

PALOMAR COMMUNITY COLLEGE DISTRICT

ACCREDITATION MIDTERM REPORT



March 2012

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Midterm Report 2012



Submitted by

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Submitted to

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

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March 15, 2012

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Certification of the Midterm 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

Palomar College submits this Midterm Report in fulfillment of the Commission's requirement.

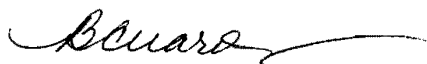
We certify that there was broad participation by the campus community and that the Midterm Report reflects the status of the recommendations and improvement plans the College has been asked to address.



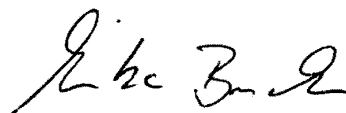
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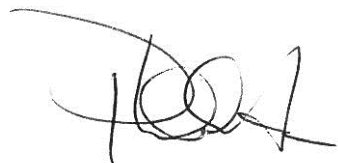
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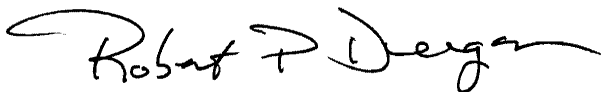
Cody Dean
Student Trustee
Associated Student Government

Statement on Report Preparation

This Midterm Report summarizes Palomar College's fulfillment of the recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) in the June 30, 2010, Action Letter and the College's progress on the self-identified Improvement Plans from *Self-Study 2009*. The College began work on the Midterm Report immediately after submission of *Follow-Up Report 2011*. From April 2011 to the present, at forums and at council and committee meetings, I updated the Governing Board, faculty, administration, staff, and students on the college's progress on the Midterm Report, urging all to contribute their effort and expertise. By means of standing agenda items for the Governing Board and the Strategic Planning Council meetings, Accreditation Liaison Officer Berta Cuaron provided progress reports on accreditation.

This report reflects these college-wide endeavors. Like the work it describes, the report is a product of collaboration. With input from the college's five Planning Councils, the report was drafted and edited by Berta Cuaron, Accreditation Liaison Officer; Michelle Barton, Director of Institutional Research and Planning; Brent Gowen and Tom Medel, Co-Chairs of the Accreditation Midterm Report; and Glynda Knighten, Administrative Technician – Accreditation. A list of the College's Planning Councils involved in preparing this report is included in Appendix A.

Drafts of *Midterm Report 2012* were presented to the College community, the Strategic Planning Council, and the Governing Board for review and further contributions in Fall 2011 and Spring 2012. The Governing Board gave final approval in February 2012.



Robert P. Deegan
Superintendent/President
Palomar College

March 8, 2012
Date

Recommendation #1 – Mission Statement

In order to comply with the Standards, the College needs to modify its mission statement to identify its intended student population and its commitment to achieving student learning. Additionally, the mission statement should be used by the College as a central driving force in decisions made by the College (I.A.1, I.A.4, IV.B.1.b).

Progress and Analysis

The College has fulfilled this Recommendation.

In Spring 2009, the College revised its Mission Statement especially in order to emphasize its intended student population and its commitment to achieving student learning. This Mission Statement consists of three elements: the College's Vision, Mission, and Values. On June 10, 2009, and after minor revision again on November 8, 2011, the Governing Board adopted the Mission Statement and designated the Mission as Board Policy 1200. The College's Strategic Plan, a Board-approved document, is introduced by the Vision, Mission, and Values:

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:

- Excellence in teaching, learning, and service;
- Integrity as the foundation for all we do;
- Access to our programs and services;
- Equity and fair treatment of all in our daily interactions;
- Diversity in learning environments, philosophies, cultures, beliefs, and people;
- Inclusiveness of individual and collective viewpoints;
- 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.

The Mission Statement is the impetus for the College's decisions. At the beginning of each three-year strategic planning cycle, the Strategic Planning Council (SPC), the College's principle participatory governance group, reformulates the College's Vision, Mission, and Values. This Mission Statement then guides SPC as it develops the goals and objectives of the new strategic plan. Each fall semester, the Strategic Planning Council orientation session opens with the council's affirmation of the Mission Statement. Each spring semester, SPC reviews the Mission Statement before determining the action plan for the upcoming year.

The Mission Statement is published in a number of prominent places, such as the College's home page, the Governing Board's Policies and Procedures web page, the Strategic Plan, the College catalog, the schedule of classes, and the Commencement brochure. Moreover, the Mission Statement Values form the core of the college's Institutional Code of Ethics.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- Governing Board Minutes, Adopt BP 1200 Mission Statement, June 10, 2009
- Governing Board Minutes, Adopt BP 1200 Mission Statement (updated), November 8, 2011
- Strategic Planning Council Minutes, Approve Mission Statement, May 5, 2009
- Palomar College Mission Statement Published
 - Palomar College Home Page
 - Governing Board Policies and Procedures Webpage
 - *Strategic Plan 2013* [Appendix B]
 - Palomar College Catalog (page 13)
 - Palomar College Spring 2012 Class Schedule (*page 4, print copy*)
 - Palomar College Commencement Program (*print copy*)
- Board Policy 3050 Institutional Code of Ethics

Recommendation #2 – Integrated Planning, Evaluation, and Resource Allocation Decision-Making/Improvement Plans #s 3, 6, 7

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)

In its Site Team Export Report of April 2011, the Commission's Evaluation Team "validated that the College has fully met this Recommendation and is in alignment with the Standard." The Commission confirmed this conclusion in its Action Letter of June 30, 2011.

The College has achieved the Sustainable Continuous Quality Improvement level of effectiveness in planning. The College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. Its dialogue about institutional effectiveness is ongoing, robust, and pervasive. Its planning, evaluation, and decision-making are based on data and analysis. The College consistently reviews and adapts evaluation and planning processes. It is steadfast in its commitment to improving student learning. The College's Planning Councils form its planning structure. These councils' implementation of a comprehensive planning model directs planning processes. Educational effectiveness is a distinct priority in all planning structures and processes.

Recommendation #2.1

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**

Progress and Analysis

In 2009, the College's principle participatory governance group, the Strategic Planning Council (SPC), established the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*, which was fully implemented with the adoption of the FY2010-11 budget. The *IPM* provides an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The *IPM* also provides for the coordination and concurrence of the College's long-, medium-, and short-range plans.

Long-range Planning.

The College has four long-range plans. The primary long-range plan is the *Educational Master Plan*, which drives the development of the *Facilities Master Plan*, the *Staffing Plan*, and the *Technology Plan*. The *Educational Master Plan* and the *Facilities Master Plan* are fully-integrated and together comprise *Master Plan 2022*. (The College's naming convention for planning documents is to use the last year of the planning cycle in the title.) The *Master Plan* is reviewed and evaluated informally each year, formally every six years, and recast every twelve years. The *Staffing Plan* and the *Technology Plan* are reviewed and evaluated informally each year, formally every three years, and recast every six years. This alignment enables the College to incorporate changes made in the *Master Plan* into its ongoing planning and to modify the long-range plans as the environment requires.

(More detailed discussions of the Staffing and Technology Plans appear in the College's responses to Recommendations #7.3 and #2.4, respectively.)

Medium-range Planning.

These long-range plans, in turn, drive the Strategic Plan, a medium-range plan on a three-year cycle of review, evaluation, and reformulation. The Strategic Plan identifies the College's Vision, Mission, and Values, and the goals and measurable objectives that the College uses to influence its resource allocation decisions on an annual basis. Also, the Strategic Plan focuses on the College's institutional effectiveness and ongoing improvement. At present, the College is implementing *Strategic Plan 2013*.

Short-range Planning.

The Strategic Plan drives Program Review and Planning, which is short-range planning, conducted on two-year cycles by each of the College's four divisional Planning Councils. Through these Program Review and Planning processes, all academic departments and non-academic units evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes.

(A more detailed discussion of Program Review and Planning processes appears in the College's response to Recommendation #4.)

Integration.

Importantly, the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* works not only from the long-range plans down through the medium-range plans to the short-range plans, but also from the short-range plans up, with Program Review and Planning informing the Strategic Plan and the Strategic Plan informing the Master Plan. The *IPM* improves institutional effectiveness and with the College's *Resource Allocation Model (RAM)* at its center ensures the College's maximization of its resources in support of student learning and

service area outcomes. For example, by means of the *IPM* and *RAM* the College has established Strategic Plan Priority Funding (SPPF). From this fund, the Strategic Planning Council allocates resources to support college-wide priorities as identified in *Master Plan 2022* and the Strategic Plan, such as implementing Student Learning Outcome and Service Area Outcome Assessment Cycles at the course, program, and institutional levels.

Planning Cycles.

The College has synchronized its planning cycles and follows the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which identifies the dates of the College's development, implementation, and evaluation of planning and budget activities throughout the fiscal year.

Action Plan.

The College is now carrying out the *Palomar College Strategic Plan 2013 Action Plan – Year Two 2011-2012*. This “Action Plan” identifies the College's goals and annual objectives along with the individuals and groups assigned to coordinate the work necessary to complete them. The articulation of each objective includes a brief work plan, a timeline for completion, and the measures the assigned individuals and groups will use to determine whether the objective has been completed. The individuals and groups assigned responsibility for an objective's completion identify and request resources necessary to implement their objective's work plan. The Strategic Planning Council prioritizes and allocates these resources using the Strategic Plan Priority Funding (SPPF) identified in the *Resource Allocation Model*.

For example, on the basis of *Action Plan – Year Two* and with Strategic Plan Priority Funding (SPPF) the College is

- supporting student retention and persistence through an academic English as a Second Language First-Year Seminar;
- upgrading and modernizing the Assessment Center;
- implementing the GRAD (Goals, Responsibility, Attitude, Determination) Campaign, which encourages students to take responsibility for achieving their educational goals;
- providing additional support to the implementation of Student Learning Outcome Assessment Cycles (SLOACs) and Service Area Outcome Assessment Cycles (SAOACs);
- advancing the Career Center/Transfer Center Improvement Project; and
- supporting the Summer Bridge Program 2012.

Implementation.

The Strategic Planning Council monitors the implementation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*. At each meeting, the Council addresses a standing agenda item titled “Integrated Planning Model.” As part of this agenda item, SPC discusses the *IPM* and *RAM* and regularly reviews progress on the current Action Plan. All progress is documented in the Council

minutes and in the Action Plan document. Each completed Action Plan (i.e., Year One, Year Two, and Year Three) is used as part of SPC's formative and summative evaluations of the college's planning and resource allocation processes.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents. Figures of planning documents are found in the Appendices.*)

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* [Appendix C]
- *Master Plan 2022*
- *Staffing Plan 2016*
- *Technology Plan 2016*
- *Strategic Plan 2013* [Appendix B]
- *Resource Allocation Model (RAM)* [Appendix D]
- *Palomar College Planning Cycles* [Appendix E]
- *Annual Planning, Resource Allocation, and Evaluation Timeline* [Appendix F]
- *Palomar College Strategic Plan 2013 Action Plan – Year Two 2011-2012* [Appendix G]
- Strategic Planning Council Minutes, Strategic Plan Priority Funding (SPPF) 2011-2012, November 29, 2011, and December 6, 2011
- Strategic Plan Priority Funding (SPPF) 2011-2012 [Appendix H]
- Strategic Planning Council Minutes, *IPM* Standing Agenda Item

Recommendation #2.2/Improvement Plan #3

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).

Progress and Analysis

In accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, College-wide priorities identified in the Strategic Plan and Planning Council priorities developed from the Program Review and Planning (PRP) documents are at the center of the College's resource allocation decisions. The Strategic Plan, Master Plans, and the PRPs directly influence the College's budget development and resource allocation processes.

The core of the *IPM* depicts the annual resource allocation process. (See Appendix C.) The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support College-wide priorities and discretionary funds to support Planning Council priorities developed from Program Review and Planning processes.

To make certain that the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* drive the budget development process, the Strategic Planning Council adheres to the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which integrates annual planning activities with the College's budget development activities. The timeline institutes a sequence of activities to guarantee that planning and evaluation occur prior to budget development and resource allocations. Conceptually, the timeline is based on a "plan, do, review" approach: (1) plan a year in advance, (2) set budget priorities and implement them according to the *RAM*, and (3) conduct an evaluation of the previous year's allocations – modifying plans, processes, and allocations as necessary.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents. Figures of planning documents are found in the Appendices.*)

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* [Appendix C]
- *Resource Allocation Model (RAM)* [Appendix D]
- Strategic Plan Priority Funding (SPPF) 2011-2012 [Appendix H]
- *Annual Planning, Resource Allocation, and Evaluation Timeline* [Appendix F]

Recommendation #2.3

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)

Progress and Analysis

Evaluation is a crucial component of the College's integrated planning and resource allocation processes.

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*. Annually, the Strategic Planning Council (SPC) completes a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. At the end of a three-year Strategic Planning cycle, SPC completes a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluation are informed by comprehensive review. Outlines of these methods follow.

Formative Evaluation.

SPC examines the following types of information as part of its formative evaluation:

1. Progress reports on the current year's "Action Plan" and other plans identified in the *IPM*,
2. Progress reports from Planning Councils on their Program Review and Planning (PRP) processes and planning priorities,
3. SPC's evaluation of the College's performance relative to Institutional Effectiveness Measures,
4. Analysis of resources allocated to fulfill the College's master and strategic planning priorities and the Planning Councils' priorities drawn from their PRPs, and
5. Description of the processes used by SPC to implement the *IPM* and the *RAM*.

The formative evaluation answers the following questions:

1. Did the College make expected progress on its planning priorities (i.e., the Strategic Plan's goals and objectives)?
2. Did the College apply the appropriate resources to its planning priorities?
3. Which elements of the planning and resource allocation processes worked well?
4. Which elements of the planning and resource allocation processes need to be refined?

As a result of the formative evaluation, SPC

1. Updates the College-wide priorities (i.e., as expressed in goals and objectives identified in its Strategic Plan) and establishes the Strategic Plan Objectives and Action Plans for the following year, and
2. Refines or adjusts the processes used to implement the *IPM* and the *RAM* to ensure that the resource allocation process supports the College's planning priorities.

Summative Evaluation.

SPC examines the following types of information as part of its summative evaluation:

1. SPC's evaluation of the completion of the objectives in the College's Strategic Plan,
2. Planning Councils' self-evaluations of their PRP processes,
3. SPC's evaluation of the College's performance relative to Institutional Effectiveness Measures,
4. SPC's evaluation of the resources allocated to planning, and
5. SPC's evaluation of the effectiveness of the planning and resource allocation processes.

The summative evaluation answers the following questions:

1. Did the College complete the objectives identified in its three-year Strategic Plan?
2. Is the College making expected progress on fulfilling its long-range plans?
3. Did implementation of the *IPM* and the *RAM* lead to improved institutional effectiveness, student learning, and student success?

As a result of the summative evaluation, SPC

1. Makes a determination as to the effectiveness of the College's planning, evaluation, and resource allocation processes,
2. Modifies the *IPM* and the *RAM*, if necessary, and
3. Uses the results of the evaluation, especially its assessment of progress on Institutional Effectiveness Measures, as input into the next Strategic Planning cycle.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents. Figures of planning documents are found in the Appendices.*)

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* [Appendix C]
- Planning Councils' Formative Evaluation of Resource Allocations Processes 2011

Recommendation #2.4

Develop an updated Technology Plan to address such major concerns as disaster recovery, data security, and ongoing equipment replacement (III.C; III.C.1.a, c, d; III.C.2; III.D).

Progress and Analysis

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* includes *Technology Plan 2016*, which is on a six-year cycle. The Finance and Administrative Services Planning Council (FASPC) reviews this plan annually and conducts a mid-cycle review with a report and recommendations to the Strategic Planning Council.

Technology Planning.

Technology Plan 2016 is one of the College's four long-range plans. It is fully integrated with the *Educational Master Plan*, the *Facilities Plan*, and the *Staffing Plan*. *Technology Plan 2016* also informs and is informed by the medium-range Strategic Plan and the short-range Program Review and Planning processes.

Technology Plan 2016 is the product of systematic assessment. The Plan has five major sections: Executive Summary, Background, Technology Systems & Services, Technology Planning Process, and Recommended Initiatives. This Plan addresses the infrastructure, hardware, software, and all other computer-based equipment necessary to support the College's learning, teaching, communications, research, and administrative needs, including ongoing equipment replacement. (Non-computer-based equipment and printing needs are identified and addressed through departments/units' Program Review and Planning processes.)

Technology Plan 2016 established a standing workgroup as a subgroup of FASPC. This workgroup is responsible for

- evaluating technology needs;
- researching, assessing, and pilot-testing new technology proposals;
- determining related costs and cost-effective strategies;
- assuring this Plan's alignment with other long-range plans; and
- reporting findings and making recommendations.

This workgroup categorizes initiatives by type and by completion or implementation timeframes. The three levels of recommended initiatives optimize the College's technology environment in support of effective programs and services to all users. A Tier 1 Initiative offers highly desirable benefits, can use existing resources, requires no additional funding, addresses a user-expressed need, or is a legal, safety, or security requirement. Tied to *Strategic Plan 2013* and departments/units' Program Review and Planning processes, a Tier 1 Initiative has a completion or implementation timeframe of one to three years. The September 30, 2011, "Progress Report of Technology Master Plan 2016 Initiatives" lists many completed/implemented Tier 1 projects. For example, now all new buildings on the San Marcos campus and the Escondido Center have full wireless coverage, and most of the older buildings on the San Marcos campus have at least one

access point. Also, Information Services installed an EMC backup system in the College's Data Center.

A Tier 2 Initiative is similar to a Tier 1 but requires additional funding, assessment, and planning. Tied to the Master Plans, a Tier 2 Initiative has a completion or implementation timeframe of four to six years. For example, Information Services has installed the WebEx application, which the Helpdesk uses to provide support for staff at the Escondido Center. The Academic Technology Resource Center now uses JoinMe.

A Tier 3 Initiative requires further study to determine its feasibility and cost benefit.

The Technology Workgroup has determined that the ongoing cost to fund the replacement of technology in the District's Data Center, network infrastructure, faculty/student lab computers, and classroom audio-visual equipment will be approximately \$3 million per year. Based on the Workgroup's recommendation, the College included in *Strategic Plan 2013 –Action Plan Year Two 2011-2012* under Goal 6 this Objective 6.1: "Integrate the funding of *Technology Plan 2016* into the college's annual budget development process." Objective 6.1 will be implemented with the 2012-2013 budget development process.

Protecting Electronic Data.

The approved data security procedures are included in *Technology Master Plan 2016*. 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 Information Services' website.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents. Figures of planning documents are found in the Appendices.*)

- *Technology Plan 2016*
- Finance and Administrative Services Planning Council Minutes, Convene Technology Plan Workgroup, February 18, 2010
- Finance and Administrative Services Planning Council Minutes, Review *Technology Plan 2016*, April 28, 2011
- *Strategic Plan 2013 –Action Plan Year Two 2011-2012* [Appendix G]
- FY2008-09 Audit Report
- Palomar Community College District Disaster Recovery Plan

Recommendation #3/Improvement Plan #1 – Student Learning Outcomes

In order to meet the 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 (IIA.1.a, c; II.A.2.a, h; II.B.4; II.C.2; III.A.1.c).

Progress and Analysis

In the 2010 “Site Team Exit Report” the Commission’s Evaluation Team described the College’s “considerable progress in developing, implementing and assessing” Student Learning Outcome Assessment Cycles (SLOACs) and Service Area Outcome Assessment Cycles (SAOACs). In its June 30, 2010, Action Letter, the Commission stated that the College had “fully resolved” Recommendation #3.

Accordingly, the College’s current SLOAC activities are concentrated on achieving by Fall 2012 the “Proficiency” level as defined by the Commission’s Rubric for Evaluating Institutional Effectiveness. These activities are led by the Learning Outcomes Council (LOC) and its faculty SLOAC Coordinators. 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), the Strategic Planning Council (SPC), and the Office of Institutional Research and Planning.

The College’s SAOACs are developed, implemented, and assessed through the divisional areas of Finance and Administrative Services, Human Resource Services, Instructional Services, and Student Services and their respective Planning Councils.

The Strategic Plan and the Program Review and Planning (PRP) processes integrate discussion of Student Learning Outcomes and Service Area Outcomes assessment results at the department/unit and council levels. Based on these discussions, the College develops priorities that inform the resource allocation process.

Student Learning Outcomes.

This section of the report is organized by the seven characteristics associated with the “Proficiency” level as defined by the Commission’s “Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes.”

1. Student learning outcomes and authentic assessment are in place for courses, programs and degrees.

The College's structure of Student Learning Outcome and Assessment Cycles (SLOAC) Coordinators and the Learning Outcomes Council (LOC) has provided the ongoing leadership and foundation for the development and authentic assessment of student learning outcomes at the course, program, and degree/institutional levels. The addition of the POD Squad leaders (Palomar Outcomes Database – POD – mentor teams) over the past two years has expanded support to faculty and has ensured steady, focused progress toward proficiency.

Data from the POD indicate that 95% of 1,426 active courses have SLOs identified and ongoing assessment plans in place and 63% of 225 active programs (degrees and certificates) have SLOs identified and ongoing assessment plans in place.

Palomar's GE/Institutional learning outcomes have been defined, and assessment plans are in place. For the current year, the GE/ILOs being assessed are Intellectual and Practical Skills: *Critical and Creative Thinking* and *Information Literacy*.

2. There is widespread institutional dialogue about the results of assessment and identification of gaps.

The Learning Outcomes Council (LOC) reports to the Faculty Senate and the Strategic Planning Council, and the faculty co-chair has a named position on the Curriculum Committee and on the Accreditation Steering Committee. Dialogue about the results of assessment and the identification of gaps in assessment cycles occurs on an ongoing basis at the department level. The LOC and POD Squads – faculty who are specially trained in assessment and the use of the Palomar Outcomes Database (POD) – have met with entire departments, individual faculty, and small groups to assist with all aspects of the SLOAC cycle.

The College has sent faculty teams to three conferences during the past year: a General Education (GE) Assessment conference presented by the American Association of Colleges and Universities (AACU), an Assessment Essentials conference presented by the Western Association of Schools and Colleges, and the Strengthening Student Success Conference presented by The Research & Planning Group for California Community Colleges. Each group of attendees presented a Professional Development workshop for all faculty upon its return from the conferences.

The foundation of this widespread institutional dialogue about assessment is Program Review and Planning (PRP). PRP processes direct departments/units to report the results of outcomes assessments collected in the Palomar Outcomes Database (POD) and then to reflect upon these findings, including noteworthy trends or areas of concerns, such as gaps in the outcome cycles. In 2009 the College expanded PRP processes to require departments/units to connect data analysis, outcome assessment results, planning, and resource requests.

The PRP forms are reviewed by the Planning Councils, which consider the department/unit's assessment results and consequent plans and prioritize requests for resources. The Planning Councils report their actions to the Strategic Planning Council. In this way, the circle of dialogue among the department/unit, Planning Council, and institutional levels is complete.

3. Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

As described above, decision-making dialogue occurs at and among the department/unit, Planning Council, and institutional levels. Departments/units analyze SLOACs as part of Program Review and Planning processes. The Planning Councils evaluate the departments/units' PRP documents and prioritize requests for resources. These requests must be tied to improving student learning or to a Strategic Plan objective.

4. Appropriate resources continue to be allocated and fine-tuned.

The College gives strong support to the Learning Outcomes Council (LOC), including providing (100% in total) assigned-time for the faculty positions of SLOAC Coordinator and Assistant Coordinator. The College also allocated \$60,000 of the Strategic Plan Priority Funding (SPPF) to the LOC for SLOAC/SAOAC support in 2011-2012. (See #5 below.) From 2008 until the time this report was submitted, the College has compensated part-time and off-contract full-time faculty an additional \$124,000 above their base pay for participation in SLOAC activities. Moreover, the College provides funding for LOC members and other faculty and staff to attend conferences and workshops, funding for Professional Development activities centered on SLOACs, and funding for a full-time staff position in support of SLOACs and accreditation.

The LOC and individual departments/units receive ongoing support from the Office of Institutional Research and Planning (IRP). IRP provides departments/units data necessary for the completion of Program Review and Planning processes as well as specialized data upon request. The Director of Institutional Research and Planning is a named member of the Strategic Planning Council, the Learning Outcomes Council, and the Accreditation Steering Committee.

The Professional Development (PD) Office works closely with the LOC to provide faculty workshops, training, and mentoring on SLOAC activities. (A more detailed account of this collaboration appears in the response to Improvement Plan #5 – Professional Development.) In addition, the College has established a Learning Outcomes office with designated office hours staffed by the SLOAC Coordinators. Faculty can receive individual or group assistance with the SLOAC process and with data entry into the Palomar Outcomes Database.

5. Comprehensive assessment reports exist and are completed and updated on a regular basis.

To collect and systematize the results of SLOACs and SAOACs, the College is utilizing TracDat, also known as the Palomar Outcomes Database (POD). To help faculty post information into the POD, the Learning Outcomes Council (LOC) developed “POD Squads” – mentors who work with faculty and staff, funded by a Strategic Plan Priority Funding (SPPF) allocation. The SLOAC Coordinators run POD reports regularly in order to monitor the progress of course, program, and institutional assessment cycles, to identify gaps, and to prompt dialogue among College groups.

6. Course student learning outcomes are aligned with degree student learning outcomes.

Entering course and program data into the Palomar Outcomes Database (POD) requires departments/disciplines to map these outcomes to degrees. Departments/disciplines endeavor to map every Student Learning Outcome to a General Education/Institutional Learning Outcome (GE/ILO). Guidelines for mapping are included in a FAQ document posted to the Learning Outcomes Council (LOC) website. POD Squad mentors assist faculty and staff in the mapping process.

The College is assessing two sub-outcomes of the GE/ILO Intellectual and Practical Skills during the 2011-2012 academic year:

- *Critical and Creative Thinking*, and
- *Information Literacy*.

In addition, the College administers the Community College Survey of Student Engagement (CCSSE). In Spring 2011, items on the survey were mapped to the College General Education/Institutional Learning Outcomes. Campus-wide discussion on the results of the survey is underway in Spring 2012. The Strategic Planning Council is incorporating CCSSE data into its Integrated Planning Model by including the survey as part of its annual Institutional Effectiveness review.

7. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Students are made aware of the goals and purposes of their courses and programs primarily in two ways. First, to ensure that students know the stated learning outcomes of their courses from the first day of class, faculty must include Student Learning Outcomes on course syllabi (i.e., “course descriptions”). Also, students access the website on SLOs that the Learning Outcomes Council designed specifically for them: *A Student Guide to Learning Outcomes*. Here students learn about outcomes in general – and in particular about course SLOs, GE/ILOs, the LOC, and the many resources available to them. In addition to informing students, this website serves as a teaching tool for faculty.

Service Area Outcomes.

The Finance and Administrative Services, Human Resource Services, and Student Services divisions and their respective Planning Councils have established structures, timelines, and assessment methods for Service Area Outcomes (SAOs).

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. SAO assessment results are 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.

Additional Plans

1. Achieve the level of Sustainable Continuous Quality Improvement for Student Learning Outcomes as defined by the Commission's Rubric for Evaluating Institutional Effectiveness.

Evidence (*The items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

1. Resolution of Recommendation #3, SLOACs, ACCJC Action Letter, June 30, 2010
2. Palomar Outcomes Database SLOAC Report, March 5, 2012
3. Program Review and Planning Form
4. Governing Board Minutes (page 9), Faculty SLOAC Coordinators Assigned Time, August 9, 2011
5. Strategic Plan Priority Funding (SPPF) 2011-2012, Learning Outcomes Resource Allocation [Appendix H]
6. Faculty Compensation for SLOAC Activities Summary, 2008-2012
7. Governing Board Minutes, Approve Position, Administrative Technician – Accreditation, September 13, 2011
8. Professional Development Workshops
9. Learning Outcomes Council Website
10. Map Course SLOs to GE/ILOs, Learning Outcomes FAQs
11. Learning Outcomes Council Minutes, Approve GE/ILO Assessment, May 5, 2011
12. Palomar College General Education/Institutional Learning Outcomes
13. Palomar Institutional Learning Outcomes and CCSSE Questions
14. Institutional Learning Outcomes Presentation to Learning Outcomes Council, January 26, 2012
15. Strategic Planning Council Minutes, CCSSE Results Presented, February 7, 2012
16. Palomar College Student Learning Outcomes
17. *A Student Guide to Learning Outcomes*
18. Service Area Outcomes (*available in Palomar Outcomes Database*)

Recommendation #4/Improvement Plan #2 – Program Review and Planning Processes

In order to meet Standards and for the College to derive the benefits expected of comprehensive robust, broad-based, and integrated program review and planning which are now to be further enhanced through use of student learning outcomes, it is recommended that the institution substantially expand the number of departments participating in program review and development of Annual Implementation Plans. Compliance with the spirit, intent and requirement that planning efforts be broad-based requires that the College [takes the following steps]. (I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B. 7).

Program Review and Planning (PRP) is the College's short-range planning. PRP processes are two-year cycles conducted across the College by all academic departments and non-academic units. These processes are monitored in an ongoing manner by each of the College's four divisional Planning Councils. They are driven by the Strategic Plan.

Through these PRP processes, departments/units analyze meaningful data, evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes and of *Strategic Plan 2013*. By means of these processes, all departments/units contribute to the coordination and coherence of the College's institutional system of planning, implementation, and evaluation. Departments/units also describe their accomplishments and accreditation status for programs with external accreditation.

The College has achieved the Sustainable Continuous Quality Improvement level of effectiveness in program review:

1. Program Review and Planning processes are ongoing and systematic throughout all College divisions. The Planning Councils are responsible for the implementation, evaluation, and refinement of PRP processes. In Instructional Services, PRP processes are used to assess and improve student learning and achievement. In all other areas, they are used to assess and improve student support and operational services.
2. The Planning Councils review and refine the PRP processes at a minimum of every two years. Elements that may require refinement include the instrument used, data elements collected, analysis of data, and linkages of data analysis to Student Learning Outcome and Assessment Cycles (SLOACs) or Service Area Outcome and Assessment Cycles (SAOACs), and/or strategic planning goals and objectives; and
3. The results of Program Review and Planning are used to continually improve student achievement and learning outcomes, academic programs, instructional and student support services, and College operational services.

#4.1 Significantly increase the number of departments and programs undergoing program review on an annual basis.

Progress and Analysis

All academic departments and non-academic units engage in Program Review and Planning (PRP) processes. In Spring 2011, academic departments and academic support areas completed 148 PRPs; SSPC completed 19; Finance and Administrative Services and Human Resource Services completed one comprehensive PRP each for their respective divisions. These numbers represent a 100% participation rate across the college.

Instructional Services, Student Services, and Human Resource Services conduct PRP processes on a two-year cycle. On this cycle, year one is for planning, implementation, and resource requests; year two, for planning updates and additional resource requests. Both years of the cycle include ongoing evaluation. Finance and Administrative Services conducts PRP processes on an annual cycle.

While each division designs PRP processes distinctly to support its specific role in the College, all PRP processes have in common a number of elements. All PRP processes collect and analyze a variety of data; link planning to SLOACs and SAOACs and to Strategic Plan goals and objectives; and identify resource requests for equipment, for technology, for budget enhancements, and for faculty and staffing needs.

Technology requests are used by the Planning Councils to prioritize items and, when possible, to fund their purchase and implementation. These requests also are used by Information Services to inform updates of the Technology Plan. All Planning Councils provide input that is used by Human Resource Services for annual updates of the Staffing Plan. The Instructional Planning Council Subcommittee may use faculty requests in its annual prioritization process for faculty positions.

Additional Plans

None.

Evidence *(The item in the evidence list has a hyperlink to the document.)*

- Program Review and Planning Forms

#4.2 Improve the quality of analysis included in each department's program review. Use of data in support of conclusions is expected.

Progress and Analysis

The Planning Councils have improved the quality of data analysis included in each department/unit's program review by

1. expanding the number of questions on the PRP forms,
2. requiring planning to be linked to data analysis – particularly planning in support of SLOs or SAOs and Strategic Plan goals and objectives,
3. providing good examples of data analysis and linkages to planning, and
4. engaging Institutional Research and Planning to provide guidance and training in gathering and analyzing data.

Each division analyzes data specific to its function. Data analyzed by academic departments include enrollment trends, WSCH/FTEF, student retention and success rates, and certificate and degree completions. Data analyzed by Human Resource Services include internal customer satisfaction surveys, applicant surveys, and Equal Employment Opportunity (EEO) data on culture and diversity. Data analyzed by Student Services vary across its departments/units. (The many data elements Counseling Services, for instance, examines include the number of educational plans developed, the number of assessments conducted, and students' program completion rates.) Finance and Administrative Services analyzes customer service surveys. Also, in completing the PRP forms, departments and units reflect on SLO and SAO assessment results.

Through these PRP processes the Planning Councils derive Council priorities and ensure their alignment with College-wide priorities. Also through these processes the Councils recommend resource allocations of discretionary funds for temporary employees, supplies, operating expenses, equipment, and technology.

In addition, the Planning Councils complete annual formative evaluations of their division's PRP processes, modify and improve these processes as necessary, and present the results to the Strategic Planning Council.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- Planning Councils' Formative Evaluations of Resource Allocation Processes 2011
- Strategic Planning Council Minutes, Planning Councils Present Formative Evaluations of Resource Allocation Processes, March 1, 2011
- Program Review and Planning Web Page
- Program Review and Planning Form

#4.3 Establish goals that are measureable with stated desired outcomes listed and linked to the resource allocation process and student learning outcomes.

Progress and Analysis

The Planning Councils develop priorities based on both (1) the Strategic Plan goals and objectives and Action Plans and (2) the review of Program Review and Planning (PRP) documents and the themes that evolve from them. Planning Councils fund resource requests based on these priorities. Funding sources can be discretionary, Strategic Plan Priority Funding (SPPF), the Palomar College Foundation, Perkins, and other.

At the department/unit level of PRP processes, planning is linked to resource allocation. In the planning process, departments/units define the desired outcomes and identify resources necessary to achieve these outcomes (where appropriate). Achieving an outcome does not always require budgetary resources; more often achievement requires the time, commitment, and professional resources of faculty, staff, and/or administration.

The PRP process for academic programs has increased departmental discussions and focused attention on student learning outcomes and assessment results. For example, faculty in Reading Services examined student success in the Reading 30 and Reading 50 courses and determined they could achieve the learning outcomes of improving student performance and completion through enhanced learning materials, software to assist in tracking student progress, and increased tutoring hours available in the Reading Center. Resources requested in the PRP process were funded through the Instructional Planning Council's allocation process, which will enable Reading Services to implement its planned activities. The College's emphasis in the PRP process is to support program planning that links resource allocations to improving student outcomes and success. Funding will not be withheld from departments and disciplines due to assessment results that fall short of the goals of the stated outcomes. Assessment results are only one of several factors used in determining funding.

The PRP processes, with linkages to outcomes and resource allocation, have also supported achievement of Service Area Outcomes (SAOs) in Finance and Administrative Services, Human Resource Services, and Student Services. For example, in the Fall 2011 Strategic Plan Priority Funding (SPPF) allocation process, funding has been provided to Student Services to expand and upgrade the technology in the Assessment Center. This PRP priority and resource request for the Student Services Division will now be implemented and will support the SAO of increasing student access to assessment and ensuring that the technology used for assessment is efficient and reliable.

Additional Plans

None.

Evidence *(The items in the evidence list have hyperlinks to the documents. Figures of planning documents are found in the Appendices.)*

- Instructional Planning Council PRP Allocations, Fall 2011
- Reading Department PRP Update, Fall 2011
- Strategic Plan Priority Funding (SPPF) 2011-2012 [Appendix H]
- Assessment Center PRP, 2010-11

Recommendation #5 – Distance Education – Ensure Comparable Quality of 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.

In the “Site Team Exit Report” of April 2010, the Commission’s Evaluation Team described Palomar College’s approach to ensuring the quality of distance education courses as “a comprehensive holistic view toward [. . .] distance education development and delivery.” The Evaluation Team added that this approach “is noteworthy and should be considered as a model program for other colleges to use when developing or assessing their own distance education programs.”

This program consists of four elements. The College

1. validates the preparedness of faculty to teach online,
2. ensures regular, effective communication between online students and faculty,
3. improves continually the evaluation of online classes and online instruction, and
4. compares students’ achievements and successes in online with traditional, face-to-face instruction.

In its Action Letter of June 2010, the Commission underscored the Evaluation Team’s conclusions and deemed Recommendation #5 “fully resolved.”

Progress and Analysis

Validating the Preparedness of Faculty to Teach Online.

The Faculty Senate’s Academic Technology Committee (ATC) led the development and implementation of this element of the program.

Faculty can validate their readiness to teach online in two ways. First, faculty can evaluate their preparation and delivery of classes they currently offer online by means of the “Palomar Online Course Validation Checklist.” The Faculty Senate has formally endorsed this checklist “as a self-assessment tool for faculty wishing to teach online courses.”

Second, faculty who employ the checklist and find that their preparation or delivery is incomplete, as well as faculty who are new to teaching online, can complete the Palomar Online Education Training (POET) program. This training program has four modules: “Introduction to Online Learning,” “Blackboard Tools,” “Effective Course Design,” and “Course Management: Best Practices.” To ensure its high-quality, the ATC put the program through a rigorous

development process including alpha testing and beta testing. The Faculty Senate also reviewed the modules at Fall 2011 meetings prior to approval.

Taking the POET program or using the validation checklist, or a combination of the two, faculty are prepared to develop and deliver high-quality online courses that are consistent with the level of rigor provided in the face-to-face environment.

The POET series was launched as a regular Professional Development (PD) activity beginning Spring 2012. Full-time and part-time faculty will be able to earn PD hours for taking POET as a PD course. Instructors completing the POET program will receive a certificate in recognition and validation of their preparedness to deliver online courses.

Ensuring Regular, Effective Communication between Online Students and Faculty.

In Fall 2010, the Faculty Senate ratified the ATC's "Palomar College Instructor/Student Contact Policy for Distance Learning Courses." This policy guarantees that the qualities of regular effective contact in the face-to-face environment will also be present in the distance education environment. This policy enhanced the Curriculum Committee's oversight of courses offered as distance education, in particular by establishing a subgroup that conducts a separate review of Course Outlines of Record of courses delivered online to ensure provisions are in place for regular, effective communication between students and faculty.

In addition, the quality of communication between online students and faculty is a focus of the College's evaluation of faculty teaching distance education classes. Students evaluating classes taken online respond to several pertinent prompts, such as (1) [The instructor] "Encourages discussion and questions," (2) "Interacts with class on a regular basis," and (3) "Responds to my questions and my requests for help." The peer "Online Course Observation Form" asks the evaluator to "Describe the ways in which the instructor communicates with students, motivates them, encourages discussion, and promotes student interactions with each other."

Improving the Evaluation of Online Classes and Online Instruction.

The Tenure and Evaluation Review Board (TERB) continues to improve significantly the process of evaluating faculty who teach classes online.

1. TERB has developed policies and protocols for the evaluation of instructors teaching classes online. Links to guidelines and worksheets appear on the TERB website.
2. Forms specifically for the evaluation of instructors of distance education classes have been in use since the 2010-2011 academic year.
3. In order to improve the rate of students' return of evaluations of classes taken online, the College, in a collaboration of the Tenure & Evaluation Office and the Academic Technology Resource Center, has made evaluation a requirement of students. This requirement involves a more extensive use of "EvaluationKit," a software program the

College has been employing since Fall 2010. In this new approach, a pop-up window appears on the Blackboard log-in page only for students whose specific class section(s) is being evaluated at the time. The pop-up window invites these students to participate and offers two options, either “Go to Survey” or “Remind me later.” After one week, the “Remind me later” option is disabled, and students must click on “Go to Survey” in order to proceed into the course environment. As with face-to-face evaluation, students may then move through the questions in whatever manner they choose.

In Fall 2011, the pop-up window was in place from October 19 through November 8, and the student evaluation participation rate was more than three times greater than the average rate for the previous six years – an increase from an average of 16% to 54%.

Comparing students’ achievements and successes in online with traditional, face-to-face instruction.

The Program Review and Planning data elements include performance data of students in distance education and face-to-face classes. This information allows departments to compare student achievement in these different deliveries.

Additional Plans

1. Develop a program to assess students’ readiness to take classes online.

Evidence *(The items in the evidence list have hyperlinks to the documents.)*

- Tenure and Evaluations Website – Distance Education Documents
- Palomar Online Course Validation Checklist
- Palomar Online Education Training (POET)
- Professional Development Activities, Spring 2012
- EvaluationKit Participation Rate

Recommendation #6 – Board of Trustees Policies

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 areas:

The College's Governing Board fulfilled this Recommendation by reviewing, reassessing, and strengthening as necessary the pertinent policies.

1. Prepare a policy to address significant changes in programs or eliminations of programs (II.A.6);

Progress and Analysis

The Board of Trustees maintains three policies that address significant changes in or elimination of programs. They are

1. Board Policy (BP) 4020 Program, Curriculum, and Course Development;
2. Board Policy 4021 Discontinuance of Career/Technical Programs; and
3. Board Policy 4022 Curricular Matters.

The Board adopted these policies on June 10, 2009.

Each of these policies has a corresponding Administrative Procedure (AP): AP 4020, AP 4021, and AP 4022. These procedures emphasize that the Governing Board relies primarily on the Faculty Senate, through the Curriculum Committee, for developing processes for and overseeing curricular matters.

The curricular processes referred to in these policies and procedures are posted on the Palomar College Curriculum website under "Curriculum Toolkit." Program change proposals are submitted using CurricUNET, the College's web-based curriculum management system.

Administrative Procedure 4021 also guarantees that when programs are eliminated or program requirements are significantly changed, the District will ensure courses are scheduled in a rotation that enables students to complete certificate or degree requirements in a timely manner with a minimum of disruption.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Governing Board Minutes, Adopt Board Policies 4020, 4021, and 4022, June 10, 2009
- Board Policies 4020, 4021, 4022
- Administrative Procedures 4020, 4021, 4022
- Palomar College Curriculum Website

2. Publish the updated policy on Academic Freedom BP 4030 approved in May 2006 (II.A.7);

Progress and Analysis

Board Policy 4030 Academic Freedom is published on the Governing Board's website under "Board Policies and Procedures/District Policies/Chapter 4 – Instructional Services"; on the Faculty Senate website via the link to the Governing Board website; in the College catalog; and in the class schedule.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- Board Policy 4030 Academic Freedom
- Palomar College Catalog, Academic Freedom, page 14
- Palomar College Spring 2012 Class Schedule, Academic Freedom, (*pages 153-154, print copy*)

3. Prepare a Board Policy or enforce existing requirements to protect due process rights of employees, and to protect administrators from retaliation and harassing comments when being evaluated (III.A.3, 3.a, 3.b, III.A.4, 4.a, 4.c; Commission Policy on Diversity);

Progress and Analysis

To fulfill this Recommendation, the College strengthened the existing Board Policy (BP) on employee evaluations. Adopted by the Governing Board at its meeting of February 16, 2010, BP 7150 Employee Evaluations explicitly deters evaluators from using discriminatory, harassing, and/or unprofessional comments when contributing to an evaluation process. The policy stresses that "All evaluations shall be conducted in accordance with the District's policies and procedures on nondiscrimination."

In “Site Team Exit Report 2010,” the Commission’s Evaluation Team determined that the College

has taken appropriate action to ensure employees being evaluated are provided with information about the evaluation process to be used and the content of information used in the evaluation process. The employee’s supervisor directs the evaluation process which provides an additional level of security that ensures employees are subjected to a fair, accurate and impartial evaluation process. Additionally, BP 7150 states that employees can review the content of evaluative information and may provide written comments in response to information included in the evaluation.

The team concludes that this recommendation has been fully implemented.

Additional Plans

1. Develop an evaluation process of senior administrators that includes the participation of faculty members.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Governing Board Minutes, Adopt Board Policy 7150 Employee Evaluations, February 16, 2010
- Board Policy 7150 Employee Evaluations
- Site Team Exit Report 2010

4. Comply with existing policies related to: a. Professional development and new member orientation (IV.B.1.f);

Progress and Analysis

BP 2740 Governing Board Education states, “The Governing Board is committed to its ongoing development as a Board and to an education program that includes an orientation for new Board members.”

Orientation.

Under the direction of the Superintendent/President, the College conducts an orientation session for all candidates running for Governing Board office. This orientation includes an overview of primary responsibility for policymaking, college operations, accreditation, and governance structures.

New Board members attend an orientation workshop provided by the Community College League of California (CCLC). The workshop covers board roles and responsibilities and educational, legal, and fiscal policy roles.

New Board members participate in a local orientation. At a minimum the local orientation includes individual sessions with the Superintendent/President, Board President, and senior administrators. Tours of the campus and education sites are part of the orientation. The local orientation is tailored to meet the needs of the new trustee. For example, Palomar's newest trustee had never participated in the California Community College system. In addition to completing the standard set of orientation activities, he met three times with the Assistant Superintendent/Vice President for Finance and Administrative Services during his first year of service to learn about the College's and the California Community College System's finances and budgeting processes.

Ongoing Development.

The Board attends annual conferences, such as the CCLC Legislative Conference and the Association of Community College Trustees National Legislative Conference. These conferences provide the Board with an opportunity to learn about educational policy trends and issues, how other boards function, and effective collegiality. In addition, the Board holds several work study sessions each year. Recently, the Board engaged in work study sessions on Integrated Planning and Resource Allocation and on Student Learning Outcomes.

To maintain its commitment to ongoing development and education, the Board implements an annual cycle of goal setting, implementation, and evaluation. The Board's annual Institutional Effectiveness and Review cycle includes the establishment of annual Board goals, mid-year progress report on implementation, discussion of the College's institutional effectiveness, and the Board's self-evaluation. As the Board discusses its self-evaluation, members identify items for the upcoming year's work study sessions. For example, as a result of this current year's evaluation, the Board has proposed a study session on staff diversity and a CCLC professional development workshop.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Board Policy 2740 Governing Board Education
- Governing Board Minutes, Governing Board Self-Evaluation, June 23, 2011

5. **Reassess the appropriateness of BP 7100 and consider enhancing the policy entitled “Commitment to Diversity” as the current policy has been insufficient in ensuring the College complies with the Commission’s Policy on Diversity;**

Progress and Analysis

Board Policy 7100 Commitment to Diversity is at the center of the College’s approach to advancing diversity among the College community. The enhanced policy was adopted by the Governing Board at the meeting of July 8, 2011.

This approach consists of five strands:

1. **The Equal Employment Opportunity (EEO) Plan.** This plan aims to maximize diversity in the College’s recruitment and retention of employees and to emphasize the value of diversity in the training of employees.
2. **Title 5 EEO Revisions.** These regulatory revisions when adopted will allow for the College to customize its EEO strategies and make optimal use of available resources.

Human Resource Services participated in a statewide writing team that drafted revised Title 5 EEO Regulations. The Vice President for Human Resource Services served as the writing team chair, while a project specialist served as a member of the writing team itself. In addition to numerous meetings with the writing team and regional presentations to the Association of Chief Human Resource Officers (ACHRO) and other community college leaders, the writing team conducted an ongoing statewide dialogue to support regulation development and revision, and conducted studies to document the mandated cost neutrality of the proposed regulations; the mandated cost study was presented to the State of California Department of Finance in March 2011. The Board of Governors approved the revised regulations in March 2011. The regulations are awaiting approval of the Department of Finance.

3. **Governing Board Policies/Administrative Procedures (BP/AP); Employee Group Handbooks/Agreements.** The pertinent Policies and Procedures are

BP 7100 Commitment to Diversity,
BP/AP 3050 Institutional Code of Ethics,
BP 3410 Nondiscrimination,
BP/AP 3420 Equal Employment Opportunity,
BP/AP 3430 Prohibition of Harassment,
AP 3435 Discrimination and Harassment Investigations and Training,
BP/AP 7120 Recruitment and Hiring, and
BP/AP 7700 Whistleblower Protection.

Employee group handbooks and agreements contain articles on non-discrimination.

4. **Training and Awareness.** Human Resource Services (HRS) works with the Professional Growth staff and the Professional Development Office to make available or to develop online training packages in diversity, conflict management, SafeZones, and non-harassment for faculty and staff for Professional Growth and Professional Development credit.

These online training packages are provided through the Keenan & Associates *SafeColleges* website. Workshops in areas of diversity also are provided through the law firm of Liebert Cassidy Whitmore allowing for interaction with legal trainers on a host of employment law matters.

HRS's Program Review and Planning processes are driven by the accreditation Standards and the District's Mission, Vision, and Values. Several Service Area Outcomes (SAOs) in the HRS area address diversity, but the most comprehensive coverage is contained in SAO #3 Equity and Diversity. Also, SAO #6 Employee Performance Feedback and Training includes the incorporation of Professional Growth and Professional Development diversity training packages. Information on SAOs is stored in the Palomar Outcomes Database (POD).

The College offers a number of academic programs that explicitly advance diversity, such as Women's Studies and Multicultural Studies. In addition to its Hispanic Serving Institution (HSI) designation, the College actively pursues grants that support the diversity of its students. For example, the College has been awarded the following grants:

- *Strengthening Student Retention and Success at Palomar College* (U.S. Department of Education Title V Hispanic Serving Institution [HSI] Grant)
- *Strengthening the Palomar to CSUSM STEM Transfer Pathway* (U.S. Department of Education Title V Hispanic Serving Institution [HSI] Cooperative Grant with CSU San Marcos)
- *Strengthening the Palomar STEM Transfer Pathway with a Focus on Math* (U.S. Department of Education Title III Hispanic Serving Institution [HSI] STEM and Articulation Programs)
- *Increasing STEM Talent through Regional Partnerships, Recruiting, and Retention (NSF Science, Technology, Engineering & Math Talent Expansion Program STEP* [Palomar College sub-award under CSUSM])

The College furthers awareness of diversity in its promotion of events and groups that are committed to the achievement of diversity. For example, each spring semester the Equal Employment Opportunity Advisory Committee hosts the Unity in Diversity event. In 2011, the Unity in Diversity theme was "Human Rights Advocacy, Globally and Locally." Following the 2011 event, the College conducted an evaluation of the event and will use these results to inform future events and to better attract groups with lower participation rates.

The College's Governance Structure includes the Palomar College Committee to Combat Hate (PC³H). Members of the PC³H Committee are faculty, administrators, staff, and students who are committed to promoting respect for and sensitivity to all students and staff, including those who are lesbian, gay, bisexual, transgender, and questioning (LGBTQ). In particular, they are working to establish a safe, secure environment for all LGBTQ people at Palomar College. PC³H members educate the Palomar community and speak out against anti-gay harassment on campus, so that open communication, trust, and acceptance of differences can continue to take root and grow. In addition, the College is the home of the LGBTQ Resource Center – one of two such centers on the West Coast.

The college provides extensive services to its population of veteran students. In addition to nearly 300 active duty military personnel, more than 1,400 armed forces veterans are enrolled at the College – and a like number of family members. Veterans Services helps these students and their eligible dependents to obtain Veterans Administration education benefits.

Anticipating the return of large numbers of veterans to the area, the College is expanding services and dedicating facilities and resources to enable their successful transition. The College is establishing a comprehensive support center, combining the veterans study center, classrooms, and a private counseling office. It also continues with a number of specific projects, including grant competitions, scholarships, and workshops.

5. **Discrimination and Harassment Investigation Process.** The College has formalized its discrimination and harassment investigation process and has started using the data provided to determine areas where additional training/awareness is needed.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents and websites unless noted otherwise.*)

- Board Policy 7100 Commitment to Diversity
- Equal Employment Opportunity (EEO) Plan (*print copy*)
- Governing Board Policies and Procedures
- Keenan *SafeColleges* Website
- Palomar College Employee Group Handbooks
- Professional Growth Website
- Professional Development Website
- Women's Studies Program
- Multicultural Studies Program
- Hispanic Service Institution (HSI)
- Palomar College Active Grant Awards

(continued on next page)

- Unity in Diversity Annual Event
- Palomar College Committee to Combat Hate (PC³H) and LGBTQ Resource Center
- Veterans Center Human Resource Services Program Review and Planning (*available in the Palomar Outcomes Database*)

6. **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).**

Progress and Analysis

Board Policy 7150 Employee Evaluations guarantees due process rights to all college employees undergoing evaluation.

In “Site Team Exit Report 2010,” the Commission’s Evaluation Team concluded that the College has fully implemented Recommendation #6.6.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Board Policy 7150 Employee Evaluations
- Site Team Exit Report 2010

Recommendation #7 – Improve Human Resources Practices

In order for the College to comply with the Standards and improve practices in the area of Human Resources, the team recommends:

- 1. Instructional and non-instructional faculty and all others directly responsible for student progress in achieving stated SLOs need to have an evaluation component included in performance evaluations regarding each faculty member's effectiveness in producing SLOs (III.A.1.C).**

Progress and Analysis

The evaluations of instructional and non-instructional faculty are based on the College's Standards of Performance. These Standards involve component(s) regarding faculty members' effectiveness in helping students achieve stated Student Learning Outcomes.

The Standards of Performance for Teaching Faculty include

1. The professor establishes a classroom or online environment that promotes the active role of students as learners[.]
3. The professor teaches a course [. . .] with clearly-stated objectives in keeping with the Course Outline of Record.
9. The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.

In addition, the "Evaluation Report Guidelines for Teaching Faculty" direct evaluators to review the faculty member's course materials, including course descriptions (syllabi) in which the professor lists the course's learning outcomes.

In Spring 2012, the Librarians and the Counselors revised their departments' Peer Evaluation Report forms to include a component regarding the faculty member's participation in the development and assessment of student learning and/or service area outcomes as determined by the department. At present, these revised forms are in the final stages of the approval process.

As described in the response to Recommendation #3, the College collects information on Student Learning Outcome Assessment Cycles (SLOACs) and Service Area Outcome Assessment Cycles (SAOACs) in a TracDat program known as the Palomar Outcomes Database (POD). The College uses this information to advance and examine cycles of student learning and meet Accreditation standards. The College does not use assessment data for faculty evaluation or discipline.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Standards of Performance, Tenure and Evaluations Website
- Palomar Faculty Federation Contract Section 17.9.1

2. Ensure that all employee groups prepare, be trained in, and adhere to a Code of Ethics (III.A.1.d.) [*Improvement Plan #8 Code of Ethics aligns with this recommendation.*]

Progress and Analysis

The College's commitment to upholding a Code of Ethics for all employee groups correlates with its commitment to diversity, which is described in the response to Recommendation #6.5.

While the Faculty, the Confidential and Supervisory Team, and the Administrative Association each has an individual code of ethics, the College decided to affirm a universal code in the interests of inclusivity and unity. On April 14, 2009, the College adopted Board Policy 3050 Institutional Code of Ethics. BP 3050 was revised on April 12, 2011. The policy states

The institution supports a written code of ethics for all of its personnel. The District is committed to the highest ethical standards in furtherance of our mission of education and public service:

Excellence in teaching, learning, and service;

Integrity as the foundation for all we do;

Access to our programs and services;

Equity and fair treatment of all in our daily interactions;

Diversity in learning environments, philosophies, cultures, beliefs, and people;

Inclusiveness of individual and collective viewpoints;

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.

This policy is aspirational and intended to work with, and shall not supersede, existing standards and codes of conduct, as well as relevant provisions in applicable employee handbooks and collective bargaining agreements.

The nine elements of this code also appear in the College's Mission Statement as its Values.

The college contracted with the firm of Liebert Cassidy Whitmore to provide "Ethics in Public Service Training" for administrators, managers, supervisors, constituent group leaders, and College governance council members. The workshop, which took place on February 10, 2012, provided an overview of laws relating to public service employees. Topics included fair

processes, government transparency, and perquisites of office and/or employment. Discussion of these topics occurred in the context of the Governing Board's recent revision and adoption of Board Policy 3050 Institutional Code of Ethics.

New employees receive the following diversity-related information at the time of appointment:

- Board Policy/Administrative Procedure 3430 Prohibition of Harassment
- Board Policy 3050 Institutional Code of Ethics
- Board Policy 3420 Equal Employment Opportunity
- District's Unlawful Discrimination Complaint Form (includes sexual harassment)
- District's acknowledgement form confirming receipt of sexual harassment and unlawful discrimination policies, complaint procedures, and complaint form (signed by new hire and placed in her/his personnel file)

Additional Plans

None.

Evidence *(The items in the evidence list have hyperlinks to the documents unless noted otherwise.)*

- Board Policy/Administrative Procedure 3430 Prohibition of Harassment (*under review*)
- Board Policy 3050 Institutional Code of Ethics
- Board Policy 3420 Equal Employment Opportunity
- "Ethics in Public Service Training" course description, Law Firm of Liebert Cassidy Whitmore

3. Develop a comprehensive staffing plan in concert with the efforts of the 75/25 Task Force to provide appropriate consideration for support services necessary and link the plan to the budget development activities (III.A.2).

Progress and Analysis

Staffing Plan 2016 is one of the operational planning documents included in the College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*. The purpose of this plan is to identify current and future staffing levels and to recommend future staffing priorities to support the College's mission of meeting its students' needs. *Staffing Plan 2016* was endorsed by the Strategic Planning Council (SPC) at its meeting of March 16, 2011, and was implemented immediately.

The four divisional Planning Councils and the Superintendent/President's Group developed the Staffing Plan for their respective areas. Each division's plan includes two components: (1) current and projected minimum and optimum staffing levels for full-time faculty, administrators, classified staff, and confidential and supervisory staff over six years, and (2) a prioritized list of vacant and proposed new positions. Both of these components consider necessary support services.

Staffing Plan 2016 is updated annually with new data supplied by the college's *Master Plan 2022*, Program Review and Planning (PRP) processes, and other planning processes. The annual update process includes an evaluation of the previous year's plan implementation and training using online survey instruments and Planning Council information. These data enable the College to recognize its immediate and long-term needs and to examine how it can budget for long-term staffing needs. Moreover, as the Plan evolves, it will include projected staffing needs for the North and South education centers.

The College has reconvened the 75/25 Workgroup. At present this workgroup is reviewing *Staffing Plan 2016* to identify suggestions for improvement it can make during the Plan's annual review process.

In the budget development process, the College's *Resource Allocation Model (RAM)* ensures that all currently filled contract positions are funded. In addition, existing vacant contract positions are funded in the budget development process to ensure that department/unit staffing needs are considered throughout the fiscal year.

In the annual update of the Staffing Plan, each Planning Council prioritizes these existing vacant positions and any new positions proposed through the PRP process. The priority list of each Planning Council along with the list of newly-vacated positions is reviewed regularly on a case-by-case basis by the Vice President for each Division. Discussions and recommendations to fill vacant positions take place weekly to ensure that staffing needs are being assessed and addressed on a regular basis.

During difficult fiscal times, as is currently the case, decisions to fill position vacancies based on Council priorities are reviewed thoroughly with highest priority given to ensuring that essential services are provided in support of student access and success and to maintaining daily College operational needs.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Strategic Planning Council Minutes, Endorse *Staffing Plan 2016*, March 15, 2011
- *Staffing Plan 2016*

- 4. Eliminate multiple personnel files that exist for administrators. Only one personnel file should exist for any employee and that file should be housed in the Human Resources Department thereby providing security of personnel documents and affording access to the file by employees (III.A.3.b).**

Progress and Analysis

In 2008 the Faculty Senate ceased the practice of soliciting from faculty members their individual evaluations of the performance of senior administrators.

At its February 14, 2011, meeting, the Faculty Senate approved of the plan to relocate all administrative evaluation documents generated by the Faculty Senate to the Human Resource Services storage area. This action was completed in April 2011.

Additional Plans

None.

Evidence (*The item in the evidence list has a hyperlink to the document.*)

- Faculty Senate Minutes, Relocate Administrator Evaluation Documents, February 14, 2011

Recommendation #8 –Training to Prevent Harassment, Discrimination and Disparaging Comments

To meet the Standards the team recommends that the College engage in the following activities:

- 1. Develop a policy to discourage the use of discriminatory, harassing and unprofessional comments when participating in any evaluation process (III.A.4).**

Progress and Analysis

The response to Recommendation #6.3 describes the College's fulfillment of this Recommendation by strengthening the existing Board Policy (BP) on employee evaluations. Adopted by the Governing Board at its meeting of February 16, 2010, BP 7150 Employee Evaluations explicitly deters evaluators from using discriminatory, harassing, and/or unprofessional comments when contributing to an evaluation process.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Governing Board Minutes, Adopt BP 7150 Employee Evaluations, February 16, 2010
- BP 7150 Employee Evaluations
- Site Team Exit Report 2010

- 2. Obtain professional training on prevention of harassment and sensitivity to issues of equity and diversity (III.A.4).**

Progress and Analysis

As described in the response to Recommendation # 6.5, the College provides online training modules in diversity training and harassment prevention training through its Keenan *SafeColleges* website. These modules, which are available to all Palomar employees, include Conflict Management, Diversity Awareness, SafeZone Training, and Prohibition of Harassment. The mandatory every-two-year-training for supervisory personnel on the prevention of sexual harassment (AB 1825) is provided through the *SafeCollege* site.

The college, through its membership in the Southern California Employee Relations Training Consortium, provides administrators, managers, supervisors, and confidential employees six interactive training sessions per year on employee relations issues by the professional legal

trainers from the law firm of Liebert Cassidy Whitmore. All local consortium trainings, regardless of the consortium, are also available for these employees to attend.

Participants in both the *SafeCollege* web-based training and the Southern California Employee Relations Training Consortium are eligible for credit in Professional Growth and Professional Development programs.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Keenan *SafeColleges* Website
- Liebert Cassidy Whitmore Calendar of Consortium Events (2011 Archive)
- Liebert Cassidy Whitmore Calendar of Consortium Events (2012 Upcoming)

3. Adopt a Resolution to reaffirm its commitment to programs, practices, and services that support the diverse employees and students of the College (III.A.4).

Progress and Analysis

The College fulfilled this Recommendation with its “Resolution in Commitment to Diversity,” approved by the Governing Board at its November 8, 2011, meeting:

Resolution in Commitment to Diversity

WHEREAS, the Governing Board of the Palomar Community College District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding, and provides role models for all students.

WHEREAS, the Governing Board strives to sustain a college community in which all members can interact on a basis of valuing diversity, accepting differences, and respecting each individual.

WHEREAS, the Governing Board adopted BP 7100 Commitment to Diversity, BP 3050 Institutional Code of Ethics, BP 3410 Nondiscrimination, and BP 3420 Equal Employment Opportunity in an effort to demonstrate its ongoing commitment to diversity.

BE IT RESOLVED, that the Governing Board of the Palomar Community College District hereby reaffirms its commitment to:

- hiring processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates;

- employing qualified administrators, faculty, and staff members who are dedicated to student success; and
- developing and maintaining programs, practices, and services that support its diverse students, faculty, staff, and administrators.

Additional Plans

None.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- [Governing Board Minutes, Approve Resolution in Commitment to Diversity, November 8, 2011](#)
- [Governing Board Resolution in Commitment to Diversity](#)
- [Board Policy 5300 Student Equity](#)
- [Administrative Procedure 5300 Student Equity](#)

Recommendation #9 – Protect Electronic Data

(See Recommendation #10 – Comprehensive Technology Plan.)

Recommendation #10 – Comprehensive Technology Plan

(Includes Recommendation #9 – Protect Electronic Data.)

In order to meet the Standards, the team recommends that the College update its technology master plan and ensure that it is integrated with College-wide planning efforts and based on systematic assessment of the effective use of technology resources to assure that technology systems and support are designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems (III.C.1.a, c, d; III.C.2.).

Progress and Analysis

The College has fulfilled these Recommendations.

The description and discussion of *Technology Plan 2016* appears earlier in this report in the response to Recommendation #2.4 – Updated Technology Plan. *Technology Plan 2016* is implemented and fully integrated with the College’s long-range, mid-range, and short-range planning. Based on systematic assessment of the effective use of technology resources, the Plan ensures that technology systems and support are designed to meet the College’s needs.

Additional Plans

None.

Evidence

See evidence list for Recommendation #2.4 – Updated Technology Plan on page 19.

Recommendation #11 – Long-Term Health Fund Liability

In order to meet the Standards, the team recommends the College identify and plan for the funding of the future retiree health benefits (III.D.1.b, III.D.1.c).

Progress and Analysis

The Post Retirement Benefits Fund (Fund 69) exists to receive amounts set aside for medical and dental insurance premiums to be paid on behalf of employees who retire from the District and are eligible under provisions of the benefit plan. Currently, the balance in the fund (\$12.7 million) is short of the \$78.5 million that has been identified as the fund's total liability by the actuary completing a study in 2010.

To meet the Commission's Standards, maintain the confidence of rating agencies, and follow the advice of actuarial studies, the Governing Board approved the following action at its November 8, 2011, meeting:

1. That for 2011-12 and 2012-13 the District transfer \$5,065 per active employee into Fund 69 with the understanding that this transfer will not bring the ending fund balance in the General Unrestricted Fund (Fund 11) below 5% of the budgeted revenue. According to the latest actuarial study, this amount would cover both the current year liability and the past years' liability for active employees.
2. That for 2011-12 and 2012-13 the District transfer \$2,506 per active employee (approximately \$1.8 million) into the irrevocable trust fund set up by the Community College League of California with the understanding that this transfer will not bring the ending fund balance in Fund 11 below 5% of the budgeted revenue. According to the latest actuarial study, this amount would cover the liability for current retirees.

Additional Plans

None.

Evidence (*The item in the evidence list has a hyperlink to the document.*)

- Governing Board Minutes, Long-Term Health Fund Liability, November 8, 2011

Improvement Plan #1 – SLOACs

The Learning Outcomes Council (LOC) will guide and support the college’s completion of the Development phase of Student Learning Outcomes Assessment Cycles (SLOACs) at the course, program, general education, and institutional levels. In this process, the LOC will move the college toward the Proficiency phase of SLOACs (I.B, II.A, II.B).

[Recommendation #3 – SLOACs]

This plan is addressed in Recommendation #3 – Student Learning Outcomes.

Improvement Plan #2 – Integrated Planning

The College will review the Strategic Planning and the Program Review and Planning processes to identify ways to improve the Annual Implementation Plans, including funding of priorities (I.B). [Recommendation #2 – Integrated Planning]

This plan is addressed in Recommendation #4 – Program Review and Planning Processes.

Improvement Plan #3 – Budget Development Process

The college will discuss, design, adopt, and implement a budget development process that

- a. better aligns with and allocates funding for both short-term and long-term strategic planning priorities;**
- b. allows flexibility for responding to emergencies and exigencies; and**
- c. sustains the District’s current fiscal stability and solvency (I.B, III.B, III.D).**

[Recommendation #2 – Integrated Planning]

This plan is addressed in Recommendation #2 – Integrated Planning.

Improvement Plan #4 – Basic Skills

The Basic Skills Committee will

- a. **implement, evaluate, and revise as necessary the *Basic Skills Action Plan*, including the teaching/learning centers, the Freshman Experience, and the Professional Development components; and**
- b. **promote dialogue about, understanding of, and response to the Basic Skills Initiative, including integrated instructional support services (II.A, II.C).**

Progress

The Basic Skills Initiative (BSI)/Title V, Hispanic-Serving Institutions (HSI) Steering Committee has made substantial progress implementing, evaluating, and revising as necessary the *Basic Skills Action Plans* as well as promoting dialogue about, understanding of, and response to the Basic Skills Initiative, including integrated instructional support services.

Since March 2009, the basic skills activities have been concentrated in six major strands.

1. Teaching Learning Centers – The College has an established Teaching-Learning Center (TLC) at the Escondido Center and is creating a TLC at the San Marcos campus which is scheduled to open in Fall 2013. These TLCs provide space for faculty and students to meet to exchange ideas. Here students receive tutoring, counseling, and workshops and have access to academic technology.
2. Learning Communities – The College offers learning communities that link basic skills classes with counseling classes and that incorporate embedded tutoring.
3. Tutoring – The College has coordinated Palomar’s various tutoring centers, expanded tutoring services, and applied for the national certification of Palomar’s tutoring program;
4. Summer Bridge Program – The College has developed and expanded the Summer Bridge Program. Strategic Plan Priority Funding for 2011-2012 allocated \$42,000 to Summer Bridge 2012.
5. Palomar Academy for Collaborative Teaching (PACT) – The College created and implemented the Palomar Academy for Collaborative Teaching (PACT).
6. Basic Skills Professional Development Opportunities – The College has offered and promoted basic skills professional development opportunities both at Palomar and at other locations across the state and country.

In addition to these six strands, the BSI/HSI Steering Committee has supported the faculty mentor program, the translation of counseling materials from English to Spanish, the Early Alert Program, and the Early Acceptance Program (EAP).

The HSI Grant funds have enabled the College to develop strategies to evaluate and support the education of all Basic Skills students.

These many Basic Skills projects are ongoing and overseen by the Basic Skills Committee chaired by the Dean of Languages and Literature.

Evidence *(The items in the evidence list have hyperlinks to the documents and website. Planning documents are located in the Appendices.)*

- BSI/HSI Website
- Strategic Plan Priority Funding 2011-2012 [Appendix H]
- Basic Skills Initiative Activity List

Improvement Plan # 5 – Professional Development

In the area of Professional Development, the college will

- a. offer broader and more comprehensive professional development activities for faculty, staff, and administrators on Student Learning Outcomes Assessment Cycles, students' basic skills needs, and students' diverse learning styles;**

Progress

Annually the College offers many and varied activities on Student Learning Outcome Assessment Cycles (SLOACs), students' basic skills needs, and students' diverse learning styles. These activities are ongoing and overseen by the Learning Outcomes Coordinators and the Professional Development (PD) Coordinator. The Learning Outcomes Coordinators focus on professional development as it relates to the SLOAC process; the Professional Development Coordinator, as it relates to basic skills and learning styles. Based on Needs Assessment Surveys, the PD Coordinator also considers the kinds of workshops and trainings that faculty request and adds activities accordingly. The PD Coordinator has a named position on the Learning Outcomes Council, the Strategic Planning Council, and the Basic Skills/Title V, HSI Steering Committee.

On Student Learning Outcomes Assessment Cycles, activities in 2010-2011 included, for example, a number of Palomar Outcomes Database training sessions led by the SLOAC Coordinators and two assessment workshops for faculty and administrators led by Bob Pacheco of Barstow College.

The SLOAC Coordinators regularly presented information and training at full-time and part-time faculty plenary sessions and chairs/directors meetings in academic years 2010-2011 and 2011-2012. The POD Squad (faculty SLOAC mentors) provided customized training to departments, individual faculty, and small groups.

In addition, two new Professional Development Self-Designed Activities codes were added in the 2010-2011 academic year to support faculty members' participation in the SLOAC process.

On students' basic skills needs, activities in 2010-2011 included "The Latina/o Experience at Palomar: A Student Roundtable presented by MEChA Students" and "Learning Theory and Neuroscience: Teaching Students to REALLY Learn" with guest speaker Janet Fulks of Bakersfield College.

On students' diverse learning styles, activities in 2010-2011 included "Addressing Multiple Learning Styles in Your Classroom" with guest speaker Lynn Wright of Pasadena City College and "Creating an Active Learning Environment in Your Classroom" with guest speaker Joan Cordova of Orange Coast College.

Evidence *(The item in the evidence list has a hyperlink to the website.)*

- Professional Development Website

b. develop professional development opportunities for faculty, staff, and administrators to learn about their colleagues' academic and career/technical programs;

Progress

The Professional Development program provides faculty, staff, and administrators frequent and diverse opportunities to learn about the College's academic and career/technical programs. These opportunities include participation in Learning Communities and integrative learning, the Palomar Academy for Collaborative Teaching (PACT), the On Course I Workshop, and the many activities sponsored by the Basic Skills Initiative/Hispanic Serving Institution grant.

Evidence *(The item in the evidence list has a hyperlink to the document.)*

- Professional Development Activity List

c. concentrate on engaging part-time faculty in these activities and opportunities (II.A, III.a, IV.A).

Progress

The College actively engages part-time faculty in Professional Development (PD) activities. As a result, part-time faculty make up the majority of participants in PD workshops. At the beginning of each semester, the College provides plenary meetings for part-time faculty, including a number of breakout sessions that emphasize the College's evolving nature and needs. The PD Coordinator also solicits suggestions for breakout sessions directly from part-time faculty. Because these faculty often have diverse teaching schedules that make it difficult for them to attend workshops at popular class times, the College offers events in the late afternoons, on Fridays (including back-to-back events so that part-time faculty can maximize their attendance), and online.

During this past academic year, the PD Office offered two training sessions at the start of each semester that familiarize part-time faculty with the PD process and that aid them with the submission of their contract proposals.

Importantly, the College has moved the PD Office into the Part-time Faculty Workroom, giving part-time faculty direct access to the Office and the guidance of its staff.

Part-time faculty are compensated for participation in Student Learning Outcome Assessment Cycle (SLOAC) activities. These activities include attending department meetings to discuss development of course and program learning outcomes, assessment methods, analysis of assessment results, and action plans, as well as entering data in the Palomar Outcomes Database (POD).

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Professional Development Workshops
- Part-time Faculty Workroom

Improvement Plan # 6 – “75/25” Workgroup

The “75/25” Workgroup will develop a plan to improve the ratio of credit hours taught by full-time faculty to the credit hours taught by part-time faculty while also increasing the number of full-time faculty (II.A, III.A). [Recommendation #2.1.d – Staffing Plan]

Progress

The College has reconvened this workgroup. At present it is reviewing *Staffing Plan 2016* to determine whether the document adequately addresses this Improvement Plan. For example, in *Staffing Plan 2016* the College considers 75:25 to be the optimal ratio of credit hours taught by full-time faculty to credit hours taught by part-time faculty. The Workgroup has discussed the importance of delineating not only optimal but also realizable goals.

Progress here is ongoing and overseen by the “75/25” Workgroup.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- “75/25” Workgroup Meetings – September 15, October 5, and November 2, 2011, and February 1, 2012
- Strategic Planning Council Minutes, Review Recommendations #7.3 – Staffing Plan and Improvement Plan #6 – “75/25” Workgroup
 - Recommendation #7.3 – October 18, 2011
 - Improvement Plan #6 – October 4, 2011

Improvement Plan # 7 – Staffing Plan

The college will develop a systematic process based on discussion among constituent groups to identify and plan for the staffing levels and flexibility necessary for continuity of services in support of students (II.C, III.A, III.B). [Recommendation #2.1.d – Staffing Plan]

Progress

This plan is addressed in Recommendation #2.1 – Integrated Planning, Evaluation, and Resource Allocation Decision-Making.

Improvement Plan # 8 – Code of Ethics

The college will ensure that all constituent groups have a written code of ethics aligned with Governing Board policy (III.a).

This plan is addressed in Recommendation #7.2 – Code of Ethics.

Improvement Plan #9 – Emergency Preparedness

The college will consider the recommendations of the Emergency Preparedness Workgroup as part of its ongoing planning, preparation, and training for the safety and security of the college community. Recommendations incorporated into the district’s Emergency Preparedness Plan will be prioritized and funding resources will be identified (III.B).

Progress

The College’s emphasis on Emergency Preparedness is expressed in Goal 5 Objective 2 of *Strategic Plan 2013 – Action Plan Year Two 2011-2012*: “Identify and begin to fund priority recommendations [of the Emergency Preparedness Workgroup as] defined in the College’s Emergency Preparedness Plan.”

To date, the College has carried out a number of these recommendations – such as training personnel in the National Incident Management System (NIMS) and providing emergency backup generators for Campus Police and Information Services – with funding coming from various sources.

In addition, several other Emergency Preparedness activities are in progress, including the installation of the “E911” service and the implementation of the San Diego County Emergency Notification System.

Moreover, with redevelopment funds the College is planning to acquire additional emergency communications and emergency response equipment and to improve the Emergency Operations Center.

These many Emergency Preparedness projects are ongoing and overseen by the Emergency Preparedness Workgroup.

Evidence (*The items in the evidence list have hyperlinks to the documents.*)

- Strategic Planning Council Minutes, Approve Emergency Preparedness Plan, October 21, 2008
- Emergency Preparedness Plan
- *Strategic Plan 2013 Action Plan – Year Two 2011-2012*, Goal 5, Objective 2, Emergency Preparedness Plan [Appendix G]
- Emergency Preparedness Activities

Improvement Plan #10 – Shared Governance and Decision-Making Processes

The Strategic Planning Council will engage in formal dialogue on its shared governance and decision-making processes in order

- a. to distinguish the types of decisions that have significant institution-wide implications and thus must be arrived at through systematic participative processes;**
- b. to clarify the authorities and responsibilities of the decision-makers and other participants in these processes in order to produce decision-making guidelines; and**
- c. to enhance professional development opportunities for the college to learn about shared governance (IV.A).**

Progress and Analysis

In the summer of 2009 in special meetings of the Strategic Planning Council (SPC), the College began developing new planning, evaluation, and resource allocation models. At these meetings, members of SPC framed discussion with descriptions and reviews of shared governance and decision-making processes at the College. Shared governance and decision-making remained at the center of discussion throughout the drafting of these models in late 2009 and early 2010. By the spring of 2010, SPC had produced the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model*, the *Resource Allocation Model*, and *Staffing Plan 2016*. In these models, shared governance and decision-making are grounded in a Planning Council structure informed by Program Review and Planning processes. The Planning Councils involve representatives of all the College's constituent groups, and Program Review and Planning is conducted by all the College's departments and units.

As the College has implemented these models, making adjustments as necessary, shared governance and decision-making processes have become increasingly clear, coherent, and deliberate.

Shared governance and decision-making matters are prominent in the College's *Strategic Plan 2013* and in the Annual Plans derived from it. For example, in *Strategic Plan 2013 –Action Plan Year Two 2011-2012*, Goal 3 is "Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory," and Objective 3.3 is "Engage in focused dialogue to clarify and communicate the college's shared governance and decision-making process[es]."

Inasmuch as the review of the College's progress toward achieving these Plans' Goals and Objectives is a standing agenda item at Strategic Planning Council meetings, SPC sustains the ongoing discussion of shared governance and decision-making.

Objective 3.2 of *Strategic Plan 2013 – Year Two Action Plan 2011-2012* is “Develop and implement a method for assessing the effectiveness of the shared governance process.” SPC established a working group to address this objective. The group has reviewed the current governance survey instrument and discussed the survey process. The group will review a revised instrument during Spring 2012. The instrument will be administered to all planning councils in April 2012. Planning Councils will review and discuss the results in May 2012 or as part of the annual orientation at the beginning of Fall 2012. SPC will integrate the results into the orientation program and will evaluate the survey instrument, modifying it if necessary.

Also, shared governance and decision-making were the subjects of SPC’s Fall 2011 orientation meeting, at which the roles and responsibilities of members and their constituent groups were clarified and discussed.

A vital element of the College’s effective shared governance is the workgroup that produces initial and updated drafts of Governing Board Policies and Administrative Procedures. The Policies and Procedures Workgroup meets regularly and includes members of all the College’s constituencies: trustees, administrators, faculty, staff, and students. The workgroup forwards its products to SPC for review, revision, and action. Ultimately, SPC approves Procedures and forwards Policies to the Governing Board for its review, revision, and action.

The College provides many professional development opportunities for faculty, administration, and staff to learn more about shared governance structures and processes. Examples include “The Roundtable Discussion on Ways to Strengthen Student Success” and “The Student Success Task Force Campus-wide Forum,” as well as various sessions offered at the Fall and Spring plenary meetings. In addition, the College awards Service Points to faculty for their work on shared governance committees. Also, two Professional Development Self-Designed Activities directly address shared governance and decision-making: “Consult with Other Departments/Offices on Campus” (Code #126) and “Examine Educational/Academic Issues” (Code #127).

Moreover, this Accreditation cycle – the self-study, two follow-up reports, three site visits, and this midterm report – has afforded the College opportunity and impetus to engage in continuous formal dialogue on shared governance.

Progress on shared governance and decision-making processes is ongoing and overseen by members of the Strategic Planning Council.

Evidence (*The items in the evidence list have hyperlinks to the documents and website. Planning documents are found in the Appendices.*)

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* [Appendix C]
- *Resource Allocation Model (RAM)* [Appendix D]
- *Staffing Plan 2016*
- *Planning Councils Membership* [Appendix A]

(continued on next page)

- *Strategic Plan 2013* [Appendix B]
- *Strategic Plan 2013 – Year Two Action Plan 2011-2012* [Appendix G]
- Strategic Planning Council Orientation, August 18, 2011
- Strategic Planning Council Minutes
- Professional Development Website

Appendices

Appendix A –Planning Councils Participating in *Midterm Report 2012*

(Planning Council names have hyperlinks to Planning Councils' membership lists.)

- Strategic Planning Council (SPC)
- Finance and Administrative Services Planning Council (FASPC)
- Human Resource Services Planning Council (HRSPC)
- Instructional Planning Council (IPC)
- Student Services Planning Council (SSPC)

Appendix B – Strategic Plan 2013 Year Two 2011-2012

Strategic Plan 2013 Year Two 2011-2012

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

Appendix B – Strategic Plan 2013 Year Two 2011-2012 (continued)

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.

Appendix B – Strategic Plan 2013 Year Two 2011-2012 (continued)

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.

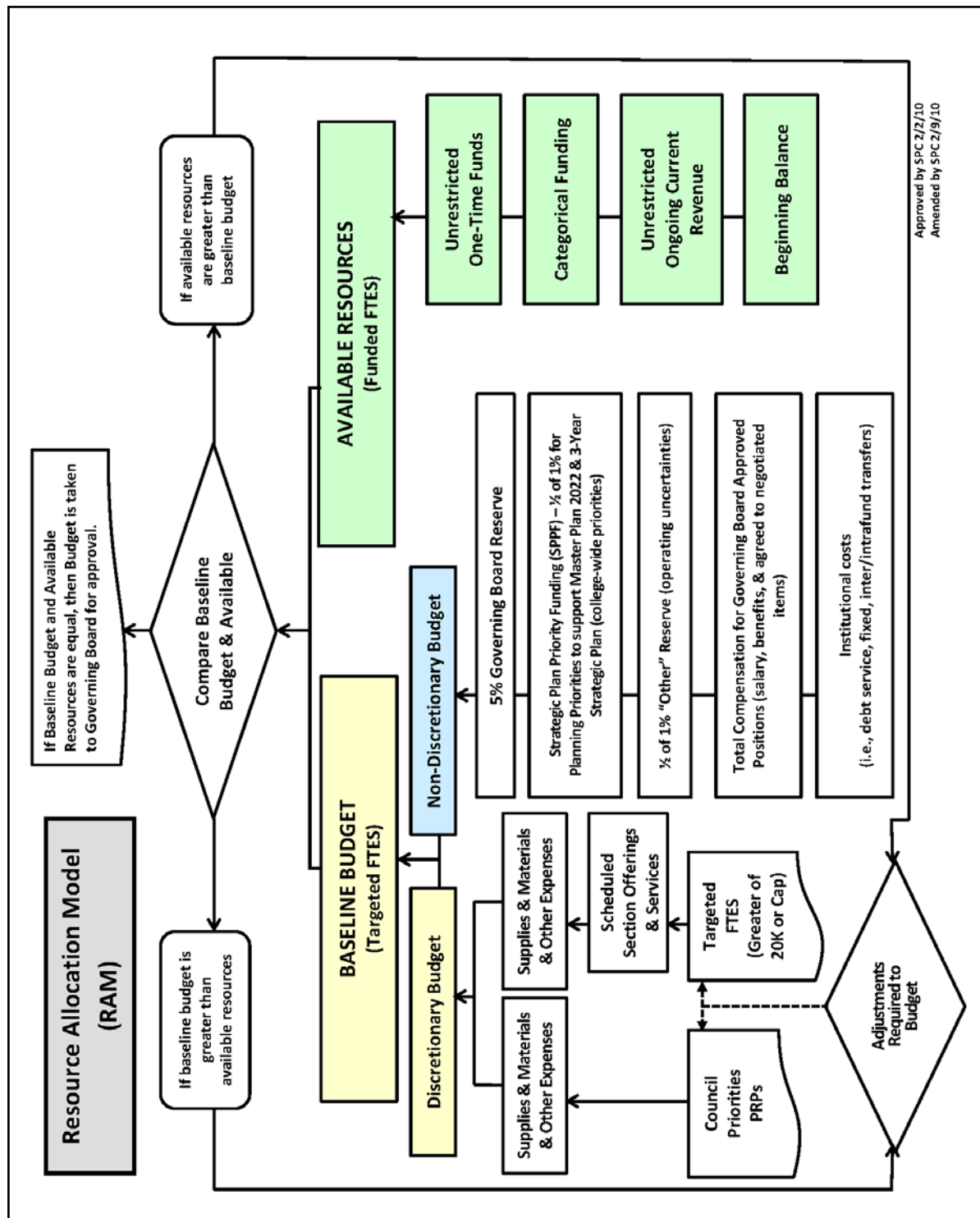
Objective 6.1: Update Technology Master Plan 2005 to address:

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

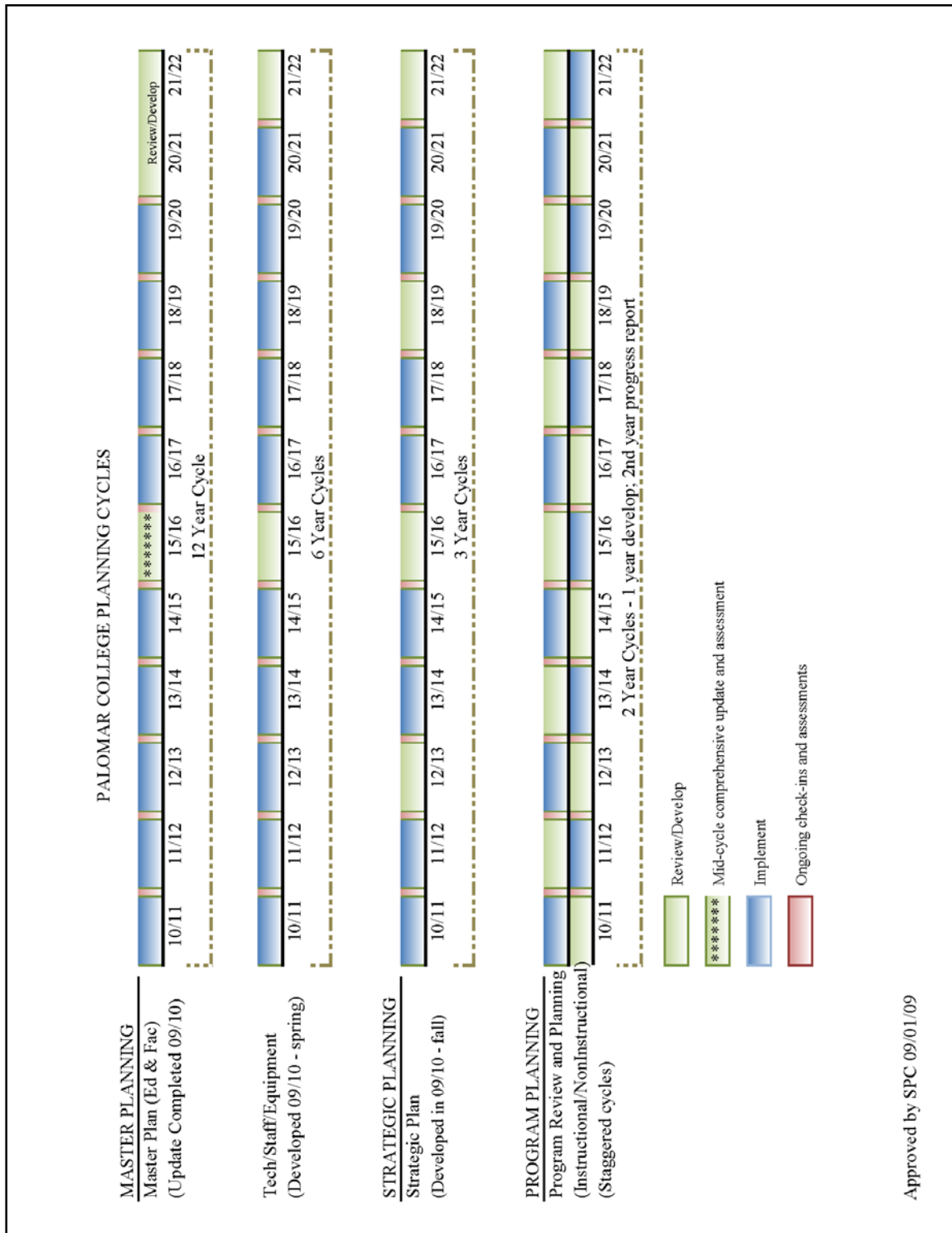
Appendix C – Integrated Planning Model (IPM)



Palomar Community College District
Midterm Report 2012
 Approved by the Governing Board, February 14, 2012



Appendix E – Palomar College Planning Cycles



Appendix F – Annual Planning, Resource Allocation, and Evaluation Timeline

Do (D)	Plan (P) and Review (R)		
Months	Month(s)	Activity	Assigned Responsibility
Adopt Current Year's Budget (Governing Board in September) Implement Current Year's Plans and Expend Budget	Aug – Oct	Identify initial budget assumptions and obligations for next year's budget (P)	VP FAS/SPC/BC
		Recommend budget formulas for next year's budget (P)	SPC/BC
		Complete PRPs which include review of previous year's progress, a plan for next year's budget, and prioritization of resource requests. (R/P)	Departments/Units/Programs
	Nov - Dec	Identify next year's Planning Councils' priorities (P)	Planning Councils
		Review next year's Planning Councils' priorities for alignment with Strategic and Master Plans (P)	SPC
	Jan – Apr	Adjust next year's budget assumptions and obligations based on previous year's P1 FTES base (P)	VP FAS/SPC/BC
		Develop next year's division budgets (P)	Divisions/Planning Councils
	May	Confirm alignment of proposed budget with Master and Strategic Plans (P)	SPC
		Evaluate progress on previous year's campus-wide and Strategic Plan priorities	SPC
		Identify planning priorities and Strategic Plan objectives for following years	SPC
	June	Approve tentative budget (P)	Governing Board
		Finalize planning priorities and Strategic Plan objectives for following year's budget (P)	SPC

FAS – Finance & Administrative Services
SPC – Strategic Planning Council
BC – Budget Committee

Divisional Planning Councils
Finance and Administrative Services Planning Council
Human Resource Services Planning Council
Instructional Planning Council
Student Services Planning Council

Appendix G – Strategic Plan 2013 – Action Plan Year Two 2011-2012

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 1: Implement an integrated planning, review & evaluation model that provides for the allocation of resources on the basis of department/unit & college-wide priorities.			
Person Responsible	Group	Project Steps	Objective Measurable Outcome
<i>Objective 1.1: Annually evaluate the extent to which the college's Integrated Planning Model reflects the college's mission and results in improvement.</i>			
Supt / President	SPC	1. CCSSE results shared with constituent and planning groups as part of IE tracking and monitoring. 2. Planning Councils complete Year 2 formative evaluation. 3. SPC complete Year 2 formative evaluation.	1. Fall 2011 2. Spr 2012 3. Spr 2012 * Completed planning council and group evaluations. * Completed SPC evaluation.
<i>Objective 1.2: Communicate the college's planning models, vision, mission, values, and goals.</i>			
Supt / President	SPC	1. Identify strategies for communicating planning models. 2. Implement strategies.	1. Fall 2011 2. Spr 2012 * Communication strategies defined and carried out. * Follow up indicates that college community is aware of planning models and documents.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.			
Person Responsible	Group	Project Steps	Objective Measurable Outcome
<i>Objective 2.1 Open a Teaching and Learning Center on the San Marcos campus, as identified in the college's basic skills plan.</i>			
VPI, BSI/HSI Coordinators, Dean Lang. & Math, Lit.	BSI, English, Math, Reading, ESL, Tutoring	<ol style="list-style-type: none"> 1. Evaluate Escondido TLC successes for replication at San Marcos TLC. 2. Define administrative structure and staffing plan for inclusion in the 2011-2012 Staffing Plan update. 3. Research and develop furniture, fixtures, and equipment needs for TLC. 4. Recruit and hire staff. 5. Order Furniture Fixtures and Equipment 6. Open San Marcos TLC. 	<ol style="list-style-type: none"> 1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2012 5. Fall 2012 6. Spr 2013 <p>*TLC Opens Spring 2013.</p>
<i>Objective 2.2 Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.</i>			
VPI, Dept Chairs/Dir (English, ESL, Math, Reading)	IPC, English, Math, Reading, ESL depts	<ol style="list-style-type: none"> 1. Evaluate data. 2. Prepare summary of evaluation and results. 3. Develop recommendations for changes. 4. Secure resources for changes, if needed. 5. Implement changes. 	<ol style="list-style-type: none"> 1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2012 5. Fall 2013 <p>Each department will write a summary/evaluation of results with recommended changes, identify and secure resources for changes, and then implement.</p>
<i>Objective 2.3 Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.</i>			
President Faculty Senate	Faculty Senate, ASG	<ol style="list-style-type: none"> 1. Establish working group to track results of GRAD program and to discuss the implementation and effectiveness of instructional strategies learned in On Course workshops. 2. Evaluate student GRAD program; revise and update the program if needed. 3. Distribute GRAD materials on campus (in departments and other locations). 4. Continue to offer On Course workshop(s) to faculty. 5. Complete implementation of Academic Advising Module. 	<ol style="list-style-type: none"> 1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2011 - Spr 2012 5. Spr 2012 <p>* Student survey before and after GRAD campaign. * Track the number of student contracts. * Number of participants in workshop, evaluation of impact of workshops. * Academic Advising module implemented.</p>

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 2.4 Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness.				
VPI / CoCoord LOC	LOC / IPC	1. Implement a timeline with relevant activities and targeted goals toward ACCJC "Proficiency" level 2. Complete assessment cycle for all courses and programs a. Confirm 75% of courses and programs have completed SLOAC. b. Confirm 100% of courses and programs have completed SLOAC. 3. Complete assessment plans for all GE SLOs. 4. Assess three (3) GE SLOs. 5. Evaluate status of satisfying "Proficiency criteria".	1. Ongoing 2. a. Fall 2011 2. b. Spring 2012 3. Spring 2012 4. Spring 2012 5. Spring 2012	*Timeline of SLOAC activities implemented *100% of courses and program SLOs identified and assesses with evidence that assessment results are used for reflection and planning *Assessment plans approved and in place for all GE/Institutional SLOs *First set of GE/Institutional SLOs assessed with assessment results completed and evaluated *Palomar College meets ACCJC "Proficiency" criteria for SLOACs
VPSS	SSPC	1. Complete SLOs for all Counseling and Athletics courses. 2. Complete assessment cycle for at least one SLO for each course. 3. Continue with current timeline for implementation of SAO assessment cycles for all of Student Services.	1. Fall 2010 2. Fall 2011 3. Ongoing	Step #1 completed last year. Percent rate of course SLOs completed, SAO assessment plans identified, assessment cycle completed for courses and programs.
VPEAS	FASPC	1. Review and update Year 2 SAOs and complete SAOACs for the F&AS Division. 2. Implement identified outcomes and conduct assessments for each in accordance with defined timelines to meet SP2013 goals and objectives for Year 2. 3. Evaluate process on an annual basis in accordance with ACCJC standards.	1. Fall 2011 2. Fall 2013 3. Annual process	* Complete and receive approval from FASPC of template outlining F&AS Division's SAOs. * Conduct identified assessment method to evaluate the SAOs as defined in template report. * Complete all SAOs and SAOACs by end of SP2013.
VPHR	HRSPC	1. Identify SAOs and linkages to accreditation standards and SP 2013. 2. Define SAO evaluation methodology. 3. Implement SAOs. 4. Evaluate and assess. 5. Plan for change as appropriate.	1. Spr 2010 2. Fall 2010 3. Spr 2011 4. Spr 2012 5. Fall 2012 and ongoing	Steps 1, 2, and 3 completed last year. HRS Service Area Outcomes that are relevant to SP 2013, are evaluated regularly, and updated as necessary.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 2.5 Establish processes to ensure the quality of distance education offerings.				
VPI, Faculty Senate President	Curric. Comm., ATC, TERB	<p>1. Curriculum Committee</p> <p>a) established a workgroup who created a policy on regular effective student contact in courses taught on line.</p> <p>b) recommended changes in CurricUNET and in the review process for the distance ed component in COR.</p> <p>2. TERB</p> <p>a) Conduct a "demonstration project for the evaluation of online instructors, to preview new EvaluationK software and new surveys developed by the TERB (in consultation with the Faculty Senate Academic Technology Committee (ATC).</p> <p>b) Review and modify (if necessary) that delivery method and content.</p> <p>c) Develop new online course observation protocols.</p> <p>d) Submit new process plans and forms to the District and the PFF for negotiation.</p> <p>3. Develop online class validation checklist including</p> <p>a) Online organization and design.</p> <p>b) Interaction.</p> <p>c) Appropriate use of technology.</p> <p>d) Universal Access.</p> <p>e) Assessment and evaluation.</p> <p>f) Develop training modules to prepare individual faculty to develop and accomplish online classes.</p> <p>g) Complete/Field test Modules 1, 2 & 3, deliver to Senate, respond to Senate requests for modifications, prepare final report</p> <p>4. Integrate data student achievement comparison data for distance ed. versus on campus into Program Review and Planning (PRP) process</p> <p>a) modify the PRP forms.</p> <p>b) fully implement assessment of distance ed versus on campus courses as part of PRP process.</p>	<p>1.a Completed</p> <p>1.b Completed</p> <p>2.a Spr 2010</p> <p>2.b Spr 2010</p> <p>2.c F2009/S2010</p> <p>2.d F2009/S2010 & ongoing</p> <p>3. a-f Fall 2010</p> <p>3. g Fall 2011</p> <p>4.a Completed</p> <p>4.b Fall 2010</p>	<p>* Policies are established and changes have been made in CurricUNET and the review process</p> <p>* Policies and protocols are established and evaluations are being conducted without interruption in the cycle. The rate of participation in online evaluation improves.</p> <p>* Updated PRP forms / Assessment of online vs. on campus integrated into PRP process</p>

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.			
Person Responsible	Group	Project Steps	Objective Measurable Outcome
Objective 2.6 Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.			
VPI, VPSS	IPC, SSPC	1. Establish work group to include instruction and student services faculty, admin, and staff. 2. Review research on effective retention and success strategies. 3. Assess scalability of existing grant funded/categorical activities that target student success and retention. 4. Identify recommendations for funding significant strategies.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Spr 2012 Recommendations for implementing significant strategies for increasing student retention and success.
Objective 2.7 Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.			
VPI, VPSS	IPC, SSPC	1. Planning councils develop process for reviewing and funding innovative teaching and learning projects that directly impact student learning and success.	1. Fall 2011 Process defined and implemented

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 3: Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.			
Person Responsible	Group	Project Steps	Objective Measurable Outcome
Objective 3.1 Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.			
Supt / President	SPC	1. Review current practices and determine methods for centralizing documentation of major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures. 2. Develop archive.	1. Fall 2011 2. Spr 2012 Archive developed.
Objective 3.2 Develop and implement a method for assessing the effectiveness of the shared governance process.			
Supt / President	SPC	1. Review current survey for assessing effectiveness of planning councils and governance groups. 2. Establish working group. 3. Review process, revise survey instrument if necessary. 4. Implement. 5. Integrate results into orientation program. 6. Evaluate, modify if necessary. <i>Current evaluation will be conducted until this work is completed</i>	1. Fall 2011 2. Fall 2011 3. Fall 2011 4. Spr 2012 5. Fall 2012 6. Spr 2013 * Initial assessments, evaluation, and reflection completed. * Responsive steps taken to address results.
Objective 3.3 Engage in focused dialogue to clarify and communicate the college's shared governance and decision-making process.			
Supt / President	SPC	1. Incorporate discussion of Palomar's governance and decision-making process into SPC's annual orientation. 2. Engage in focused dialogue on governance at SPC every Spring 3. Integrate results of shared governance evaluation into annual orientation.	1. Fall 2011 2. Spr 2012 3. Fall 2013 and ongoing *Orientation completed. * Discussions held. *Evaluation completed and discussed as part of annual orientation process.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 4.1 Complete an EEO plan.</i>				
VPHR	EEO Advisory Comte.	<ol style="list-style-type: none"> 1. Review System Model Plan and Title 5 2. Review EEO Plan for compliance with revised Title 5 regulations 3. Finalize Draft EEO plan 4. Review Draft EEO Plan with shared governance committees and councils 5. Recommend plan adoption to Governing Board 6. Implement Plan 7. Assess plan effectiveness and/or as indicated by revised Title 5 8. Revise plan as necessary and or as indicated by revised Title 5 	<ol style="list-style-type: none"> 1. Fall 2009 2. System-wide writing commit. est. Spr 2011 3. Spr 2011 - Fall 2011 4. Fall 2011 - Spr 2012 5. Spr 2012 6. Fall 2012 and/or as indicated by revised Title 5 7. As necessary and/or as indicated by revised Title 5 	EEO Plan implemented.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 5: Ensure that existing and future facilities support learning, programs, and services.			
Person Responsible	Group	Project Steps	Objective Measurable Outcome
Objective 5.1a Develop and implement a plan for opening the <u>North</u> Education Center.			
VPPL, VPSS, VPFAAS	All VPs, Deans, Chairs & Directors	<ol style="list-style-type: none"> 1. Convene planning workgroup for the center. 2. Hire Architect for the center. 3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services. 4. Begin construction. 5. Develop class schedule, identify administrative and student support services needed at the site, and incorporate the required staff needs into the college's staff plan. 6. Hire and train staff. 7. Open Center. 	<ol style="list-style-type: none"> 1. Fall 2012 2. Fall 2012 3. Fall 2012 4. Fall 2013 5. Fall 2013 6. Beg Fall 2013; Complete Spr 2014 7. Fall 2015 <p>* Class schedule for first operating year to generate and support 1,000 FTES. * Staff and resource plans updated. * Staff hired and trained; other resources secured. * Center opened and operating.</p>
Objective 5.1b Develop and implement a plan for opening <u>South</u> Education Center, obtain education center status for the South Center.			
VPPL, VPSS, VPFAAS	All VPs, Deans, Chairs & Directors	<ol style="list-style-type: none"> 1. Convene planning workgroup for the center. 2. Hire Architect for the center. 3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services. 4. Obtain Center status approval. 5. Begin construction. 6. Develop class schedule, identify administrative and student support services needed at the site, and incorporate the required staff needs into the college's staff plan. 7. Hire and train staff. 8. Open Center. 	<ol style="list-style-type: none"> 1. Fall 2011 2. Fall 2011 3. Fall 2011 4. Beg Fall 2011; complete by Fall 2013 5. Fall 2012 6. Fall 2012 7. Beg Fall 2012; Complete Spr 2013 8. Fall 2014 <p>* Class schedule for first operating year to generate and support 1,000 FTES. * Center Status approval. * Staff and resource plans updated. * Staff hired and trained; other resources secured. * Center opened and operating.</p>

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 5: Ensure that existing and future facilities support learning, programs, and services.			
Person Responsible	Group	Project Steps	Objective Measurable Outcome
<i>Objective 5.2 Identify and begin to fund priority recommendations defined in the college's Emergency Preparedness Plan.</i>			
VPFAS, Manager, EH&S	Safety & Security Comm. FASPC	1. Develop action plan for funding the college's Emergency Preparedness Plan. 2. Fund and implement first year of the action plan.	1. Fall 2011 2. Spr 2012 Recommendations funded and implemented.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 6: Optimize the technological environment to provide effective programs and services throughout the district.			
Person Responsible	Group	Project Steps	Objective Measurable Outcome
<i>Objective 6.1 Integrate funding of the Technology Master Plan 2015 into the college's annual budget development process.</i>			
VPEAS, Director Information Services	FASPC, Director Infor. & TMPW Svcs.	1. Develop and implement budget mechanism for replacement of technology equipment for the 2012-13 budget. 2. Technology Master Plan Workgroup (TMPW) develop approach for supporting PRP technology requests.	1. Fall 2011 2. Spr 2012 * Budget line item established for 2012-13 budget. * Process completed and implemented.

Appendix H – Strategic Plan Priority Funding 2011-2012

SPPF REQUESTS FOR 2011-2012			
Group	Title of Project/Request	SPC Allocations Requested	SPC Allocations Funded
Objective 2.2: Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.			
Objective 2.2 Group	Year 1 - Academic ESL First Year Seminar AESLFYS	\$12,745	\$12,745
Objective 2.2 Group	ESL On Course Curriculum Integration Project	\$9,750	\$9,750
SSPC	Upgrade/Modernize Assessment Computer Lab	\$57,750	\$57,750
Objective 2.3: Implement the GRAD(Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.			
FS	Implement the GRAD Campaign	\$80,400	\$80,400
FS	GRAD - University Field Trips	\$2,400	\$2,400
Objective 2.4: Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness.			
LOC	SLOAC/SAOAC Support	\$60,000	\$60,000
SSPC	Marketing Budget	\$2,000	\$2,000
SSPC	Onsight SLO and SAO Analysis	\$2,000	\$2,000
Objective 2.7: Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.			
IPC	Summer Bridge 2012	\$42,000	\$42,000
IPC	Performing Hearts Integrative Learning Project	\$8,880	\$8,880
IPC	LGBTQ Study Room	\$2,000	\$2,000
Objective 6.1: Integrate funding of the Technology Master Plan 2016 into the college's annual budget development process.			
SSPC	Replace and/or upgrade existing educational technology	\$24,421	\$24,421
		Total Funded	\$304,346
		ALLOCATION	\$438,618
		Remaining for PRP Funding (see box below)	\$134,272

FS - Faculty Senate
 FASPC - Finance & Administrative Services Planning Council
 HRSPC - Human Resource Services Planning Council
 IPC - Instructional Planning Council
 LOC - Learning Outcomes Council
 SSPC - Student Services Planning Council

PRP Funding	
FASPC	16% \$21,484
HRSPC	2% \$2,685
IPC	70% \$93,990
SSPC	13% \$16,113
TOTAL	100% \$134,272

Approved by SPC
 12/06/2011

Appendix I – Palomar College Acronym List

ACRONYM	NAME
ATC	Academic Technology Committee
BP/AP	Board Policy/Administrative Procedure
BSI/HSI	Basic Skills Initiative/Hispanic Serving Institution
FASPC	Finance & Administrative Services Planning Council
GE/ILO	General Education/Institutional Learning Outcome
GRAD	Goals, Responsibility, Attitude, Determination Campaign
HRSPC	Human Resource Services Planning Council
IPC	Instructional Planning Council
IPM	<i>Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model</i>
IRP	Institutional Research & Planning
LGBTQ	Lesbian, Gay, Bi-Sexual, Transgender, and Questioning
LOC	Learning Outcomes Council
PACT	Palomar Academy for Collaborative Teaching
PC ³ H	Palomar College Committee to Combat Hate
PD	Professional Development
PFF	Palomar Faculty Federation
POD	Palomar Outcomes Database (TracDat)
POET	Palomar Online Education Training
PRP	Program Review and Planning
RAM	<i>Resource Allocation Model</i>
SAO/SAOAC	Service Area Outcome/Service Area Outcome Assessment Cycle
SLO/SLOAC	Student Learning Outcome/Student Learning Outcome Assessment Cycle
SPC	Strategic Planning Council
SPPF	Strategic Plan Priority Funding
SSPC	Student Services Planning Council
TERB	Tenure & Evaluation Review Board
TLC	Teaching & Learning Center