary San Agustin, Student Services Planning Council
Diane Veach, Administrative Association (AA)

Administrative Association (AA) Executive Team

Phillip Cerda, President
Theo Brockett, President (*retired*)
Katherine Gannett, Vice President
Brandi Taveuveu, Secretary/Treasurer
Jayne Conway, Educational Administrator
Tony Cruz, Classified Administrator

Budget Committee (*meets concurrently with Strategic Planning Council during Fall 2009 and Spring 2010*)

Chair: Bonnie Dowd, Vice President for Finance & Administrative Services
Monika Brannick, Faculty Senate President
Phillip Cerda, Administrative Association (AA)
Debbi Claypool, Council of Classified Employees (CCE)
Berta Cuaron, Assistant Superintendent/Vice President for Instruction
Mike Dimmick, Council of Classified Employees (CCE)
Claudia Duran, Associated Student Government (ASG)
Brent Gowen, Faculty Senate Past President (*Sabbatical Spring 2010*)
Richard Hishmeh, Faculty Senate (Spring 2009)
Neill Kovrig, Council of Classified Employees (CCE)
Teresa Laughlin, Faculty Senate
Shannon Lienhart, Palomar Faculty Federation (PFF)
Joseph Madrigal, Assistant Superintendent/Vice President for Student Services (*retired*)
Becky McCluskey, Council of Classified Employees (CCE)
Barbara Neault Kelber, Faculty Senate
Shayla Sivert, Palomar Faculty Federation (PFF)
John Tortarolo, Assistant Superintendent/Vice President for Human Resource Services
Fari Towfiq, Faculty Senate
Chris Wick, Council of Classified Employees (CCE)
Mark Vernoy, Interim Assistant Superintendent/Vice President for Student Services

Chairs and Directors Group

Debbie Allen, Director, Human Resource Services
Steve Bertram, Department Chair, Automotive Technology
David Boyajian, Department Chair, Chemistry
Ronald Burgher, Department Chair, Computer Science & Information Systems
Judy Cater, Interim Dean, Social & Behavioral Sciences
Scott Cathcart, Director, Athletics
Lisa Cecere, Department Chair, Communications
Jayne Conway, Director, Health Services
Judith Eckhart, Department Chair, Nursing Education
Martha Evans, Department Chair, World Languages (Spring and Fall 2009)
Jenny Ferrero, Department Chair, Child Development
Ralph Ferges, Department Chair, Life Sciences
Candi Francis, Dean, Mathematics & the Natural & Health Sciences
Peter Gach, Department Chair, Performing Arts
Nancy Galli, Department Chair, Design & Consumer Sciences
Calvin Onedeer Gavin, Director, Grant Funded Student Programs
Sherry Gordon, Department Chair, Business Administration

Ron Haines, Director, Disability Resource Center
Lynda Halttunen, Dean, Counseling Services
Tim Hernandez, Department Chair, Counseling
Janet Hoffman, Manager, Camp Pendleton
Terry Humphrey, Department Chair, Behavioral Sciences
Karan Huskey, Director, Transfer Center
Christopher Johnson, Department Chair, Economics, History & Political Science
Paul Kelley, Director, Regional Occupation Program
Herman Lee, Director, Enrollment Services
Stan Levy, Department Chair, Reading Services
Linda Locklear, Department Chair, American Indian Studies/American Studies
Christopher Lowry, Department Chair, Speech, Forensics, and American Sign Language
Carol Lowther, Department Chair, English as a Second Language
Steve McDonald, Dean, Languages & Literature
Bruce McDonough, Department Chair, Cooperative Education
Tom Medel, Manager, Evening Administrator
Norma Miyamoto, Dean, Arts, Media, Business & Computer Science
Blaine Morrow, Director, CCC Confer
Linda Morrow, Department Chair, Library Technology
Jamie Moss, Supervisor, Admissions & Records (Escondido Center)
Takashi Nakajima, Department Chair, Physics and Engineering
Ingram Ober, Department Chair, Art
Wilma Owens, Dean, Career, Technical & Extended Education
Lillian Payn, Department Chair, Graphic Communications
Lisa Romain, Director, Career Services
Denise Rudy, Department Chair, Dental Assisting
Mary SanAgustin, Director, Financial Aid; Interim Director EOP&S
Mollie Smith, Director, Occupational & Noncredit Programs
Steve Spear, Department Chair, Earth Sciences
Sherry Titus, Director, Student Affairs
John Valdez, Department Chair, Multicultural Studies
Bob Vetter, Department Chair, Physical Education
Jay Wiestling, Department Chair, Mathematics
Debi Workman, Department Chair, Emergency Medical Education
Susan Zolliker, Department Chair, English

Confidential and Supervisory Team (CAST) Executive Team

Lee Hoffman, President
Rick Kratcoski, Vice President (*retired*)
Shawna Hearn, Secretary/Treasurer

Council of Classified Employees (CCE) Executive Team

Neill Kovrig, President
Debbi Claypool, Senior Vice President
Chris Wick, Assistant Vice President
Becky McCluskey, Senior Grievance Officer
Terri Canela, Assistant Grievance Officer (*retired*)
Mike Dimmick, Treasurer
Suzanne Szames, Secretary
Teri Amavisca, Steward
Lisa Douglas, Steward
Melissa Lopez, Steward

Curriculum Committee

Co-Chair: Monika Brannick, Faculty Senate Representative
Co-Chair: Berta Cuaron, Assistant Superintendent/Vice President for Instruction
Sam Abbas, Mathematics & the Natural & Health Sciences (Part-time)
Carol Bruton, Arts, Media, Business & Computer Science
Ambar Castro, Associated Student Government (ASG) (Spring 2009)
Judy Cater, Interim Dean, Social and Behavioral Sciences
Valerie Chau, Arts, Media, Business & Computer Science (Part-time, Spring 2009)
Justine Cunningham, Mathematics & the Natural & Health Sciences (Part-time)
Cheryl DeLoatch, Administrative Technician – Curriculum
P.J. Demaris, Student Services
Judy Dolan, Arts, Media, Business & Computer Science (Fall 2009)
Judy Eckhart, Mathematics & the Natural & Health Sciences (Spring 2009)
Jason Eggerman, Social & Behavioral Sciences (Part-time)
Matthew Estes, Social & Behavioral Sciences (Spring 2009)
Marlene Forney, Library
Marty Furch, Learning Outcomes Committee Liaison (ex-officio)
Candi Francis, Dean, Mathematics & the Natural & Health Sciences
Gene Gushansky, Mathematics & the Natural & Health Sciences
Anne Hohman, Languages & Literature (Spring 2009)
Terry Humphrey, Social & Behavioral Sciences
Gloria Kerkhoff, Articulation Officer
Linda Locklear, Social & Behavioral Sciences
Jackie Martin-Klement, Career, Technical & Extended Education (Spring 2009)
Steve McDonald, Dean, Languages & Literature
Norma Miyamoto, Dean, Arts, Media, Business & Computer Science
Patrick Mills, Languages & Literature
Raymond Morris, Languages & Literature (Part-time)
Wilma Owens, Dean, Career, Technical & Extended Education

Lillian Payn, Arts, Media, Business & Computer Science
Cynthia Perry, Social & Behavioral Sciences (Part-time)
Gary Sosa, Languages & Literature
Carla Thomson, Languages & Literature
Jentry Uran, Associated Student Government (ASG)
Diane Veach, Manager of Instruction Office
Mark Vernoy, Dean, Social & Behavioral Sciences (Spring 2009)

Faculty Senate

Monika Brannick, President	Lawrence Hahn (Part-time)
Fari Towfiq, Vice President	Teresa Laughlin
Barbara Neault Kelber, Secretary (2009-2010)	Stan Levy
Richard Hishmeh, Secretary (2008-2009)	Jackie Martin-Klement
Brent Gowen, Past President (<i>Sabbatical Spring 2010</i>)	Roger Morrisette
Bruce Bishop	Linda Morrow
Valerie Chau (Part-time)	Sue Norton
Haydn Davis	Patrick O'Brien
Molly Faulkner	Kathleen Sheahan (<i>Sabbatical Spring 2010</i>)
Ralph Ferges	Perry Snyder (Part-time)
Katy French	Diane Studinka
Marty Furch	Judy Wilson

Finance and Administrative Services Planning Council (FASPC)

Chair: Bonnie Ann Dowd, Assistant Superintendent/Vice President for Finance and Administrative Services
Jonas Crawford, Faculty (Part-time Faculty, Spring 2009)
Judy Dolan, Palomar Faculty Federation (PFF)
Claudia Duran, Associated Student Government (ASG)
Mike Ellis, Director, Facilities
Ken Jay, Director, Business Services
Neill Kovrig, Council of Classified Employees (CCE)
Phyllis Laderman, Director, Fiscal Services
Mary Lupica, Faculty Senate (Part-time)
Becky McCluskey, Council of Classified Employees (CCE)
Don Sullins, Interim Director, Information Services

Human Resource Services Planning Council (HRSPC)

Chair: John Tortarolo, Assistant Superintendent/Vice President for Human Resource Services

Debbie Allen, Director, Human Resource Services (Spring 2009)
Sandra Andre, Faculty at-large
Daniel Finkenthal, Palomar Faculty Federation (PFF)
Shawna Hearn, Acting Manager, Human Resource Services
Lisa Hornsby, Acting Manager, Human Resource Services
Kelley Hudson MacIsaac, Administrative Association (AA)
Teresa Lambert, Council of Classified Employees (CCE)
Becky McCluskey, Council of Classified Employees (CCE)
Zeb Navarro, Confidential & Supervisory Team (CAST)
Sue Norton, Faculty Senate (Spring 2009)
Lisa Romain, Faculty Senate
Armando Telles, Community Representative

Instructional Planning Council (IPC)

Chair: Berta Cuaron, Assistant Superintendent/Vice President for Instruction
Alan Aquallo, Faculty Member at-large
Mark Bealo, Faculty Member at-large
Dick Borden, Research Analyst
Judy Cater, Interim Dean, Social & Behavioral Sciences
Debbi Claypool, Council of Classified Employees (CCE)
Judy Dolan, Arts, Media, Business & Computer Science (Spring 2009)
Claudia Duran, Associated Student Government (ASG) (Spring 2009)
Craig Forney, Social & Behavioral Sciences
Candi Francis, Dean, Mathematics & the Natural & Health Sciences
John Jang, Associated Student Government (ASG)
Chantal Maher, Languages & Literature (Spring 2009)
Becky McCluskey, Council of Classified Employees (CCE)
Steve McDonald, Dean, Languages & Literature
Norma Miyamoto, Dean, Arts, Media, Business & Computer Science
Michael Mufson, Arts, Media, Business, & Computer Science
Zeb Navarro, Confidential & Supervisory Team (CAST)
Sue Norton, Student Services
Wilma Owens, Dean, Career, Technical & Extended Education
Lisa Romain, Student Services (Spring 2009)
Kathleen Sheahan, Languages & Literature (*Sabbatical Spring 2010*)
Mollie Smith, Director of Occupational & Noncredit Programs
Mark Vernoy, Dean, Social & Behavioral Sciences (Spring 2009)
Debi Workman, Career, Technical & Extended Education

Learning Outcomes Council (LOC)

Co-Chair: Berta Cuaron, Vice President for Instruction
Co-Chair: Marty Furch, SLOAC Coordinator
Katy French, Assistant SLOAC Coordinator (Spring 2010)
Judy Wilson, Assistant SLOAC Coordinator (Fall 2009)
Richard Albistegui-DuBois, Mathematics & the Natural & Health Sciences
Michelle Barton, Director, Institutional Research & Planning
Monika Brannick, Curriculum Committee
Mary Cassoni, Arts, Media, Business & Computer Science (Spring 2010)
Linda Cox, Supervisor, Evaluations & Records
Phil deBarros, Social & Behavioral Sciences (Spring 2009, *Sabbatical 2009-2010*)
Robert Deegan, Superintendent/President (ex-officio)
Mehrasb Farahani, Associated Student Government (ASG)
Donna Fazio-DiBenedetto, Languages & Literature, Part-time
Brent Gowen, Languages & Literature (Spring 2009)
Terry Gray, Confidential & Supervisory Team (CAST)
Lynda Halttunen, Dean, Counseling Services
Martin Japtok, Professional Development Coordinator
Rafiki Jenkins, Languages & Literature (Spring 2009)
Joseph Madrigal, Assistant Superintendent/Vice President for Student Services (*retired*)
Jackie Martin-Klement, Career, Technical & Extended Education
Steve McDonald, Dean, Languages & Literature
Christine Moore, Career, Technical & Extended Education, Part-time
Linda Morrow, Library (Spring 2009)
Michael Mufson, Arts, Media, Business & Computer Science
Freddy Ramos, ASG (Spring 2009)
Mollie Smith, Administrative Association (AA)
Blanca Soto, ASG (Spring 2009)
Tom Ventimiglia, Counseling (Spring 2009)
Mark Vernoy, Interim Assistant Superintendent/Vice President for Student Services
Ellen Weller, Faculty at-large (Spring 2009)

Learning Outcomes Steering Committee

Co-Chair: Marty Furch, Learning Outcomes Coordinator
Co-Chair: Berta Cuaron, Vice President for Instruction
Katy French, Assistant Learning Outcomes Coordinator
Judy Wilson, Assistant Learning Outcomes Coordinator (Spring 2009 and Fall 2009)
Michelle Barton, Director, Institutional Research & Planning
Lynda Halttunen, Dean, Counseling Services
Mark Vernoy, Interim Assistant Superintendent/Vice President, Student Services

Policies and Procedures Task Force

Facilitator: Jane Wright

Chair: Robert Deegan, Superintendent/President

Michelle Barton, Director of Institutional Research & Planning

Monika Brannick, Faculty Senate

Susan Coleman, Designee for Vice President Dowd

Berta Cuaron, Assistant Superintendent/Vice President for Instruction

Mike Dimmick, Council of Classified Employees (CCE)

Bonnie Ann Dowd, Assistant Superintendent/Vice President for Finance and Administrative Services

Candi Francis, Instructional Services Representative

Brent Gowen, Faculty Senate (*Sabbatical Spring 2010*)

Ji-Hye Ann Hong, Associated Student Government (ASG) (Fall 2009)

Lisa Hornsby, Confidential and Supervisory Team (CAST)

Kelley Hudson MacIsaac, Administrative Association (AA)

John Jang, Associated Student Government (ASG)

Shannon Lienhart, Palomar Faculty Federation (PFF)

Joseph Madrigal, Assistant Superintendent/Vice President for Student Services (*retired*)

Darrell McMullen, Governing Board Member

Barbara Neault Kelber, Faculty Senate (Spring 2010)

Josie Silva, Coordinator

John Tortarolo, Assistant Superintendent/Vice President for Human Resource Services

Mark Vernoy, Interim Assistant Superintendent/Vice President for Student Services

Strategic Planning Council (SPC)

Chair: Robert Deegan, Superintendent/President

John Aragon, Executive Vice President, Associated Student Government (ASG)

Michelle Barton, Director, Institutional Research & Planning

Andrew Bissell, President, ASG (Fall 2009)

Monika Brannick, President, Faculty Senate

Theo Brockett, President, Administrative Association (AA) (*retired*)

Phillip Cerda, President, Administrative Association (AA)

Debbi Claypool, Vice President, Council of Classified Employees (CCE)

Berta Cuaron, Assistant Superintendent/Vice President for Instruction

Bonnie Ann Dowd, Assistant Superintendent/Vice President for Finance and Administrative Services

Claudia Duran, Executive Vice President, ASG (Spring 2009)

Molly Faulkner, Faculty Senate (Fall 2009)

Candi Francis, Dean, Instructional Services Representative

Robert Frederick, President, ASG (Spring 2009)

Marty Furch, Faculty Senate

Brent Gowen, Past President, Faculty Senate (*Sabbatical Spring 2010*)
Lynda Halttunen, Dean, Student Services
Lee Hoffman, Confidential & Supervisory Team (CAST)
Ji-Hye Ann Hong, President, Associated Student Government (Fall 2009 & Spring 2010)
Martin Japtok, Coordinator, Professional Development
Sheri Jennum, Faculty Representative (Spring 2009 Part-time)
Neill Kovrig, President, Council of Classified Employees (CCE)
Teresa Laughlin, Co-President Representative, Palomar Faculty Federation (PFF)
Shannon Lienhart, Co-President, Palomar Faculty Federation (PFF)
Joseph Madrigal, Assistant Superintendent/Vice President for Student Services (*retired*)
Becky McCluskey, Past President, Council of Classified Employees (CCE)
Patrick O'Brien, Faculty Senate
Wilma Owens, Dean, Instructional Services Representative (Spring 2009)
Richard Talmo, Chief Advancement Officer
Sherry Titus, Director, Student Affairs
John Tortarolo, Assistant Superintendent/Vice President for Human Resource Services
Mark Vernoy, Interim Assistant Superintendent/Vice President for Student Services

Student Services Planning Council (SSPC)

Chair: Mark Vernoy, Interim Assistant Superintendent/Vice President for Student Services
Joseph Madrigal, Assistant Superintendent/Vice President for Student Services (*retired*)

Dennis Casey, Council of Classified Employees (CCE)
Scott Cathcart, Director, Athletics
Valerie Chau, Faculty Senate (Part-time)
Jayne Conway, Director, Health Services
Tony Cruz, Interim Chief of Police
Tricia Frady, Council of Classified Employees (CCE - Student Services, Fall 2009)
Claudia Duran, Associated Student Government (ASG)
Lynda Halttunen, Dean, Counseling Services
Tim Hernandez, Chair, Counseling
Karan Huskey, Director, Transfer Center
Jerry Jenkins, Faculty Senate (Instructional Area)
Michael Large, Research Analyst
Melissa Lopez, Council of Classified Employees (CCE)
Herman Lee, Director, Enrollment Services
Lori Meyers, Disability Resource Center Faculty Member
Trong Nguyen, Counseling
Lisa Romain, Director, Career Services
Sherry Titus, Director, Student Affairs
Carlos von Son, PFF

Tenure and Evaluations Review Board (TERB)

Chair: Barbara Neault Kelber, TERB Coordinator (Spring 2010)

Mary Ann Drinan, TERB Coordinator (Spring 2009 and Fall 2009)

Melinda Carrillo, Languages & Literature

Berta Cuaron, Vice President for Instruction

Nancy Galli, Palomar Faculty Federation (PFF)

Byung Kang, Library (Spring 2009)

Shannon Lienhart, Mathematics & the Natural & Health Sciences

Russ McDonald, Counseling

Pam McDonough (Fall 2009)

Lillian Payn, Arts, Media, Business & Computer Science (Spring 2009)

Morgan Peterson, Career, Technical & Extended Education (*Sabbatical Spring 2010*)

Shayla Sivert, Languages & Literature (Spring 2009)

Carlos von Son, Palomar Faculty Federation (PFF)

Tamara Weintraub, Library

Ellen Weller, Arts, Media, Business & Computer Science