



**PALOMAR COMMUNITY COLLEGE DISTRICT
ACCREDITATION FOLLOW-UP REPORT**

OCTOBER 2016

Follow-Up Report 2016



Submitted by

Palomar College
1140 W. Mission Road
San Marcos, CA 92069
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Submitted to

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

October 2016

Palomar Community College District

Governing Board

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Certification of the Follow-Up Report 2016

Date: September 26, 2016

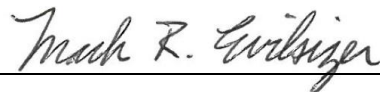
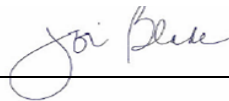


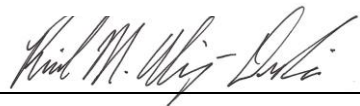
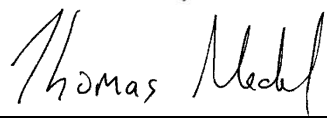


To: Accrediting Commission for Community and Junior Colleges,
 Western Association of Schools and Colleges
 10 Commercial Blvd., Suite 104
 Novato, CA 94949

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

This 2016 Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe that the Follow-Up Report accurately reflects the nature and substance of this institution.

Signatures:

President, Governing Board Mark Evilsizer	
Superintendent/President Dr. Joi Lin Blake	
Interim Assistant Superintendent/ Vice President for Instruction/ALO Dan Sourbeer	
Faculty Senate President Travis Ritt	
Accreditation Tri-Chair/Faculty Dr. Richard Albistegui-Dubois	
Accreditation Tri-Chair AA and CAST Tom Medel	
Accreditation Tri-Chair/CCE Aaron Holmes	
ASG President Malik Spence	





Palomar College
Follow-Up Report 2016

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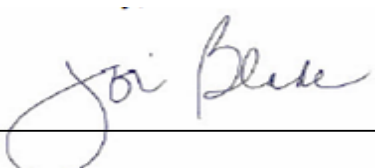
Statement on Report Preparation

On June 29, 2015, Palomar College received the Commission's Action Letter reaffirming its accreditation. The Commission took this action at its June meeting after reviewing the College's Institutional Self Evaluation Report and the Report of the External Evaluation Team. In this letter, the Commission issued two recommendations to the College to comply with accreditation standards. The Commission required the College to submit a Follow-Up Report by October 1, 2016, and to subsequently host a visit by Commission representatives. Palomar's Superintendent/President immediately notified the College community by email and posted the Action Letter and External Evaluation Report on the College website.

In the summer of 2015, the President's Cabinet, the Accreditation Steering Committee, and the Accreditation Writing Leadership Team (AWLT) discussed the Commission's Action Letter and External Evaluation Report. The AWLT, the group that establishes processes for creating accreditation reports, was charged with the responsibility of forming workgroups to respond to the Commission's two recommendations and setting a timeline for developing the Follow-Up Report.

The AWLT met regularly between July 2015 and September 2016. During this time the AWLT also met with the Accreditation Steering Committee. The AWLT presented the first draft of its responses to the Commission's recommendations to the Strategic Planning Council and to the broader campus community for review and feedback. The AWLT continued to incorporate suggestions and additional data throughout 2015-16. The final draft of the complete Follow-Up Report was reviewed and then approved by the Strategic Planning Council at its September 2016 meeting.

The Accreditation Liaison Officer submitted the Follow-Up Report to the Governing Board for first reading on August 23, 2016. The Governing Board approved the Follow-Up Report at its meeting on September 13, 2016.



 Dr. Joi Lin Blake
 Superintendent/President

9/26/2016

 Date



Responses to the 2015 ACCJC Action Letter /Site Team Recommendations

Overview

Palomar College is dedicated to providing quality instructional and student support services to its community. This includes maintaining its accreditation and engaging in ongoing planning, evaluation, and review cycles. Historically, the College has integrated self-evaluation actionable improvement plans and recommendations set forth by the accrediting commission into its Integrated Planning Model (IPM). This means that recommendations and actionable improvement plans are integrated into the College's annual strategic plan and action plan. The action plan identifies individuals responsible for carrying out the work, groups assigned to perform the work, activities planned, timelines, and outcomes. The Strategic Planning Council (SPC), the College's primary participatory governance group, monitors progress on these plans. Palomar integrated the recommendations addressed in this report in the same manner. To further strengthen and make certain that the College addresses its actionable improvement plans and accreditation recommendations in a timelier manner, an additional process was created whereby the College tracks and monitors progress on accreditation related issues in one single document, the Pathway to Success, focused solely on accreditation. Timelines, activities, and assignments are included in the document and progress is evaluated twice monthly. Progress is then regularly shared and discussed with the Strategic Planning Council and Accreditation Steering Committee (Ev. [R1.1](#); [R1.2](#)).

In summary, the report provides narrative and evidence detailing the actions taken by the College to address the site team recommendations and meet accreditation standards to ensure institutional effectiveness and student success.



Recommendation #1—Tutorial Support for Distance Education Students

To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites.

Reference: II.C.1.c, III.C.1.a

Overall Summary

Palomar College is committed to providing accessible student services, including tutoring, to all of its students. To address this recommendation, the College established an online tutoring solution that serves both distance education students and students attending courses at Palomar locations that have no on-site tutoring. This solution includes online tutoring sessions offered by Palomar-trained tutors operating out of the tutoring centers at the main campus as well as online tutoring offered by a third-party vendor at a variety of times. Initially, the College piloted online tutoring with math and writing courses, as quantitative competencies and writing skills are required across the curriculum. Subsequently, the College expanded the online tutoring solution to include all disciplines and subjects served by the third-party vendor. The online tutoring options ensure adequate tutorial support is available to Palomar students who may have difficulty accessing on-site tutoring centers. To make certain distance education students can easily access online tutoring services as well as other student services, the College created a distance education resource page.

The College improved student services at its Camp Pendleton site. Camp Pendleton students can meet with on-site math tutors Monday through Thursday in addition to accessing the College's online tutoring options. Further, the College has evaluated and strengthened those student services necessary to support student learning so that they are commensurate with those offered at the main campus. This includes, but is not limited to establishing an accessible computer lab (including ADA compliant stations), implementing appropriate technology and free Wi-Fi access, establishing a stronger partnership with the base library, and initiating bookstore delivery services.

Resolution and Analysis

The Resolution and Analysis response to Recommendation #1 is organized into two sections. The first section addresses actions that the College has taken to ensure adequate tutorial support is available for distance education students and students taking classes at locations without on-site tutoring. The second section addresses the actions taken by the College to provide students at Camp Pendleton accessible student services commensurate with offerings at the San Marcos and Escondido locations.

Section 1: Tutorial Support for Distance Education and Off-Site Students

In its 2015 External Evaluation, the evaluating team found that the absence of online tutoring, as well as the absence of on-site tutoring at the Camp Pendleton location, created a lack of equity in availability of tutoring services for distance education and Camp Pendleton students.

“Online tutoring is not available. This has significant impact on distance education students who have no other outlet available. Moreover, tutoring services are not provided at the Camp Pendleton or other off-site locations, enhancing the need for online tutoring options. While the College has identified the absence of online tutoring for distance education students in an actionable improvement plan, it should also be cognizant of the needs of the students physically present at its four other sites when implementing its corrective action.” (From Standard IIC, page 45)

As the evaluation team noted, Palomar expressed awareness of the issues with its online tutoring options in its 2015 Self Evaluation, including an actionable improvement plan which set a Fall 2015 goal for establishment of online tutoring options (Ev. [R1.3](#)). The evaluation team noted a lack of progress toward this goal during their site visit and expressed concern that the online tutoring system would not be implemented by the Fall 2015 deadline. The evaluation team noted in the above quote that either an on-site tutoring facility or an online tutoring system could serve to provide equitable tutoring options to Camp Pendleton students.

Overview and Background

In any given semester, approximately 10% or 306 of Palomar College courses are offered via distance education. In 2015-16, 4,659 students enrolled in at least one distance education course. Of the number of students who enrolled in a distance education course, 1,470 enrolled in distance education classes only, with the remaining taking both distance education and on-campus classes together (Ev. [R1.4](#)). Traditionally, course success rates in distance education courses are slightly lower than course success rates in similar face-to-face courses (65.4% vs. 68.0%) (Ev. [R1.5](#)).

In 2015-16, Palomar offered 117 courses at Camp Pendleton. A total of 1,423 students enrolled in at least one course at Camp Pendleton. Of the number of students enrolled at Camp Pendleton, approximately 70% attended classes only at the site (Ev. [R1.4](#)). In 2014-15, the overall course success rate of 79.8% for students attending Camp Pendleton was higher than the college average of 70.0% (Ev. [R1.6](#)).

As documented in its 2015 Self Evaluation, the College recognized the need to provide additional tutoring options for distance education students. The College articulated this need as “*Objective 1.3: Ensure adequate tutorial support for distance education students.*” in its Strategic Plan 2016 Year 3 Action Plan (Ev. [R1.1](#)).

To address this need, the College has implemented a comprehensive online tutoring solution, combining tutoring by Palomar tutors located at tutoring centers and tutoring through NetTutor, a college-paid service available through the California Community College’s Online Education Initiative. Table #1 provides an overview of the actions taken by the College to ensure adequate

tutorial support for distance education students and students who have limited access to on-site tutoring. A more detailed summary of the actions taken by the College follows after the table.

Table #1—Actions Taken to Establish Online Tutoring Options

Term / Date	Action
Activities Prior to Accreditation Site Visit	
Spring 2014	<ul style="list-style-type: none"> • March: Tutoring Committee initiates work to establish online tutoring options for students (Ev. R1.7).
Spring 2014 - Spring 2015	<ul style="list-style-type: none"> • April 2014 – May 2015: Tutoring Committee completes a detailed assessment and evaluation of platforms for delivering online tutoring solutions (Ev. R1.8). • May: Tutoring Committee selects WorldWideWhiteboard (WWWB), a platform offered by Link-Systems International (LSI), as the common platform for delivering online tutoring services (Ev. R1.9; R1.10). • May: Tutoring Committee presents to Faculty Senate WWWB for use as the online tutoring platform (Ev. R1.11).
Activities After Accreditation Site Visit	
Fall 2015	<ul style="list-style-type: none"> • August – December: College pilots WWWB with online and CPPEN English and math courses. Pilot consists of online tutoring provided by Palomar tutors located at the San Marcos campus (Ev. R1.12; R1.13). • December: Institutional Research and Planning (IR&P) administers a survey to students in English and Math using online tutoring (Ev. R1.14; R1.15; R1.13).
Spring 2016	<ul style="list-style-type: none"> • January: Tutoring Committee selects and presents to Faculty Senate NetTutor Services, a service offered by LSI, in which tutoring is provided by an outside agency. (Ev. R1.16; R1.17). • February – May: College expands online tutoring pilot. Five disciplines offering core general education courses provide online tutoring via Palomar College Tutors and/or NetTutor Services (Ev. R1.18). • April: Tutoring Committee chair leads a campus forum to present progress regarding online tutoring (Ev. R1.19; R1.20). • May: IR&P administers a survey to students enrolled in courses with online tutoring (Ev. R1.21).
Summer 2016	<ul style="list-style-type: none"> • June: Faculty pilot NetTutor Paper Center services with two general education courses (Ev. R1.22; R1.23).
Fall 2016	<ul style="list-style-type: none"> • September: Interim Vice President for Instruction and the Tutoring Committee fully implement online tutoring for distance education and off-site students. Distance education and off-site students enrolled in subjects/courses supported by NetTutor are provided access to online tutoring. The Paper Center is also made available to students (Ev. R1.22; R1.24). • September: Division of Instruction develops a resource page for distance education students with links to tutoring website and online tutoring options (Ev. R1.24). • September: Tutoring Committee implements strategies to communicate the availability of online tutoring options to students, faculty, and staff (Ev. R1.22).

Selection of an Online Tutoring Platform

The Palomar College Tutoring Committee (hereafter “Committee”) was established in Fall 2013 to coordinate campus tutoring services and ensure availability of tutoring to all students. It oversees the implementation of all tutoring services at Palomar College and all of its satellite sites, for both in-person and online courses. The Committee includes representatives from tutoring and learning centers on the main and Escondido campuses, as well as faculty, classified, and administrative representatives from multiple instructional disciplines and other student resource centers including the Disability Resource Center and Veterans Services (Ev. [R1.26](#)).

In Spring 2014, the Committee began deliberating the best approach for providing tutoring options to meet the needs of both distance education students and students attending remote sites (e.g. Camp Pendleton) without on-site tutoring services. To ensure consistency, the Committee decided that it was important for all sites and disciplines to share a common service and platform whenever possible. The Committee vetted and assessed several providers and determined that the WorldWideWhiteboard services (WWWB), through Link-Systems International, Inc., offered free of charge by the Online Education Initiative, had the best combination of features and cost (free) as a platform to deliver tutoring online. The WWWB platform can be used with Palomar College tutors, and it also provides the option to use the NetTutor service, which offers well-qualified, CRLA-aligned tutors for many areas of instruction (Ev. [R1.8](#); [R1.9](#)).

WWWB fully integrates with Blackboard and Canvas, the College’s Online Learning Management Systems (LMS). This integration gives students, tutors, and administrators a single sign-on access to NetTutor and WWWB. This requires fewer clicks between students and their tutor, so students can go directly from within their LMS accounts to tutoring options for the different subjects (Ev. [R1.27](#)). In addition, the integration facilitates the College’s ability to track use and effectiveness of the services.

Online Tutoring Options

The College has established two online tutoring options: Tutoring provided by Palomar College and tutoring provided by NetTutor. The first option, initially piloted in Fall 2015 through the Math Center and Writing Center, uses Palomar-trained tutors to provide online tutoring during hours when the Centers are open (Ev. [R1.28](#); [R1.13](#)). Tutors working from the Centers are provided appropriate technology to allow video, audio, and screen sharing with students through the WWWB system, and a software tracking system has been established to track student use. The selection of math and writing as the initial subjects to pilot online tutoring was based on the following factors:

- The Math Center was already developing an online tutoring option prior to the Tutoring Committee beginning its work on an institutional approach;
- The Math and Writing Centers represent the most accessed tutoring centers on campus; and
- Writing and quantitative skills and competencies are required across the curriculum.

To improve the availability and accessibility of tutoring services across additional core general education disciplines beyond normal center hours, the College engaged NetTutor Services to provide online tutoring services for students (Ev. [R1.13](#); [R1.29](#); [R1.30](#)). NetTutor Services is an outside agency that provides tutoring up to 24 hours per day, depending upon the subject, through the WWWB

system. NetTutor employs tutors in a wide variety of academic disciplines, with protocols for departments/disciplines to determine the scope and nature of tutoring offered. In addition, tutors employed by NetTutor have training and credentials comparable to those required of Palomar's tutors. In Spring 2016, the College initially implemented NetTutor Services in the following disciplines offering popular general education courses: Math, Computer Science and Information Technology (CSIT), Accounting, and Behavioral Sciences (Statistics). In Summer 2016, two additional disciplines (Reading and Cinema) piloted NetTutor's Paper Center, which allows students to submit their papers for review (Ev. [R1.22](#); [R1.23](#)).

Initial Implementation

During 2015-16, the College initiated and refined the two online tutoring options in preparation for full implementation. In Fall 2015, the College provided Palomar trained tutors for six math classes (268 students) and eleven English classes (135 students) that were offered online or at Camp Pendleton. To be sure students were aware of the tutoring services, instructors distributed fliers and discussed the services at Math and English orientation sessions. (Ev. [R1.31](#); [R1.32](#)). In addition, the Math Center sent tutors to face-to-face classes at Camp Pendleton to introduce the online tutoring option (Ev. [R1.33](#)).

Tutoring usage information was tracked and revealed that eighteen Math and seven English online sessions were delivered. The Tutoring Committee created an online survey and the office of Institutional Research and Planning administered it to students in the participating classes. The survey included questions designed to determine the level of student awareness of online and face-to-face tutoring options, rate of use, and what the most useful times of day to offer online tutoring would be (Ev. [R1.14](#); [R1.21](#); [R1.15](#); [R1.13](#)). The response rate to the survey was very low, as only five responses were received. Upon review of the usage information and acknowledgement of the small number of completed surveys, the Committee determined that an additional online tutoring option along with improved communication about online tutoring availability was needed (Ev. [R1.13](#)).

In Spring 2016, the College added NetTutor services to its online tutoring options. Distance education and Camp Pendleton students in five disciplines (English, Math, Accounting, CSIT, and Behavioral Sciences (Statistics)) had access to either Palomar-provided tutoring services or NetTutor services (Ev. [R1.18](#); [R1.22](#)). The College established funding and a budget for NetTutor Services to ensure students were able to use the service free of charge. The service provides monitoring of access and usage (Ev. [R1.29](#); [R1.34](#)) and Table #2 summarizes overall usage information for Spring 2016.

Table #2—Tutoring Usage of Students Enrolled in Courses with Online Tutoring Options

Tutoring Used by Students Enrolled in Courses Using Palomar’s New Online Tutoring Options	Usage
NetTutor Option	<ul style="list-style-type: none"> • 27 Live Sessions • 8 Q and A Sessions
Palomar Online Option	<ul style="list-style-type: none"> • 18 Math Center online sessions • 2 Writing Center online sessions
Palomar On Campus Option	<ul style="list-style-type: none"> • 15 online students attended some form of face-to-face on campus

The student survey was re-administered to students participating in the courses offering online tutoring. The response rate was again low with only 25 students completing the survey. The Office of Institutional Research and Planning analyzed the survey data and provided a report to the Tutoring Committee in Fall 2016 (Ev. [R1.35](#); [R1.21](#)). In Summer 2016, two faculty piloted the NetTutor Paper Center in their Reading and Cinema courses (Ev. [R1.22](#)).

Full Implementation

In Fall 2016, the Interim Vice President for Instruction and the Tutoring Committee moved forward to fully implement online tutoring across distance education courses and courses offered at sites with limited or no on-site tutoring options (Ev. [R1.22](#)). To prepare for full implementation, in Summer 2016, the Tutoring Committee Chair and Dean of Languages and Literature informed all department chairs that expanded tutoring options would be available to the College’s distance education and off-site students with the start of the Fall semester (Ev. [R1.24](#)).

Fall 2016 distance education and off-site students enrolled in courses/subjects supported by NetTutor services were provided access to the service through the College’s online Learning Management Systems. As mentioned earlier, NetTutor Services provides tutoring for most of the disciplines offered via distance education and represents services commensurate with what is offered on-campus. Hours of availability go beyond what is offered on-campus (Ev. [R1.36](#); [R1.31](#); [R1.32](#)). Access to online tutoring through campus tutoring centers was maintained. The College also created a campus resource webpage to support distance education students. This webpage includes a link to all of the College’s tutoring options, including online tutoring (Ev. [R1.25](#)).

For students attending locations with limited or no on-site tutoring, NetTutor and/or online tutoring through campus tutoring centers is available. In addition, the English Department expanded the availability of Palomar-trained tutors to provide online tutoring through the Writing Center (Ev. [R1.31](#); [R1.32](#)). The Math Center moved to more extensive use of NetTutor Services, as this is one of the disciplines in which NetTutor provides 24/7 support (Ev. [R1.37](#)). The Math Department continues to maintain a core of Palomar-trained math tutors to provide online tutoring during select center hours.

Summary

In summary, Palomar College has established two approaches for providing online tutoring that meet the needs of distance education students and those enrolled at locations where on-site tutoring is not available. The first approach involves the use of Palomar College tutors located at the tutoring centers and using the appropriate technology for online tutoring during times when the centers are open. The second approach involves the use of NetTutor Services to provide additional tutoring support that increases the number of subjects tutored and in many cases the hours of availability. A budget has been established to provide NetTutor Services to students and all tutoring services provided by the College are offered to students free of charge and a distance education resource page with links to tutoring options created.

During 2016-17, the Tutoring Committee will continue to monitor and evaluate the usage of online tutoring options. In addition, the College and Tutoring Committee continue to implement strategies to communicate the availability of online tutoring to students, faculty, and staff. Together, the two approaches for providing online tutoring represent services that are commensurate to those provided on the San Marcos campus and at the Escondido Center.

Section 2: Student Support Services at Camp Pendleton

The evaluation team noted in its 2015 site report that although Palomar does offer a full spectrum of student services to support learning, these services are not easily accessible to students taking classes at the Camp Pendleton (CPPEN) site.

“Tutoring and other learning support services at the San Marcos and Escondido campuses are comprehensive and broad. However, the total lack of tutoring at Camp Pendleton creates a significant gap in service level.” (From Standard IIC, p. 48)

“Learning support services are available in all forms at the San Marcos and Escondido campuses. These services include tutoring, computer labs (including ADA compliant stations), state-of-the-art technology, and free Wi-Fi access. Students have reserve access to copies of required course textbooks as a result of contributions from faculty and support from the College’s foundation. These learning support services, notably tutoring, are not all fully available at the Camp Pendleton site. (I.C.1.a)” (From Standard IIC, p. 46).

The College recognized the need to improve services at Camp Pendleton and expressed that need in its Strategic Plan 2016. Specifically the college included the following objective in Year 3 of the plan, *Objective 1.4 Provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido site.* Table #3 provides a brief overview of the actions taken by the College to address this part of the recommendation. A more detailed description of the actions follows after the table.

Table #3—Actions Taken by the College to Strengthen Student Learning Support Services at Camp Pendleton

Term / Date	Action
Tutoring Options and Support for CPPEN Students	
Spring 2014-Fall 2016	<ul style="list-style-type: none"> • March 2014 – September 2016: Tutoring Committee and Interim Vice President for Instruction implement online tutoring options for students enrolled in distance education courses or courses located at sites with limited on-site tutoring (See Table #1 above for evidence and timeline).
Spring 2016	<ul style="list-style-type: none"> • January: College establishes on-site math tutoring support at the CPPEN location (Ev. R1.1; R1.23).
Strengthened Student Learning Support Services	
Fall 2015-Spring 2016	<ul style="list-style-type: none"> • August: College ensures up-to-date laptops and projectors are available for instructor use for rooms without accessible technology. • May: College outfits an open-access ADA compliant computer lab with appropriate technology that includes webcams suitable for video-conferencing and consultation (Ev. R1.38). • May: College ensures Wi-Fi access is available in all classrooms through the use of free Wi-Fi and Wi-Fi hotspots (Ev. R1.39).
Fall 2015 – Fall 2016	<ul style="list-style-type: none"> • May: Palomar CPPEN Manager establishes partnership with the base libraries. • May: CPPEN Site Manager and the base librarian confirm that the library's conference room is available for use by students for group study sessions. • May: CPPEN Site Manager and the base's librarian confirm that all students (military and non-military affiliated) have access to research databases and materials located in the library. • September: CPPEN Site Manager and the College establish reserve textbook services located in the base's library (Ev. R1.40).
Fall 2016	<ul style="list-style-type: none"> • September: Interim Vice President for Instruction and CPPEN Site Manager establish bookstore delivery CPPEN students. Books purchased online are delivered to the education sites on a regular schedule (Ev. R1.41). • September-October: Instructional Planning Council refines Program Review and Planning Process for education sites to ensure that sites are examining disaggregated student data and addressing instructional and student needs in their technology planning (Ev. R1.42).
Ongoing	<ul style="list-style-type: none"> • College continues to ensure strong on-site presence of student support staff to provide access to enhanced student support and technology services as well as all other student support services. (Ev. R1.23; R1.1; R1.43).

Tutoring Services for Camp Pendleton Students

Camp Pendleton students have access and are enrolled in the online tutoring options established by the College and described above. In Spring 2016, the College hired additional tutors and assigned on-site math tutors to Camp Pendleton to provide tutoring Mondays through Thursdays from 2:00 p.m. to 6:00 p.m. Since all Camp Pendleton classes begin at 6 pm, this allows students to seek assistance with pre-class questions (Ev. [R1.1](#)).

In addition to completing Palomar's certified tutor training program, tutors assigned to Camp Pendleton are asked to complete the Military Ally training. This training helps ensure the cultural needs of military affiliated students attending the Camp Pendleton site are met. (Ev. [R1.44](#); [R1.43](#)). These additional on-site tutoring services combined with the College's online tutoring options (refer to Section 1 above) now provide students at Camp Pendleton with tutoring services commensurate with those offered at the College's San Marcos campus and Escondido Center.

Strengthened Student Learning Support Services

While the recommendation references standards related to Student Learning Programs and Technology (Standards II.C.1.c, III.C.1.a), the College continues to provide a strong on-site presence to assist and support CPPEN students. This includes, but is not limited, to: comprehensive admissions and records support, counseling services, financial aid support, and veterans services on-site five days per week. Further, admissions and records personnel, counselors, and financial aid personnel can provide students with information about resource specialists and help establish videoconferencing counseling appointments. Students can add and drop classes, order transcripts, receive personal and academic counseling and transfer assistance, complete assessment and placement tests, receive help with FAFSA forms and military tuition assistance forms, submit financial aid forms, and receive advice on scholarship applications and deadlines. In addition, the site provides a full spectrum of services to support veterans (Ev. [R1.45](#); [R1.43](#)). Test proctoring is also available for make-up tests. The majority of the content of the evaluation team's report focused on the availability of tutoring at Camp Pendleton. However, the team's report did identify additional student support services that needed to be addressed at the site. The College has reviewed and improved its services at Camp Pendleton addressing all areas noted in the team's report. These expanded and strengthened services include, but are not limited to the following:

Improved Technology

- An ADA compliant open-access computer lab with 25 computers was set up onsite.
- Webcams suitable for use in videoconferencing and consultations are included in the open-access lab.
- Laptops and projectors available for instructor use at all times.
- Wi-Fi hot spots to ensure reliable internet access at remote class locations are made available to instructors (Ev. [R1.38](#); [R1.39](#)).

Improved Library Services and Partnership with the CPPEN Base Library

- The College has confirmed that all students can use the base library services including research databases and materials and conference rooms which can be reserved for group study sessions. Base librarians can provide support for students using their services (Ev. [R1.40](#)).
- Beginning in Fall 2016, reserve textbooks are held at the base's library (Ev. [R1.40](#)).

Bookstore Delivery Services

- Beginning in Fall 2016, books purchased online through the College's bookstore are delivered to the site on a regular schedule for pick-up by students if needed (Ev. [R1.41](#)).

In addition to an open-access computer lab with 25 computers (available Monday through Friday), the Camp Pendleton site has purchased and installed four webcams suitable for videoconferencing and consultation. One of these is intended for use in Counseling, while three others are dedicated for tutoring. The Counseling station is capable of allowing military students on deployment (or otherwise not on-site) to confer with counselors at the Camp Pendleton site, or for student consultation with main campus resource specialists (e.g. EOPS, DRC).

Instructors also have access to laptops and projectors for classes not equipped with appropriate technology. The main Palomar College building at Camp Pendleton is outfitted with free Wi-Fi access. However, buildings where classes may be offered throughout the base do not always have reliable Wi-Fi services. To ensure all classes can access the internet, the College acquired Wi-Fi hotspots for use by instructors. Faculty can use the Wi-Fi hotspots to establish reliable internet access during class times (Ev. [R1.39](#); [R1.23](#)).

The Camp Pendleton site manager has met with the base librarian to develop a partnership and expand services that can be offered to Palomar College students (Ev. R1.40). Any patrons, not solely military affiliated students, can utilize base library services; however, only active duty, active duty dependents, and retirees of the military can check materials out of the facilities. Library computers have robust online databases available as well as free printing (up to 20 pages per day). The library also has a private conference room that can be reserved by students for group study session and extensive research materials for student use. Beginning in Fall 2016, the base library also began holding reserve textbooks for student use. Finally, the College has taken steps to ensure course textbooks are available for purchase via online and are delivered to the site for pick-up by students if needed (Ev. [R1.41](#)).

Instructional Technology and Program Review and Planning

Palomar engages in a continuous planning, evaluation, and resource allocation decision-making process that is designed to improve institutional effectiveness and ensure that the College meets its mission. The planning model, known to the College as the Integrated Planning Model (IPM) integrates long-range, mid-range, and short-range planning. A workgroup lead by the Director of Information Services creates and maintains the College's Technology Master Plan (defined as a long-range plan in the IPM). This plan provides a "big picture" view of technology and addresses the infrastructure and technology support needs of the District. It is approved by the Strategic Planning Council (SPC). The

Strategic Planning Council updates and maintains the Strategic Plan which includes mid-range goals and objectives to improve institutional effectiveness. Over the past several years, the Strategic Plan and annual updates for the plan have addressed technology needs of the district (Ev. [R1.46](#)). The Divisional Planning Councils are responsible for implementing an operational or short-term Program Review and Planning process known as the PRP process. The PRP process also addresses technology needs at the departmental/program level. Thus, the need for technology and resources to address instruction and student need are interwoven throughout the College's planning processes.

Currently, per the College's defined planning cycles, the Technology Master Plan Workgroup is recasting the Technology Master Plan. The draft Technology Master Plan's goals are aligned with the goals in the new Strategic Plan 2019 and directly support instruction and student need (Ev. [R1.47](#); [R1.48](#)). Further, to improve planning related to instructional technology and the education sites, the College refined its instructional PRP processes. As part of the PRP process, all programs are provided with disaggregated student and program data by location and mode of instruction. Programs evaluate this data as part of the assessment and planning process. Specific questions are included on the PRP forms to guide their evaluation. Previously, the education sites (e.g., Camp Pendleton) completed non-instructional PRPs which did not require the examination of disaggregated program and student data. However, the education sites are now required to assess and evaluate site specific program and student success data. Providing this additional data and including the sites in the instructional PRP process ensures instruction and student needs, especially those related to technology, are fully integrated into the College's planning and resource allocation process (Ev. [R1.6](#); [R1.49](#)).

With the addition of a comprehensive online tutoring solution, complemented by on-site Math tutoring, strengthened student support services, and a strong on-site presence to guide them to appropriate services, Camp Pendleton students have access to services commensurate with those offered at the San Marcos campus and Escondido Center. Finally, by integrating education sites into the instructional PRP process (as opposed to the non-instructional PRP process) and requiring the evaluation of disaggregated data, the College makes certain education sites are engaging in appropriate planning and evaluation of instruction and student needs.

The College meets the Standard.

Additional Plans

None.

Evidence: Recommendation #1

R1.1	Strategic Plan 2016 - Action Plan Year 3
R1.2	Pathway to Success
R1.3	Self Evaluation Report 2015 Actionable Improvement Plans
R1.4	Palomar College Student Attendance 2016
R1.5	Substantive Change Proposal - Distance Education
R1.6	Success and Retention - IRP
R1.7	Tutoring Committee Minutes 3/6/2014
R1.8	Online tutoring platform comparison spreadsheet
R1.9	Tutoring Committee Minutes 2014-2015
R1.10	Tutoring Committee Chair Communication 9/6/2016
R1.11	Faculty Senate Meeting Minutes 5/4/2015
R1.12	Math and English Pilot Fall 2015 notes
R1.13	Tutoring Committee Minutes 12/3/2015
R1.14	Student Online Tutoring Survey Fall 2015
R1.15	Tutoring Committee minutes 10/1/2015
R1.16	Email re: NetTutor Presentation to Faculty Senate 1/25/2016
R1.17	Faculty Senate Meeting Minutes 1/25/2016
R1.18	Faculty Senate minutes 8/22/2016
R1.19	Tutoring Information Session PowerPoint
R1.20	Tutoring Information Session Workshop video
R1.21	Student Online Tutoring Survey Spring 2016
R1.22	Tutoring Committee Minutes 9/1/2016
R1.23	AWLT meeting minutes 7/19/2016
R1.24	Communication to department chairs 8/22/2016
R1.25	Distance Education Resource web page
R1.26	Tutoring Committee governance structure
R1.27	NetTutor Blackboard access screencast
R1.28	Math and English Pilot Fall 2015 notes
R1.29	Tutoring Committee minutes 2/4/2016
R1.30	NetTutor implementation call 2/9/2016
R1.31	Online tutoring flier - Math
R1.32	Online tutoring flier - English
R1.33	Tutoring Committee activities summary
R1.34	NetTutor purchase order
R1.35	Tutoring Committee minutes 5/5/2016
R1.36	NetTutor website, subject areas
R1.37	Math department online tutoring expansion
R1.38	Webcam communications

R1.39	Hotspot communications
R1.40	Camp Pendleton Base Library meeting notes 5/6/2016
R1.41	Bookstore delivery service communications 9/1/2016
R1.42	Instructional Planning Council agenda 9/14/2016
R1.43	Camp Pendleton newsletter packet
R1.44	Military Ally training
R1.45	Camp Pendleton MOU
R1.46	Substantive Change Proposal Distance Education - Goals and Objectives
R1.47	Technology Goals
R1.48	Technology Master Plan draft
R1.49	PRP form

Recommendation #2—Participatory Governance

To meet the standards, the Team recommends the College create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups. (IV.A.1, IV.A.3)

Overall Summary

Palomar College is dedicated to a campus culture that encourages the opportunity for all employees to participate and be represented in a robust, representative, and effective governance and planning structure. The 2015 External Evaluation Report noted that the College has a sound governance infrastructure, but it identified areas within the process that needed to be strengthened. These findings align with the College's Self-Evaluation and related actionable improvement plans. Working from the premise that the structure in place is sound, the College adopted a comprehensive strategy to respond to the recommendation and employee reports related to communication and their opportunity to participate in governance.

The College addressed the concerns expressed in this recommendation both administratively and through its governance structure. The College assessed the level of participation in participatory governance across the Councils and Committees and found broad participation. However, the documented level of participation was incongruent with employee perceptions identified in the Evaluation Report. This led the College to further examine and respond to the concerns of the classified employees.

In July, 2015, the Interim Superintendent/President took administrative action directing management to allow and support participation of all employees in governance activities. The College governance councils distributed summaries shortly after their meetings to keep the college community informed until official minutes could be approved and distributed. Constituent reports were added as standing agenda items to foster a back-and-forth flow of information between councils and constituents. By the end of the Fall 2015 semester a web-based tool, the Comet Information Exchange (CIE), had been added to the mix to increase engagement, participation, and access to governance discussions by all employees.

In June, 2016, the new Superintendent/President conducted a listening tour to assess general perceptions related to participation, and actions taken prior to her arrival. In collaboration with the campus constituent groups, she developed and implemented additional strategies in the Fall 2016 semester to further encourage and increase participation in the College's governance process. To ensure the measures taken are effective and sustained, an ongoing assessment process to measure institutional effectiveness in the area of participatory governance was developed.

Resolution and Analysis

Over the course of the previous accreditation cycle, the College implemented an effective governance and integrated planning structure. This was acknowledged in the findings of the 2015 External Evaluation Report:

- “Palomar has developed a continuous system designed to include staff, faculty, administrators, and students in improving the practices, programs, and services in which they are involved. Palomar has governance structures, processes, and practices.” (From Standard IV.A. Page 63)
- “There are designated seats for all constituent groups on all of the councils including faculty, classified staff, confidential and supervisory employees, administrators, students, and administrators. The intent is that the governing board, administrators, faculty, staff, and students work together for the good of the institution.” (From Standard IV.A. Page 63)
- “Palomar has thorough and detailed written policies and procedures for faculty, staff, administrators, and students to participate in decision-making.” (From Standard IV.A. Page 64)
- “The faculty and administrators have substantive and clearly defined roles in institutional governance. Students and staff also have mechanisms to provide input into decision-making.” (From Standard IV.A. Page 64)
- “The College uses a program review and planning (PRP) process to assess effectiveness of instruction and student services. The PRP documents ensure there is a link between student learning outcomes or service area outcomes and planning.” (From Standard IV.A. Page 65)

While the 2015 External Evaluation Report found the governance structure to be sound, specific findings in the external evaluation stood out to the College to serve as areas on which to focus:

- “Despite the effort to create a structure to integrate planning throughout the College it appears that many constituent groups are unaware of what other groups are doing and how their planning interacts with the plans of other areas.” (From Standard IV.A. Page 63)
- “Survey results also report that half of respondents were concerned about the amount of time required to participate in participatory governance.” (From Standard IV.A. Page 63)
- “...there are serious concerns about the ability of staff to participate in effective discussion, planning, and implementation of institution-wide improvement.” (From Standard IV.A. Page 64)
- “Employees described a lack of communication regarding participatory governance processes and outcomes including minutes without enough details to enable employees who did not attend meetings to fully understand what was discussed.” (From Standard IV.A. Page 64)

- “In interviews with College employees the lack of involvement was attributed to a combination of workload making participation onerous and lack of support by supervisors. Some employees expressed they were either blocked from participation by their supervisor/administrators or penalized for participation.” (From Standard IV.A. Page 64)

These findings relate to the actionable improvement plan established by the College for Standard IV.A.1 in the 2015 Self-Evaluation (Page 378).

- The College will improve members’ engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).
- This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils’ and committees’ agendas and minutes on the College’s website; that these documents will be posted in a timely manner; and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact.

Actions taken by the College in its resolution to address this recommendation and meet the standard also address this actionable improvement plan (Ev. [R2.1](#)).

Table #1 provides an overview of actions taken by the College to address this recommendation. A more detailed analysis and summary of the actions appear after the table.

Table #1—Actions Taken to Establish an Environment that Includes the Participation of all Employees.

Term / Date	Action
Summer and Fall 2015	<p><i>College Leadership and Administrative Actions</i></p> <ul style="list-style-type: none"> • July: July: All managers are directed to facilitate and support participation in governance and related college activities by all employees (Ev. R2.2) • August-December: The College assesses the level of participation by constituent groups in governance (Ev. R2.3). • August-December: During regularly scheduled one-on-one meetings with constituent leadership, the Interim Superintendent/President emphasizes issues related to governance and the importance of maximum participation (Ev. R2.4). • August-December: Deans, Supervisors, and Department Chairs encourage and facilitate participation in department activities and program review and planning by all employees (Ev. R2.5; R2.6). <p><i>Governance Actions</i></p> <ul style="list-style-type: none"> • August: The Strategic Planning Council (SPC), the College’s principal participatory governance body, opens its first meeting with a discussion on participatory governance (Ev. R2.7). • August-December: Executive Administration implements an intentional communication and feedback approach during council meetings (Ev. R2.8). • August-December: The Council and major committee chairs disseminate meeting summaries, distinguished from official minutes, to the entire college community within a week of a meeting, and employees are encouraged to contact their representatives for feedback (Ev. R2.9). • August-December: Council chairs request two-way communication between membership and constituent groups (Ev. R2.8). • November-Present: The College creates the Comet Information Exchange (CIE) and modifications continue to the present (Ev. R2.10; R2.11; R2.12).
Spring 2016	<ul style="list-style-type: none"> • January – May: College Leadership, Administrative, and Governance Actions implemented in Fall 2015 continue. • January: The Interim Superintendent/President, and Interim Vice President for Instruction encourages part-time faculty participation in the program review and governance processes (Ev. R2.13). • March: The Interim Vice President for Instruction holds a dialogue during Classified Staff Development Day to discuss participatory governance and collect feedback and insight into their perceptions (Ev. R2.14; R2.15). • April: The College develops and implements strategies to address Classified Staff’s feedback (Ev. R2.16).
Summer 2016	<ul style="list-style-type: none"> • June – August: The Leadership, Administrative, and Governance Actions implemented in Fall 2015 continue. • June-August: The Superintendent/President arrives at Palomar and meets one-on-one with constituent leadership as part of a listening tour (Ev. R2.17).

	<ul style="list-style-type: none"> • July-August: The Superintendent/ President devises strategies to improve governance participation (Ev. R2.4).
Fall 2016	<ul style="list-style-type: none"> • August-present: The Superintendent/President implements strategies to improve governance participation (Ev. R2.4). • August: The Superintendent/President and Interim Vice President for Instruction encourage faculty and staff participation in governance at both the full-time and part-time plenaries (Ev. R2.18). • August: The College creates a regular feedback and evaluation process which gauges perceptions related to the effectiveness of its governance structure and processes (Ev R2.16). • August: Bargaining unit constituent forums move from quarterly to monthly meetings (Ev. R2.19). • August-December: The College implements professional development and engagement activities, such as “Classified Speaks” and “Google Hangouts” (Ev.R 2.20; R2.21; R2.22). • August: The Council of Classified Employees and Administrative Association Executive Councils approve council/committee membership term limits (Ev. R2.19). • August: The Strategic Planning Council (SPC), the College’s principal participatory governance body, opens its first meeting with a discussion on participatory governance (Ev. R2.23). • August: “Three Minutes of News” is reformatted and improved (from Two Minutes of News) for distribution twice monthly (Ev. R2.24). • August: The Superintendent/President requests participation in the Institutional Effectiveness Partnership Initiative (IEPI) for a Partnership Resource Team to provide technical assistance in development and implementation of a communication strategy to ensure all internal and external constituencies engage in the participatory governance process (Ev. R2.25). • December: The College implements its regular feedback and evaluation process to evaluate effectiveness of its governance structure and processes (Ev. R2.16).

Assessment of Participation

To address this recommendation the College began by assessing participation of all constituent groups in governance councils and committees. The College determined there was objective evidence of broad staff participation across the major councils and committees (Ev. [R2.3](#)). The College noted that the actual level of participation was incongruent with employee perceptions of participation identified in the Evaluation Report. This led the College to further examine and address the concerns of the classified employees.

College Leadership and Administrative Actions

The College recognized the importance of immediately addressing the lack of support for staff participation in governance by supervisors. The Interim Superintendent/President directed managers to facilitate and support participation in governance and related college activities for all employees at his initial managers meeting in July, 2015 (Ev. [R2.5](#)). The executive team revisited this directive with deans, directors, managers, and department chairs throughout the 2015-16 academic year (Ev. [R2.6](#)). During one-on-one meetings with constituent leaders the Interim Superintendent/President emphasized issues related to governance and the importance of maximum participation (Ev. [R2.4](#)). These groups included the following employee leadership teams:

- Council of Classified Employees (CCE)
- Confidential and Supervisory Team (CAST)
- Administrative Association (AA)
- Faculty Senate
- Palomar Faculty Federation (PFF)

CCE and AA executive councils saw an opportunity to broaden membership participation in governance by voting to change their bylaws to limit council/committee membership to two-year terms (Ev. [R2.19](#)). The Faculty Senate, PFF, and CAST already had term limits in place.

Participatory Governance Actions

The Interim Superintendent/President modeled and encouraged an intentional approach to provide information and seek feedback about critical issues as they progressed towards resolution through the appropriate governance councils and committees. In August, 2015, council chairs began distributing discussion summaries to the entire college community within a week of a meeting, and employees were encouraged to contact their representatives for feedback (Ev. [R2.8](#)). This action bridged the gap in time that typically occurs between a meeting discussion, and approval of minutes and their distribution (Ev. [R2.9](#)). The council/committee chairs emphasized the need for representatives to actively seek feedback, asking for reports from the constituents in their meetings. In addition, the Vice Presidents used their regular meetings with leadership and staff to disseminate information, encourage participation, and solicit feedback. The Interim Vice President for Instruction, for example, used his meetings with the Instructional Deans, and meetings with the Department Chairs and Directors for this purpose (Ev. [R2.6](#)).

Councils employed these communication strategies in dialogue about FTES calculation, the relationship between enrollment and budget, enrollment management strategies, and ideas for action to address enrollment declines (Ev. [R2.26](#)). SWOT analyses were adopted to foster more in-depth conversations (Ev. [R2.27](#); [R2.28](#)). The degree of interest in these discussions led the Professional Development Coordinator to interview the Interim Vice President for Instruction in a “Google Hangout” where similar information was shared with the rest of the campus (Ev. [R2.29](#); [R2.30](#); [R2.31](#)).

Robust discussions and communication also centered around whether to open the South Center in Rancho Bernardo to improve service to the southern portion of the College's district (Ev. [R2.32](#)). After thorough vetting by the College community, the Interim Superintendent/President recommended to the Governing Board that it proceed with opening the center (Ev. [R2.33](#)). The Governing Board followed that advice and recently accepted a construction bid on the project (Ev. [R2.34](#)). The communication around this issue is significant because it contributed to a demonstrably effective governance process.

The Comet Information Exchange (CIE)

One of the more significant communication and participation activities involved the development of the Comet Information Exchange (CIE) (Ev. [R2.12](#); [R2.10](#); [R2.11](#)). The CIE was launched in November, 2015, and was refined as discussions continued. Initially, the CIE was viewed as a one-stop-shop to find information related to governance processes. Employees were encouraged to visit the CIE to keep abreast of ongoing activities by accessing meeting summaries, links to official council webpages, the governance structure, and related information.

The College realized that the CIE could serve not only as an interface for information, but also as a means of participation and engagement. Email links to council/committee constituent representatives (and council/committee chairs if they so choose) were added so that employees could easily provide feedback to their representatives on issues currently being discussed or request that topics be brought forward for consideration. Employees can also register to participate in a CIE blog and receive email notifications of recent posts (Ev. [R2.35](#); [R2.36](#); [R2.37](#)). A word cloud was added to show themes dominating discussions, and clicking on any word in the cloud takes one to all of the council/committee reports related to that topic. There is also a link to a narrated power point presentation that outlines the governance structure and process, and how to participate in governance--including how to introduce a topic for consideration by a council or committee (Ev. [R2.10](#); [R2.38](#); [R2.39](#)).

The CIE has evolved into a dynamic interface, available to all employees, that expands participation beyond the traditional definition of sitting on a committee. Staff can find out, in close to real time, what is happening on governance councils/committees and participate in the conversations of interest with their constituent representatives or post comments on the CIE blog (Ev. [R2.21](#)). The CIE provides a technological solution to creating an environment of participation, and the College will continue to assess its impact and modify its structure and content in response to employee feedback.

The Classified Voice

In March, 2016, the Interim Vice President for Instruction facilitated a dialogue with staff during the opening session of the Classified Staff Development Day (Ev. [R2.40](#)). The following questions were posed to staff:

- “What do you think Palomar does well to foster your participation in shared governance?”
- “How can Palomar improve or strengthen the governance process?”
- “How satisfied are you with your own level of participation/engagement in governance at Palomar?”
- “How would you like to be more involved?”

Employees were clustered into small groups and asked to respond to the questions. A recorder from the group documented their responses and provided them to the office of Instructional Services.

The responses guided campus-wide discussions between the Interim Vice President for Instruction and the administrative and constituent group leadership shortly afterwards (Ev. [R2.4](#)). For example, one concern cited was the lack of opportunity for staff to participate in governance because the same individuals are on a number of councils/committees, and/or individuals serve for extended time periods (Ev. [R2.15](#)). CCE and AA leadership had already been in discussions to change their bylaws to establish term limits on council/committee membership, and they recommended those changes to their membership in August, 2016 (Ev. [R2.19](#)). Some survey responses requested opportunities for current and new employees to learn more about governance and planning. The Comet Information Exchange provides links for this purpose (Ev. [R2.10](#)). In August, 2016, the Superintendent/President addressed governance in the first Classified Speaks forums (discussed below), and in September, 2016, the Professional Development Coordinator and the Interim Vice President for Instruction conducted a Google Hangout on the topic of governance (Ev. [R2.22](#); [R2.21](#)).

It is essential to note several comments addressed frustration with workload and challenges caused by vacancies resulting from the 2015 Supplemental Retirement Program (SRP). The College acknowledged these issues can have an impact on participation and communication and employed strategies to rebuild its infrastructure. The College hired 27 full-time faculty and 45 classified staff in the last year. Another 17 SRP replacements and possibly an additional 15 positions will be filled in the current academic year. The Interim Superintendent/President communicated progress in campus forums and through his regular communication with constituent groups and the Superintendent/President continues the practice (Ev. [R2.41](#); [R2.4](#)).

New Leadership and Initiatives

The new Superintendent/President arrived July 11 and initiated a campus “Listening Tour” to clearly hear the needs and concerns of all employee groups, and to evaluate the impact of the actions taken prior to her arrival (Ev. [R2.17](#)). From these discussions, the Superintendent/President formulated strategies and implemented actions to ensure the College

has a truly encouraging and participatory environment in regards to governance (Ev. [R2.23](#)). These initiatives include the following actions:

- Executive and senior administrators conduct Google Hangouts to update all employees on issues of importance and/or to seek feedback (Ev. [R2.22](#)).
- The College scheduled campus forums for staff called “Classified Speaks!” Sessions alternate between the mornings and afternoons to accommodate the schedules of staff. The first Classified Speaks occurred August 26 and 29 and included an overview of governance and planning, what “participation” means to staff, and a look at the CIE. The agenda for the second Classified Speaks will address what additional initiatives can be implemented, and a brainstorming session on how staff can participate beyond avenues already identified (Ev. [R2.20](#)).
- Bargaining unit leadership will conduct membership forums monthly rather than quarterly (Ev. [R2.19](#)).
- The College requested and was approved for visits by the Partnership Resource Teams through IEPI, beginning in Spring 2017 to assist in development and implementation of a communication strategy to ensure all internal and external constituencies engage in the participatory governance process (Ev. [R2.25](#)).

A part of the College’s continuous improvement and feedback cycle, the Strategic Planning Council (SPC) devoted time at its first meeting in Fall 2016 to discuss the outcomes of the Interim/Superintendent’s meetings with constituent groups, check-in with the purpose of and value of participatory governance, and further identify ways to strengthen and improve governance at the College (Ev. [R2.23](#)). Based on this ongoing dialogue, the College is developing additional strategies on how to improve communication within the governance infrastructure to complement those that have already been put into place. Please note, SPC engages in this process annually (Ev. [R2.23](#); [R2.7](#); [R2.42](#)).

In addition to SPC’s ongoing internal review, the College has developed a process to regularly collect feedback across the campus to gauge the environment of participation. A campus-wide survey has been developed and the first launch of this survey will occur in December, 2016, so that current and projected actions can be fairly assessed. The new survey addresses noted ambiguity in previous governance survey responses and addresses all types of participation and engagement in college governance and planning (Ev. [R2.16](#)). The College will use these results to refine and improve its strategies for engaging all staff in governance. The survey, or a modified version of the survey, will be administered regularly to ensure that the College is effectively maintaining an environment that embraces participation of all campus community members.

Palomar is committed to fostering an environment that embraces participation in college governance. To fully address this recommendation, the College deliberately assessed perceptions and realities around governance, and took action to remove barriers to participation through administrative and governance avenues. The College directed management to facilitate and encourage participation; improved flow of information throughout the governance infrastructure; launched a technology solution to increase participation and access via the CIE; implemented

targeted activities to engage all constituent groups, specifically classified employees; and created an ongoing assessment process to measure institutional effectiveness in the area of participatory governance. These comprehensive strategies along with a strong commitment by leadership to create and maintain an environment of participation address the recommendation and the College now meets the accreditation standards.

The College meets the standard.

Additional Plans

None.

Evidence: Recommendation #2

Number	Name
R2.1	Self Evaluation Report 2015 Actionable Improvement Plans
R2.2	Interim President Gonzales communication - Welcome Back Spring 2016
R2.3	Council and Committee representation data
R2.4	Leadership calendar
R2.5	Management meetings
R2.6	Directors and chairs sample meeting minutes
R2.7	SPC Orientation Fall 2015
R2.8	Feedback from constituency sample
R2.9	Timely meeting summaries
R2.10	Comet Information Exchange (CIE) website
R2.11	Strategic Planning Council minutes 9/15/2015
R2.12	Comet Information Exchange Description
R2.13	Professional Development blog - Plenary Spring 2016
R2.14	Accreditation Steering Committee minutes 3/18/2016
R2.15	Classified Staff Development Day survey results
R2.16	Governance Survey 2016
R2.17	SPC orientation Fall 2016 - Listening tour
R2.18	Plenary presentation Fall 2016
R2.19	AA and CCE bylaw discussion and minutes
R2.20	"Classified Speaks" announcement and agenda
R2.21	Shared governance email 9/7/2016
R2.22	Google Hangouts dates
R2.23	SPC orientation Fall 2016
R2.24	"Three Minutes of News"
R2.25	Institutional Effectiveness Partnership Initiative participation confirmation
R2.26	Council meeting minutes sample – Enrollment Management Fall 2016
R2.27	SWOT analyses - Instructional Planning Council
R2.28	SWOT analysis - Learning Outcomes Council
R2.29	Google Hangout and Professional Development announcement
R2.30	Google Hangout Enrollment Management
R2.31	Webinar - Compressed Calendar
R2.32	Strategic Planning Council and Instructional Planning Council minutes - South Center
R2.33	Strategic Planning Council minutes 4/27/2016
R2.34	Governing Board agenda 9/13/2016
R2.35	Comet Information Exchange improvement communication
R2.36	Comet Information Exchange feedback/questions to representatives webpage

R2.37	Comet Information Exchange - feedback to representative confirmation
R2.38	Governance and How to Participate PowerPoint
R2.39	Governance and How to Participate PowerPoint narrated video
R2.40	Classified Staff Development Day PowerPoint
R2.41	All College Forum announcement - March 16
R2.42	Strategic Planning Council orientation Fall 2014

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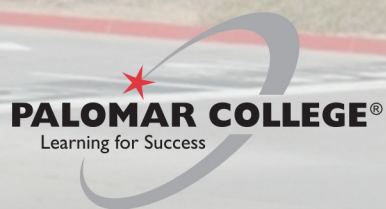
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