



MEETING

September 18, 2023

EXHIBITS

Minutes of the
MEETING OF THE FACULTY SENATE
September 11, 2023

APPROVED

PRESENT: Ben Adams, Melissa Bagaglio, Will Dalrymple, Kelly Falcone, Katy Farrell, Molly Faulkner (ZOOM-JC), Jenny Fererro, Shelbi Hathaway, Lisette Lasater, Lawrence Lawson, Vickie Mellos, Anne-Marie Mobilia, Michael Mufson, Wendy Nelson, Beth Pearson, Maryan Rizk, Nina Shmorhun, Nicole Siminski, Elena Villa Fernández de Castro

ABSENT: Jim Coil (ZOOM-A), Alexandra Doyle Bauer, Jason Jarvinen (ZOOM-A), Anastasia Zavodny

GUESTS: Joseph Allen, Heather Elliott, Matt Grills, Luis Guerrero, Monique Lineback, Ben Mudgett, Elyse Real, Tanessa Sanchez, Norma Villegas

Notes: Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Ben Mudgett said he is recruiting for his doctoral study and has Palomar College approval to recruit on campus. He shared his flyer inviting queer Latinx men to join a study on the experiences they have in community college to contribute to LGBTQI research, specifically queer people of color research. The aim of his study is to provide practitioners and policy makers insight into the lived experiences of Latinx men and their intersectionalities specifically their intersectionality of being queer. It's a 90 minute virtual interview, and they'll participate in what's called queer options, which are spaces for support, healing and being and forming community. The screening criteria is on the form and there's a QR code that will take you directly to the screening criteria form to complete. Potential participants will be directly notified by Ben about next steps. Flyers can be obtained by contacting Ben Mudgett at bmudgett@palomar.edu, The flyer link can be found here: [Flyer](#)

ANNOUNCEMENTS

Senator and PFF Co-President Lawrence Lawson said the PFF/Palomar Community College District 3 year CBA is up for board approval. Once it is approved, there are things in the Contract that need to get done. PFF will send out information regarding a quick social ZOOM celebration.

Senate President Wendy Nelson announced that the Senate retreat will be October 2 after the new incoming Senators are seated. It will be an active learning style and will most likely end closer to 5 p.m.

President Nelson said the new food services provider will be voted on tomorrow night at the Governing Board meeting. The contract is a shorter contract which will give Palomar the opportunity to review options. There will be two

weeks without food services in place during the transition. The College has promised food trucks will be here on campus during this transition time. Faculty are encouraged to share this information with colleagues and students.

President Nelson thanked those who attended *Reimagining Instruction* that morning. It was well attended, and VPI Recalde said she is receiving a lot of feedback. Nelson said if anyone has additional thoughts and ideas to send to Nelson and she will ensure to share them with VPI Recalde. VPI Recalde told Nelson she will gather all the information, create a summary and bring it back to Senate for additional feedback. Some Senators added to the announcement saying the scheduling of this session during popular instructional time wasn't well planned as many faculty were in the classroom teaching. They also suggested offering this session on different days improving the odds that more faculty could be in attendance to share their input. It was noted that employees at Education Centers were not able to attend during those hours as well. There is some urgency in determining the best way to move forward because there was a planned call for a Dean of Instruction last Spring.

Senator Michael Mufson announced that the first Concert Hour from Performing Arts is September 14 with *Soto Six*. All year long will be reinventions of 21st century classics. The first theatre production is on September 30 with a play called *Stupid F**king Bird* which is a reinvention of the play *Seagull*.

President Nelson reminded Senators of the AB 2449 rules Senate must enforce for attending meetings via ZOOM.

AGENDA CHANGES - No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Hathaway

Faculty Senate approval of Faculty Senate meeting minutes dated August 28 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum (Exhibit 2)

Motion 2: MSC Mellos/Bagaglio

Faculty Senate approval of Curriculum Committee actions taken on September 6, 2023 (Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Vickie Mellos made the following announcements related to curriculum.

- WORKSHOP: Community College Baccalaureate Opportunities Wed, Sep 13, 2023, 2:00 PM - 4:00 PM (In-person LRC 438)
- DIVERSITY, EQUITY, & INCLUSION IN YOUR CURRICULUM Thu, Sep 14, 2023, 2:00 PM - 3:30 PM (Zoom)
- Curriculum/META Drop-ins
 - o Friday, Sept. 15th 9:00-11:30am (Zoom)
 - o Monday, Sept. 25th 12:00-2:00pm (HyFlex; San Marcos H-105)
 - o Wednesday, September 27th 4:00-5:00pm (Zoom)

Also, the Curriculum Committee was working on the AP-4021 Program Development, Revitalization, and/or Discontinuance last semester and we are almost done. We made some final edits and added Baccalaureate Degree Programs. The finalized policy should be ready soon.

President Nelson encouraged new faculty to attend the drop in sessions especially for META.

B. Committee on Committees Election

Motion 3: MSC Hathaway/Pearson

Faculty Senate approval of the results of the ballot of the following positions (Exhibit 3):

The motion carried.

Academic Integrity Taskforce - **April Cunningham**, Faculty, L&L

Academic Integrity Taskforce – **Marina Parenti**, Faculty, SBS

Behavioral Health and Campus Wellness Committee – **James Fent**, Faculty, Instructional (23-25)

Curriculum Committee – **Ellyn Norris**, Faculty, CTE (23-24)

Curriculum Committee – **Marina Parenti**, Faculty, SBS (23-26)

Equitable Placement and Completion Committee – **Tracy Fung**, Faculty, ESL (22-24)

Equivalency Committee – **Benhui Zou** – Faculty, Fulltime, CTE (23-24)

Faculty Service Area (FSA) Review Committee – **Marlene G. Forney**, Library (23-25)

Instructional Program Review and Planning Committee – **Jenny Fererro**, Faculty (23-25)

Instructional Program Review and Planning Committee – **Molly Faulkner**, Faculty (23-24)

Technology Master Plan Committee – **Marlene G. Forney**, Faculty, divisional representative (appointed by Faculty Senate) (23-25)

Senator Shelbi Hathaway, member of Committee on Committees explained the voting process to Senators and emailed the ballot.

C. Granting Emeritus Status to Past Retirees

Motion 4: MSC Faulkner/Lawson

Faculty Senate approval of granting Emeritus status to the following faculty (Exhibit 4):

The motion carried.

John Aegerter
Rebecca Barr

INFORMATION

A. HighPoint

Joseph Allen, Manager of Student Services Communications, Systems, and Technology shared the new MyPalomar webpage that students will begin to experience October 1. The site is student facing which is a huge change. The FAQ section has a lot of robust information. Allen scrolled through the page explaining different ways students can navigate the page and what information will be available.

Every Tuesday and Thursday Allen is hosting live ZOOM webinar orientation information sessions that faculty can attend. There are also face-to-face meetings on Fridays from 2 to 4:30 in H-104.

Allen explained that Phase I of the HighPoint project is to get the student dashboard established, up and running. This technology will eventually replace MyClassFinder hopefully within six months but unfortunately not before students will be registering for Spring classes.

Senator and DE Coordinator Kelly Falcone, who has attended one of the webinars said this upgrade will considerably improve a student's experience.

ZOOM Employee Training: <https://www.palomar.edu/student-services/events/>

B. Professional Development Feedback (Exhibit 5)

Luis Guerrero, PD Coordinators said that he, along with Matt Grills and prior PD Coordinators have been trying to reimagine PD in a new way to serve more employees and make it more equitable in terms of access. The newer modality schedules a full flex week with hundreds of workshops and activities creating opportunities for all employees.

Guerrero's exhibit shared ways that other regional local community colleges structure their flex week and/or plenary for part-time faculty and full-time faculty.

Senate VP and PFF Lead Negotiator Jenny Fererro encouraged PD to be very careful about ways to schedule flex week/plenary because those faculty commitment of hours (when and how many) falls under the purview of PFF through negotiations so this would not be a Senate conversation but rather a conversation with PFF. Senator Lawson suggested this presentation come to PFF for further discussion.

Guerrero went on to say that other colleges are very intentional with DEIAA training of a minimum of 25% of PD to culturally humility, culture responsive practices and other things. Hopefully this could be achieved at Palomar with AP 3000 being implemented.

Many Senators were in support of using plenary for more DEIAA work. AP 3000, passed in 2020 says all employees must participate in DEIAA focused training but that element has not been implemented. There has been a missed opportunity for Senate to determine what that DEIAA training looks like for faculty while PFF takes that information and negotiates it with the District. Senate should be proactive in this matter and up to now has not been. Fererro added that AP 3000's requirement for training is covered under existing CBA language. PFF sent out a survey to all faculty in 2021 and the responses of how much DEIAA work should be required in PD was all over the map. A consensus did not occur. It was then agreed among Senators that this decision, how much DEIAA work should be considered PD, is a decision to be made by Senate, not PFF, as PD activities are part of the 10+1+1.

President Nelson said coming up with a plan to implement AP 3000 should start in the PD Committee and then the PD Committee can bring it to Faculty Senate for further discussion.

C. Request from Nursing Program to Use Proctorio for 4th Semester Students

President Nelson said a request came through from the Nursing Department to use Proctorio. Senator Falcone said that Nursing uses a third party testing program (API) that within their platform, uses Proctorio.

Monique Lineback, Nursing faculty said permission to use Proctorio through the ATI technology platform really helps students with accessibility and allows them to have flexibility with scheduling. The platform hasn't updated their proctoring service but it is planned. This is a primary reason why Nursing hopes this request can be approved until the API testing application updates their proctoring service.

It was noted this situation is significantly different since the College is not providing Proctorio, rather the third party testing technology (ATI) Nursing is already using, uses Proctorio. Palomar College is not paying for it nor promoting it.

Motion 5: MSC Faulkner/Pearson

Faculty Senate approval to move back into Action.

The motion carried.

Motion 6: MSC Pearson/Falcone

Faculty Senate approves an exception for the Nursing Program to use ATI's Proctorio (ATI is a third party testing program Nursing is already using) for a maximum of one year, to meet nursing testing requirements.

Abstention: Lawrence Lawson

The motion carried.

D. Educational and Facilities Vision Plan Update – Tabled.

E. Report – Tabled.

ADJOURNMENT The meeting was adjourned at 3:50.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

EXHIBIT 2

September 18 2023							
Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
							Vote for 2 (Two)
Tim Hernandez	Student Services	Counseling	Evaluations Appeals Committee	Faculty (tenured) at-large (23-24)	The Evaluations Appeals Committee typically reviews petitions of courses from other institutions that were denied for fulfilling Palomar's General Education requirements. In my work on this committee, I will ensure that my decisions and input are based solely on the content of the course(s) and the degree to which the course meets the curriculum requirements for the General Education area in question. In doing so, my intent is to maintain a position of objective scrutiny, as opposed to a subjective evaluation of a course based upon it's title or department of origin.	I bring 27 years of community college counseling experience to this committee. In that time, I have worked as the Career/Transfer Director at San Diego Miramar College and the Transfer Center Director and Department Chair of Counseling at Palomar College, in addition to counseling students as a Generalist Counselor since 1996. This wealth of experience has provided me the opportunity to work with thousands of students from a variety of ethnic and socio-economic backgrounds, and diverse life experiences. I am sensitive to the needs and contributions of my students and always bring an appreciation of their presence and life situation to my work with them. My intent as a community college counselor has always been promote the success of all students and be an advocate for the advancement toward their academic and professional goals.	
Michael Mumford	MSE	Mathematics	Evaluations Appeals Committee (EAC)	Faculty (tenured) at-large (23-24)	I have been vary involved in DEIA prof development and will bring that to the committee.	At Palomar for 33 years and have served on many committees but never on this one. I wish to both bring and expand my DEIA experience.	
Jerry Rafiki Jenks	L&L	English	Evaluations Appeals Committee (EAC)	Faculty (tenured) at-large (23-24)	I will take into consideration all the identities that a student embraces as well as the history of the College's treatment of marginalized students in making decisions about a student's appeal application.	I research and publish on topics surrounding questions of diversity, equity, and inclusion. Thus, I have theorized and examined practices of antiracism (e.g., antiblackness), why they continue to exist, and how they can be addressed.	
Diana Ortiz	SBS	American Indian	North County Higher Education Alliance (NCHEA)	Faculty at large (23-25)	I will continue to actively utilize an Equity and Antiracism lens to ensure that all decision-making processes and outcomes are fair and inclusive, and address systemic inequities by actively seeking input and feedback from fellow board members, my colleagues, and students. After being on the committee for two years it has been wonderful to be a part of a program that helps these colleges in partnerships to address DEIAA through grants. I have learned a great deal from my colleagues and from continued work in race, class, and ethnic studies scholarship. As part of this committee, I will continue to actively encourage and promote diverse perspectives, ensuring that all voices are heard and valued within the committee and grant applicants, who reflect community needs.	As someone who has fought for Diversity, Equity, Inclusion, and Antiracism and Accessibility since I was a student at Palomar College, I bring experience and abilities from being a student activist. As a long-time faculty member at a community college, I have developed a deep understanding of the principles and practices of DEIAA and have actively incorporated these concepts into my teaching, curriculum development, and student engagement efforts. I am continuing to expand my knowledge and skills in DEIA. I actively engage in professional development opportunities, attend conferences, and read on recent research and best practices in the field. This will all aid my contribution to the committee and in the decisions we make.	
Marie Templo-Capule	L&L	Library	Committee on Service Learning	Library (23-25)	I will utilize an Equity and Antiracism lens in my work with this committee by actively seeking diverse perspectives, advocating for inclusive practices, and addressing any biases or inequities that may arise. I commit to ongoing learning about Diversity, Equity, Inclusion, and Antiracism through workshops, literature, and dialogue. This commitment will inform my role on the committee ensuring that I contribute to a more inclusive and equitable environment.	I am dedicated to continuous learning and growth, staying updated on industry trends and best practices. Also, I'm a member of the ASCCC CTE Leadership Committee where they are also discussing CBE (Competence Based Education), and CPL (Credit for Prior Learning). While these approaches have different primary purposes, there can be overlap or integration in certain educational settings with Service Learning.	
Tamara Weintraub	L&L	Library	Tenure & Evaluations Review Board (TERB)	Faculty, At Large (23-25)	I believe one of my most important roles as an educator is to confront and push back on inequitable and oppressive systems that create barriers to knowledge acquisition and collegiality. I practice this every day in my position as a Library Faculty member (working with individuals from every discipline on campus), where I am intentional in identifying and challenging explicit and implicit racist attitudes and other forms of exclusion. Such barriers can make our instructional spaces inaccessible and unwelcome for many learners, and I am committed to removing them. I bring the same commitment to TERB.	I'm a long-time Palomar Faculty with extensive experience leading or participating in peer reviews (in my own and other disciplines on campus). Having previously served on TERB (through AY2018) I helped develop some of the procedures and provide clarification to the evaluations process that are in place today, and believe I can continue to benefit our Faculty by serving on this Committee again.	



Faculty Senate Equivalency Committee

Equivalency Outcome Form

This form is to be completed by the Chairperson of the Faculty Senate Equivalency Committee.

Applicant's Name:

The applicant's academic and professional background is equivalent to:

- ☐ Associate's degree plus 6 years of full-time work experience in _____
- ☐ Bachelor's degree plus 2 years of full-time work experience in _____
- ☐ Master's degree in _____
- ☐ Master's degree in _____
with emphasis in _____
- ☐ Master's degree in _____
with certificate in _____
- ☐ Bachelor's degree in _____
and Master's in _____

The equivalency is based on: _____

- ☐ Approved by the Faculty Senate Equivalency Committee for
- ☐ Disapproved by the Faculty Senate Equivalency Committee for

Reason(s): _____

Equivalency Chair Signature: _____ Date: _____

Table of Contents

MESSAGE FROM THE SUPERINTENDENT/PRESIDENT [THIS WILL ALSO BE IN VOLUME ONE] 2

INTRODUCTION TO THE EDUCATIONAL VISION PLAN 3

 COLLEGE VISION, MISSION, AND VALUES 3

 EVP FOUNDATIONS 4

 EDUCATIONAL VISION PLAN DEVELOPMENT PROCESS 5

EDUCATIONAL VISION PLAN 6

 PLANNING ASSUMPTIONS AND IMPLICATIONS FOR PLANNING 6

 ENROLLMENT GOALS 9

 VISION FOR PALOMAR COLLEGE AND ITS EDUCATIONAL SITES 11

 EVP GOALS AND OBJECTIVES 15

 SUMMARY 17

APPENDICES 18

 APPENDIX A: DATA PROFILE 18

 APPENDIX B: COMMUNITY VOICE 26

Message from the Superintendent/President [This will also be in Volume One]

Introduction to the Educational Vision Plan

This second volume of the *Palomar College Vision Plan 2035* (*Vision 2035*) focuses on the educational portion of the Plan. The *Educational Vision Plan* (*EVP*) is a dynamic document. While this is a 12-year plan, an in-depth mid-cycle update will be conducted in 2029. Three-year strategic and annual implementation plans will be developed to ensure the *EVP* remains current and is responsive to the changing needs of students and the community.

The *EVP* presents a vision for the future of Palomar College's educational programs and services. This vision promotes growth and identifies the role and direction of the College's education sites over the next 12 years by incorporating short- and long-range goals and objectives. In summary, Palomar College is embarking on a new era in serving the North San Diego County region, focusing on (a) innovations in higher education; (b) a revitalized and enhanced student-centered approach; and (c) an emphasis on reaching new student populations and strengthening partnerships with business, industry, and communities throughout the District's service area.

College Vision, Mission, and Values

Palomar College's Vision, Mission, and Values are the basis of all planning efforts, including within the *EVP*. The Vision, Mission, and Values were reimaged in 2019 and are reviewed and revised regularly to maintain currency and respond to the community's changing needs.

Vision

Transforming lives for a better future.

Mission

Palomar College respects each of our students' experiences and supports them to achieve academic success. As a community college, we encourage our students to embrace the best version of themselves and prepare them to engage with our local and global communities.

Values

In creating the learning and cultural experience that fulfills our mission, we are committed to serving our community, including historically and currently marginalized and racially minoritized populations. In doing so, we are guided by the core values of:

Access

We make education possible for everyone.

Diversity, Equity, and Inclusion

We recognize and respect diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.

Academic Excellence

We provide quality programs and robust course offerings to support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education.

Student Focused

We offer a caring and supportive environment that addresses the holistic and distinct needs of our students.

Community

We are an integral part of our region and strive to foster meaningful relationships within our college and local communities.

EVP Foundations

The *EVP* is built on the two foundations presented below.

Diversity, Equity, Inclusion, Accessibility, & Antiracism (DEIAA)

Palomar College's strong commitment to DEIAA is represented throughout the *EVP*. This commitment is expressed in the District's Vision, Mission, and Values. In 2020, the College collaboratively developed *Calls to Action* to support DEIAA. In 2022, a Chief Diversity Officer position was established. The *Palomar College Equity Plan 2025* outlines the District's intentional focus on ensuring equitable student outcomes by incorporating an evaluation of disproportionate impact and articulating strategies to eliminate equity gaps.

The Student Journey

Palomar College seeks to ensure student learning and achievement through quality instructional programs and integrated support. This aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, Guided Pathways, and Student Centered Funding Formula.

The CCCO's strategic plan, Vision for Success (VfS), established six system-wide goals to meet California's economic and social needs: Completion, Transfer, Unit Accumulation (reduced), Workforce, Equity, and Regional Equity. Palomar College has set achievement and completion goals aligned with the Vision for Success and regularly monitors and evaluates its progress towards these goals.

The Guided Pathways framework is a highly structured approach to student success anchored in four pillars of the student experience: (1) Clarify the Path, (2) Enter the Path, (3) Stay on the Path, and (4) Ensure Learning. The overarching objective is to help students successfully progress toward their educational goals while reducing the time it takes them to reach them. Under this framework, Palomar College has implemented Palomar Pathways. Faculty adopted seven meta majors (e.g., Business, Health, and Public Service) with a focus on career clusters. In alignment with the Guided Pathways framework and the College's Student Equity Plan, Palomar is reimagining wrap-around student support to ensure success along the student journey from access through completion.

The State's Student Centered Funding Formula (SCFF) provides apportionment based on three calculations: (1) a base allocation for enrollment, (2) a supplemental allocation based on receipt of identified financial aid, and (3) a student success allocation based on specified outcomes. The District reviews enrollment, efficiency, and completion goals in alignment with the SCFF to make recommendations on the scheduling of classes and the use of resources, to design and implement support services, to develop multiyear projections, and to maximize revenue. These activities are aimed at closing achievement gaps and increasing student success.

Included in the 2022-23 California State budget, the Governor's Office and the California Community College system mutually agreed to prioritize advancing shared goals over the next five-year term. This is described in the

Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges. Aligned with the VfS, the Roadmap details the role of California community colleges in meeting and supporting the Governor's goal of 70% of California working-age adults earning postsecondary degrees or certificates by 2030.

Palomar College will support the *Roadmap's* efforts to advance student access and success. The *EVP's* goals and objectives provide for even greater intent to strengthen programs and services, leading to increased student completions.

As expressed in the College's Vision, Mission, and Values and these two planning foundations, Palomar's focus on its students' lived experience and educational goals underpins the *EVP*.

Educational Vision Plan Development Process

EFP Task Force

In Fall 2022, the Educational and Facilities Planning (EFP) Task Force was formed to guide the Palomar College Vision Plan 2035 development. The 32-member Task Force was composed of all constituent groups, including students, and was tri-chaired by the Superintendent/President, the Faculty Senate President, and a Classified Staff representative. The Task Force developed a work plan and established a college website for transparency and communication, where materials, meeting notes, other documents, and monthly progress were posted. From September 2022 through August 2023, the Task Force met monthly to conduct its work on the *Vision Plan 2035*. *HMC Architects* and the *Collaborative Brain Trust (CBT)* helped to facilitate the Plan's development and provided technical support.

The *EVP* development process extended over ten months, beginning in June 2022 and reaching completion in March 2023. To develop the *EVP*, the Task Force first reviewed and discussed the results of external and internal environmental scans and community voice, as expressed through a campus-wide survey and 71 listening sessions. The external environmental scan included data on the District's service area, public K-12 enrollment and high school graduation rates, and regional labor market. The internal environmental scan provided data on student enrollment, demographics, progress, and achievement. The campus-wide survey and listening sessions enabled institutional stakeholders and business, industry, and community partners to share their insight and vision for how Palomar College can meet their needs now and into the future. Drawing from this evaluation, the Task Force created Palomar's vision for the future, enrollment targets, and the *EVP's* goals and objectives. Refer to Appendices A and B for highlights from the environmental scans, community voice survey, and listening sessions.

The remainder of this plan includes a summary of the planning assumptions and implications drawn from the environmental scans, a campus-wide survey, and listening sessions. Next, it presents the enrollment goals identified by the Task Force to guide the District's plans for its campus and education sites. Drawing from Palomar College's commitment to serving the entirety of its district, the following section provides Palomar's vision for the future. The vision establishes roles for the San Marcos campus, the Escondido, Fallbrook, and Rancho Bernardo education centers, and an education site on Camp Pendleton. The vision for the future includes the need to support the growing interest in distance education. Finally, the *EVP* sets five goals and accompanying objectives to ensure the District successfully carries out its Mission in service to the community.

Educational Vision Plan

Planning Assumptions and Implications for Planning

As described earlier, the Task Force reviewed quantitative and qualitative data about Palomar College's service area and its students. The District's service area spans more than 2,555 square miles. Palomar's first Educational and Facilities Long-range Plan (*Master Plan 2022*), crafted in 2002 and then updated in 2010 and 2018, established a new district configuration to meet the needs of the adult population residing within its service area. The structure organized the San Marcos Campus and Escondido Education Center into a Central Planning Area. North and South Planning Areas were also established. The Camp Pendleton education site and a new education center were slated to serve the North Planning Area. An additional education center was established to support the South Planning Area. In 2018, through the support of Proposition M funds, the District opened the Fallbrook Education Center serving the north planning area and the Rancho Bernardo Education Center serving the south planning area.

Considering the size and configuration of the District's service area, the Task Force examined district-wide data and data disaggregated by planning areas (North, Central, and South). The Task Force noted the following assumptions and implications for planning.

External Scan

- The adult (18 to 64) population served by Palomar College is large (approximately 500,000 adults), but expected to grow slowly over time. An opportunity exists for the District to grow beyond pre-pandemic enrollments by implementing strategic enrollment management strategies that increase participation rates throughout the service area.
- Palomar College's service area demographics are evolving. The District will continue to ensure that its programs and services are designed to meet the needs of its changing population.
- Dual enrollment and strengthened partnerships with high school districts are needed to increase the number of recent graduates transitioning to Palomar College and successfully navigating their postsecondary education goals.
- Palomar College must market and ensure students have easy access to its programs and services at the San Marcos campus, education centers and sites, and online to minimize the loss of service area residents to other community colleges.
- As Palomar College evaluates its current program offerings and establishes future programs, the regional labor market, forecasted job growth, and changes in industry and technology will continue to be considered.
- Strengthening partnerships with regional businesses and industries will help keep Palomar College's programs current and responsive to community needs.

Internal Scan

- Post-pandemic, enrollments at Palomar College are starting to increase, although they have yet to reach pre-pandemic levels. Palomar College must implement strategies to regain enrollment and facilitate retention and completion to ensure financial stability and meet the District's educational needs.

- The Pandemic noticeably impacted Palomar College's noncredit and CTE offerings and students. An opportunity exists to recover noncredit and CTE students and further grow these programs.
- The majority of Palomar College students are enrolled part-time. As the District continues to plan for its future, it is essential to consider how to provide services and supports that meet the needs of part-time students.
- Most students identify as Hispanic or Latino, or White and are between the ages of 18 to 24. Further, Palomar serves a similar ratio of students who identify as male or female. Palomar will continue to ensure its programs meet the needs of its student body. An opportunity exists to consider ways to support the educational and career needs of working adults (ages 25 to 49) who reside in the District.
- Over time, dual and concurrent enrollment programs have increased the number of special admit students attending Palomar College. Further expansion of this practice will support the District's interest in strengthening its relationships with local area high schools and increasing the number of recent graduates transitioning to Palomar.
- Strengthening wrap-around services for students and professional development for faculty and staff will improve student outcomes by increasing fall-to-fall persistence and completion of math and English.
- Variation exists in progress and completion rates across student demographic categories. The *Palomar College's Student Equity Plan 2025* seeks to eliminate gaps for disproportionately impacted student groups. This work is critical to ensuring all students complete their educational goals.
- Over time, Palomar College has experienced an increase in award completions (in particular, Associate Degrees for Transfer). Continuing to create clear pathways and strengthen partnerships with universities will further support student completion of educational goals.

College-Wide Survey

Students, faculty, and staff completed a college-wide survey to inform the *EVP*. Planning implications drawn from the survey appear below.

- Students rate the instruction they receive at Palomar College highly and express an interest in taking courses across all instructional modalities (e.g., on-campus, online, and hybrid). Student interest in different modalities varies across course types (e.g., science labs, general education classes, major-specific classes). An opportunity exists for the District to intentionally build its online programs and offerings while supporting on-campus programs and offerings.
- To help students stay on the path to meet their educational goals, Palomar College can ensure students are aware of and have ready access to behavioral health, counseling and advising, financial aid, basic needs, academic tutoring support, and flexible class scheduling and offerings.
- Palomar College can improve its registration processes and food services.
- Most students, faculty, and staff felt that people at Palomar College are valued in all spaces on campus regardless of their cultural background or identity. The District should continue to strengthen and carry out its commitment to DEIAA.
- The Learning Resource Center was identified across all respondent groups as a strength. Supportive spaces for students to gather, engage, or study are needed across district locations.

Listening Sessions

Seventy-one listening sessions were held in individual and group formats with Palomar College students, internal stakeholders, and external stakeholders. These sessions occurred at multiple district locations to ensure representation across the District. To facilitate understanding, outcomes, and implications from the sessions were organized by thematic clusters.

Theme 1: Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA)

Palomar College is strongly committed to its DEIAA efforts and will continue to expand these efforts to celebrate the diversity and intersectionality of all Palomar students. This theme includes ensuring accessibility and mobility in all areas of the District, including available resources, course offerings, meetings, and technology.

The District can further enhance its DEIAA efforts by creating more welcoming and safe campus spaces and locations; enhancing DEIAA training for employees; revising college policies and procedures with equity in mind; and enhancing the student journey through programs, resources, and spaces that reflect students' cultures and lived experiences.

Theme 2: Student-Centered Approach

Palomar College prides itself on providing student-centered academic resources and support services. The District can strengthen its student-centered approach by reaching out to students where they are, streamlining the enrollment and registration process, providing access to classes and programs that meet their academic goals, and giving students the support needed to find their path. The District should also consider flexible course schedules, dynamic pedagogies, and learning resources that will help students stay on their path.

Theme 3: Educational, Business, Industry, & Community Partnerships

Palomar College maintains relationships with educational, business, industry, and community partners to ensure the District's programs and services are aligned with their needs. Many partners attending the listening sessions expressed interest in developing and/or enhancing their relationships with Palomar College.

Theme 4: Strategic Enrollment

Palomar College strives to meet its service area's and students' educational needs. The District can optimize enrollment by focusing on building programs to support expected population growth (e.g., adults 25 to 49, the increased adult population in the North and Central planning areas); leveraging and strengthening the high school to community college pipeline; developing college-wide marketing strategies to reach underserved student populations; and strategically implementing technology to support student outreach, enrollment, onboarding, progress, and completion.

Theme 5: People and Processes

Palomar College seeks to provide employees with the staffing, resources, and support they need to fulfill Palomar's Vision, Mission, and Values. To this end, the District can streamline and refine fiscal, technology, and human resources processes. Also, the District can expand and support opportunities for professional development and employee growth.

Theme 6: Education Centers

Through its previous long-range planning, Palomar College established a district configuration designed to serve its community, including the San Marcos campus, three education centers in Escondido, Fallbrook, and Rancho Bernardo, and an education site on Camp Pendleton. As the District continues to plan for all its locations, its

education centers should each have specific anchor programs where a student can earn a degree or certificate and access the full range of services. To enhance the student experience at the centers and sites, Palomar College should develop meaningful ways to connect them with the San Marcos campus through campus events, intercollegiate sports, and art, for example.

The student listening sessions elicited three consistent topics: 1) appreciation for the responsiveness of faculty and staff in providing support services at the centers and sites; 2) a need for additional student gathering spaces; and 3) food services offered during all hours of operation. Also common to the Escondido, Fallbrook, and Rancho Bernardo education centers is the opportunity for Palomar College to strengthen relationships with area high schools and expand dual enrollment.

Enrollment Goals

Palomar College has established a goal to return to its pre-pandemic enrollment level and FTES, eventually returning to the FTES and participation rates observed in 2019-20, by 2029-2030, if not sooner (see Figure X).

While the District's service area demographics are evolving, the number of adults has not changed significantly. The service area is expected to grow slowly, with more growth coming from the North and Central planning areas. There has also been little change in educational attainment for adults 25+ in the District's service area. Although San Diego County high school graduates are expected to decrease slightly over the next ten years, opportunities exist for the District to strengthen its educational partnerships to increase the number of students who attend Palomar College immediately after graduation. In addition, the District can optimize adult learner enrollments through programs and services aligned with business and regional needs. Finally, the District's free flow analysis showed that many service area residents attend other regional community colleges. Palomar College can regain some of these enrollments by offering future-focused programs and services in convenient locations and through distance (online) education.

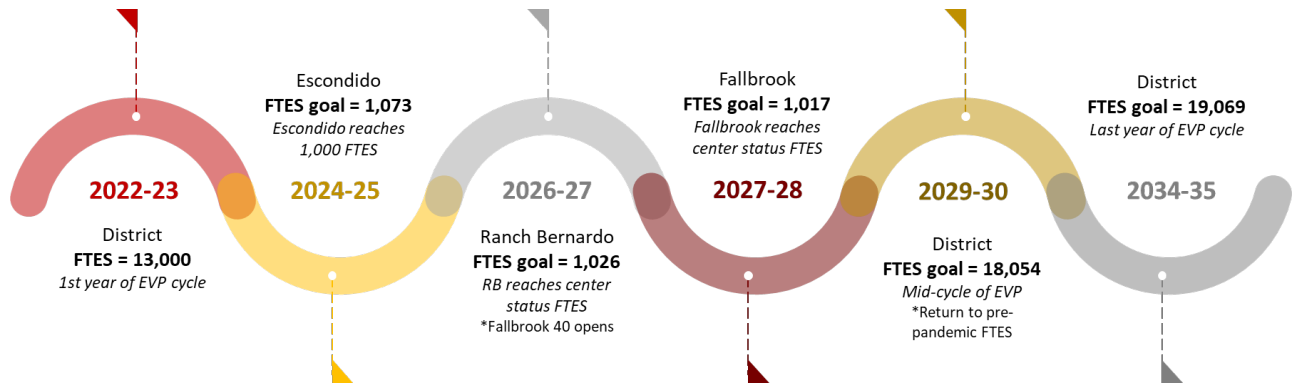
Once Palomar College returns to its pre-pandemic enrollment levels, it plans for intentional and measured growth over time (about 1% annually). To meet the needs of its service area, the District will increase enrollment at the San Marcos campus through the expansion of online and hybrid course availability, opportunities that support skills development in the workforce, increases in Middle College and dual enrollment options, and partnerships with business, industry, and public and private universities.

The District also plans to grow enrollment at its three educational centers in Escondido, Fallbrook, and Rancho Bernardo by expanding student opportunities and supports and establishing anchor programs at each center. Escondido Education Center is an approved Center through California Community Colleges Chancellor's Office (CCCCO). By generating 1,000 FTES annually, the Center receives additional base funding. As the Fallbrook and Rancho Bernardo Education Centers reach the required FTES threshold to qualify as a state-approved Education Center (500 FTES to qualify and 1,000 FTES to receive funding) under the State's Funding Formula, they will become eligible to receive additional base funding as well.

Figure X provides a growth scenario for the District. Actual enrollment may follow differently than laid out, and enrollment may shift over time. Therefore, the growth projections serve as a guide for planning purposes. The enrollment scenario strategies will be reviewed and adjusted annually. The figure highlights when each Center is

expected to achieve 1,000 FTES. It also highlights when Palomar College's new permanent building on the Fallbrook site (i.e., *Fallbrook 40*) will open.

Figure X. Enrollment Goals Over Time



Vision for Palomar College and its Educational Sites

When considering programs and support for the future, the EVP Task Force acknowledged that the District should embrace innovation and change, remain nimble and flexible, and build upon its student-centered focus to ensure student access and success. Possible new and expanding curricular initiatives discussed during Task Force sessions included, but were not limited to, programs that support fields of study and careers in sustainability, green technology, cybersecurity, homeland security, biotechnology and genetics, robotics, agribusiness, enhanced mental health care and public safety training, military leadership, logistics, and global issues. It was also noted that, as the District supports its current programs and develops new programs, awarding Credit for Prior Learning (CPL) will facilitate timely student completion, and integrating Work-Based Learning opportunities into the curriculum will prepare students for success in their chosen careers.

As Palomar College implements the current *EVP*, the San Marcos campus will continue serving as the District's comprehensive education site offering diverse programs and services. In addition, the District is holistically evaluating its educational sites and intentionally planning for each center to ensure its success. Each center will offer "anchor" programs to attract students and the community. Based upon the environmental scans, campus-wide survey, and listening sessions, the District has identified an organizing theme for each site that accounts for center locations, other physical factors, surrounding communities, and county labor market information. The Task Force acknowledged the following planning assumptions across the Escondido, Fallbrook, and Rancho Bernardo Education Centers.

- Each center should have anchor programs and office space for faculty.
- As feasible, each center should have its own designated administrator to design and implement a proactive development plan.
- Funding must be provided for marketing and outreach activities specific to each center.
- The District should develop a staffing plan template for a "Palomar College Center," then add/expand staff as programs, services, and enrollments grow.
- Students at each center should have access to one-stop academic and one-stop student support services, as well as food services and gathering places.
- Each center should have mapped, multi-year educational pathways to ensure a student can complete a degree or certificate within a given timeframe without attending class at another location.
- Palomar College should develop meaningful ways to connect the Centers with the San Marcos campus to ensure continued collaboration and integration throughout the District.

An overview of the District's sites organized by planning area appears below. Importantly, each site below has been established and approved as a campus or education center by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Central Planning Area

Students can attend any district location. However, as described above, for planning purposes, the District reviews population estimates, forecasts, demographics, and high school enrollments, within three planning areas to ensure that educational sites throughout the region are responsive to their surrounding communities.

The Central Planning Area includes San Marcos, Vista, and Escondido. Residents from Ramona also access education sites in the Central Planning Area through State Route 78.

San Marcos Campus and Distance Education

The San Marcos campus is situated on over 200 acres and pulls its enrollments from throughout the District. The campus offers over 250 credit degree and certificate programs focused on Career-Technical Education (CTE) and transfer and has a significant credit and noncredit English as a Second Language (ESL) program.

Within the framework of *EVP*, the San Marcos campus will continue to serve the entirety of the District with its diverse programs and academic and student support services. The availability of short-term certificates for workforce preparation, upskilling for existing workers, and stackable credentials and awards for increasingly complex occupations will continue to expand. The District also plans to increase dual enrollment and Middle/Early College options in collaboration with local K-12 school districts. And the District will foster partnerships with public and private universities, businesses, and industry, opening the possibility of bachelor's degree programs in targeted instructional areas at the San Marcos campus. The District plans to expand and refine Palomar Pathways and Student Equity and Success initiatives. Finally, the District looks to incorporate new curricula and teaching pedagogies and diversify delivery modes.

Before the COVID-19 Pandemic, the District had grown its distance education offerings. During the Pandemic, the District moved entirely to online offerings. Post-pandemic, in 2023, distance education represents approximately one-third of course offerings. After analyzing enrollment and community voice data, the Task Force noted that students desire online courses and hybrid and HyFlex options. The *EVP* goals call for intentionally planning for online programs and maintaining online academic and support services.

The District is a California Virtual Campus Online Education Initiative (CVC-OEI) consortium member as a Home College. This allows Palomar College students to enroll in distance education courses offered at other community colleges without completing another registration process. Further, the District has joined a cohort to become a Teaching College. Once established, non-Palomar community college students from across the state will be able to enroll in a Palomar College distance education course without completing another registration process.

Escondido Education Center

Located on eight acres of land in the heart of Escondido, the Escondido Education Center is home to one of the District's noncredit English as a Second Language (ESL) programs, and its Emergency Medical Education (EME); Fire Technology; and Air Conditioning, Heating, and Refrigeration (ACR) programs. The Center offers comprehensive academic and student support services and maintains an Early Childhood Education Lab School (ECELS). Further, the Center serves growing dual enrollment and Middle/Early college programs through its partnerships with Escondido high schools. Students can pursue an associate degree, complete general education requirements for transfer, develop occupational skills, or take courses for personal development.

Initially, the *EVP* calls for Escondido to become the *Center of Excellence for Health Sciences and Entrepreneurship*. Programs that would align with this focus include but are not limited to, Alcohol and Other Drug Studies (AODS), Social Work, Psychology, Sociology, and other health science programs. Further, the Center could house a vibrant Entrepreneurship program to serve the needs of local small business owners. An

opportunity also exists to expand the Center's noncredit programs to provide CTE certificates and other offerings to support the community. While the accompanying Facilities Plan offers a vision for the Center, the listening sessions for this center highlighted the need for intentionally designed space to better support all programs, academic and support services, and student engagement. Finally, while the EME program operates out of the Escondido Center, there is interest in bringing EME, Fire Technology, Administration of Justice, and the Fire and Police Academies into a regional Public Safety Center. The District would need to locate an appropriate site for such a center. Therefore, this represents a long-range goal.

North Planning Area

The North Planning Area includes North Escondido, Fallbrook, Valley Center, Bonsall, Camp Pendleton, and the San Marcos and Vista communities along Highway 76. In addition to the San Marcos campus and Escondido Education Center, the Fallbrook Education Center and the education site on Marine Corps Base Camp Pendleton (Camp Pendleton) are conveniently located to serve these communities. The North Planning Area is also home to the lands of nine federally recognized Tribal Nations.

Camp Pendleton

Palomar has a long-standing relationship with Camp Pendleton, where the District provides educational services to enlisted military and their families. The District uses military space for its classes and is subject to military restrictions and priorities for the space. Several other colleges also occupy offices on the base.

All Palomar College classes at Camp Pendleton are scheduled in collaboration with the military on an eight-week, fast-track schedule. The most popular programs offered are EMT certification, Homeland Security, Administration of Justice, Military Leadership, and Business. Large truck driving and transportation logistics are possible new programs that could be offered at Camp Pendleton in partnership with the Fallbrook Education Center. Recognizing that Palomar College plays an important role for military members and their families, the College will continue offering coursework leading to a degree, certificate, and transfer while optimizing the award of Credit for Prior Learning. In addition, the site may develop new programs that meet the training needs of military personnel on the base.

Fallbrook Center

Located on 80 acres of land, the Fallbrook Education Center lies in a growing region of the District. Opened in 2018 and funded through the Proposition M bond, the Fallbrook Education Center has "provisional approval" for center status through the California Community Colleges State Chancellor's Office. As the Center approaches the 1,000 FTES funding level for appropriation, the District will seek final approval for this location to become an approved center through the Chancellor's Office. The Fallbrook Education Center is home to another of Palomar College's ESL programs. It offers Middle/Early College programs to support the area's high schools (e.g., Bonsall Unified and Fallbrook Union High School districts). The Center offers a comprehensive set of courses, including general education classes. Students can earn an Associate Degree for Transfer (ADT) in Sociology and complete the preparation courses for the District's Nursing, Biology, and Psychology degree programs. A permanent facility (*Fallbrook 40*) has been designed to accommodate current and new programs and will soon be under construction. This new facility, scheduled to open in 2025, will provide additional space to support student services and other functions of a comprehensive educational center.

The *EVP* calls for Fallbrook Education Center to become *the Center of Excellence for Sustainability*. The Center is unique in that it is situated on enough land to build state-of-the-art facilities that support programs focused on sustainability, the circular economy, advanced technology, new materials, and renewable energy. Other programs for consideration include engineering, sustainable science management, and robotics. Recognizing that some of these programs require specialized facilities and may be expensive, the District will research their feasibility. The Center's offerings can be rounded out by a strong arts program to support the community's interest in arts and child development programs to support the growing population.

The South Planning Area

The South Planning Area serves Poway, Rancho Bernardo, and other parts of south San Diego County in the District's service area. Residents from Ramona also feed into the area from Scripps Poway Parkway and Poway Road. The South Planning area is home to growing technology and biotechnology industries.

Rancho Bernardo Education Center

Opened in 2018 and funded through the Proposition M bond, the Rancho Bernardo Education Center sits on 27 acres of land with one sizeable instructional building. The District submitted the required materials for center status approval through the California Community Colleges State Chancellor's Office just before the COVID-19 Pandemic. In 2019-20, the Center had met the required 500 FTES for center approval and was well on its way to meeting the 1,000 FTES threshold for center funding. However, movement on the Center's status was halted as the Pandemic impacted enrollments. The Center is now in recovery and experiencing enrollment growth. The Rancho Bernardo Education Center is home to Palomar College's Architecture and Interior Design programs. Students can complete cybersecurity programs as well as general education requirements for transfer. The Center also offers a Middle College Program in partnership with Poway Unified School District. National University maintains an on-site office and partners with the District to provide pathways to bachelor's degrees in nursing and cybersecurity.

The *EVP* calls for Rancho Bernardo to become the *Center of Excellence for Design and Technology*. Programs such as drafting and design, fashion design, and computer science, as well as programs that support the biotechnology industry, would fit well as part of this focus. As the Center grows, partnerships with nearby industries, CTE programs, and lifelong learning noncredit coursework can be expanded to meet the community's needs. While the accompanying Facilities Plan provides a vision for the Center, the listening sessions for this center highlighted a possible redesign to accommodate the growth of current and future programs. Further, students highlighted the need to ensure facilities and services are in place to create a "college experience."

EVP Goals and Objectives

The Task Force reviewed planning assumptions and themes from the environmental scans, the community voice survey, and stakeholder listening sessions to establish the EVP Goals and Objectives. Further, the Task Force considered current planning efforts such as the District's new *Student Equity 2025* plan, enrollment management plans, and sustainability efforts. Considering this information, the Task Force crafted, reviewed, refined, and finalized the EVP Goals and Objectives. They will be reviewed, adjusted annually, and incorporated into the District's strategic planning process.

Goal 1. Reimagine and redesign instruction and student services to increase student success.

Objectives

1. Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs.
2. Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways.
3. Ensure student service spaces are warm, welcoming, and organized to facilitate student ease of access and use.
4. Ensure classrooms and learning spaces support active, inclusive, and engaging teaching and learning environments.
5. Provide faculty and staff with focused professional development and resources to support innovative student-centered services.
6. Provide faculty with professional development and instruction design support to create and facilitate excellent student learning opportunities.
7. Establish a technology-enhanced space where faculty engage in learning communities that facilitate ongoing and sustained dialogue and training to support excellence in teaching.
8. Develop schedules that facilitate completion and are data-informed, offering classes when, where, and how students need them.
9. Implement and support a comprehensive and equitable distance education program.
10. Offer programs that are continually reviewed to meet student transfer, workforce, and community needs.
11. Develop new certificates, associates, and bachelor's degrees aligned with emerging career opportunities.

Goal 2. Invest in our people and processes.

Objectives

1. Implement Diversity, Equity, Inclusion, Accessibility, and Antiracist (DEIAA)-informed strategies and effective processes to recruit and hire the best individuals to serve our diverse student body.
2. Using a DEIAA lens, retain and support the excellence of faculty, staff, and administration through effective onboarding, relevant training, ongoing professional development, regular performance reviews, and career and succession planning.
3. Establish a sense of belonging and wellness across the Palomar community.
4. Support subject matter and thought leaders to reimagine, improve, and implement uniform, streamlined, well-documented systems, and processes.

5. Embrace a culture of improvement through innovation and creative problem-solving to support an inclusive, student-centered culture.
6. Ensure all physical and digital environments are accessible and usable for everyone.
7. Meet or exceed the sustainability goals and objectives set by the California Community Colleges Chancellor's Office (CCCCO).

Goal 3. Optimize enrollment for fiscal stability and growth.

Objectives

1. Meet enrollment goals by attracting new students and increasing the persistence of our current students.
2. Ensure Palomar's marketing and public relations are innovative, engaging, and developed with intentionality to reach the College's diverse student populations with varying educational goals.
3. Implement a tailored student outreach/in-reach system for Palomar's diverse student body.
4. Ensure Palomar's enrollment processes are accessible and easy to use.
5. Provide educational opportunities for skill-building and life-long learning to meet community needs.
6. Invest in the infrastructure needed to grow enrollment through online educational programs.
7. Invest in resources and infrastructure to optimize enrollment.
8. Maintain fiscal stability and increase external funding to support student enrollment, success, and the district's fiscal health.

Goal 4. Strengthen external partnerships and community relationships.

Objectives

1. Create an organizational structure to coordinate, develop, and strengthen external partnerships.
2. Strengthen and expand educational partnerships with regional high schools, colleges, and universities.
3. Strengthen and expand educational partnerships with businesses by creating industry-specific program pathways.
4. Optimize outreach to community organizations to maximize opportunities for students and programs.
5. Create a comprehensive infrastructure that connects students to careers.
6. Structure strategic opportunities to bring communities to campus.
7. Develop partnerships that intentionally focus on the College's diverse student body.

Goal 5. Build a unified Palomar College district while allowing each location to establish a unique culture and programs to serve its student population and create community connections.

Objectives

1. Grow and maintain enrollment at the education centers to meet Full-Time Equivalent Student (FTES) goals and establish center status.
2. Invest in staffing and infrastructure to ensure students at all Palomar educational sites experience comprehensive and equitable support and services.
3. Develop anchor programs at each education center to meet community needs and establish the site's unique identity.
4. Link all Palomar sites through technology and transportation to increase access for everyone.
5. Ensure all educational sites engage students and the community through events, clubs, activities, and performances.

Summary

This *Educational Vision Plan* comprises Volume Two of a three-volume set constituting the Palomar Vision 2035 document. The document will be used for educational and facilities planning and as a foundation for other college planning efforts (e.g., fiscal, staffing, technology, and marketing plans). A mid-cycle update will be conducted in 2029, with three-year strategic plans developed throughout the twelve-year cycle. Additionally, an annual work plan will be created for all areas of the College, with adjustments as needed to ensure the plan remains dynamic, nimble, and relevant to the current environment.

Appendices

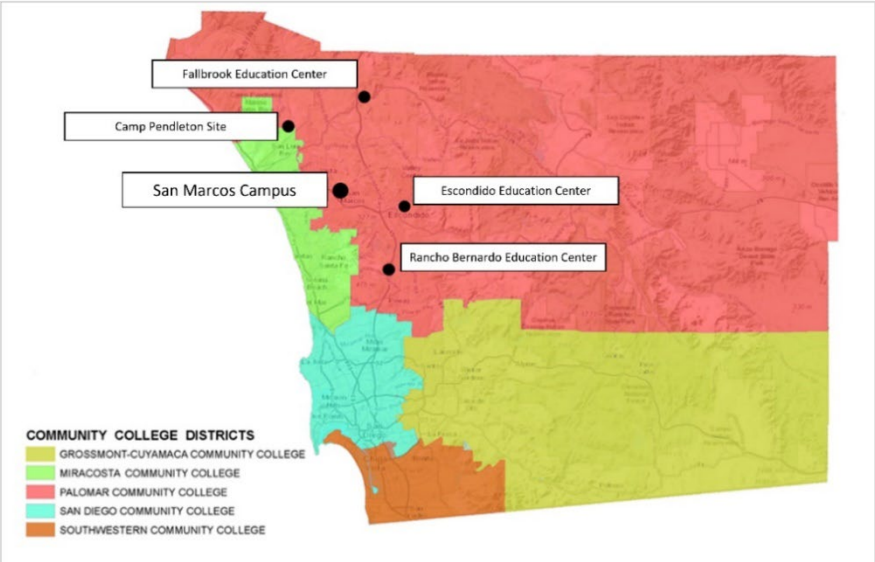
Appendix A: Data Profile

External Scan Data Summary

The External Environmental Scan provides institutional stakeholders information about historical trends in the population served by Palomar College, K-12 enrollment and graduation rates, and the labor market allowing them to plan programs and support services that best meet the current and future needs of Palomar College students and the surrounding community.

Figure X shows the community college districts within San Diego County. Palomar College is represented by the area shaded in red. The map highlights the locations of the District’s education sites.

Figure X. Palomar College Service Area by Site

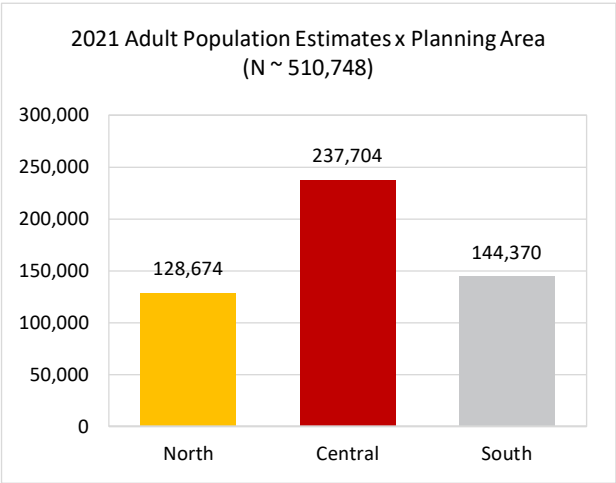


Source: Palomar College, Office of Institutional Research

Synthesis and analysis of data for the external environmental scan resulted in the following highlights to inform EVP goal setting:

Adult Population (18 to 64) Estimates and Demographics
Approximately 500,000 adults reside in the Palomar Community College District service area. The North planning area serves just over 128,000, the Central planning area serves over 237,000, and the South serves just over 144,000 (see Figure X).

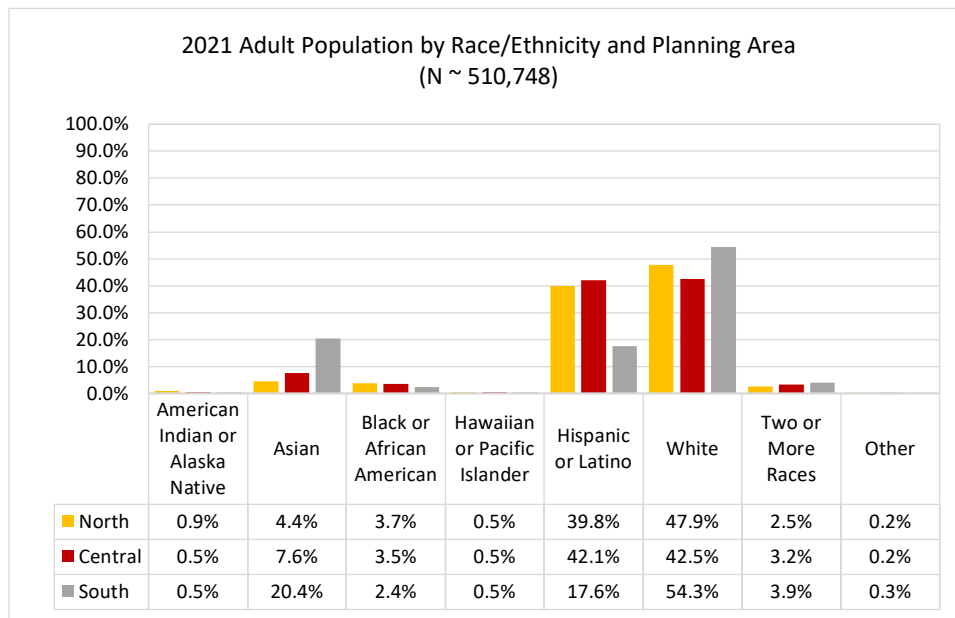
Figure X. 2021 Service Area Adult Population by Planning Area



Source: SANDAG 2021 Estimates

- Since 2011, the population in Palomar College's service area has grown by 5.3%, while the adult population has declined about 2.0%.
- Adult Population Demographics
 - Within the service area, just over half of adults identify as male (51.5%). A more significant proportion of males (55.7%) reside in the North planning area.
 - Adults in the service area are predominantly White (47.2%), Hispanic or Latino (34.6%), and Asian (10.4%). A larger proportion of Hispanic or Latino adults reside in the North and Central planning areas compared to the South. In comparison, a larger proportion of Asian adults reside in the South (see Figure X).

Figure X. 2021 Service Area Adult Population by Planning Area



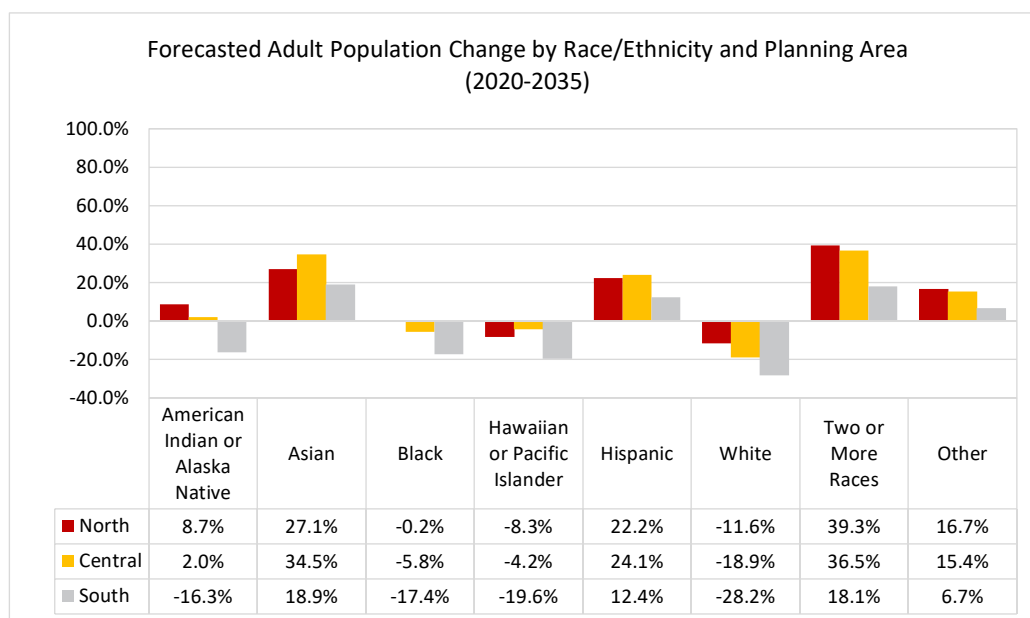
Source: SANDAG 2021 Estimates

- Household incomes throughout the District's service area vary, with the median household income just under \$78,000 (adjusted for inflation in 2010\$). Household income within each planning area also varies with close to 70% of households in the North and Central planning areas earning less than \$100,000, and 52% of households in the South earning less than \$100,000.
- One-third of households in the North and Central planning area earn less than \$45,000 whereas one-fifth of households in the South planning area earn less than \$45,000.
- Educational attainment is highest in the South area, with over half of adults aged 25+ holding bachelor's degrees or higher. Significant percentages of the 25+ population have attained less than an associate degree in the North (61.3%) and Central (59.3%) planning areas.

Adult Population (18 to 64) Projections and Demographics

- **Adult Population Projections**
 - Between 2020 and 2035, the District service area adult (18 to 64) population is projected to grow by 2.0%.
 - During these 15 years, modest growth in the adult population will occur in the North (5.2%) and Central (5.9%) planning areas, while the South planning area will show an adult population decline of 7.5%.
- **Adult Population Projected Demographics**
 - Population growth is expected for adults ages 25 to 29 (11.8%), 40 to 49 (11.6%), and 18 to 24 (9.7%). A decrease of 21.3% in the adult population is expected for those aged 60 to 64.
 - Increases are expected in the populations of Hispanic or Latino adults (21.9%), Asian adults (25.4%), and adults identifying Two or More Races (30.9%). The White adult population is expected to decrease by 30.7% (see Figure X).

Figure X. Forecasted Adult (18 to 64) Population Growth by Race/Ethnicity and Planning Area



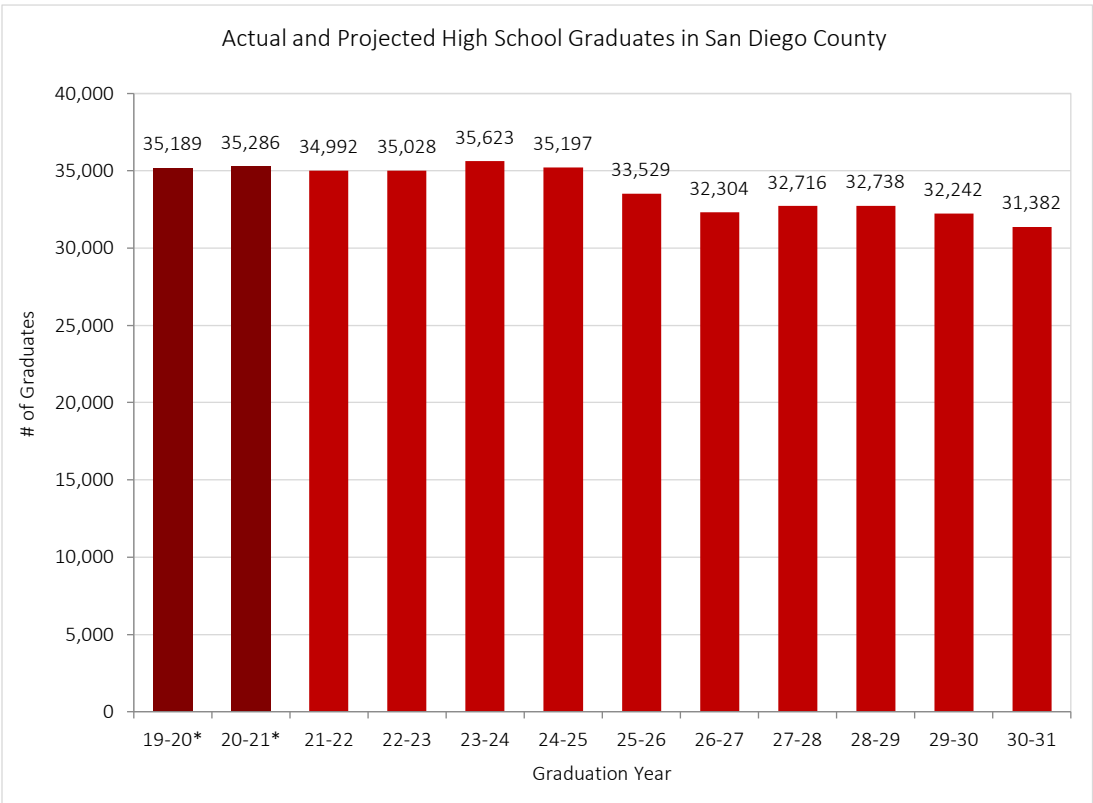
Source: SANDAG Series 14 Forecasts

- Median household income is expected to grow the most in the North and Central planning areas.

Public K-12 Enrollments and High School Graduation Projections

- Public K-12 enrollments in San Diego County are projected to decline by about 10% over the next ten years between 2021-22 and 2030-31.
- Graduation from San Diego County high schools is projected to increase slightly between 2020-21 and 2023-24, then decrease by about 11% between 2023-24 and 2030-31. However, high schools in San Diego County will still graduate over 30,000 students in 2030-31.

Figure X. Actual and Projected High School Graduates in San Diego County



Source: California Department of Finance, <https://dof.ca.gov/forecasting/Demographics/public-k-12-graded-enrollment>
Note*. The years with asterisks are actual enrollments.

- High schools within Palomar College’s service area graduate approximately 9,000 students annually.
- In 2018-19, about 26% of recent high school graduates from the District’s service area enrolled at Palomar College directly after graduation. However, in 2021-22, this enrollment rate decreased to about 21%.

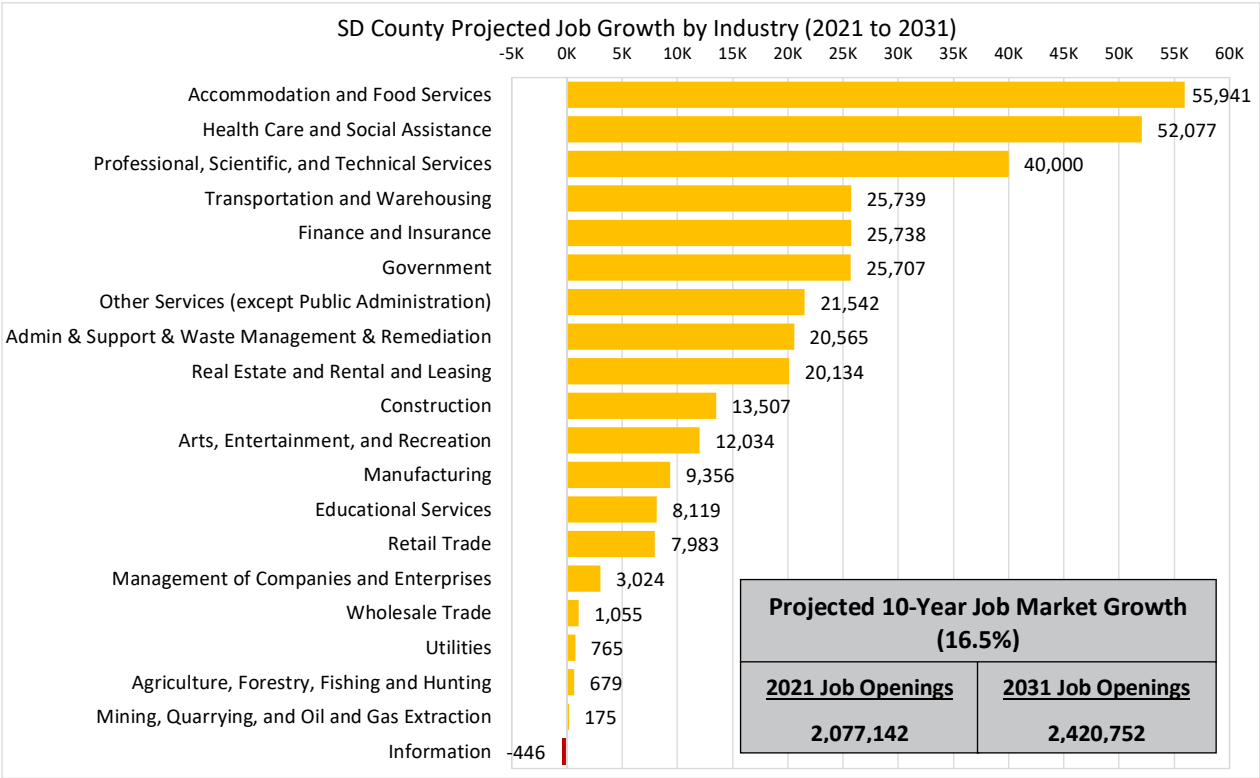
Intersection of Community and Students

- About 62% of Palomar College’s students reside in the District’s service area. About 11% reside in MiraCosta College’s service area, 15% come from Mt. San Jacinto College’s service area, and 4% live within the San Diego Community College District’s (SDCCD) service area. The remaining 8% come from other regions in California and out of state.
- An enrollment flow analysis showed that Palomar College experiences a net loss of its service area residents to other regional community colleges. In other words, more residents in Palomar’s service area attend another regional community college than residents from other regional community college service areas attend Palomar. For example, many residents who reside in the Palomar Community College District service area attend SDCCD, while some, but fewer, from SDCCD’s service area attend Palomar College.

Economic and Workforce Outlook

- Between 2021 and 2031, San Diego County's job market is expected to grow 16.5% from 2,077,142 job openings to 2,420,752.

Figure X. San Diego County Projected 10-Year Market Job Growth by Industry



Source: Lightcast™: 2022.3

- The industries expecting the largest openings are health care and social services, professional, scientific, and technical services, and transportation and warehousing.
- A gap analysis was performed on the regional labor market to identify high-wage, high-skill jobs and determine gaps (i.e., unmet need for trained workers) between these occupations and regional program completions.
 - The gap is most significant for occupations requiring some college or a certificate where the top ten target occupations all show unmet needs regarding completions. The top three occupations with the largest gaps included heavy and tractor-trailer truck drivers; bookkeeping, accounting, and auditing clerks; and licensed practical and licensed vocational nurses.
 - Many occupations requiring associate degrees, including electrical and electronic engineering technologists and technicians; physical therapist assistants; and paralegals and legal assistants, show a gap.
 - Smaller gaps existed for occupations requiring bachelor’s degrees. However, the top three occupations with gaps are industrial engineers, civil engineers, and logisticians.

- Palomar College is researching how job industries are evolving to meet the needs of a changing environment with a focus on sustainability. College programming needs to be adapted to account for this new focus.

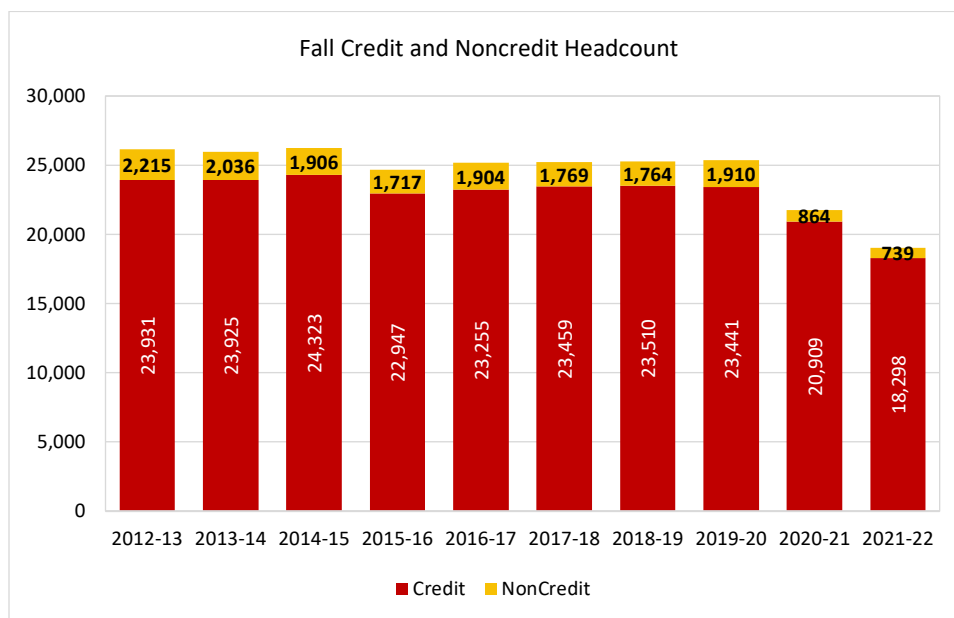
Internal Scan Data Summary

The Internal Environmental Scan analyzes Palomar College's students providing historical and current views of student enrollment, demographics, progress, and achievement.

Student Enrollment

- Between Fall 2012 and Fall 2019, student headcount and FTES were stable for credit students but declined for noncredit students (see Figure X).

Figure X. Historical Student Headcount by Credit Status (Fall Terms)

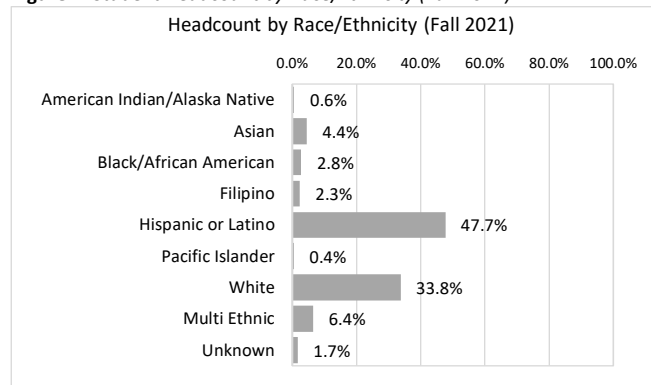


Source: Pal PeopleSoft

Note. Data EXCLUDES students in AP classes.

- At the onset of the COVID-19 Pandemic, headcount, and FTES declined dramatically (24.9% & 29.3%, respectively). Decreases in noncredit student headcount (-61.3%) and FTES (-35.0%) were responsible for a large part of this decline.
- Post-pandemic, initial registration counts for Fall 2023 show enrollments may be returning to the College.

- Across fall terms, most students were part-time, and about one-third were full-time. These ratios remained stable during the Pandemic.
- Between Fall 2016 and Fall 2019, a little over half of students identified as male. After Fall 2020, more students identified as female compared to males reflecting course offerings changes during the Pandemic.
- Across fall terms, Hispanic or Latino students represented nearly half the student population, and White students accounted for around one-third (see Figure X). Pre-pandemic and pandemic ratios appear stable.
- Over the past six years, the number of students aged 17 and Under increased by 58.3%. This is likely due to the College's focus on increasing K-12 special admit enrollments.
- Around 50% of the College's students are continuing students in any given fall term, and approximately 25% are first-time students. The headcount of K-12 special admit students increased by 56.0% between Fall 2016 and Fall 2021.

Figure X. Student Headcount by Race/Ethnicity (Fall 2021)

Source: Pal PeopleSoft

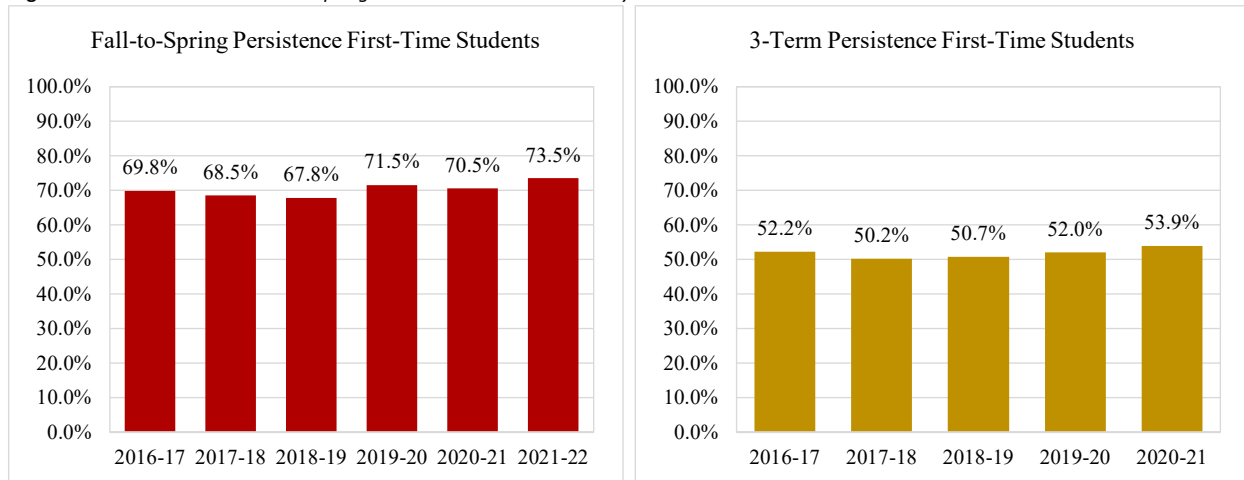
Note. Data EXCLUDES students in AP classes.

Student Progress

- The institution-set standard (i.e., minimum level of performance set by the College) for course success rates is 70%. Over time, annual course success rates met the standard.
- While the standard has been met overall, there is variation in course success rates across certain demographic categories.
 - Over time, success rates for Black or African American, Hispanic or Latino, and Pacific Islander students were lower than the institution-set standard. In contrast, course success rates for Asian, Filipino, and White students were higher than the standard.
 - Students 17 and Under and those over 35 had success rates substantially higher than the institution-set standard.

- Figure X shows that approximately 70% of first-time students persist from their first semester to their second semester (e.g., fall-to-spring persistence). A little over half of first-time students persist to their second year (fall-to-fall persistence).

Figure X. First-time Student Fall-to-Spring and Fall-to-Fall Persistence by Academic Year



Source: Pal PeopleSoft

- Between 2016-17 and 2021-22, student completion of English in their first year increased from 23% to 41%.
- Between 2016-17 to 2021-22, student completion of math in their first year increased from 12% to 21%.
- First-year completion of English and math vary by demographic categories. American Indian/Alaska Native, Asian, and Black/African American students had increased English completion by over 20 percentage points. In comparison, the Pacific Islander students had gains in math completion of over 24 percentage points.

Student Achievement

- Between 2016-17 and 2021-22, there was a 25.1% increase in the number of degrees and certificates (16+ units) awarded to students. This was driven by substantial increases in the number of ADTs (191.3%). The Pandemic had little impact on the number of awards earned.
- Between 2016-17 and 2021-22, most transfers were to CSU, and the number of transfers was relatively stable pre-pandemic. From 2019-20 to 2021-22, the number of transfers to CSU decreased by 14.7%, while the number to UC increased by 43.1%. The volume of transfers to out-of-state and in-state private universities has decreased steadily across academic years.

Appendix B: Community Voice

College-Wide Survey

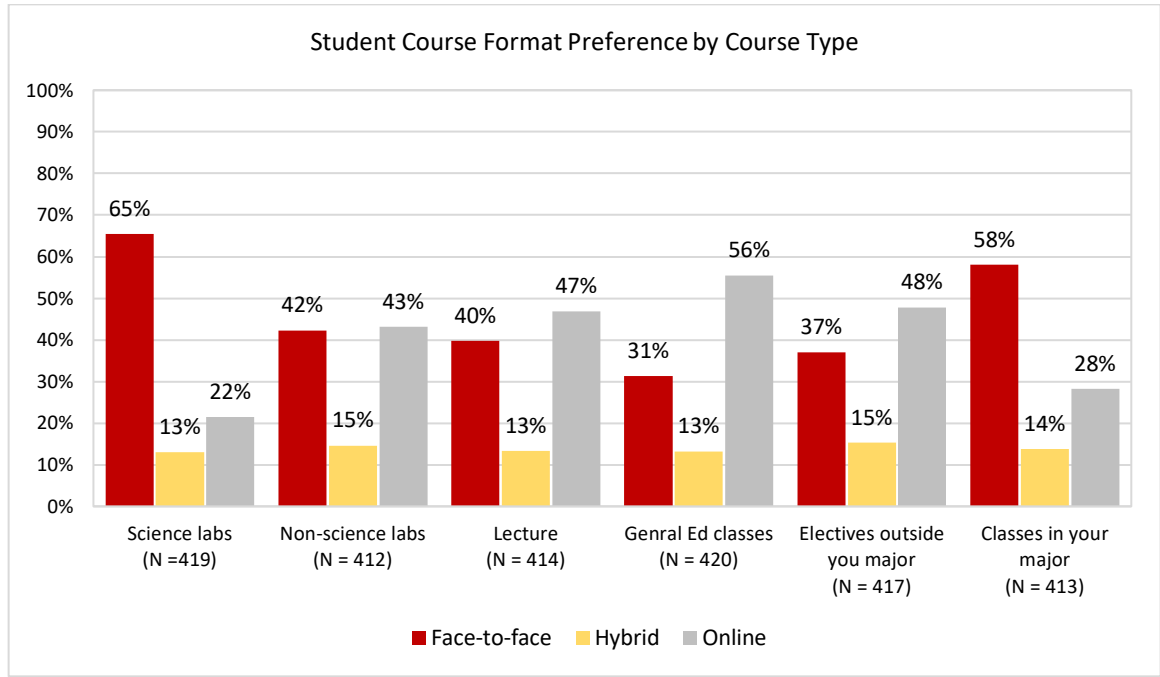
Collaborative Brain Trust (CBT), the District’s education planning consultant, conducted an online survey of students, faculty, staff, and administrators at Palomar College in Fall 2022. The survey was administered in English and Spanish. There were 872 respondents, of whom the majority (56%) were students. Survey results are compiled in a separate report with highlights of the survey presented here.

Student respondents (N=482) were asked about course delivery mode (e.g., face-to-face, hybrid, online) and instructional quality, familiarity with support services, Palomar location preference, and enrollment at other local institutions. Faculty (N=152) and staff (including administrators) (N=155) were asked about their experience, how well Palomar College provides information and communication, and feedback on how to help students succeed.

Course Format (Mode of Delivery) and Instructional Quality

- Students expressed interest in taking face-to-face, online, and hybrid courses, with more interested in taking face-to-face (80%) and online asynchronous (77%) than other formats. Like students’ format preferences, faculty prefer to teach face-to-face (91%) or online asynchronous (56%).
- More students expressed interest in taking science labs and classes in their majors in a face-to-face format than in other formats (see Figure X).
- More students were interested in taking general education courses in an online format (see Figure X).

Figure X. Student Ratings of Course Format Preference by Course Type



Source: Palomar EVP Campus Survey

- Most students indicated that the quality of delivery was *Excellent* across different formats, with the highest rating (69%) for face-to-face classes.
- Most faculty rated the support Palomar College provided for online instruction as *Excellent* or *Good*.

Support Services

- Students' use of support services varied. Most students used Academic Counseling or Planning, Registration and Enrollment Services, and Library Services. Student Organizations, Job Placement Assistance, and Child Care were the least used (see Table X).
- Of those having used services, all students expressed some level of satisfaction with them. The highest percentages of satisfaction were for Library Services and Computer Labs.

Table X. Have you taken at least one course in the past two years from another college or university?

Services Offered at Palomar College		
	Have you used the following services?	For the services you have used, how satisfied were you with the service you received?
Services	% Used Services	% Satisfied or Very Satisfied
Academic Counseling or Planning	70%	76.5%
Registration and Enrollment Services	64%	77.7%
Library Services	60%	84.2%
Financial Aid Advising	35.4%	70.8%
Computer Labs	29.7%	81.5%
Tutoring	29.6%	77.9%
Career Counseling	26.4%	75.0%
Transfer Assistance	20.8%	65.8%
Skill Labs (Writing, Math, etc.)	17.7%	73.4%
Services to Students with Disabilities (DRC)	16.3%	77.3%
Student Organizations	12.5%	*
Job Placement Assistance	4.9%	*
Child Care	2.1%	*
Total Respondents	398	393

Source: Palomar EVP Campus Survey

Note: * = Too few respondents.

- Students identified the following types of support that would be most beneficial to them:
 - connection to classmates,
 - better internet access from home,
 - tutoring or academic support in various formats,
 - more time with instructor, and
 - organized or facilitated study groups.

Staying the Course

- In the past year, one-quarter of students considered stopping their studies at Palomar College (i.e., stopping out). The top reasons for this consideration were mental health issues, course schedule conflicts, and financial aid.
- Most faculty and staff (57%) knew at least one student who stopped their studies before completing their educational goal. The top reasons faculty and staff noted that students had stopped their studies

were the class schedule (conflicts of schedule with other responsibilities or classes not offered), challenging registration process, mental health issues, and family care issues.

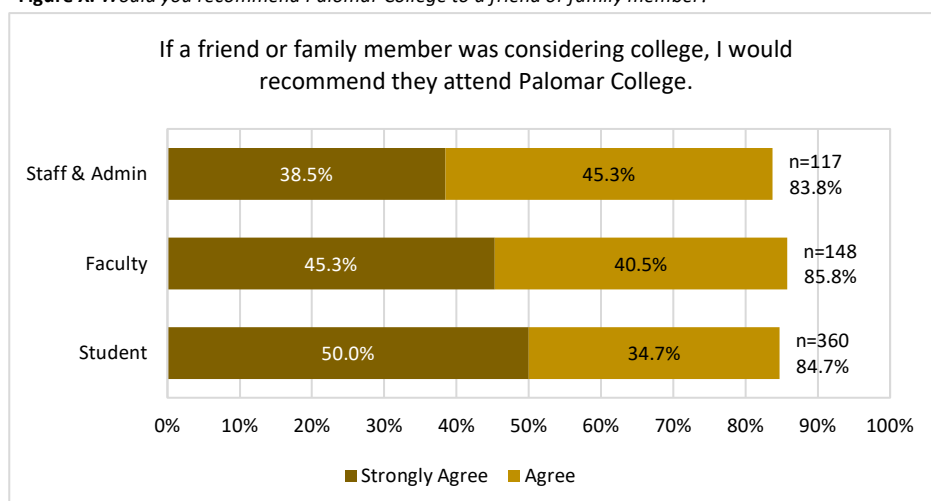
Attendance at Other Colleges

- Fifty-two students (13.7%) had taken one or more classes from another college or university in the past two years. Mira Costa College was the most common “other” college (42.3%).
- The most common reason for attending another college or university was the class schedule of offerings (availability of courses, format, and times) and convenience of location.

Overall Strengths and Opportunities

- More than 80% of student respondents, 72.3% of faculty, and 57.5% of staff agreed or strongly agreed that people at Palomar College are valued in all spaces on campus regardless of their cultural background or identity.
- For faculty and staff, the top five selected areas of improvement for Palomar College were the registration process, availability of classes, food services, counseling, and information access (website, etc.).
- For students, the top five selected areas of improvement for Palomar College were the availability of classes, counseling, a convenient schedule, food services, and the registration process.
- For students, the top five selected strengths of Palomar College were the library, availability of classes; campus appearance; assistance with the financial aid process; and convenient schedule.
- For faculty and staff, the top five selected strengths of Palomar College were affordability, quality of educational programs; faculty expertise; library; and commitment to diversity, equity, and inclusion.
- Across respondent types, over 80% of respondents agreed or strongly agreed that they would recommend Palomar College to a friend or family member who was considering college (see Figure X).

Figure X. *Would you recommend Palomar College to a friend or family member?*



Source: Palomar EVP Campus Survey

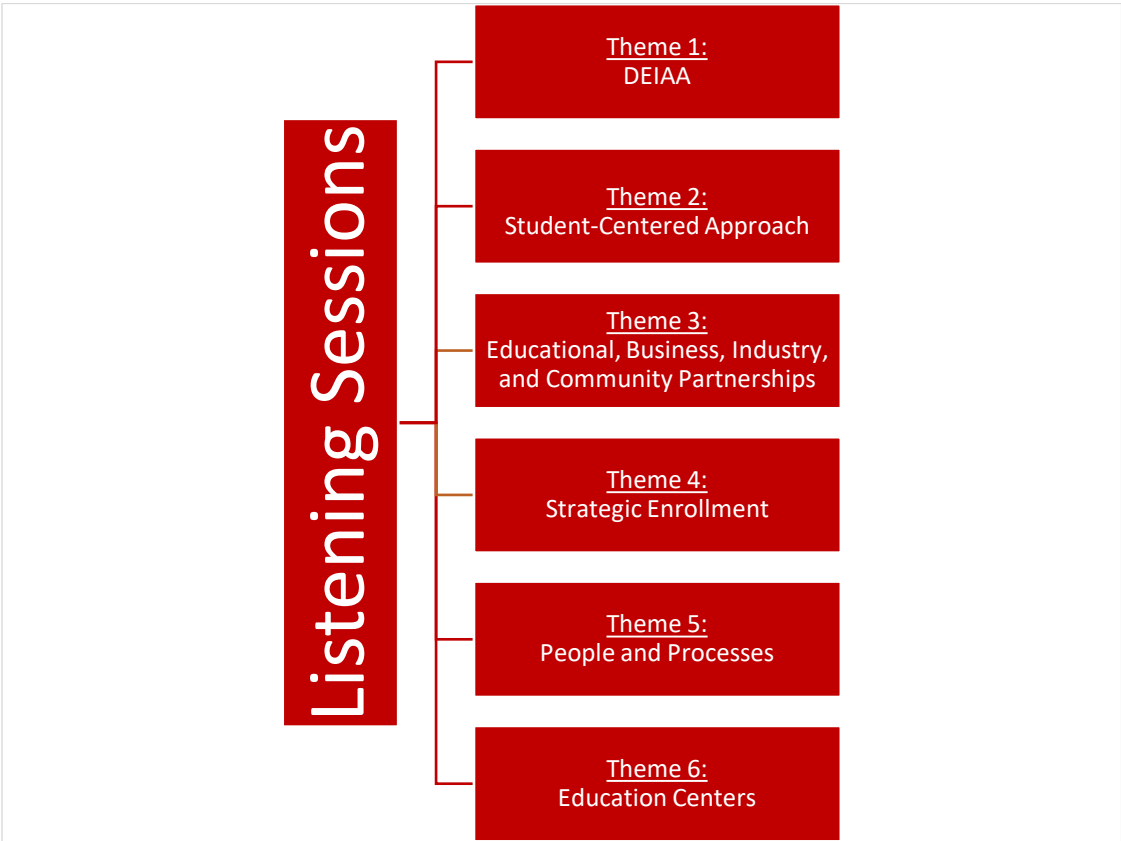
Listening Sessions

From September through November 2022, the *CBT* and *HMC* Teams held 71 listening sessions in individual and group formats with Palomar College students, internal stakeholders, and external stakeholders. These sessions were held on the San Marcos campus; at the education centers in Escondido, Fallbrook, and Rancho Bernardo; and at the Camp Pendleton education site. The *CBT* Team reviewed notes from the hundreds of voices in these groups, organized them into themes or topics, and shared the results with the *EVP* Task Force in December 2022. Figure X provides an overview of these listening sessions.

Themes

Many important themes were addressed in the 71 listening sessions. The infographic below depicts five thematic clusters and an additional theme about Palomar College’s educational centers and sites (see Figure X).

Figure X. Emergent Themes from Listening Sessions



The following section includes highlights of the listening sessions organized by theme. Planning opportunities are identified throughout the highlights. Many of the opportunities overlap across themes.

Theme 1: Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA)

Palomar College is strongly committed to its DEIAA efforts and will continue to expand these efforts to celebrate the diversity and intersectionality of all Palomar students. This theme includes ensuring accessibility and mobility in all areas of the District, including available resources, course offerings, meetings, and technology.

The District can further enhance its DEIAA efforts by creating more welcoming and safe campus spaces and locations; enhancing DEIAA employee training; revising college policies and procedures with equity in mind; and enhancing the student journey through programs, resources, and spaces that reflect their cultures and lived experiences.

Theme 2: Student-Centered Approach

Palomar College prides itself on providing student-centered academic resources and support services. The District can strengthen its student-centered approach by reaching out to students where they are, streamlining the enrollment and registration process, providing access to classes and programs that meet their academic goals, and giving students the support needed to find their path. The District should also consider flexible course schedules, dynamic pedagogies, and learning resources that will help students stay on their path. The opportunities for consideration are organized by subcategory below.

Opportunities to streamline and improve Student Access and Engagement

- Streamline and support the enrollment and registration process.
- Create concierge-style support where students can get a variety of questions addressed.
- Ensure academic and student support services are offered when and where students need them (e.g., day, evening, weekend, and online).
- Increase awareness of supports and services designed to engage students, faculty, staff, and community members (e.g., Palomar-sponsored events, student organizations and affinity groups, tutoring, computer labs, and resources)

Opportunities to Increase Student Retention and Completion

- Coordinate and align student services and instruction programs.
- Consider how programs are organized to support students engaged in Palomar's Pathways.
- Develop wrap-around and intrusive supports to increase student retention and completion.
- Ensure students receive timely advising and counseling support.
- Integrate career assessment and Credit for Prior Learning (CPL) into onboarding.

Opportunities to Enhance Student Learning and Success

- Implement student-centered scheduling to facilitate program completion regardless of location and method of delivery.
- Streamline program development to ensure timely offerings aligned with growing and changing industry and education needs.
- Integrate work-based learning, reimagine learning communities, and expand learning opportunities for global responsibility.
- Develop technology-supported spaces where faculty collaborate to support teaching excellence and further learning outcomes.
- Ensure students are aware of and can easily access academic support services.
- Expand professional development across the institution in alignment with the needs of lived experiences of Palomar College's diverse student population.
- Regularly review disaggregated data to inform decisions regarding program and support services improvements.

- Collaborate with local high schools to align curricula and facilitate transition into Palomar's Pathways.

Theme 3: Educational, Business, Industry, & Community Partnerships

Palomar College maintains relationships with educational, business, industry, community partners to ensure the District's programs and services are aligned with their needs. Many partners attending the listening sessions expressed interest in developing and enhancing their relationships with Palomar College.

Opportunities to Strengthen Business, Industry, and Community Partnerships

- Partner with businesses and industry to support job training needs, including soft skills.
- Increase the number of student internships and develop structures for connecting students to them.
- Consider creating a single point of contact (i.e., person or office) to liaise between Palomar College's academic programs and business, industry, and the community.

Opportunities to Strengthen Educational Partnerships

- Strengthen transfer pathways.
- Continue to strengthen partnerships and implement programs that support the education pipeline from the military to Palomar College.
- Strengthen partnerships with K-12 districts to support dual enrollment and transition of students from high school to college.

Theme 4: Strategic Enrollment

Palomar College strives to meet its service area's and students' educational needs. The District can optimize enrollment by focusing on building programs to support expected population growth (e.g., working adults 25-49, the increased adult population in the North and Central planning areas); leveraging and strengthening the high school to community college pipeline; developing college-wide marketing strategies to reach underserved student populations; and strategically implementing technology to support student outreach, enrollment, onboarding, progress, and completion.

Opportunities to Grow Enrollments

- Focus enrollment efforts in areas of the District with expected population growth.
- Increase the number of programs that offer CPL to attract re-entry and working students.
- Leverage the existing support of area high schools to expand dual enrollment.
- Develop college-wide marketing strategies to reach underserved student populations.
- Draw upon technology to simplify the registration process.
- Adopt a customer relations management (CRM) system to track and analyze achievement throughout the student journey.

Theme 5: People and Processes

Palomar College seeks to provide employees with the staffing, resources, and support they need to fulfill Palomar's Vision, Mission, and Values. To this end, the District can streamline and refine fiscal, technology, and human resources processes. Also, the District can expand and support opportunities for professional development and employee growth.

Opportunities in Finance and Administrative Services

- Create a student-centered budget in alignment with the EFVP.

- Automate and streamline financial processes and provide administrators and staff with comprehensive training in fiscal procedures and approvals.
- Create a technology-rich environment that supports Hyflex, hybrid, and online instruction.
- Update the District's Technology Plan in alignment with the EFVP.
- Continuously evaluate the safety, emergency planning, and communication procedures and ensure they are consistent yet specific to all education sites.

Opportunities in Leadership and Human Resources

- Streamline hiring processes to be nimble and efficient and develop onboarding processes for all new employees.
- Optimize and automate processes to increase the efficiency of operations.
- Evaluate the organizational structure of administrative and staff leaders compared to similar institutions to right size and retain talent.
- Assess and update the District's Staffing Plan in alignment with the EFVP.
- Strengthen succession planning and expand opportunities for upward mobility and positions of leadership.

Opportunities in Professional Development

- Expand professional development offerings that support DEIAA, fiscal processes, learning management systems, and leadership opportunities for all employees.
- Develop technology-supported professional development spaces available to staff at all locations.
- Establish a leadership institute for managers and staff interested in career advancement.
- Ensure adequate time and opportunity for staff participation in professional development.

Theme 6: Education Centers

Through its previous long-range planning, Palomar College established a district configuration designed to serve its community, including the San Marcos campus, three education centers in Escondido, Fallbrook, and Rancho Bernardo, and an education site on Camp Pendleton. As the District continues to plan for all its sites, its education centers should each have specific anchor programs where a student can earn a degree or certificate and access the full range of services. To enhance the student experience at the centers and sites, Palomar College should develop meaningful ways to connect them with the San Marcos campus through campus events, intercollegiate sports, and art, for example.

The student listening sessions elicited three consistent topics: 1) appreciation for the responsiveness of faculty and staff in providing support services at the centers and sites; 2) a need for additional student gathering spaces; and 3) food services offered during all hours of operation. Also common to the Escondido, Fallbrook, and Rancho Bernardo education centers is the opportunity for Palomar College to strengthen relationships with area high schools and expand dual enrollment.

Vision Plan 2035

EVP Goals and Objectives

The Task Force reviewed planning assumptions and themes from the environmental scans, the community voice survey, and stakeholder listening sessions to establish the EVP Goals and Objectives. Further, the Task Force considered current planning efforts such as the District's new *Student Equity 2025* plan, enrollment management plans, and sustainability efforts. Considering this information, the Task Force crafted, reviewed, refined, and finalized the *EVP* Goals and Objectives. They will be reviewed, adjusted annually, and incorporated into the District's strategic planning process.

Goal 1. Reimagine and redesign instruction and student services to increase student success.

Objectives

1. Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs.
2. Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways.
3. Ensure student service spaces are warm, welcoming, and organized to facilitate student ease of access and use.
4. Ensure classrooms and learning spaces support active, inclusive, and engaging teaching and learning environments.
5. Provide faculty and staff with focused professional development and resources to support innovative student-centered services.
6. Provide faculty with professional development and instruction design support to create and facilitate excellent student learning opportunities.
7. Establish a technology-enhanced space where faculty engage in learning communities that facilitate ongoing and sustained dialogue and training to support excellence in teaching.
8. Develop schedules that facilitate completion and are data-informed, offering classes when, where, and how students need them.
9. Implement and support a comprehensive and equitable distance education program.
10. Offer programs that are continually reviewed to meet student transfer, workforce, and community needs.
11. Develop new certificates, associates, and bachelor's degrees aligned with emerging career opportunities.

Goal 2. Invest in our people and processes.

Objectives

1. Implement Diversity, Equity, Inclusion, Accessibility, and Antiracist (DEIAA)-informed strategies and effective processes to recruit and hire the best individuals to serve our diverse student body.

2. Using a DEIAA lens, retain and support the excellence of faculty, staff, and administration through effective onboarding, relevant training, ongoing professional development, regular performance reviews, and career and succession planning.
3. Establish a sense of belonging and wellness across the Palomar community.
4. Support subject matter and thought leaders to reimagine, improve, and implement uniform, streamlined, well-documented systems, and processes.
5. Embrace a culture of improvement through innovation and creative problem-solving to support an inclusive, student-centered culture.
6. Ensure all physical and digital environments are accessible and usable for everyone.
7. Meet or exceed the sustainability goals and objectives set by the California Community Colleges Chancellor's Office (CCCCO).

Goal 3. Optimize enrollment for fiscal stability and growth.

Objectives

1. Meet enrollment goals by attracting new students and increasing the persistence of our current students.
2. Ensure Palomar's marketing and public relations are innovative, engaging, and developed with intentionality to reach the College's diverse student populations with varying educational goals.
3. Implement a tailored student outreach/in-reach system for Palomar's diverse student body.
4. Ensure Palomar's enrollment processes are accessible and easy to use.
5. Provide educational opportunities for skill-building and life-long learning to meet community needs.
6. Invest in the infrastructure needed to grow enrollment through online educational programs.
7. Invest in resources and infrastructure to optimize enrollment.
8. Maintain fiscal stability and increase external funding to support student enrollment, success, and the district's fiscal health.

Goal 4. Strengthen external partnerships and community relationships.

Objectives

1. Create an organizational structure to coordinate, develop, and strengthen external partnerships.
2. Strengthen and expand educational partnerships with regional high schools, colleges, and universities.
3. Strengthen and expand educational partnerships with businesses by creating industry-specific program pathways.
4. Optimize outreach to community organizations to maximize opportunities for students and programs.
5. Create a comprehensive infrastructure that connects students to careers.
6. Structure strategic opportunities to bring communities to campus.
7. Develop partnerships that intentionally focus on the College's diverse student body.

Goal 5. Build a unified Palomar College district while allowing each location to establish a unique culture and programs to serve its student population and create community connections.

Objectives

1. Grow and maintain enrollment at the education centers to meet Full-Time Equivalent Student (FTES) goals and establish center status.
2. Invest in staffing and infrastructure to ensure students at all Palomar educational sites experience comprehensive and equitable support and services.
3. Develop anchor programs at each education center to meet community needs and establish the site's unique identity.
4. Link all Palomar sites through technology and transportation to increase access for everyone.
5. Ensure all educational sites engage students and the community through events, clubs, activities, and performances.

DRAFT

EXHIBIT 6

Enrollment Management Priorities 2023-2024

Phase One

1. Enrollment Analysis and Goals
 - a. VPI works with VPFAS to establish FTEF budget and FTES goals for district.
 - b. VPI to set annual FTES, FTEF, and FTES/FTEF goals for the college, divisions, and centers
 - c. During the summer, analyze results from the last academic year and set goals for new academic year.
2. Program Planning
 - a. Develop Program Matrices showing required and elective course offerings over the past two years, enrollment history, and number of degree/certificates awarded.
 - i. How many and when sections are needed at each level based on the number of students along with corresponding FTEF needed?
 - ii. Potential activity – provide 2 years of schedule and see if a student could have completed the program
 - iii. Align course outcomes with program outcomes.
 - b. Align degree and certificate maps to schedules for PT and FT students. Faculty have created programs maps. (Fall 2023)
 - c. Need to make time and space for people to have these conversations.
3. Student-Centered Scheduling
 - a. Process
 - i. Clarify process and set scheduling parameters
 - ii. Scheduling calendar
 - b. Blocks
 - c. Modality analysis, discussion, student success impact
 - d. Student input
 - e. Waitlist (how can we use to add classes)
 - f. Centers (GE patterns, Dual Enrollment(?))
4. Communication Plan
 - a. Plenary, all campus meetings, fall department meetings
 - b. Common language and definitions
 - c. Program planning – programs, disciplines, departments, and divisions
 - d. Explain the why
 - i. How it ties to budgeting
 - ii. P1 and P2 education
 - iii. SCFF 101
 - iv. Aligns with other work/initiatives

- v. Getting from the evaluation of how our programs are offered to the concept of productivity. Knowledge gap of how programming will lead to more students in the sections leading to higher productivity.
- e. Three areas to address:
 - i. What is the change?
 - ii. Why do I have to change?
 - iii. How is it going to affect me?
- f. Overview of scheduling process and identification of scheduling parameters (chairs/directors meeting, college hour, ADAs, video) - share information before scheduling
 - i. Knowledge, Skills, and Abilities
 - ii. Identify at dean, chair, faculty, and classified

Phase Two / Parking Lot

1. Build a schedule focusing on Success, Retention, Completion, Student Need (Student Education Plans)
2. Repeatability Review (forensic review)
3. Outreach, In reach, and Marketing
 - a. Redefining and Reimagining
 - b. Communication (internal and external) plans
 - c. Targeted marketing: Center / Scheduling / Programs
4. Target student enrollment groups (incoming college students, returning adults, etc.)
5. Credit for Prior Learning
6. Dual Enrollment - GE patterns at the Centers / Can be used to support dual enrollment
 - a. Equity strategy, not an enrollment strategy
 - b. Need an infrastructure
 - c. Identify and schedule for defined pathways