PALOMAR COLLEGE®
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PALOMAR COMMUNITY COLLEGE DISTRICT

ACCREDITATION FOLLOW-UP REPORT

OCTOBER 2016

Follow-Up Report 2016

Submitted by

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

Submitted to

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

October 2016

Palomar Community College District

Certification of the Follow-Up Report 2016

Date: _____

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

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

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

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

Signatures:

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

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Statement on Report Preparation

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

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

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

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

_____   _____

Dr. Joi Blake   Date
Superintendent/President

Responses to the 2015 ACCJC Action Letter /Site Team Recommendations

Recommendation #1—Tutorial Support for Distance Education Students

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

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

Overall Summary

Palomar College is committed to providing accessible student services, including tutoring, to all of its students. To address this recommendation, the College established an online tutoring solution that serves both distance education students and students attending courses at Palomar locations that have no on-site tutoring. This solution includes online tutoring sessions offered by Palomar-trained tutors operating out of the tutoring centers at the main campus as well as online tutoring offered by a third-party vendor at a variety of times. These changes ensure adequate tutorial support is available to Palomar students who may have difficulty accessing on-site tutoring centers. To ensure distance education students can easily access the online tutoring services and other student services, the College created a distance education resource page.

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

Resolution and Analysis

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

Section 1: Tutorial Support for Distance Education (and Camp Pendleton) Students

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

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

As the evaluation team noted, Palomar expressed awareness of the issues with its online tutoring options in its 2015 Self Evaluation, including an actionable improvement plan setting a Fall 2015 goal for establishment of online tutoring options (Evidence: Self Evaluation Report 2015 Actionable Improvement Plan – II.C). The evaluation team noted a lack of progress toward this goal during their site visit, and expressed concern that the online tutoring system would not be implemented by the Fall 2015 deadline. The evaluation team noted in the above quote that either an on-site tutoring facility or an online tutoring system could serve to provide equitable tutoring options to Camp Pendleton students.

Overview and Background

Approximately 10% or 250 of Palomar College courses are offered via distance education. In 2015-16, 5,036 students enrolled in at least one distance education course. Of the number of students who enrolled in a distance education course, approximately 88% also attended a class on campus.

In 2015-16, Palomar offered 110 courses at Camp Pendleton. A total of 1,003 students enrolled in at least one course at Camp Pendleton. Of the number of students enrolled at Camp Pendleton, approximately 70% attended classes only at the site.

Many students enrolling in distance education courses and a number of students enrolling in courses at Camp Pendleton also take courses at the San Marcos campus and/or Escondido Center and have access to on-campus tutoring services. As documented in its 2015 Self Evaluation, the College recognized the need to provide additional tutoring options for distance education students.

To address this need, the College is implementing a comprehensive online tutoring solution, combining tutoring by Palomar tutors located at tutoring centers and tutoring through NetTutor, a, college-paid service available through the California Community College's Online Education Initiative. Table #1 provides an overview of the actions taken by the College to ensure adequate tutorial support for distance education students and students who have limited access to on-site tutoring. A more detailed summary of the actions taken by the College follows after the table.

Table #1—Actions Taken to Establish Online Tutoring Options.

Term / Date	Action
Activities Prior to Accreditation Site Visit	
Spring 2014	• Tutoring Committee initiates work to establish online tutoring options for students. (Evidence: Tutoring Committee Minutes 3/6/2014)
Spring 2014- Spring 2015	• Tutoring Committee completes a detailed assessment and evaluation of platforms for delivering online tutoring solutions. • Tutoring Committee selects WorldWideWhiteboard (WWWB), a platform offered by Link-Systems International (LSI), as the common platform for delivering online tutoring services. (Evidence: Tutoring Committee Minutes 2014-2015) • Tutoring Committee presents to Faculty Senate WWWB for use as the online tutoring platform. (Evidence: Faculty Senate Minutes 5/4/2015)
Activities After Accreditation Site Visit	
Fall 2015	• College pilots WWWB with online and CPPEN English and math courses. Pilot consists of online tutoring provided by Palomar tutors located at the San Marcos campus. (Note: The English Writing Lab and the Math Tutoring Center are the most accessed on-campus tutoring services. In addition, writing and quantitative skills are needed across the curriculum.) (Evidence: Math and English Pilot Fall 2015 notes; Tutoring Committee Minutes 12/3/2015) • Student survey administered to students in English and math using online tutoring (Evidence: Student Online Tutoring Survey).
Spring 2016	• To increase usage and ensure access, Tutoring Committee selects and presents to Faculty Senate NetTutor Services, a service offered by LSI, in which tutoring is provided by an outside agency. NetTutor Services provides tutoring by trained tutors for most of the subjects offered via distance education. The Service also includes a Paper Center where can submit their papers for review. Depending upon the subject, students can access NetTutor Services up to 24 hours per day 7 days a week (Evidence: Feld Email re: NetTutor Presentation to Faculty Senate 1/25/2016; Faculty Senate Meeting Minutes 1/25/2016). • Online tutoring pilot is expanded. Five disciplines offering core general education courses provide online tutoring via Palomar College Tutors and/or NetTutor Services. • Tutoring Committee chair delivers a campus forum to present progress regarding online tutoring. (Evidence: Tutoring Information Session PowerPoint) • Student survey administered to students enrolled in courses with online tutoring. (Evidence: Student Survey Results)
Summer 2016	• NetTutor Paper Center services piloted with two general education courses. (Evidence: AWLT Minutes 7/19/2016).

Fall 2016 (TO BE APPROVED)	• Vice President for Instruction and the Tutoring Committee fully implements online tutoring. Distance education and off-site students enrolled in subjects/courses supported by NetTutor are provided access to the service through the College's online education Course Management System. The Paper Center is also made available to students. • Division of Instruction develops a resource page for distance education students with links to tutoring website and online tutoring options. • Tutoring Committee implements strategies to communicate the availability of online tutoring options to students, faculty, and staff. • Ongoing assessment and evaluation of online tutoring options continues. (Evidence: Assessment Tool)[**Need evidence for this section that these plans have been discussed**]

Selection of an Online Tutoring Platform

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

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

Online Tutoring Options

The College has established two online tutoring options. The first option, initially piloted in Fall 2015 through the Math Center and Writing Center, uses Palomar-trained tutors to provide online tutoring during hours when the Centers are open. Tutors working from the Centers are provided appropriate technology to allow video, audio, and screen sharing with students through the WWWB system, and a software tracking system has been established to track student use.

Importantly, the selection of math and writing as the initial subjects to pilot online tutoring was based on a few factors. The Math Center was already in progress of developing an online

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

To improve the availability and accessibility of tutoring services across additional core general education disciplines and beyond normal center hours, as a second option, the College has engaged NetTutor Services to provide online tutoring services for students. NetTutor Services is an outside agency that provides tutoring up to 24 hours per day, depending upon the subject, through the WWWB system. NetTutor employs tutors in a wide variety of academic disciplines, with protocols for departments/disciplines to determine the scope and nature of tutoring offered. In addition, tutors employed by NetTutor have training and credentials comparable to those required of Palomar's tutors. In Spring 2016, the college initially implemented NetTutor Services in the following disciplines offering popular general education courses: math, computer science and information technology (CSIT), accounting, and behavioral sciences (statistics). In Summer 2016, two additional disciplines (reading and cinema) piloted NetTutor's Paper Center, which allows students to submit their papers for review.

Initial Implementation

During 2015-16, the College implemented and refined the two online tutoring options in preparation for full implementation. In Fall 2015, the College provided Palomar trained tutors for six math classes (268 students) and eleven English classes (135 students) that were offered online or at camp Pendleton. To be sure students were aware of the tutoring services, instructors distributed fliers and discussed the services at math and English orientation sessions. (Evidence: Online Tutoring Flier). In addition, the Math Center sent tutors to face-to-face classes at Camp Pendleton to introduce the online tutoring option.

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

In Spring 2016, the College added NetTutor services to its online tutoring options. Distance education and Camp Pendleton students in five disciplines (English, math, accounting, CSIT, and behavioral sciences (statistics)) had access to either Palomar-provided tutoring services or NetTutor services. The College established funding and a budget for NetTutor Services to ensure students were able to use the service free of charge; the service provides monitoring of access and usage (Evidence: Purchase Order). Table #2 provides overall usage information.

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

Tutoring Used by Students Enrolled in Courses Using Palomar's New Online Tutoring Options	Usage
NetTutor Option	• 27 Live Sessions • 8 Q and A Sessions
Palomar Online Option	• 18 Math Center online sessions • 2 Writing Center online sessions
Palomar OnCampus Option	• 15 online students attended some form of face-to-face on campus

(Evidence: Online Tutoring Usage Report)

The student survey was re-administered to students participating in the courses offering online tutoring. The response rate was again low with only 25 students completing the survey. The Office of Institutional Research and Planning is currently analyzing the survey data and will provide a report to the Tutoring Committee early fall (Evidence: student survey results (available early fall 2016). Finally, in Summer 2016, two faculty piloted the NetTutor Paper Center in their reading and cinema courses.

Full Implementation

In Fall 2016, the Interim Vice President for Instruction and the Tutoring Committee moved forward to fully implement online tutoring across distance education courses and courses offered at sites with limited or no on-site tutoring options. To prepare for full implementation, in Summer 2016, the Interim Vice President for Instruction informed all department chairs that expanded tutoring options would be available to the college's distance education and off-site students beginning in the Fall. (Evidence: Communication to Department Chairs).

Beginning in Fall 2016 all distance education and off-site students enrolled in courses/subjects supported by NetTutor services were provided access to the service through the College's online education Course Management System. As mentioned earlier, NetTutor Services provides tutoring for most of the disciplines offered via distance education and represents services commensurate with what is offered on-campus. Access to online tutoring through campus tutoring centers was also maintained. The College also created a campus resource webpage to support distance education students. This webpage includes a link to the College's tutoring options, including online tutoring.

For students attending locations with limited or no on-site tutoring, NetTutor and/or online tutoring through campus tutoring centers and/or embedded tutoring is available. In addition, the English Department is expanding the availability of Palomar-trained tutors to provide online tutoring through the Writing Center. The Math Center has moved to more exclusive use of NetTutor Services, as this is one of the disciplines in which NetTutor provides 24/7 support. The Math Department still maintains a core of Palomar-trained math tutors to provide online tutoring during select center hours.

Summary

In summary, Palomar College has established two approaches for providing online tutoring that meet the needs of distance education students and those enrolled at locations where on-site tutoring is not available. The first approach involves the use of Palomar College tutors located at the tutoring centers during times when the centers are open. The second approach involves the use of NetTutor Services to provide tutoring support at times when the Centers are closed and to expand the availability of subject-specific tutoring for courses offered online or at remote sites. A budget has been established to provide NetTutor Services to students and all tutoring services provided by the college are offered to students free of charge and a distance education resource page with links to tutoring options created. During 2016-17, the Tutoring Committee will continue to monitor and evaluate the usage of online tutoring options. In addition, the Committee is implementing strategies to communicate the availability of online tutoring to students, faculty, and staff. Together, the two approaches for providing online tutoring represent services that are commensurate to those provided on the San Marcos campus and at the Escondido Center.

Section 2: Student Support Services at Camp Pendleton (CPPEN).

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

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

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

Table #3 provides a brief overview of the actions taken by the College to address this part of the recommendation. A more detailed description of the actions follows after the table.

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

Term / Date	Action
Tutoring Options and Support for CPPEN Students	
Spring 2014- Fall 2016	• Tutoring Committee and Interim Vice President for Instruction develop online tutoring options for students enrolled in distance education courses or courses located at sites with little to no on-site tutoring. (See Table #1 above for evidence and timeline.)
Spring 2016	• College establishes on-site math tutoring support at the CPPEN location.
Fall 2016	• College establishes the option of using embedded tutors for students taking math courses at CPPEN (Evidence: AWLT Minutes 7/19/16).
Strengthened Student Learning Support Services	
Fall 2015- Spring 2016	• College outfits and open-access ADA compliant computer lab with state-of-the-art technology that includes webcams suitable for videoconferencing and consultation. • College ensures laptops and projectors are available for instructor use for rooms without smart technology. • College ensures Wi-Fi access is available in all classrooms through the use of free Wi-Fi and Wi-Fi hotspots (Evidence: AWLT Minutes 7/19/16).
Fall 2015-Fall 2016	• Palomar CPPEN Manager strengthens partnership with the base's library. • CPPEN Site Manager and the College work with base library to establish reserve textbook service located in the base's library. • CPPEN Site Manager and the base's library confirms that its conference rooms are available for use by students for group study sessions. • CPPEN Site Manager and the base's library confirm students have access to research databases and materials located in the library (Evidence: AWLT Minutes 7/19/16).
Fall 2016	• Interim Vice President for Instruction and CPPEN Site Manager work with the College bookstore to establish bookstore delivery service for CPPEN students. Books purchased online are delivered to the education sites on a regular schedule (Evidence: AWLT Minutes 7/19/16).
Ongoing	• College continues to ensure strong on-site presence of student support staff to provide access to enhanced student support and technology services as well as all other student support services which include, but are not limited to: registration activities (add, drop classes, order transcripts, cashier), academic and personal counseling, veterans and financial aid support, assessment and placement, and special resource programs such as EOPS (Evidence: AWLT Minutes 7/19/16).

Tutoring Services for Camp Pendleton Students

In Spring 2016, the College hired additional tutors and assigned on-site math tutors to Camp Pendleton to provide tutoring Mondays through Thursdays from 2:00 p.m. to 8:00 p.m. and on Fridays from 8:00 a.m. to 2:00 p.m. Since all Camp Pendleton classes begin at 6 pm, this allows students to seek assistance with pre-class questions. In addition, in Fall 2016, faculty teaching classes located on the base in remote classrooms were provided with the option to include embedded tutors into their classes.

To help ensure the cultural needs of military affiliated students attending the Camp Pendleton site are met, tutors assigned to the site are asked to complete the Military Ally training. These additional on-site tutoring services combined with the College's online tutoring options (refer to Section 1 above) now provide students at Camp Pendleton with tutoring services commensurate with those offered at the College's San Marcos campus and Escondido Center

(Evidence: Military Ally Training; camp Pendleton Monthly Newsletters and other evidence relevant to tutoring).

Strengthened Student Learning Support Services

While the recommendation references standards related to Student Learning Programs and Technology (Standards II.C.1.c, III.C.1.a), the College continues to provide a strong on-site presence to assist and support CPPEN students. This includes, but is not limited, to comprehensive admissions and records support, personal and academic counseling, financial aid support, and veterans services on-site five days per week. In addition, admissions and records personnel, counselors, and financial aid personnel can provide students with information about resource specialists and help establish videoconferencing appointments with specific areas such as EOPS. Students can add and drop classes, order transcripts, receive personal and academic counseling and transfer assistance, complete assessment and placement tests, receive help with FAFSA forms and military tuition assistance forms, submit financial aid forms, and receive advice on scholarship applications and deadlines. In addition, the site provides a full spectrum of services to support veterans (Evidence: Camp Pendleton MOU; camp Pendleton Monthly Newsletters).

Much of the content of the evaluation team's report focused on the availability of tutoring at Camp Pendleton. However, the team's report did identify a few additional student support services that needed to be addressed at the site. The College has reviewed and improved its services at Camp Pendleton addressing all areas noted in the team's report. These expanded and strengthened services include, but are not limited to the following:

Improved Technology/State of the Art Technology

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

Improved Library Services and Partnership with the CPPEN Base Library

- The College has confirmed that all students can use the base library services including research databases and materials and conference rooms which can be reserved for group study sessions.
- Beginning in Fall 2016, reserve textbooks are now held at the base's library.

Bookstore Delivery Services

- Beginning in Fall 2016, books purchased online through the College's bookstore are now delivered to the site on a regular schedule for pick-up by students if needed.

In addition to an open-access computer lab with 25 computers (available Monday through Friday), the Camp Pendleton site has purchased and installed four webcams suitable for videoconferencing and consultation. One of these is intended for use in Counseling, while three others are dedicated for tutoring. The Counseling station is capable of allowing military students on deployment (or otherwise not on-site) to confer with counselors at the Camp Pendleton site, or for student consultation with main campus resource specialists (e.g. EOPS, DRC). Instructors also have access to laptops and projectors for classes not equipped with smart technology. The main Palomar College building at Camp Pendleton is outfitted with free Wi-Fi access. However, buildings where classes may be offered throughout the base do not always have reliable Wi-Fi services. To ensure all classes can access the internet, the College acquired Wi-Fi hotspots for use by instructors. Faculty can use the Wi-Fi hotspots to establish reliable internet access during class times (Evidence: ALWT meeting minutes 7/19/2016).

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

With the addition of a comprehensive online tutoring solution, on-site math tutoring, strengthened student support services, and a strong on-site presence to guide them to appropriate services, Camp Pendleton students have access to services commensurate with those offered at the San Marcos campus and Escondido Center.

Additional Plans

None.

Evidence

Name
Self-Evaluation Report 2015 Actionable Improvement Plans
Tutoring Committee Minutes 3/6/2014
Tutoring Committee Minutes 2013-2014
Tutoring Committee Minutes 2014-2015
Faculty Senate Meeting Minutes 5/4/2015
Math and English Pilot Fall 2015 notes
Tutoring Committee Minutes 12/3/2015
Tutoring Committee Minutes 2015-2016
Student Online Tutoring Survey
Feld Email re: NetTutor Presentation to Faculty Senate 1/25/2016
Faculty Senate Meeting Minutes 1/25/2016
Student Survey Results
ALWT meeting minutes 7/19/2016
Tutoring Committee Governance Structure
Assessment Tool
Tutoring Platform Comparison Spreadsheet
Online Tutoring Flier - Math
Online Tutoring Flier – English
Tutoring Committee Minutes - Addition of NetTutor
NetTutor budget
Online Tutoring Usage
Communication of online tutoring implementation to department chairs
Tutoring Committee Activities Summary
2016 Year Action Plan - Camp Pendleton
End of Year Progress Report - Year Three Action Plan
Embedded Tutors for Camp Pendleton notes
Book Store Delivery Service documents
Military Affiliated Student Training
Camp Pendleton MOU
Camp Pendleton Newsletter Packet

Recommendation #2—Participatory Governance

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

Overall Summary

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

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

The Superintendent/President took administrative action to direct management to allow and support participation of all employees in governance activities. The College improved the type of information shared during governance meetings and the flow of information throughout its infrastructure in a number of ways. A web-based tool, the Comet Information Exchange, was created to increase participation and access to governance discussions by all employees. The new Superintendent/President conducted a listening tour to gauge assessments, perceptions, and actions taken prior to her arrival. She then employed additional strategies to further encourage and increase participation in the College's governance process. To ensure the measures taken are effective and sustained, an ongoing assessment process to measure institutional effectiveness in the area of participatory governance was developed.

Resolution and Analysis

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

- "Palomar has developed a continuous system designed to include staff, faculty, administrators, and students in improving the practices, programs, and services in which they are involved. Palomar has governance structures, processes, and practices." (From Standard IV.A. Page 63)

- "There are designated seats for all constituent groups on all of the councils including faculty, classified staff, confidential and supervisory employees, administrators, students,

and administrators. The intent is that the governing board, administrators, faculty, staff, and students work together for the good of the institution." (From Standard IV.A. Page 63)

- "Palomar has thorough and detailed written policies and procedures for faculty, staff, administrators, and students to participate in decision-making. "(From Standard IV.A. (From Standard IV.A. Page 64)

- "The faculty and administrators have substantive and clearly defined roles in institutional governance. Students and staff also have mechanisms to provide input into decision-making." (From Standard IV.A. Page 64)

- "The College uses a program review and planning (PRP) process to assess effectiveness of instruction and student services. The PRP documents ensure there is a link between student learning outcomes or service area outcomes and planning." (From Standard IV.A. Page 65)

While the 2015 External Evaluation Report found the governance structure to be sound, it identified weaknesses in how it functions. A number of findings in the external evaluation stood out to the College.

- "Despite the effort to create a structure to integrate planning throughout the College it appears that many constituent groups are unaware of what other groups are doing and how their planning interacts with the plans of other areas." (From Standard IV.A. Page 63)

- "Survey results also report that half of respondents were concerned about the amount of time required to participate in participatory governance." (From Standard IV.A. Page 63)

- "…there are serious concerns about the ability of staff to participate in effective discussion, planning, and implementation of institution-wide improvement." (From Standard IV.A. Page 64)

- "Employees described a lack of communication regarding participatory governance processes and outcomes including minutes without enough details to enable employees who did not attend meetings to fully understand what was discussed." (From Standard IV.A. Page 64)

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

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

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

Term / Date	Action
Fall 2015	• The College assessed the level of participation by constituent groups in governance. ***College Leadership and Administrative Actions*** • All managers were directed to facilitate and support participation in governance and related college activities for all employees. • During regularly scheduled constituent group meetings, the Interim Superintendent/President emphasized issues related to governance and the importance of maximum participation. • Deans, Supervisors, and Department Chairs encouraged and facilitated staff participation in department activities and program review and planning. ***Governance Actions*** • Executive Administration implemented an intentional communication and feedback approach during council meetings. • The Council and major committee chairs disseminated meeting summaries, distinguished from official minutes, to the entire college community within a week of a meeting, and employees were encouraged to contact their representatives for feedback. • The College developed the Comet Information Exchange (CIE). • Council chairs requested two-way communication between membership and constituent groups.
Spring 2016	• The Leadership and Administrative Actions and Governance Actions implemented in Fall 2015 continued. • The Interim Vice President for Instruction held a dialogue during Classified Staff Development Day to discuss participatory governance and collect feedback and insight into their perceptions. • The College developed and implemented strategies to address Classified Staff's feedback. • The CIE was enhanced to provide links to constituent representatives.
Summer 2016	• The Leadership and Administrative Actions and Governance Actions implemented in Fall 2015 continued. • The new Superintendent/President met with constituent leadership to discuss how the governance process can be enhanced and has implemented additional strategies for improving participation. • The College contracted with Interact Communications to develop strategies and materials that includes improving internal communication.

	• The College created a regular feedback and evaluation process which will gauge perceptions related to the effectiveness of its governance structure and processes.
Fall 2016	• Bargaining unit constituent forums moved from quarterly to monthly meetings. • The College created and implemented professional development and engagement activities, such as "Classified Speaks" and "Google Hangouts." • The Council of Classified Employees and Administrative Association implemented term limits. • The Professional Development Coordinators worked with Human Resources to develop training materials related to governance. • The Strategic Planning Council (SPC), the College's principal participatory governance body, opened its first meeting with a discussion on participatory governance. • In December, the College will implement a regular feedback and evaluation process to gauge perceptions related to the effectiveness of its governance structure and processes.

Assessment of Participation

The first step the College completed to address this recommendation included assessing actual participation of all constituent groups in governance councils and committees. As a result of this assessment, the College determined that there was objective evidence of broad staff participation across the major councils and committees. The College noted that the actual level of participation was incongruent with employee perceptions of participation identified in the Evaluation Report. This led the College to further examine and address the concerns of the classified employees. This deeper examination revealed that the same staff members tend to serve on a number of committees, and attendance suffered as they were stretched too thin.

The College addressed the concerns of staff as expressed in the Evaluation Report, in several ways. Because of the expressed concerns by classified staff that they were unable to participate in the process, there was a need to take swift administrative action by College leadership and administration. In addition, the College, working through its governance structure sought to improve communication and establish an environment where participation is encouraged and recognized.

College Leadership and Administrative Actions

Of particular concern were the findings related to lack of support for staff participation in governance by supervisors. The Interim Superintendent/President addressed this issue in his initial manager's meeting and it was revisited by the executive team throughout the year. He directed all managers to facilitate and support participation in governance and related college activities for all employees. During regularly scheduled constituent group meetings, the Interim

Superintendent/President emphasized issues related to governance and the importance of maximum participation. These groups included the following employee leadership teams:

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

As part of the follow up process, Deans, Supervisors, and Department Chairs were reminded to encourage and facilitate staff participation in department activities and program review and planning. These actions, once implemented in Fall 2015, continued to be emphasized throughout the remainder of the year.

Constituent leadership also addressed concerns noted above with staff council and committee membership. The executive councils discussed the need for broader participation and the indeterminate length of terms. CAST had already implemented term limits, and CCE and AA leadership changed their bylaws to include term limits beginning Fall 2016.

Participatory Governance Actions

At a broader level, the College worked within its governance structure to improve communication and participation. These improvements addressed how information was shared and feedback sought within governance meetings. They also addressed how communication was shared back out to the campus community and additional feedback sought. Working with Executive Administration, the Interim Superintendent/President developed and implemented a more intentional approach to communicating, providing information, and seeking feedback about issues critical to the College during governance council and committee meetings.

An example of how the dialogue became more intentional includes the way enrollment and budget information was shared within the governance planning councils. The Interim Superintendent/President and Vice Presidents deliberately engaged constituent groups within the governance meetings to communicate, provide information, and seek feedback regarding enrollment management and budgeting at a more detailed and transparent level than had been done in the past. Specifically, the Councils engaged in dialogue about how enrollment was related to budget, how Full-time Equivalent Students (FTES) was calculated, approaches the College was working on to implement enrollment management strategies, and ideas for action to address enrollment. Further, as a result of these meetings, the Interim Vice President for Instruction worked with the College's Professional Development Coordinator to create a "Google Hangout" where similar information was shared with the rest of the campus.

The approach to intentional communication and feedback within the councils and committees was paired with strategies to improve and strengthen communication and participation between the councils and the rest of the campus community. The council and major committee chairs disseminated meeting summaries, distinguished from official minutes, to the entire college community within a week of a meeting, and employees were encouraged to contact their representatives for feedback. The council/committee chairs, also emphasized the need for representatives to actively seek feedback asking for reports from the constituents in their

meetings. In addition, the Vice Presidents used their regular meetings with leadership and staff to disseminate information, encourage participation, and solicit feedback. The Interim Vice President for Instruction, for example, used his meetings with the Instructional Deans, and meetings with the Department Chairs and Directors for this purpose.

The Comet Information Exchange (CIE)

One of the more significant communication and participation activities involved the creation of the Comet Information Exchange (CIE). The CIE was created in Fall 2015, but was refined as discussions continued. Initially, the CIE was viewed as a one-stop-shop to get information related to governance processes. Meeting summaries, links to official council webpages, the governance structure, and related information was posted to the CIE and employees were encouraged to visit the site to keep abreast of ongoing activities.

The College quickly realized that the CIE could serve not only as an interface for information, but also as a mechanism for participation. The CIE expanded to not only house the information cited above, but links to council/committee composition, and email links to constituent representatives sitting on the councils/committees were added so that staff could easily and immediately give their feedback on issues currently being discussed. A word cloud followed to show themes dominating discussions, and clicking on any word in the cloud takes one to all of the council/committee reports related to that topic.

The CIE has matured into a dynamic interface, available to all employees, that expands participation beyond the traditional definition of sitting on a committee. Staff can find out, in close to real time, what is happening on governance councils/committees and participate in the conversations of interest with their constituent representatives. They can also learn about the composition of councils/committees and how they relate to one another. Many of the concerns cited in the External Evaluation are addressed: awareness of planning processes, time constraints, limits on the ability to participate, lack of communication, etc.

The Classified Voice

As discussions continued and the External Evaluation Report findings were revisited, additional and more direct feedback from staff was sought by the College. In Spring 2016, the Interim Vice President for Instruction facilitated a dialogue with staff during the opening session of the Classified Staff Development Day. A series of questions were posed to staff. The questions included the following: (1) What do you think Palomar does well to foster your participation in shared governance? (2) How can Palomar improve or strengthen the governance process? (3) How satisfied are you with your own level of participation/engagement in governance at Palomar? (4) How would you like to be more involved? Employees were clustered into small groups and asked to respond to the questions. A recorder from the group documented their responses and provided them to the office of Instructional Services.

While answers varied widely, they helped drive discussions the Interim Vice President for Instruction held with administrative and constituent group leadership shortly afterwards. For example, one concern cited was the lack of opportunity for staff to participate in governance because the same individuals are on a number of councils/committees, and/or individuals serve for extended time periods. CCE and AA leadership had already been in discussions to change

their bylaws to establish term limits on council/committee membership, and they finalized those changes after these discussions.

Some survey responses requested opportunities for current and new employees to learn more about governance and planning. Professional Development activities designed for faculty have always been open to staff, albeit passively. The College is transitioning to a comprehensive model of professional development in Fall 2016 that actively promotes professional development to all employees. Professional Development materials and workshops specifically addressing the governance structure, communication, and participation are in development. Human Resource Services staff has worked with the Professional Development Coordinator and college administrators to develop onboarding materials for all employee groups that contain information on governance, how to use the Comet Information Exchange, and the importance of participating in the governance and planning process.

While not directly related to governance, several comments addressed frustration with workload and challenges with continued vacancies resulting from the 2015 SRP related retirements. The College acknowledged these issues can have an impact on participation and communication. It continued to make an effort toward replacing critical positions left vacant through the SRP and the Interim Superintendent/President communicated progress in campus forums and through his regular communication with constituent groups.

New Leadership and Initiatives

The new Superintendent/President arrived July 11 and initiated a campus "Listening Tour" to clearly hear the needs and concerns of all employee groups, and to evaluate the impact of the actions taken prior to her arrival. From these discussions the Superintendent/President formulated strategies and implemented actions to ensure the College has a truly encouraging and participatory environment in regards to governance. These initiatives include the following actions.

- Executive and senior administrators conduct regular Google Hangouts to update all employees on issues of importance and/or to seek feedback.

- The College scheduled campus forums for staff called "Classified Speaks!" Sessions alternate between the mornings and afternoons to accommodate the schedules of staff. The first Classified Speaks occurred August 26 and 29 and included an overview of governance and planning, what "participation" means to staff, and a look at the CIE. The agenda for the second Classified Speaks will address what additional initiatives can be implemented, and a brainstorming session on how staff can participate beyond avenues already identified.

- Bargaining unit leadership may conduct membership forums monthly rather than quarterly.

- The College contracted with Interact Communications for strategies and materials that includes improving internal communications.

A part of the College's continuous improvement and feedback cycle, the Strategic Planning Council (SPC), devoted time at its first meeting in Fall 2016 to discuss the outcomes of the Interim/Superintendent's meetings with constituent groups, check-in with the purpose of and

value of participatory governance, and further identify ways to strengthen and improve governance at the College. Based on this ongoing dialogue, the College is developing additional strategies on how to improve communication within the governance infrastructure to complement those that have already been put into place. Please note, SPC engages in this process annually.

In addition to SPC's ongoing internal review, the College has developed a process to regularly collect feedback across the campus to gauge the environment of participation. A campus-wide survey has been developed and the first launch of this survey will occur in December, 2016, so that current and projected actions can be fairly assessed. The College will use these results to refine and improve its strategies for engaging all staff in governance. The survey, or a modified version of the survey, will be administered regularly to ensure that the College is effectively maintaining an environment that embraces participation of all campus community members.

Palomar is committed to fostering an environment that embraces participation in college governance. To fully address this recommendation, the College deliberately assessed perceptions and realities around governance, and took action to remove barriers to participation through administrative and governance avenues. The College directed management to facilitate and encourage participation; improved flow of information throughout the governance infrastructure; launched a technology solution to increase participation and access via the CIE; implemented targeted activities to engage all constituent groups, specifically classified employees; and created an ongoing assessment process to measure institutional effectiveness in the area of participatory governance. These comprehensive strategies along with a strong commitment by leadership to create and maintain an environment of participation address the recommendation and the College now meets the accreditation standards.

Additional Plans

None.

Evidence [TO BE UPDATED]

Name
Self-Evaluation Report 2015 Actionable Improvement Plans
Council and Committee Representation by Constituency Group
2014 Accreditation Employee Survey
meeting summary email notice examples
Notes/emails regarding need for reps to actively seek feedback
Department Chairs and Directors Meeting minutes examples
Department meeting summaries/minutes
Managers meeting minutes emphasizing participation, information, and feedback
President Gonzales' email encouraging governance participation
Summary of VPI meeting with constituency group leaders 4/29/2016
VPI email with CSSD Survey Results
Evidence: Constituency group bylaws
Professional Development website
All College Professional Development
Onboarding packet
Emails and reports out from VPHRS to constituency leaders
Email from VPHRS to encourage CCE attendance
Comet Information Exchange website
SPC minutes approving Comet Information Exchange
Comet Information Exchange Summary Email
CIE Feedback/Questions to Representatives webpage
Google Hangout examples
Classified Speaks Announcement and Agenda
College Newsletter
Interact Communications
Survey development meeting notes

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PALOMAR COMMUNITY COLLEGE DISTRICT
1140 West Mission Road
San Marcos, CA 92069
www.palomar.edu

District Facility Master Plan Update
(Proposition M)

Proposition M Bond Information

- **Proposition M**
  - November 2006
  - 57.9%
  - $694M

- **Funds Are Budgeted for Specific Projects / Sizes**
  - 2022 Educational Master Plan
    - http://www.palomar.edu/propm/pdfs/MasterPlan2022/MasterPlan2022Update2010.pdf
  - Representation from entire campus

- **Proposition 39 Requirements**
  - Financial & Performance Audits
  - Independent Oversight Committee

Planning Principles and Values

- ## Mission, Vision, Values & Goals
  - Education Master Plan
    - Projected curriculum and program needs drives Facility Master Plan

- ## Holistic Approach to District Facility Master Planning
  - Comprehensive College and Centers
    - San Marcos, Escondido, North and South Centers
  - Not just the building, but the entire district
  - Campus footprint (entire acreage)
  - Logistics & Swing Space (Redwood City)
  - Established Facilities Master Plan Project List
    - Prop M - $694M with over $1B of needs

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District Aerial View

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District Master Plan 2022 Projects

Completed

Student Union Phase 1

Natural Sciences Building

Health Sciences Building

Multidisciplinary Instructional Building A

Planetarium

Industrial Technology Center

Student Union Upgrades

Theater Addition / Remodel

Humanities Building

Teaching Learning Center

T-Building Remodel

Escondido Center

North Education Center (Road & Utilities)

Early Childhood Education Lab School (ECELS)

Baseball Field Complex

In Construction

Library / Learning Resource Center

South Education Center

A Building Remodel

Parking Structure and College Police

DSA

Facilities / M&O

Arboretum

T Building Storage

In Design

Student Services Center

Athletic Complex

Future

North Education Center

Administration Building

Multidisciplinary Instructional Building B

Student Union Phase 2

Digital Arts & Communication Building

Art Building

Music

Dome Remodel

Student Union Addition

WFC-Building Remodel

General Instruction Building

Specialty Instruction Building

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Current & Upcoming Projects

Project	Construction Start	Occupancy	Total Budget
Baseball Field Complex	March 2014	August 2015	8,100,000
Early Childhood Education Lab School	March 2014	March 2016	16,350,000
Learning Resource Center (Library)	June 2015	July 2018	69,850,000
South Education Center	September 2016	May 2018	34,000,000
Arboretum	November 2016	March 2017	2,440,000
Maintenance & Operations Building	December 2016	March 2018	15,500,000
Parking Structure / College Police	June 2016	January 2018	32,200,000
Student Services (One-stop)	August 2018	March 2020	27,000,000
Athletic Facilities	April 2018	May 2020	69,792,800

Baseball Field Complex

- Relocation of Baseball Field
- Construction start March 2014
- Occupied August 2015
- Contains field, spectator seating for 237+, dugouts, batting cages/ bullpens, restrooms, press booth
- DAVY / Swinerton / CM @ Risk
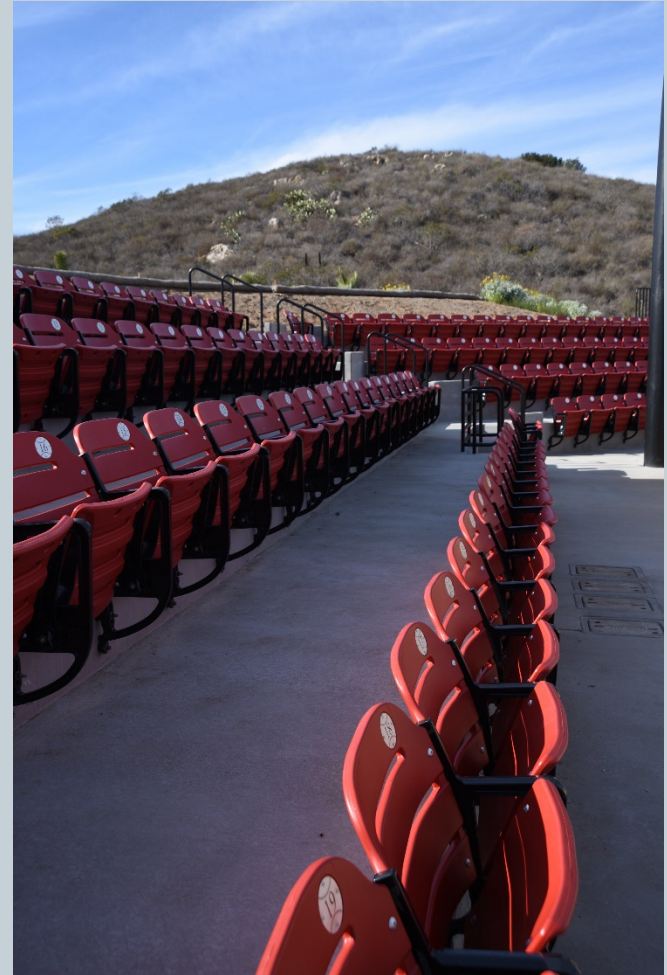
Early Childhood Education Lab School

- Construction start March 2014
- Occupancy March 2016
- DAVY / Swinerton / CM @ Risk
- Building area is 16,196 sf
- Site area is 70,011 sf

Grand Opening was held August 19th 4:00 PM

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Learning Resource Center

- Construction start June 2015
- Estimated occupancy July 2018
- Estimated 85,000 sf
- Library Services, Academic Technology, Adaptive Computer Center, Tutoring Center
- LPA / Gilbane CM@Risk

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South Education Center

- West of Interstate 15 in Rancho Bernardo.
- Originally designed as a 111,000 sf office building
- Estimated construction start September 2016
- Estimated occupancy May 2018
- 139,739 sf
- 3-story parking structure
- Course offerings in various disciplines
- LPA/Swinerton
- CM@Risk

Arboretum

- Construction start November 2016
- Completion March 2017
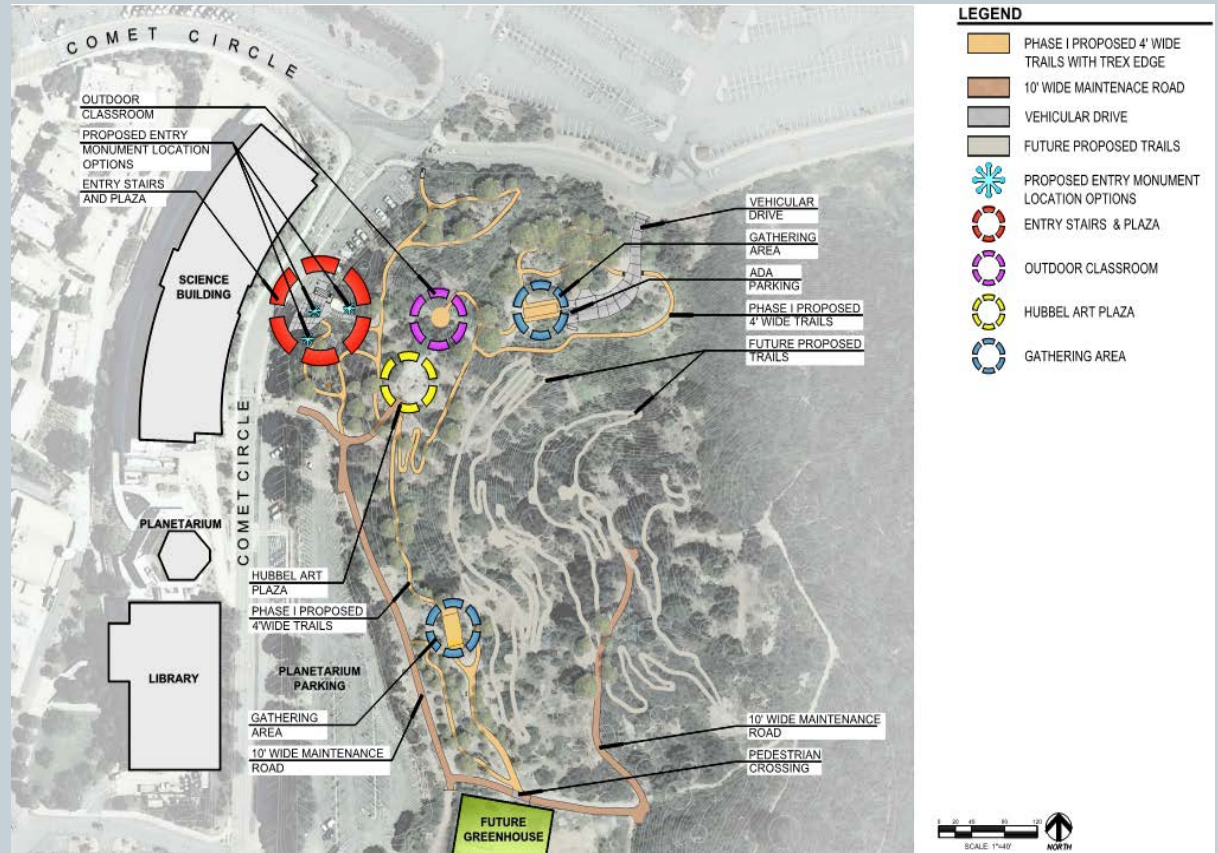
Maintenance & Operations

- Estimated construction start December 2016
- Estimated occupancy March 2018
- Estimated 28,400 sf
- Reduction in SF due to efficient design
- Design Build
- Level 1o/BNIM

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Student Services

- Board approved C.W. Driver as the CM@Risk
- Estimated construction start August 2018
- Estimated occupancy March 2020
- 45,000 SF
- One-Stop Student Services

- Admissions, Financial Aid, Records, Student Assessment, Counseling, EOP&S, DSP&S, Transfer Center, Career Center, International Student Services, Veteran's Services, Health Services, GEAR-UP, TRIO

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Athletics Complex

- Board approved McCarthy Construction as the CM@Risk
- 77,000 SF (Gymnasium)
- Softball, Football, Swimming, Kinesiology, Tennis, Soccer, Volleyball
- Estimated construction start April 2018
- Need M&O and Parking Structure to be completed in order to proceed
- Estimated occupancy May 2020

Parking Structure / College Police

- 1,616 parking spaces
- Estimated occupancy January 2018
- Design Build by McCarthy
- College Police approx. 7,645 SF

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Parking Structure Features

- 400 KW photovoltaic system
- License plate recognition system
- 4 elevators
- Parking guidance system

- 16 electric vehicle charging stations
- LED lighting
- 3 entry/exits on 3 separate levels to enhance traffic flow

- Enhanced façade to compliment existing campus vernacular
- 22 emergency blue phones
- Improved pedestrian access to campus
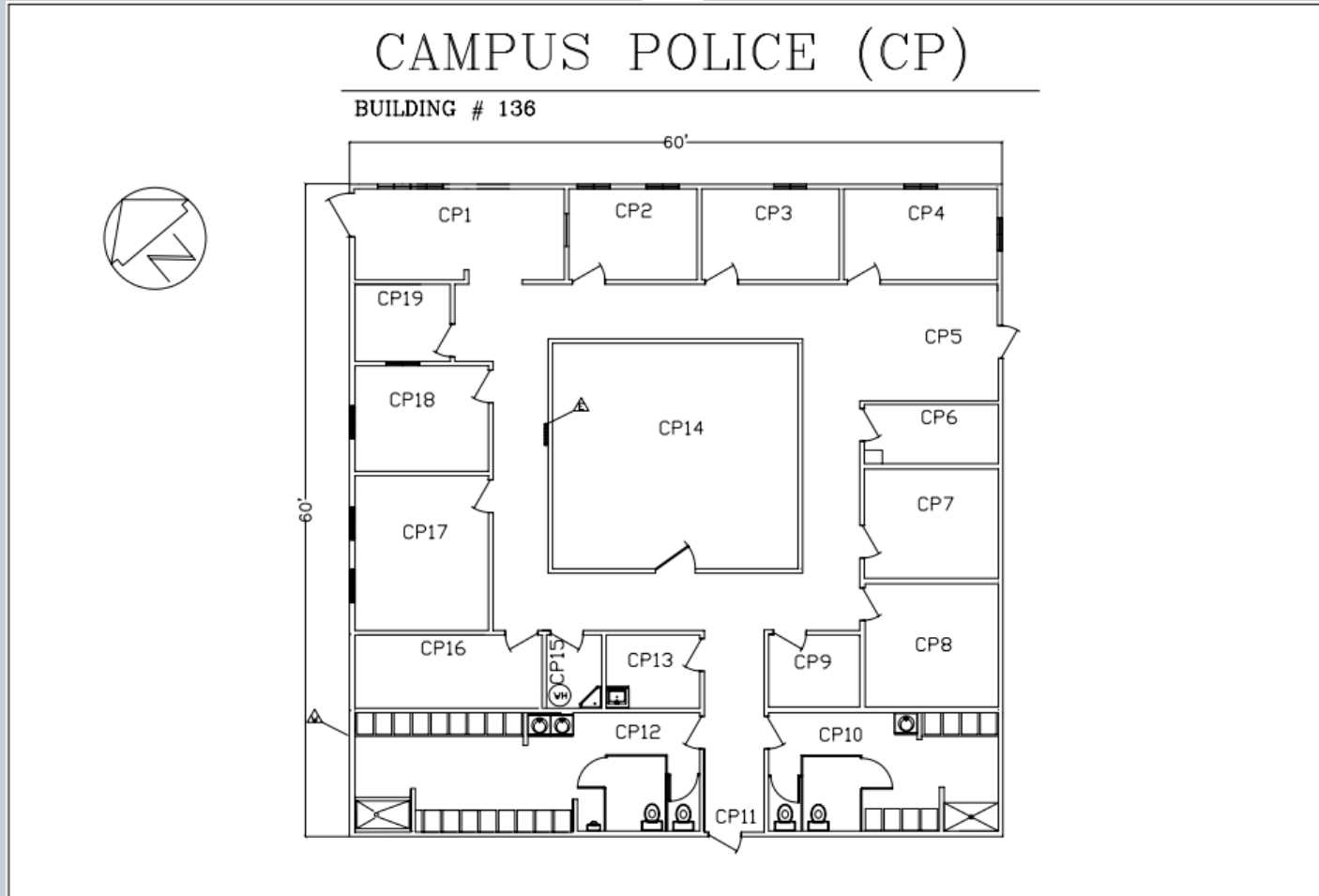
College Police Features

- Unisex restroom for public use
- Enclosed lobby
- Shaded area outside for transaction window
- Emergency back-up power

- Emergency Operations Center (EOC)
- Police equipment storage
- Campus emergency supplies storage
- Highly visible and central location on campus

- Dispatch is District wide hub for safety and security
- Energy efficient and sustainable design to reduce operating costs

Space Inventory | Comparison

Functional Area	2015 Existing			Proposed Design			Variance		
	Qty. of Rooms	Total ASF	No. of Occupants	Qty. of Rooms	Total ASF	No. of Occupants	ASF	ASF Growth	Seat Capacity Growth
Dispatch									
Subtotal	1	140	3	2	324	4	184	131%	1
Offices									
Subtotal	6	745	8	8	986	9	241	32%	1
Operations									
Subtotal	3	586	N/A	7	1949	N/A	1363	233%	N/A
Reception									
Subtotal	1	163	2	2	369	2	206	126%	46
Circulation & Building Support									
Subtotal	8	1966	N/A	9	4017	N/A	2303	117%	16
Grand Total SF	3,600			7,645			4,045	112%	
Master Plan GSF	16,000						(8,355)	-52%	

College Police | Existing Floor Plan

College Police | Floor Plan

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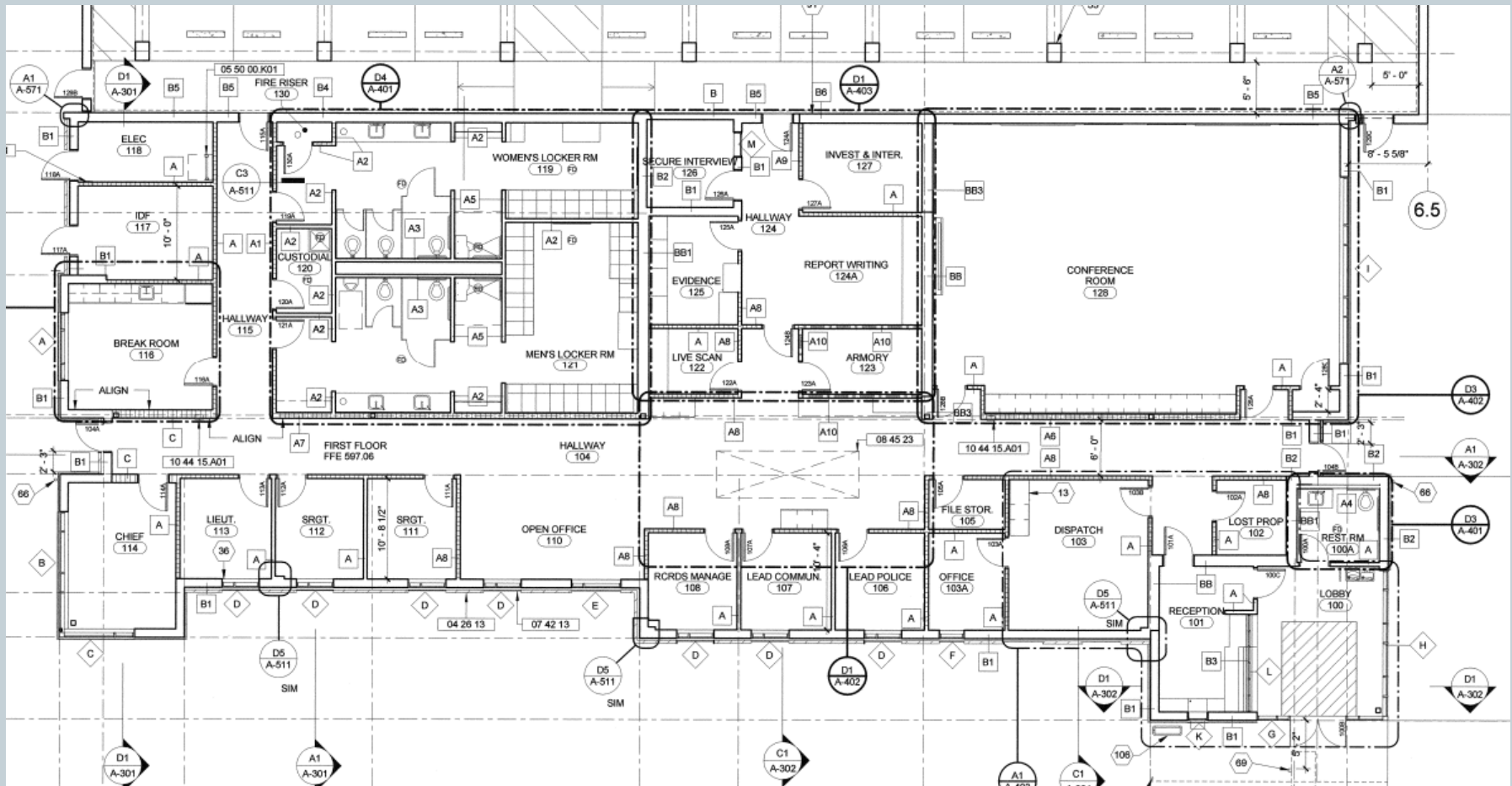
Parking Structure & College Police Offices

Executive Summary

PROJECT GOALS | VISION
- Provide replacement parking for Lot #9 to allow construction of new Athletics Complex
- Provide expanded, permanent space for College Police

PARKING SPACE INVENTORY | COMPARISON
- The new parking structure has a total of 1616 spaces compared to 1208 for Lot #9, a net increase of 408 which accounts for the portion of Lot 12 spaces within the footprint of the parking structure
- Parking structure is designed at 499,000 SF.

COLLEGE POLICE SF SUMMARY ANALYSIS
- The project has not changed in size from the RFP proposed design
- The current design is 4,045 SF larger than the existing but 8,355 SF smaller than the Master Plan

SCHEDULE
- The project started design in February 2015 with the Design Build RFP which included a completed design.
- The project is scheduled to be completed in early 2018.
- The project is currently ON SCHEDULE.

BUDGET
- The project has not changed in cost from the RFP proposed design with the exception of the State funded irrigation well
- Parking Structure = $49.7/SF
- Police = $457.8/SF
- The project is currently ON BUDGET.

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