



## Instructional Planning Council AGENDA

**MEETING TYPE:**

X

**Staff**  
**Product/Project**  
**Special**

**Date:** January 31, 2018  
**Start Time:** 2:30 p.m.  
**End Time:** 4:00 p.m.  
**Location:** AA-140

**Chair:** Dr. Jack S. Kahn

**Members:** Michelle Barton, Mark Bealo, Glyn Bongolan, José Briceño, Sarah DeSimone, Katy Farrell, Marlene Forney, Margie Fritch, Monica Galindo, Kathy Kailikole, Barb Kelber, Michael Large, Pearl Ly, Zeb Navarro, Jim Odom, Nichol Roe, Seth San Juan, Suzanne Sebring, Shayla Sivert, Justin Smiley, Susan Snow and Nicholas Vallone

**Recorder:** Michelle LaVigneur

Agenda Item	Outcome
I. Announcements <ul style="list-style-type: none"><li>a. New Members</li><li>b. Accreditation Training “Party” on 2/14/18 at 12:30 p.m. in AA-140 (I.C.12) <a href="https://palomar.csod.com/LMS/LoDetails/DetailsLo.aspx?loId=6aa456a1-2ce7-4707-a63b-0ae6bea81de9&amp;back=%2fLMS%2fBrowseTraining%2fBrowseTraining.aspx%3ftab_page_id%3d-6#t=1">https://palomar.csod.com/LMS/LoDetails/DetailsLo.aspx?loId=6aa456a1-2ce7-4707-a63b-0ae6bea81de9&amp;back=%2fLMS%2fBrowseTraining%2fBrowseTraining.aspx%3ftab_page_id%3d-6#t=1</a></li><li>c. Department Chairs “signing” PRPs</li><li>d. Doctorates</li><li>e. Faculty hires</li><li>f. Guided Pathways Self-Assessment Tool draft and plan update (I.B.4)</li><li>g. March industry event – South Center</li><li>h. NOHEs</li></ul>	Information
II. Comments from Constituencies	Information
III. Approve minutes – December 13, 2017	Action
IV. North/South Center presentation	Information
V. New Instructional Program Approval process (II.A.1) (Attachment A)	Discussion
VI. Book Club – Redesigning America’s Community Colleges -(Attachment B)	Discussion
VII. Resource Allocation Process (I.B.6) <ul style="list-style-type: none"><li>a. Review Timeline</li><li>b. Review form <a href="https://docs.google.com/forms/d/e/1FAIpQLSeRmfeHLzixe0Cj4oT_qL51Mf1ATSujQKmuNubzp6Oc4b7i3A/viewform">https://docs.google.com/forms/d/e/1FAIpQLSeRmfeHLzixe0Cj4oT_qL51Mf1ATSujQKmuNubzp6Oc4b7i3A/viewform</a></li></ul> 1. Hardware and infrastructure requests (IS)	Discussion

2. Instructional technology resources requests (ATRC)		
c. Funding Update		
VIII.	Review Resource Allocation Timeline & Review the Form	Discussion
IX.	Review Faculty Prioritization Timeline	Discussion
X.	Gainful Employment Certificates (I.A.3)	Discussion & Plan
XI.	IPC Membership Discussion (IV.A.3) a. Add Members: i. Instructional Services Office Manager ii. Classified member (additional) iii. ASG representative (additional) b. Service Areas – Recommendation i. ATRC – to attend in spring 2018 ii. Director, Telecommunications - Grants iii. Director, IS	Discussion
XII.	Waitlists Workgroup – Update	Information
XIII.	PRP Feedback a. Electronic vs. In-person (can still do in person!) b. Redundancies on the comprehensive form c. Overall	Discussion
XIV.	IPC Processes (I.B.5) (I.B.9) a. Change routing form in IPC for technology	Information
XV.	For Spring 2018 semester: a. PRP Presentation to Campus b. Survey for spring 2018 c. Materials fee process	Discussion
XVI.	FON – Faculty Hiring (III.A.7) a. Process to hire outside faculty b. Hiring w/in our resources/needs	Discussion
XVII.	Standing Reports A. Accreditation B. Enrollment C. 3SP/SE/NC3SP/BSI D. LOC E. SPC F. CTEE G. PD H. ROC update	Information

**Next Meeting**  
**February 14, 2018**  
**AA-140**



## Instructional Planning Council Minutes

**MEETING TYPE:**

X

**Staff**  
**Product/Project**  
**Special**

**Date:** December 13, 2017  
**Start Time:** 2:30 p.m.  
**End Time:** 4:00 p.m.  
**Location:** AA-140

**Chair:** Dr. Jack S. Kahn

**Members Present:** Mark Bealo, Dr. Glyn Bongolan, José Briceño, Sarah DeSimone, Katy Farrell, Marlene Forney, Margie Fritch, Monica Galindo, Dr. Barb Kelber, Zeb Navarro, Seth San Juan, Suzanne Sebring, Justin Smiley and Nicholas Vallone.

**Members Absent:** Michelle Barton, Dr. Jack Kahn, Dr. Kathryn Kailikole, Shayla Sivert and Susan Snow.

**Guests:** Rico Bianci, Richard Loucks, Najib Manea, Connie Moise and Nichol Roe

**Recorder:** Marti Snyder

Suzanne Sebring called the meeting to order at 2:33 p.m.

- I. Announcements – While on vacation in Hawaii, Mark Bealo presented information on drone classes at Palomar College to two high schools.
- II. Comments from Constituencies – None.
- III. Approve minutes – November 29, 2017  
MSC – (Fritch/Smiley): The minutes for November 29, 2017 were approved and accepted into the record with an abstention from Mark Bealo.
- IV. Second Reading – Integrated Draft plan – Olga Diaz [https://www2.palomar.edu/pages/sse/files/2017/12/Palomar-Integrated-Plan-DRAFT\\_12112017.pdf](https://www2.palomar.edu/pages/sse/files/2017/12/Palomar-Integrated-Plan-DRAFT_12112017.pdf)  
  
Olga Diaz presented the Council with an updated Integrated Draft plan with minimal updates to the text; most of the updates were in regards to the budget.  
  
Olga informed the Council of the changes in legislation related to student equity. Colleges are now required to collect data on LGBTQ and homeless students. The College does not currently have a method to collect data on these population and will determine how to best collect and report this data. Legislation also allows for the Governing Board to identify the Colleges own population of students considered to be disproportionately impacted.  
  
MSC – (Fritch/Bongolan): The Integrated Draft plan was approved.
- V. FON – Faculty Hiring (III.A.7) –
  - a. Process to hire outside faculty  
The College is currently in the process of hiring the first six faculty from last year's priority list.
  - b. Hiring w/in our resources/needs
- VI. Guided Pathways Self-Assessment Tool draft and plan update (I.B.4) –  
The Guided Pathways Self-Assessment Tool was approved by the Governing Board and will be submitted to the State. There is a team comprised of five faculty members, the Senate President, the VPI and additional members who will be moving forward with the work on the Self-Assessment tool.
- VII. Gainful Employment Certificates (I.A.3) –  
Richard Loucks presented data showing that 109 programs have awarded less than 15 certificates in the last four year period and then proposed a program development template for evaluation of programs that have not historically

been pursued by students or have not been offered in a number of years. Richard then asked for feedback from the Council to improve the template.

After one Council member suggested that faculty be notified of the program evaluation, the Council determined that communication to the faculty is appropriate. However, the Council agreed that it would be more appropriate for members to discuss the form with their departments and constituency groups and focus the conversation on program improvement and not program discontinuance at this time.

Margie Fritch suggested getting the data on how many degrees are being pursued, which may change the perspective on how viable these certificate programs are.

VIII. IPC Membership – Action Item/Second Reading (IV.A.3) -

a. Add Members:

- i. PD Coordinator –  
MSC – (Bealo/Fritch): To add PD Coordinator to the IPC membership. All were in favor.

IX. IPC Membership – Discussion (IV.A.3) –

a. Add Members:

- ii. Instructional Services Office Manager
- iii. Classified member (additional)
- iv. ASG representative (additional)  
The ASG and CCE representative will take this back to their constituency groups for discussion and report back to the Council.  
The Council discussed the benefit of adding the Office Manager to the membership as the discussions impact scheduling.  
One Committee member noted the change in membership from faculty heavy to more balanced, when the intention was that faculty would have the influence and power in scheduling and was uncomfortable with the shift in balance.

Members will discuss the addition of the three suggested potential members to determine if the addition is appropriate and make a determination at a future meeting.

b. Service Areas - Recommendation

- i. ATRC – to attend in spring 2018
- ii. Director, Telecommunications – Grants
- iii. Director, IS  
The ATRC Manager and IS and Telecommunications director were in attendance and when asked, stated that they would will serve on the Council if the Council determines their membership to be valuable.

One Council member expressed concern about the shift in balance of the Council from faculty heavy to the more balanced current structure, citing the original intent of the Council as giving faculty more influence in making decisions related to instruction. It was suggested that those proposed to be added to the structure instead attend as guests when it is relevant.

X. Accreditation Training (I.C.12) – VPI Kahn will be hosting an “Accreditation Training Party” on December 21<sup>st</sup> and is inviting anyone who would like to attend and complete the ACCJC Standards training.  
<https://palomar.csod.com/samldefault.aspx?returnurl=%2fDeepLink%2fProcessRedirect.aspx%3fmodule%3dlo%26lo%3d6aa456a1-2ce7-4707-a63b-0ae6bea81de9>

XI. Waitlists Workgroup – Update – Tabled.

XII. IPC Processes (I.B.5) (I.B.9) –

- a. Group analysis of PRPs –
- b. Reminder of due dates – The due date for PRPs is today, December 13, 2017. Kelly Falcone recommended that all comments left in the PRPs be included in the feedback box in the bottom. The Council also suggested that faculty be informed of the IPC reviewer feedback in order to make revisions prior to review of the VPI. Kelly asked that each group compile a list of departments they have recommended for an

additional comprehensive review so that she can notify the departments of the opportunity to improve the PRPs and avoid an additional comprehensive review. Kelly will confirm this option with the VPI.

Mark Bealo also noted the challenge for many faculty members in knowing where and how to access the data needed to complete the PRP.

c. Google drive for processes (Faculty rationale)

XIII. For spring 2018 semester –

- a. PRP forms to include proposed classes and new programs pre-curriculum  
A workgroup will be establish for the spring to look into the process of proposing courses and programs through the PRP.
- b. Survey for spring 2018

XIV. Standing Reports –

- A. Accreditation – The Substantive Change Proposal for the South Education Center will be presented to the Governing Board for review in January 2018, followed by submission to ACCJC.
- B. Enrollment – No report
- C. 3SP/SE/NC3SP/BSI – The Basic Skills Learning Partnership was attended by local high school teachers and faculty from CSUSM and Palomar College who shared instructional strategies. Two additional workshops are schedule for the spring to identify why students are coming into college unprepared.
- D. LOC – No report
- E. SPC – No report
- F. CTEE – The first meeting of the Career Education Committee took place last week and the next meeting will be held on February 8<sup>th</sup>. Mark Bealo informed the Council that he may not be able to continue as the faculty CTEE liaison because the position does not come with release time or funding.
- G. PD – Final Plenary agenda will be sent out on Friday for the January 25<sup>th</sup> Plenary. Also have other workshops that will be sent out as well. Leadership academy January 10<sup>th</sup>-12<sup>th</sup>, Workshops for hiring in January and March.

The meeting adjourned at 4:15 p.m.

**Next Meeting**  
**January 31, 2018**

## Process for New Instructional Program Approval

### Faculty Member

Writes Proposal and consults with the department



### Department Chair

Analyzes, Modifies, Approves



### Division Dean

Analyzes, Modifies, Approves



### Instructional Planning Council

Discussion of Submitted Plan, Tentative Approval



### Strategic Planning Council

Tentatively Approves Pending Resource Evaluation  
And Regional Deans' Approval (Vocational Programs Only)



### Revenue Allocation Committee

Revenue Source for New Program



### Strategic Planning Council

Approval of Program with Funds Identified and Regional Deans' Approval Submitted



### Instructional Planning Council

Sends Complete Package of New Program to Curriculum Committee



### Curricunet



### Curriculum Committee

Approves New Curriculum



### Faculty Senate

Approves Action of Curriculum Committee



### Governing Board

Approves Action of Curriculum Committee  
Approves New Program



### CCC System Office for Approval

The faculty member will initiate the new program request. The request should include all the requirements of the Chancellor's Office for a new program which can be found in Section 55130, *Approval of Credit Program*, *Program and Course Approval Handbook*, Chancellor's Office, California Community Colleges, Third Ed., March 2009 (or most recent version).

[http://www.cccco.edu/divisions/esed/aa\\_ir/credit.htm](http://www.cccco.edu/divisions/esed/aa_ir/credit.htm)

This request will include, but not be limited to:

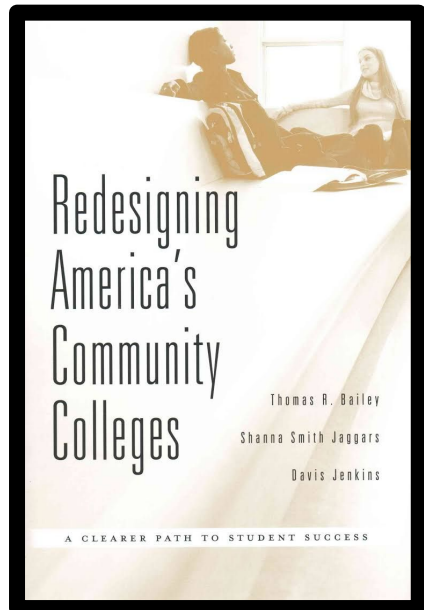
- Title and Short description
- Courses Needed (Existing and New)
- Justification or Evidence of Need
- Faculty Requirement
- Enrollment Expected (FTE Generated)
- Interdepartmental Conflicts
- Possible Regional College Conflicts
- Classroom Requirements
- Supplies, Equipment
- Classified Staff Needs
- Accreditation Requirements

Check with **Articulation Officer** about Transfer Programs

- Does Program Fit Mission of College?
- Faculty Hiring Process
- Resource Requirements: Outside Funding and/or Institutionalization of Program's Budget into General Fund.
- Regional Colleges' Approval

General Funds Identified or Not

Final Submittal to Board  
Requires Funding Source:  
Outside or General Fund



# **Coffee Talk Book Club: Redesigning America's Community College's with Guided Pathways**

"Research on organizational effectiveness in and outside of higher education indicates that, in contrast to the disconnection and isolation that characterize the cafeteria college structure, high-performing organizations implement their "core functions" in a coordinated, complementary fashion that is aligned with organizational goals. The offerings and support services provided by community colleges under the prevailing model are well designed to achieve the organizational goal of access to college courses. They are not well designed to help students enter and complete college programs that prepare them for further education and employment. From this perspective, it would appear that Achieving the Dream and other similar reforms have been too limited in their goals. To support student success, it is not enough to try to find ways to improve student completion in courses as they are currently designed; rather, courses need to be incorporated into larger program redesigns. The guided pathways approach to redesign starts with students' end goals in mind, and then rethinks and redesigns programs and support services to enable students to achieve these goals."

**Faculty and Staff will receive a FREE copy of the book!**

**We hope you will choose to read this book and take part in our Coffee Talk Workshops or our online discussions!**

# Workshop Series: Redesigning Palomar with Guided Pathways

Register for these workshops in the 3PD Portal.

If you cannot attend the face-to-face workshops you can join in on the conversation online in our Connect discussion in the 3PD Portal.

Date	Day	Time	Title	Facilitator	Room
1/25/17 (plenary)	Thursday	10-10:50am	Book Club Kick Off! Come to this workshop to pick up your book and let's discuss what we will be learning throughout the book club. What are guided pathways? What changes could we make at Palomar to help our students be more successful?	Kelly Falcone & Olga Diaz	
2/8/17	Thursday	8-9 am	Book Club Coffee Talk: Chapter 1 Redesigning College Programs	Kelly Falcone & Olga Diaz	
2/22/17	Thursday	8-9 am	Book Club Coffee Talk: Chapter 2 Guiding Students	Kelly Falcone & Olga Diaz	
3/8/17	Thursday	8-9 am	Book Club Coffee Talk: Chapter 3 Rethinking Student Instruction	Kelly Falcone & Olga Diaz	
3/22/17	Thursday	8-9 am	Book Club Coffee Talk: Chapter 4 Helping Underprepared Students	Kelly Falcone & Olga Diaz	
4/5/17	Thursday	8-9 am	Book Club Coffee Talk: Chapter 5 Engaging Faculty and Staff	Kelly Falcone & Olga Diaz	
4/19/17	Thursday	8-9 am	Book Club Coffee Talk: Chapter 6 The Economics of College Redesign	Kelly Falcone & Olga Diaz	
5/3/17	Thursday	8-9 am	Book Club Coffee Talk: Conclusion	Kelly Falcone & Olga Diaz	



# Book Club in Committees/Councils/Meetings

To help create a college-wide discussion we encourage committees/councils to follow along with the book club and discuss how the information in each chapter relates to the work that is being done in shared governance.

Below are suggested dates to include an item on the agenda for a discussion. This list only includes a few committees/councils, but hopefully more will embrace the topic and promote a dialogue!

Topic	Committee/Council meeting date	
Chapter 1 Redesigning College Programs	Faculty senate: 2/12 Instructional Planning Council: 2/14 Strategic Planning Council: 2/6 Student Services Planning Council: 2/14	Human Resources Planning Council: 2/8 Finance and Administrative Services Planning Council: 2/8 Professional Development Committee: 2/13 Curriculum Committee: 2/7
Chapter 2 Guiding Students	Faculty senate: 2/26 Instructional Planning Council: 2/28 Strategic Planning Council: 2/20 Student Services Planning Council: 2/28	Human Resources Planning Council: 2/22 Finance and Administrative Services Planning Council: 2/22 Professional Development Committee: 2/27 Curriculum Committee: 2/21
Chapter 3 Rethinking Student Instruction	Faculty senate: 3/12 Instructional Planning Council: 3/14 Strategic Planning Council: 3/6 Student Services Planning Council: 3/14	Human Resources Planning Council: 3/8 Finance and Administrative Services Planning Council: 3/8 Professional Development Committee: 3/13 Curriculum Committee: 3/7
Chapter 4 Helping Underprepared Students	Faculty senate: 4/2 Instructional Planning Council: 4/11 Strategic Planning Council: 3/20 Student Services Planning Council: 4/11	Human Resources Planning Council: 3/22 Finance and Administrative Services Planning Council: 3/22 Professional Development Committee: 4/10 Curriculum Committee: 3/21
Chapter 5 Engaging Faculty and Staff	Faculty senate: 4/9 Instructional Planning Council: 4/11 Strategic Planning Council: 4/3 Student Services Planning Council: 4/11	Human Resources Planning Council: 4/5 Finance and Administrative Services Planning Council: 4/5 Professional Development Committee: 4/10 Curriculum Committee: 4/4
Chapter 6 The Economics of College Redesign	Faculty senate: 4/23 Instructional Planning Council: 4/25 Strategic Planning Council: 4/17 Student Services Planning Council: 4/25	Human Resources Planning Council: 4/19 Finance and Administrative Services Planning Council: 4/19 Professional Development Committee: 4/24 Curriculum Committee: 4/18
Conclusion	Faculty senate: 5/7 Instructional Planning Council: 5/9 Strategic Planning Council: 5/1 Student Services Planning Council: 4/25	Human Resources Planning Council: 5/3 Finance and Administrative Services Planning Council: 5/3 Professional Development Committee: 3/4 Curriculum Committee: 5/2

# Chapter 1: Redesigning College Programs

## Chapter Outline

- Choice Architecture and Student Behavior
- Students Lost in a Maze
- No Clear Path to a Bachelor's Degree
  - Credits Don't Transfer
  - Poor Alignment Between Two- and Four-Year Programs
  - The Perplexing Transfer Process
  - Curricular Incoherence Limits Learning
- The Guided Pathways Model
  - Guiding Student Choices Without Restricting Options
  - Aligning Program Learning Outcomes with Students Goals
- Guided Pathways in Practice
  - Mapping Clearer Paths
    - Queensborough Community College
    - Miami Dade College
    - Florida State University
  - Bridging the Transfer Divide
    - Arizona State University MAPPS
    - Guttman Community College
    - The City University of New York
- A Framework for Rethinking Other College Practices

Questions	Your Responses
How do Palomar College policies/processes/practices help students make informed/clear choices?(pg. 23-25, 34-38)	
How do Palomar College policies/processes/practices help students avoid credit loss and taking unnecessary courses? (pg. 26-30)	
How do Palomar College program designs help students understand the learning goals and sense of progress? (pg. 38-39)	
To close equity gaps and increase student success and persistence, what might Palomar College consider either continuing, stopping, changing, or starting?	

# Chapter 2: Guiding Students

## Chapter Outline

- New Student Intake in the Cafeteria College
  - Linkages with Feeders
  - Orientation and Registration
- Services to Get and Keep Students on Track
  - In-Person Academic Advising
  - Online Advising and Tracking Resources
  - Student Success Courses
- Redesigning Student Supports
  - Strengthening Student Success Courses
  - Leveraging E-Advising Systems
    - Integrating Supports Along the Path
    - Providing “Just In Time” Feedback
    - The Role of College Organization and Culture
- Examples In Practice

### Questions

### Your Responses

How do Palomar College policies/processes/practices in support services assist incoming students in choosing an appropriate program of study? (pg. 56-63, 68-69)

How do Palomar College policies/processes/practices in support services teach students how to use available resources? (pg. 63-67, 69-70)

How do Palomar College policies/processes/practices in support services track students progress and provide timely interventions? (pg. 61-64, 70-73)

To close equity gaps and increase student success and persistence, what might Palomar College consider either continuing, stopping, changing, or starting?

# Chapter 3: Rethinking Student Instruction

## Chapter Outline

- Academic Challenges Facing Students
  - Procedural and Conceptual Learning
  - Metacognitive Skills
- How the Cafeteria College Addresses these Challenges
  - Knowledge Transmission: The Dominant Model
  - How the Cafeteria College Supports the Knowledge Transmission Model
    - Hiring and Promotion
    - Professional Development
  - Other Attempts to Address Academic Challenges
    - Academic Support Services
    - Flexible Online Learning Options
    - Online Learning: Not Systematic Support Strategy
- Instruction in the Guided Pathways College
  - Emphasize Skills, Concepts, and Habits of Mind
    - Concepts Versus Content
    - Who Should Create Program Maps?
  - Collaborate with Students Services Professionals
    - Including Librarians in Course Design
    - Including Student Services Professional in Instructional Teams
  - Peer-Based Professional Development
    - Faculty Inquiry
    - Barriers to Inquiry- and How Peer-Based Structures Can Address Them
    - Examples of Collaborative Inquiry
    - Leverage Technology ... Wisely
    - Using Technology to Support Inductive Teaching
    - Using Technology to Provide Personalized Feedback

Questions	Your Responses
How do Palomar College policies/processes/practices support faculty in identifying and implementing pedagogical choices (knowledge transmission/learning facilitation)? (pg. 84-90)	
How do Palomar College policies/processes/practices support faculty mapping and re-designing curriculum? (pg. 97-104)	
How do Palomar College policies/processes/practices support faculty with an embedded time/space for a process of inquiry and faculty/counselor collaboration? (pg. 107-112)	
To close equity gaps and increase student success and persistence, what might Palomar College consider either continuing, stopping, changing, or starting?	

# Chapter 4: Helping Underprepared Students

## Chapter Outline

- The Development Diversion
  - Developmental Assessment
  - Developmental Instruction
- Rethinking Developmental Education as an “On-Ramp” to Programs of Study
  - Customizing Assessment and Placement
  - Accelerating Developmental Curricula
  - Integrating Academic Support into Program of Study
  - Engaging Students through Improved Instruction
- Connecting to College Learning in High School
  - Transition Curricula
  - Dual Enrollment and “Early College” High School

Questions	Your Responses
How do Palomar College policies/processes/practices support student’s ability to place in the correct English/Math course? (pg. 123-132)	
How do Palomar College policies/processes/practices support faculty collaboration and creation of basic skill pathways? (pg. 132-139)	
How do Palomar College policies/processes/practices support faculty partnerships with K-12? (pg. 139 - 142)	
To close equity gaps and increase student success and persistence, what might Palomar College consider either continuing, stopping, changing, or starting?	

# Chapter 5: Engaging Faculty and Staff

## Chapter Outline

- Governance
  - Relational Trust
    - Demonstrate Integrity
    - Showing Respect for Others
  - Structures That Focus on Practice, Not Politics
    - Engaging Existing Faculty and Staff Groups
    - Creating Cross-Functional Teams
- Professional Development
  - Critical Areas of Development
  - Time and Resources
    - The Long-Term Payoff in Time and Enthusiasm
    - Repurposing Time and Resources
- Hiring, Promotion, and Recognition
  - Collaboration and Inquiry
  - Roles of Adjunct Faculty and Staff

Questions	Your Responses
How does the Palomar College resource request process encourage funding “long term solutions” or “short term justification”? (pg. 148-149)	
How do Palomar College policies/processes/practices support the time and resources necessary for long-term cross-functional teams? (pg. 151-157, 162-165)	
How do Palomar College policies/processes/practices support the time and resources necessary for adjunct faculty participation? (pg. 168-170)	
To close equity gaps and increase student success and persistence, what might Palomar College consider either continuing, stopping, changing, or starting?	

# Chapter 6: The Economics of College Redesign

## Chapter Outline

- The Cafeteria College: Affordable ... But at What Cost?
- Costs and Benefits of Guided Pathways
  - Student Pathway Costs
  - Operating Costs, Revenue, and Cost per Completion
  - Transitional and Ongoing Costs
- Policy Incentives to Redesign College for Success
  - Performance Funding
  - Policies for Strengthening Transfer and Career Pathways
- Are Guided Pathways Worth the Cost?
- Are “Bundled” Models More Cost-Effective?

Questions	Your Responses
How do resource models support student persistence/completion at the state, district, and campus level? (pg. 176-181)	
How do District policies/processes/practices support funding that does not penalize the “the large numbers of educationally and economically disadvantaged students”? (pg. 185-188)	
To close equity gaps and increase student success and persistence, what might Palomar College consider either continuing, stopping, changing, or starting?	

# Conclusion

## Chapter Outline

- The Student Experience
- Roles in the Redesign Process
  - Faculty Members and Academic Administrators
    - Build Partnerships with Transfer Destination Program Faculty and with Employers
    - Focus on Building Skills, Concepts, and Habits of Mind
    - Create an Infrastructure for Faculty Support
  - Student Services Staff and Administrators
    - Implement E-Advising Tools That Can Facilitate Monitoring and Support for Student Progress Along Program Pathways
  - Institutional Researchers
    - Follow Students as they Continue their Education
    - Follow Students into their Careers
  - College CEOs and Other Top Administrators
    - Rethink Committee Structure to Focus on Students Success
    - Hire and Promote Faculty and Staff with a Strong Commitment to Improving Student Outcomes
- The Way Ahead for Guided Pathways
  - A Framework for Higher Education Reform
  - Gathering Further Evidence
  - Economic and Political Pressures to Redesign Colleges

You have now completed the book “Redesigning America’s Community Colleges: A Clearer Path to Student Success”. What is your top 10 list of opportunities Palomar College has to increase student success?

#1	
#2	
#3	
#4	
#5	
#6	
#7	
#8	
#9	
#10	