

Meeting Minutes

Meeting #: PCCD EFVP 2035 EFP Task Force Work Session #4

Date: 12/15/2022

Project Name: Palomar College EFVP

Project #: 5015049000

Attendees: Palomar College:
Cynthia Anfinson
Dennis Astl
Jennifer Backman
Julie Lanthier Bandy
Michelle Barton
Carmelino Cruz
Mike Day
PJ DeMaris
Erik Duarte
Brian Ellison
Kelly Falcone
Katy Farrell
Tricia Frady
Matt Grills
Erin Hiro
Leah Hoover
Nancy Lane
Teresa Laughlin
Lawrence Lawson
Kendal Magnuson
Tom Medel
Chris Miller
Rachel Miller
Wendy Nelson
Jessica Newman
Scott Richison
Star Rivera -Lacey
Stacy Rungaitis
Leslie Salas
Marti Snyder
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Diane Studinka
Susan Wyche
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Daniel Straub
Diane Studinka
Susan Wyche
Anastasia Zavodny

HMC Architects (HMC):
Brad Glassick
Sandy Kate
Matt Mori

CBT:
Cindy Griffith
Nicki Harrington
Dan Rosenberg
John Spevak

Purpose of the Meeting:

1. To review, discuss, and identify salient points on the college survey results
2. To review, discuss, and identify salient points on the EVP listening visioning themes

4.1 Welcome and Update

A. Update on Educational Vision Plan

1. The Task Force tri-chairs welcomed everyone to the fourth EFP Task Force work session and Nicki provided an overview of the interactive agenda for this work session. This session was virtual on Zoom.
2. Lots of information has been shared and discussed in the last three task force work sessions including the college internal data scan, the external scan, workforce data with gap analysis, and enrollment flow. This work session will focus on the results of the college survey, and the EVP themes identified from the 71 internal and external stakeholder listening visioning sessions that took place in September, October, and November. All of this information and analysis will be used to help inform the development of the EVP goals in the two-day work session January 18th and 19th.
3. After the goals have been developed at the January work sessions, the draft EVP will be completed the end of January and sent out to the Task Force for its review at the February 16th meeting.

B. Update on the Facilities Vision Plan

1. The HMC team continues to work on the environmental analysis and identifying facility themes from the listening visioning sessions. The themes will be presented in February, along with engaging task force members on their observations and insights for challenges and opportunities for each of the college's educational sites. Therefore, it will be very important that all task force members get an opportunity to tour and observe all the four campuses to provide meaningful input on each educational site.
2. The March work session will focus on the implications of the EVP goals on the facility plan.

4.2 College Survey Results

- A. Dan Rosenberg presented the results of the college survey. See the attached power point presentation for detailed results. Dan did note that there were 872 respondents to the survey. He did explain that the survey results are antidotal and do not provide any absolutes, as it is a small percentage of the total college student, staff, and faculty body that provided input via the survey, but it does provide insight from stakeholders to be considered along with all the other data, input, and discussion that have taken place.
- B. After Dan presented the survey results, participants were broken up in 5 smaller groups to discuss the results and note salient points from the findings. Each group provided a summary of their salient points, which is included as an attachment to these meeting notes.

4.3 Visioning Listening Themes for the EVP

- A. John Spevak and Cindy Griffith presented the EVP common themes that emerged from the Listening Visioning Sessions. See the attached power point presentation for the list of all themes.
- B. Nicki explained that these were derived from the review of hundreds of pages of notes from all the listening visioning sessions. These themes are a reporting out of what was voiced during all the sessions. The themes are not providing judgement or recommendations, but rather documentation of input that was gathered.
- C. After the themes were reviewed, the small breakout groups reconvened to discuss the themes and note salient points from the input. Each group reported out on a few thoughts from both the survey and the EVP Listening Visioning Themes. Each group's salient points on the themes are included as an attachment to these meeting notes.

4.4 The January EVP Goal-setting Work Session

- A. At the goal-setting session the task force will be reviewing trends and planning assumptions from the data profile, exploring high priorities and opportunities, and envisioning the future for Palomar as goals and objectives are developed for the EVP.
- B. All the information that has been reviewed at the task force meetings is on the EFVP website. A packet will also be sent out before January 18th to help everyone be prepared for a productive two day session.
- C. The timely review of the EVP draft will be important to stay on schedule to move into the FVP development.
 - 1. The draft EVP will be sent to the task force at the end of January.
 - 2. Any final comments/edits will be reviewed at the February 16th Task Force work session.
 - 3. An updated EVP draft will go to College Council February 24th and March 10th for the first and second read.
 - 4. The Task Force submits any final revisions to the EVP at the March 16th work session.
 - 5. The EVP is complete March 31.

4.5 Visits to the Centers for FVP discussion

- A. Task Force members agreed to come to the Rancho Bernardo and Escondido Centers for a tour of the two campuses and a celebration lunch on January 19th, after the goal-setting session in the morning. It usually takes about 20-25 minutes to get from the San Marcos campus to the Rancho Bernardo center. A lunch will be served at 1:00 with a tour of the facility followed by a short tour of the Escondido campus. More details will be included in the Task Force work session prep packet that is sent out before January 18th.
- B. At the January work sessions the task force will discuss dates to visit the Fallbrook center before the February Task Force work session discussing the campuses and facilities opportunities and challenges. The possibility of holding the February Task Force meeting at the Fallbrook center was also discussed.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and accurate and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within three (3) working days of receipt.

Submitted by,

HMC Architects/CBT team

Attachments:
Distribution: Attendees:
File: C:

Palomar Community College District

Educational & Facilities Vision Plan 2035

EFP Task Force Work Session #4 – December 15, 2022

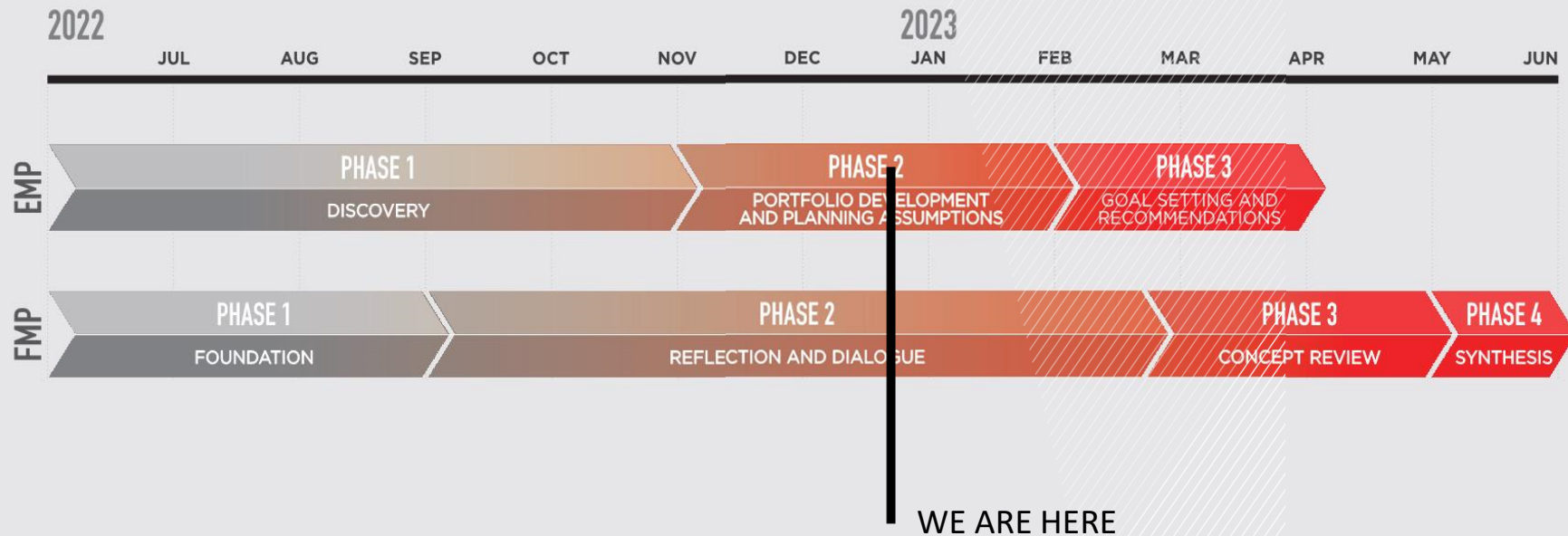


HMC Architects

Welcome by Tri-Chairs Meeting Overview and Project Update

1. Meeting Overview & Project Update
2. College Survey Results
3. Listening / Visioning Sessions Themes
4. Plan for January EVP Goal-Setting & EVP Review Process

Agenda



EFVP Timeline & Process

College-wide Survey Results



Overview of survey results



Palomar College Educational & Facilities Vision Plan 2035

Surprise

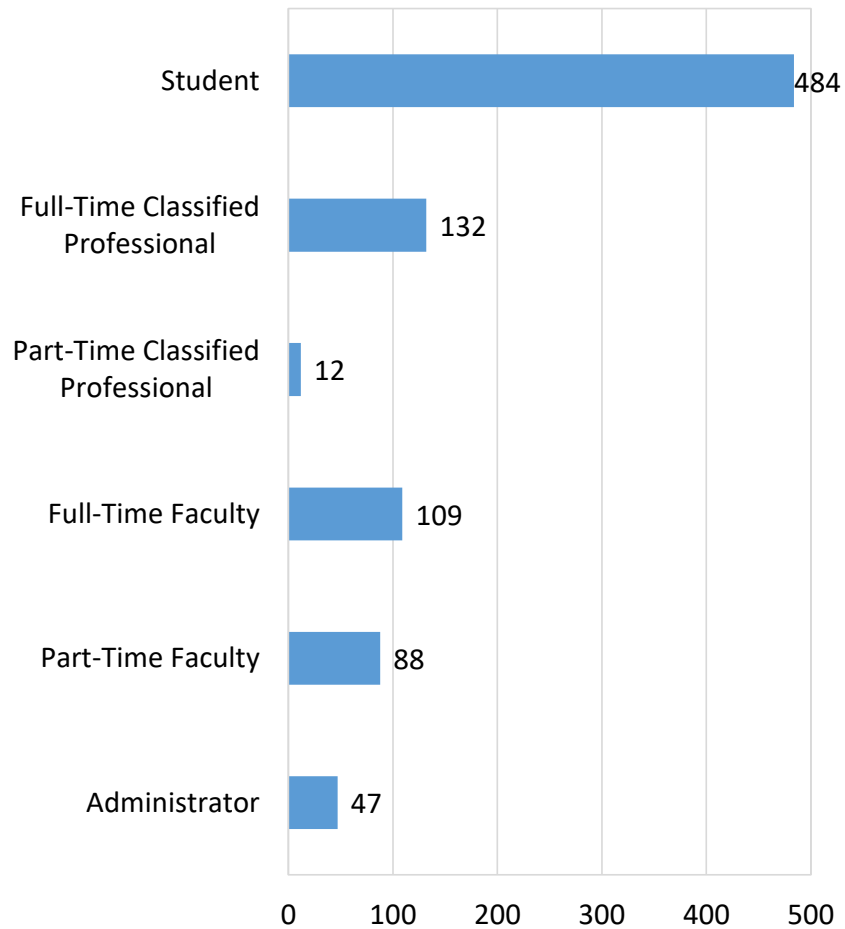
Curiosity

Challenge

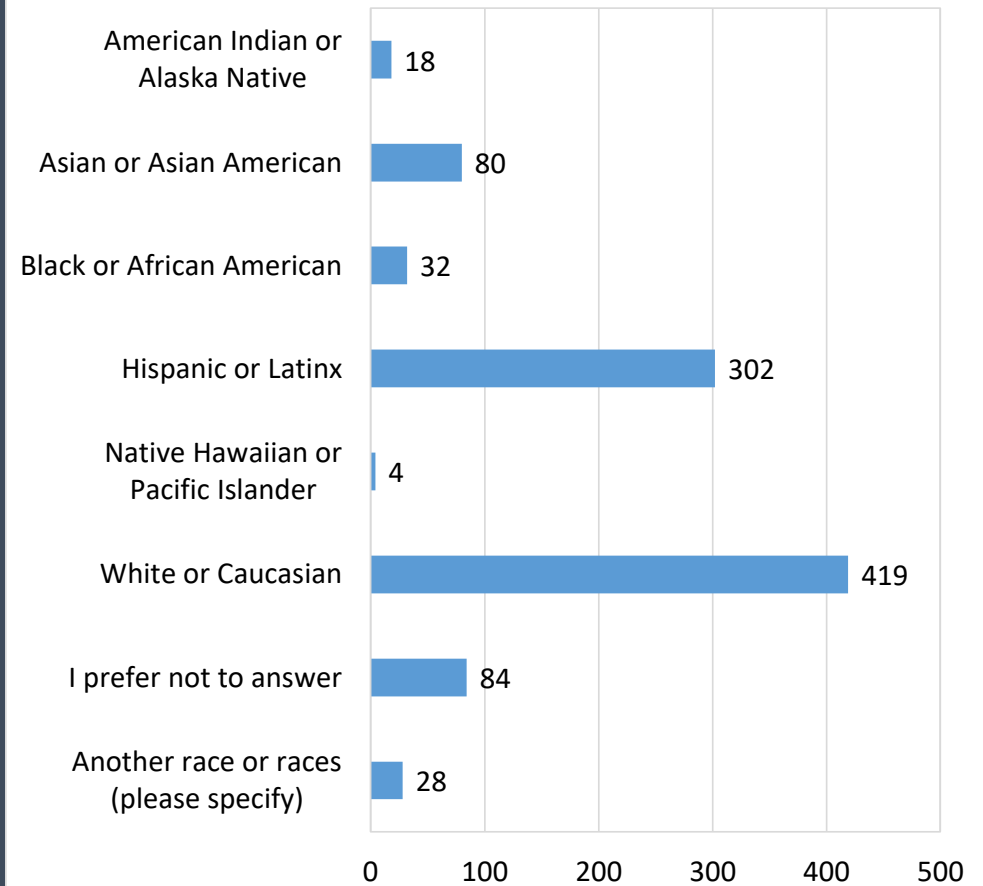
Opportunity

All Respondents

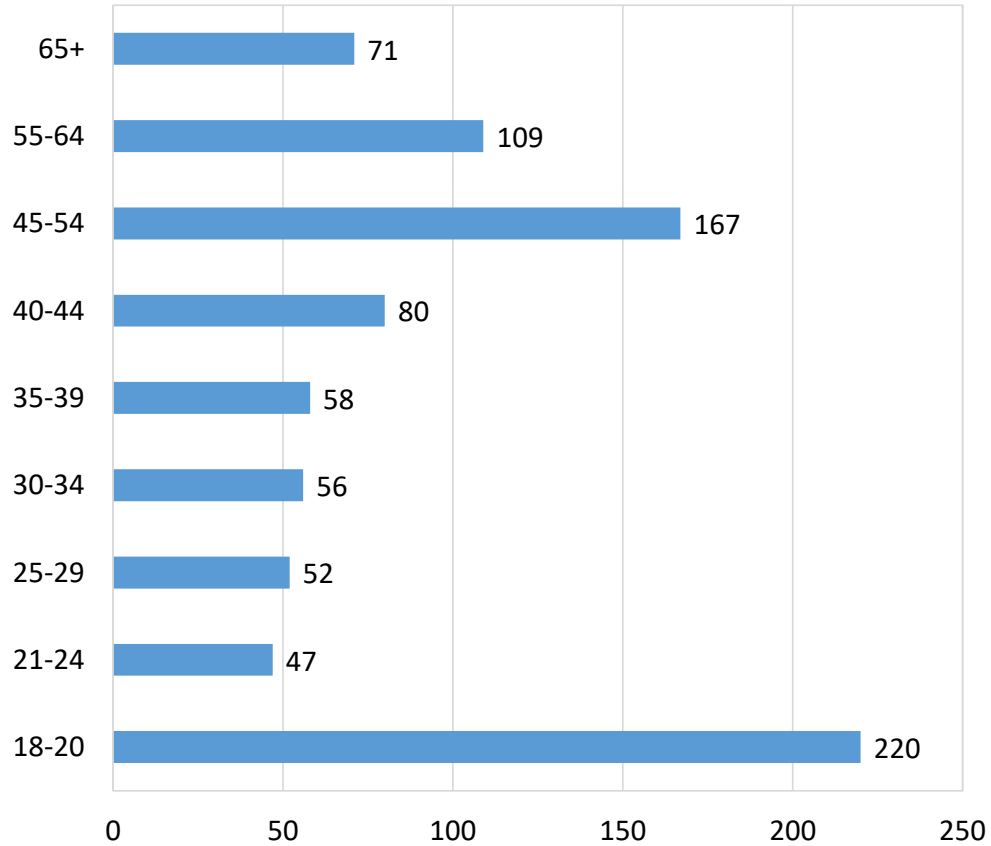
What is your primary role? n=872



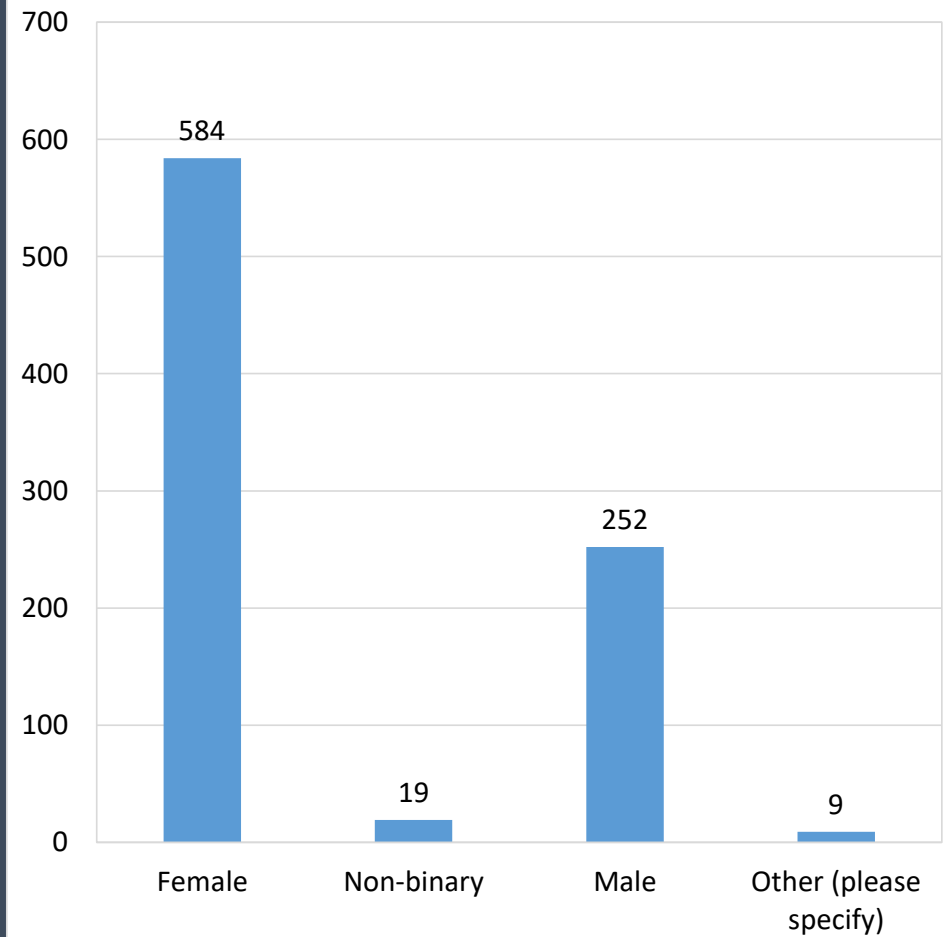
How would you describe yourself?
(Check all that apply.) n=865



What is your Age?
(You must be 18 or over to complete the survey)
n=860

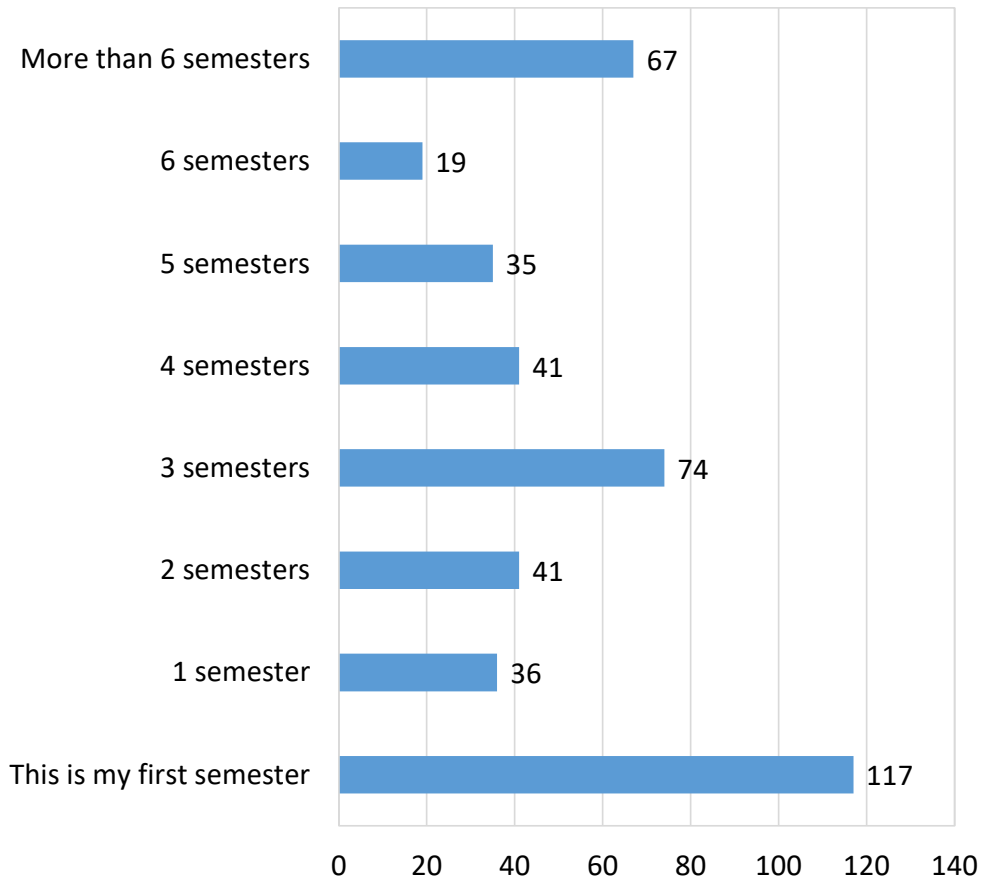


What is your gender? n=864

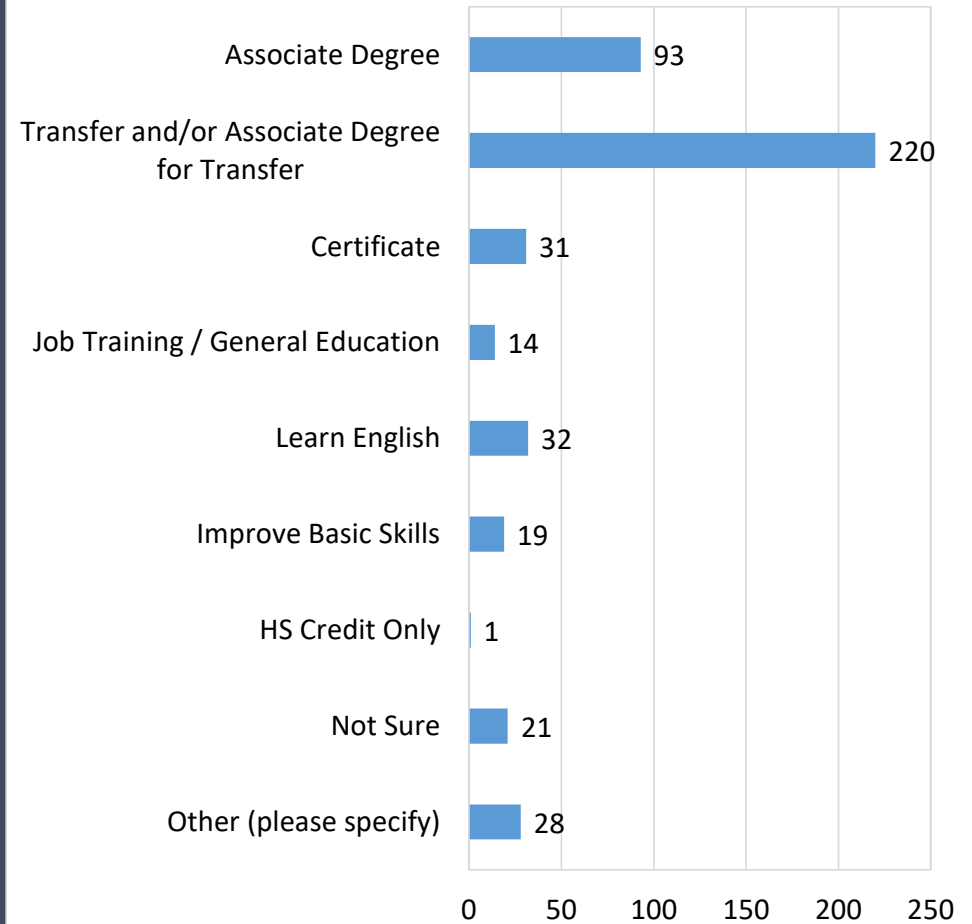


Student Questions

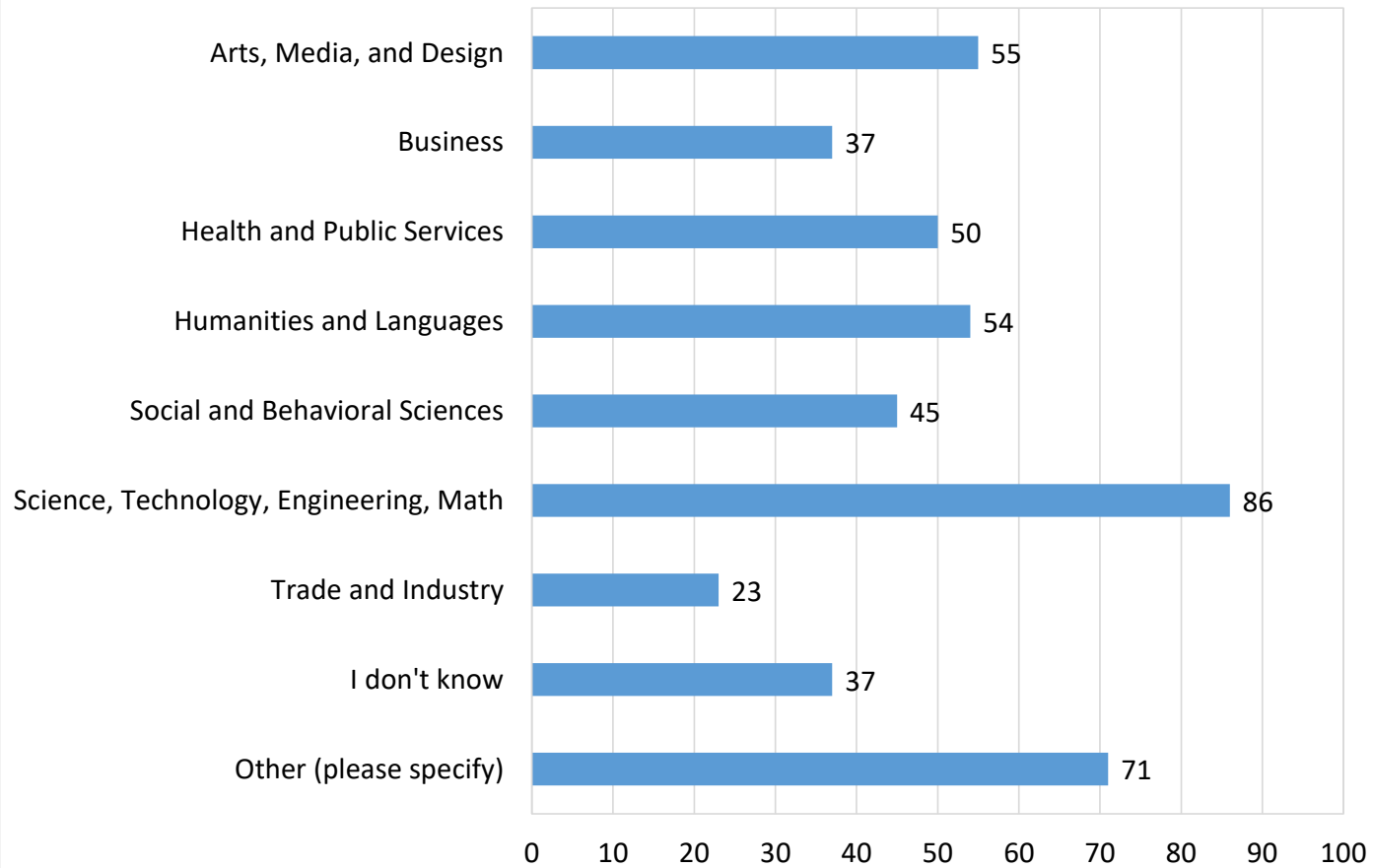
For how many semesters have you been a student at Palomar College? n=430



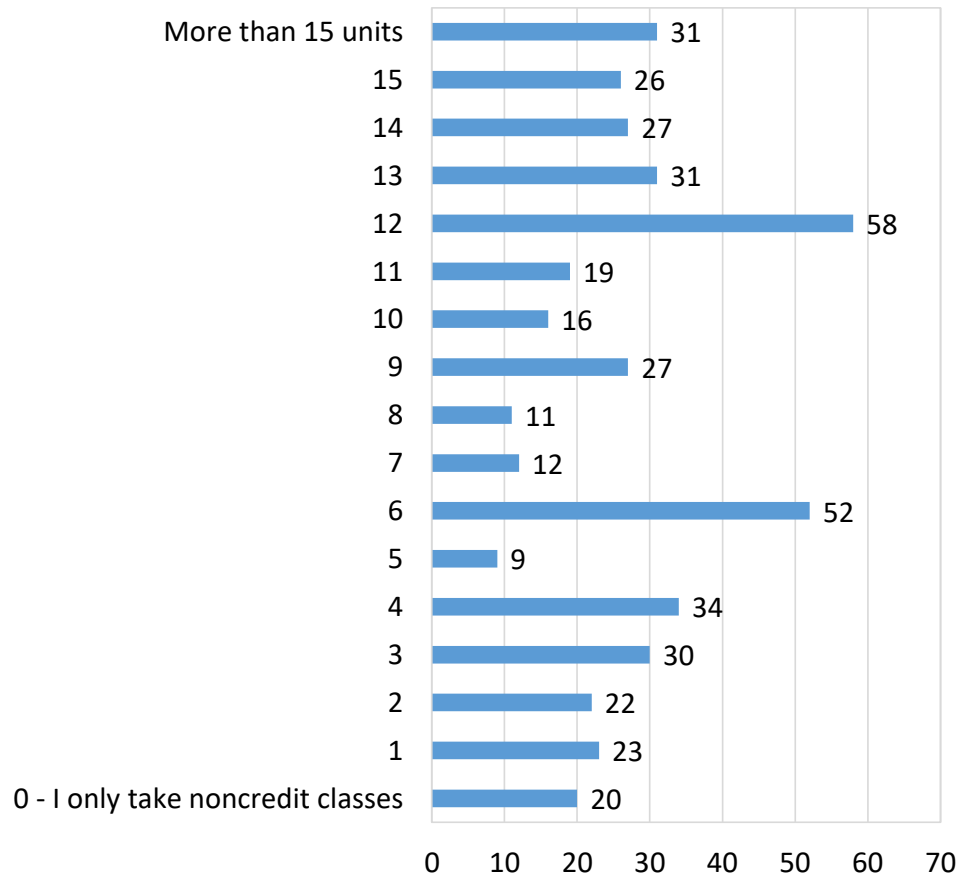
What is your primary educational goal? N=459



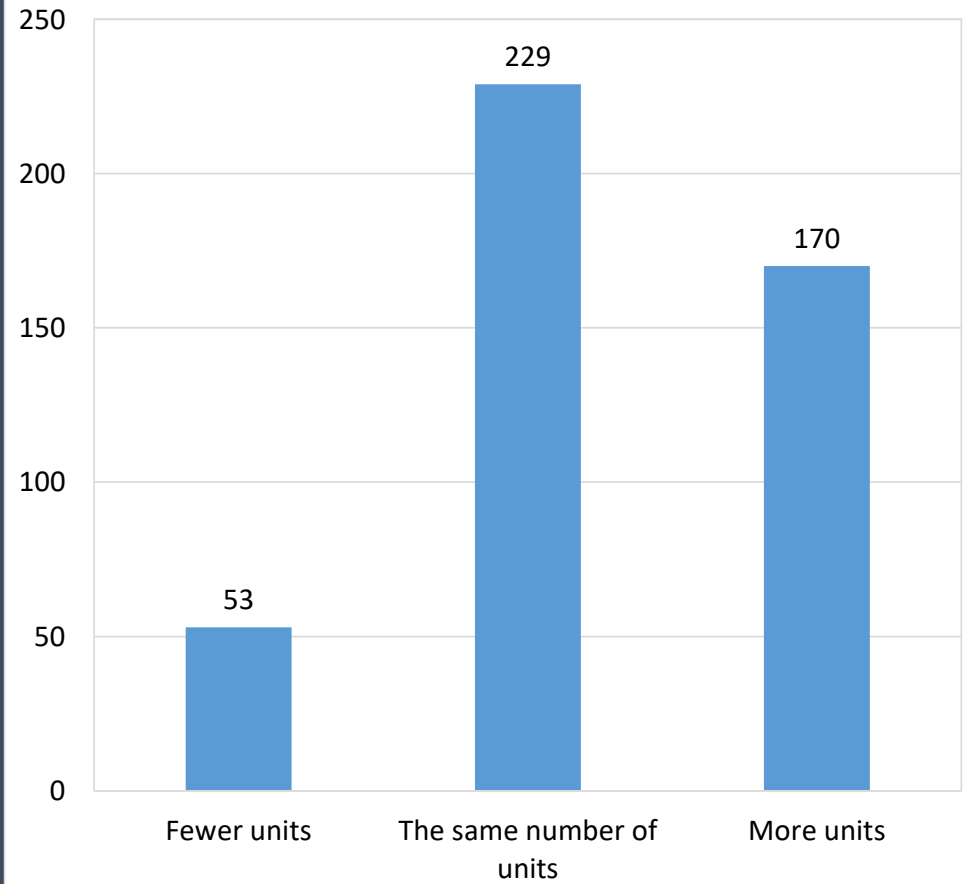
Which of the following areas are you pursuing in your studies at Palomar?
n=458



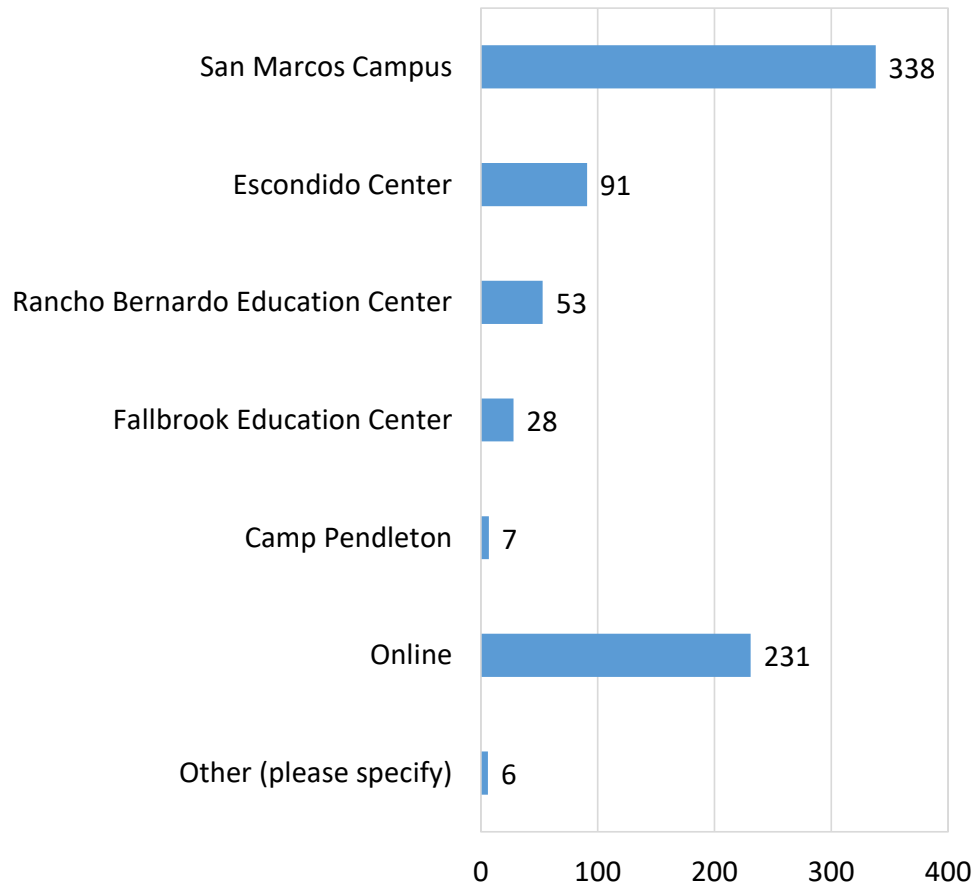
Please indicate the number of units you are taking this semester: n=448



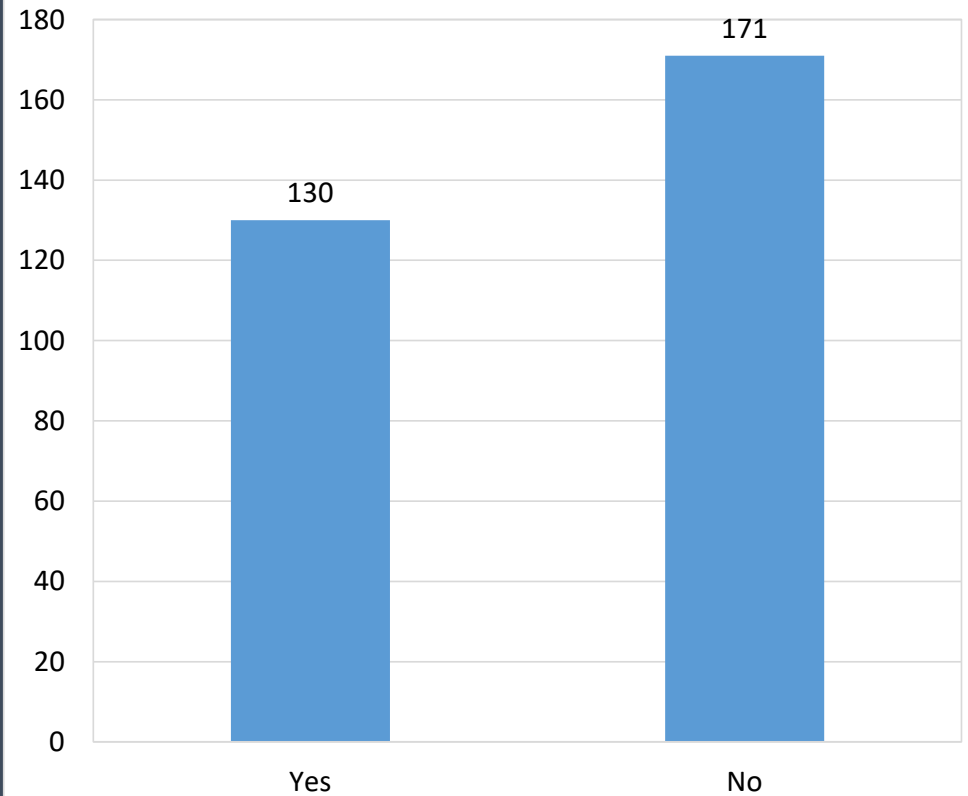
In the future, do you plan to take more, the same, or fewer, units per semester? n=452



At which of the following locations have you taken a class or classes? (Please select all that apply.) n=458



Would you consider taking a class at one of Palomar College's Education Centers (Escondido Center, Rancho Bernardo Education Center, or Fallbrook Education Center)? n=301



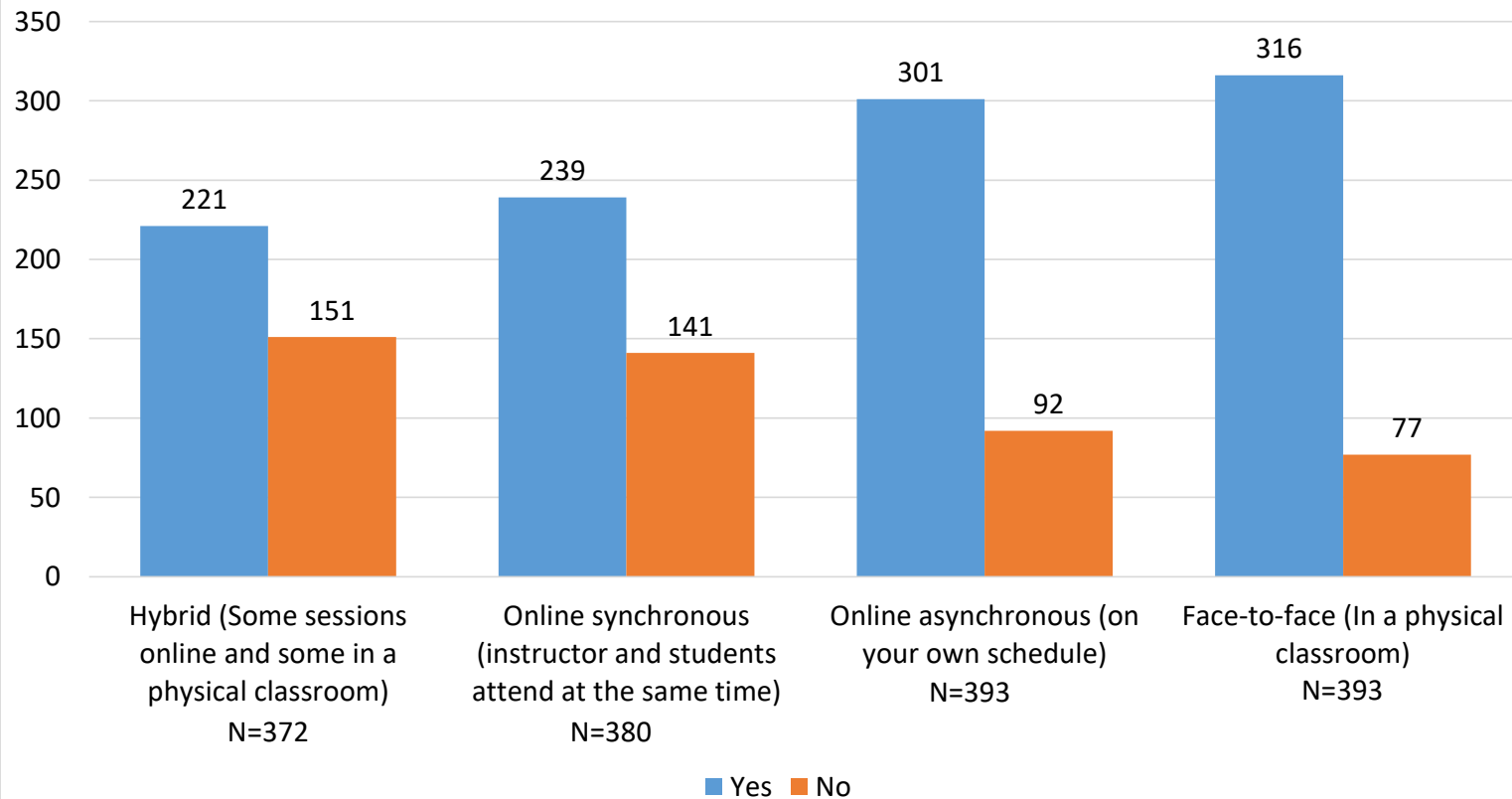
What is the main reason you would take a class at one of Palomar College's Education Centers? n=147

Top 3 Themes	#
Convenient Location	45
Class Offerings - convenient time or needed class	27
Better Learning Environment / in-person classes / socialize with other students	26

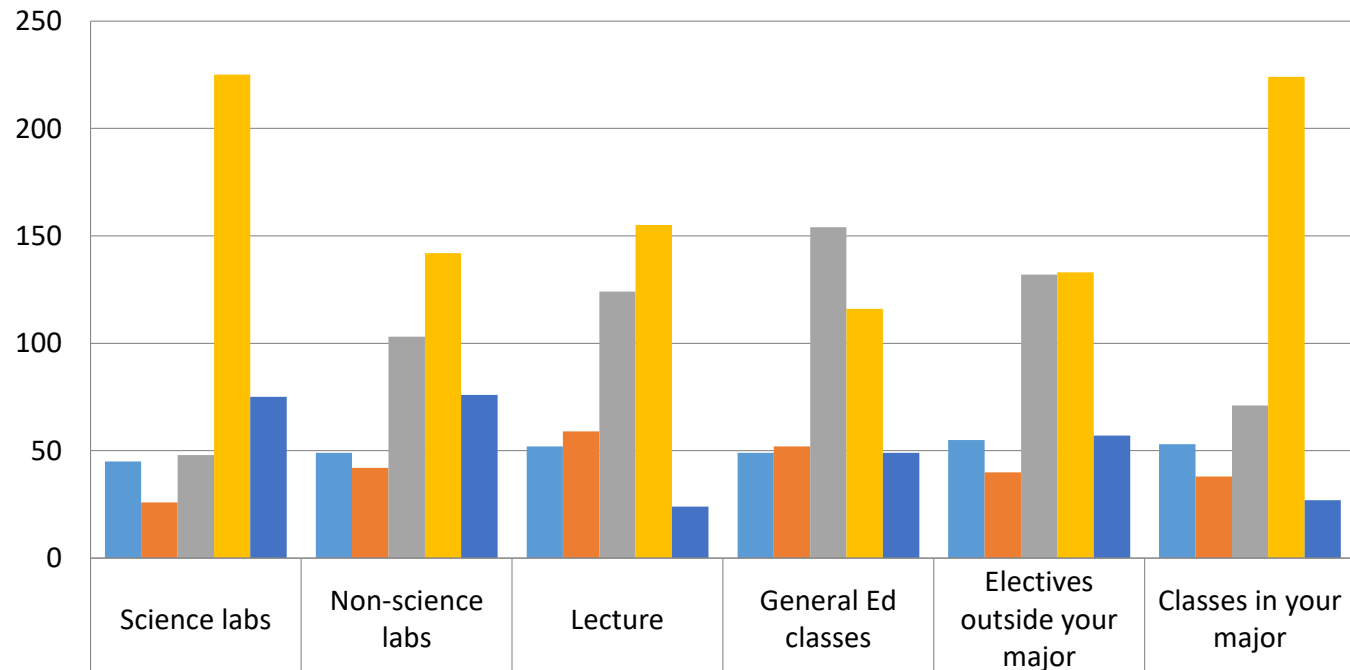
What is the main reason you would not take a class at one of Palomar College's Education Centers? n=141

Top 3 Themes	#
Main campus is more convenient	110
Unavailability of classes / labs / facilities	21
I prefer online	10

Please indicate if you are likely to register for classes in the following formats.

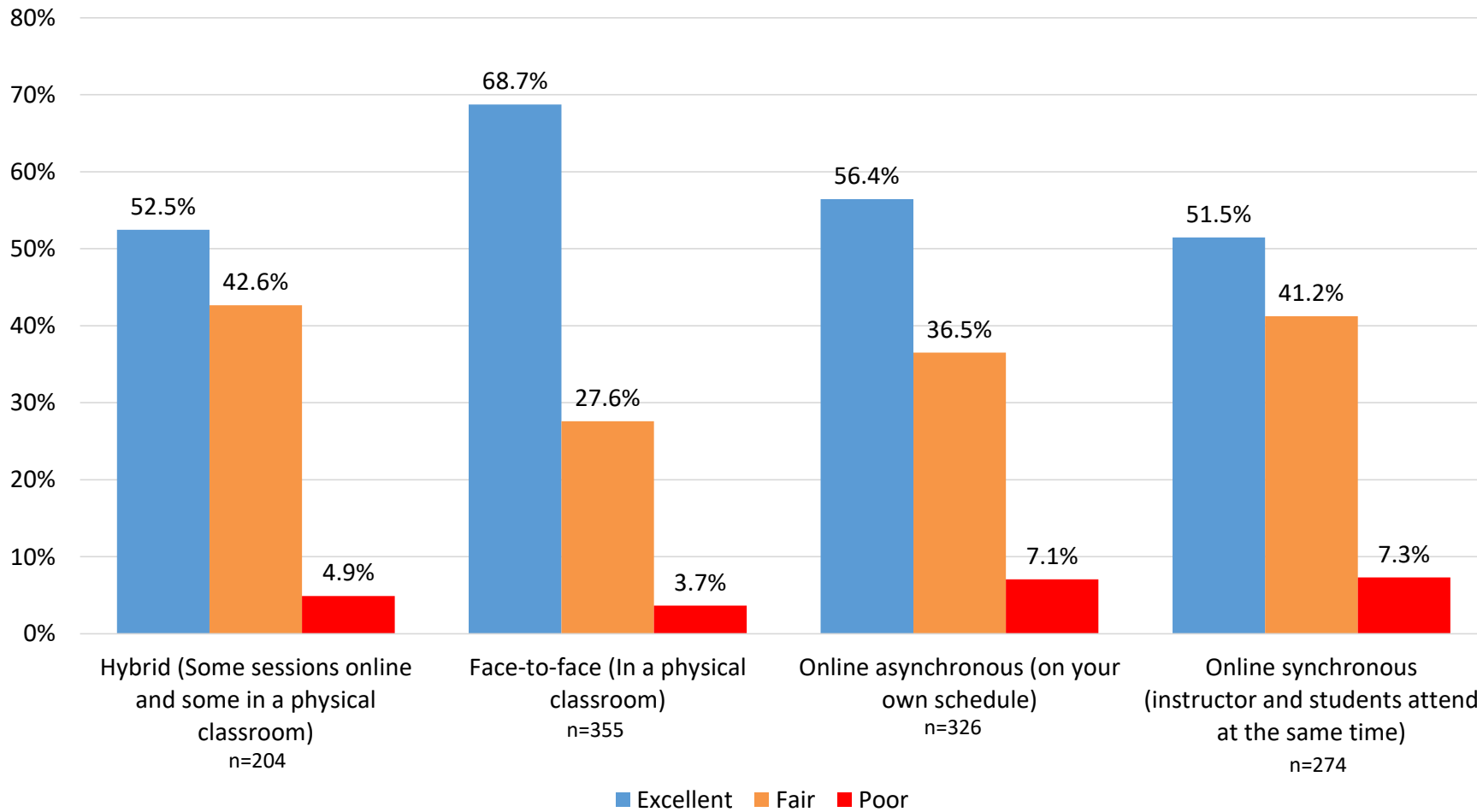


How would you prefer to take the following courses.



Hybrid	45	49	52	49	55	53
Online synchronous	26	42	59	52	40	38
Online asynchronous	48	103	124	154	132	71
Face-to-face	225	142	155	116	133	224
N/A	75	76	24	49	57	27

How is Palomar College at delivering education in the following ways?



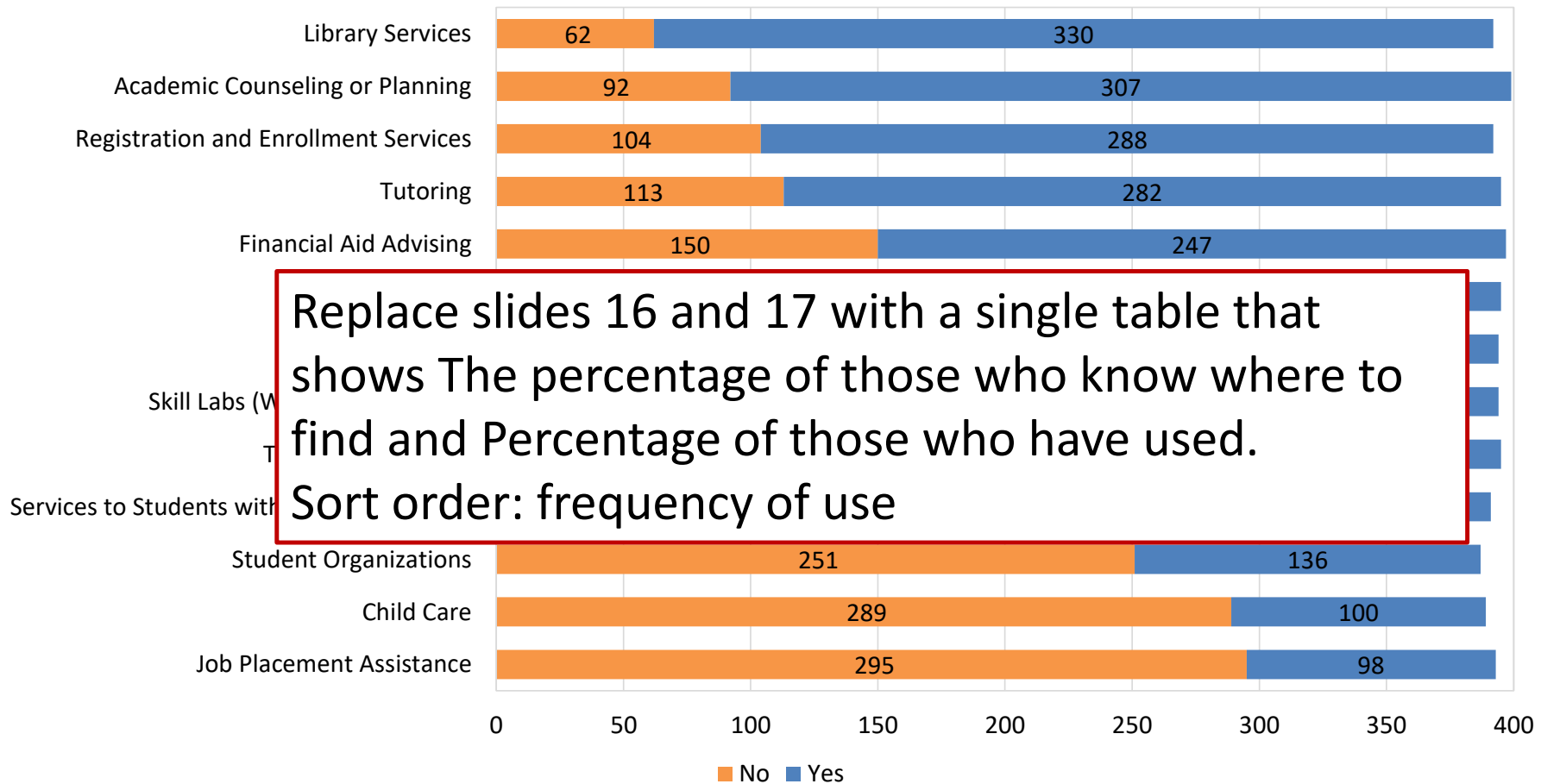
What could we do to improve?

Selected from 145 responses

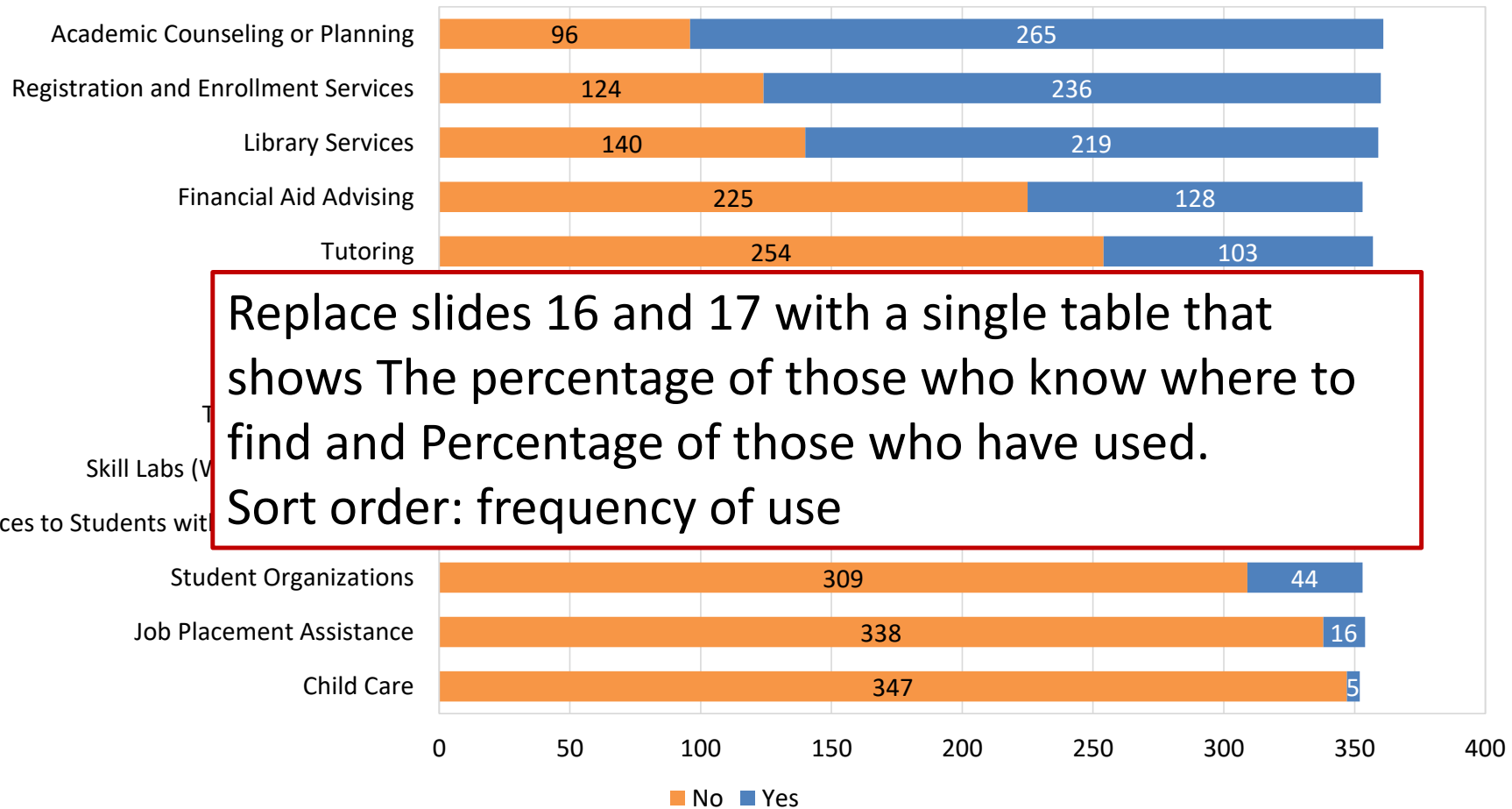
- Offer more hybrid/online classes. Or change the schedule of in person to end of day. I work 8-5, it is hard to fit my classes into this schedule. It is even harder when the classes in person are in the middle of the day. I prefer in the early AM or late PM.
- Improve the website. Peoplesoft is not user friendly.
- I think the virtual office hours provides a safe environment for shy student to open up with the instructor and their peers. Clearly stating this intention should prompt more interaction, but like putting money in the tip jar, you sometimes have to motivate with some examples.
- I wish we would get more regular notifications for upcoming assignments in canvas through email.
- Make sure courses are offered as much as possible in a HyFlex modality.
- Me gustaria que siguiera la opcion de clase en linea
- Have all instructors email their students /before/ class begins. Do an introduction piece on CANVAS as the first assignment. This first assignment includes the first instructors' intros as well.
- Better assistance in academic counseling department, allowing for easier to reach & talk with someone regarding questions & educational/ degree plan.

Services Offered at Palomar College				
Services	Do you know where to find the following services at Palomar? n=399	Have you used the following services at Palomar? n=398	For the services that you have used at Palomar, how satisfied were you with the service you received? n=393	
			% Satisfied or Very Satisfied	% Somewhat dissatisfied or Very Dissatisfied
Academic Counseling or Planning	76.9%	69.6%	76.5%	11.3%
Registration and Enrollment Services	73.5%	63.5%	77.7%	7.0%
Library Services	84.2%	59.2%	84.2%	0.4%
Financial Aid Advising	62.2%	35.4%	70.8%	8.3%
Computer Labs	59.5%	29.7%	81.5%	0.8%
Tutoring	71.4%	29.6%	77.9%	7.4%
Career Counseling	58.4%	26.4%	75.0%	8.8%
Transfer Assistance	46.3%	20.8%	65.8%	9.9%
Skill Labs (Writing, Math, etc.)	47.2%	17.7%	73.4%	1.1%
Services to Students with Disabilities (DRC)	41.7%	16.3%	77.3%	5.7%
Student Organizations	35.1%	12.5%	66.3%	7.2%
Job Placement Assistance	24.9%	4.9%	64.4%	6.7%
Child Care	25.7%	2.1%	54.5%	3.0%

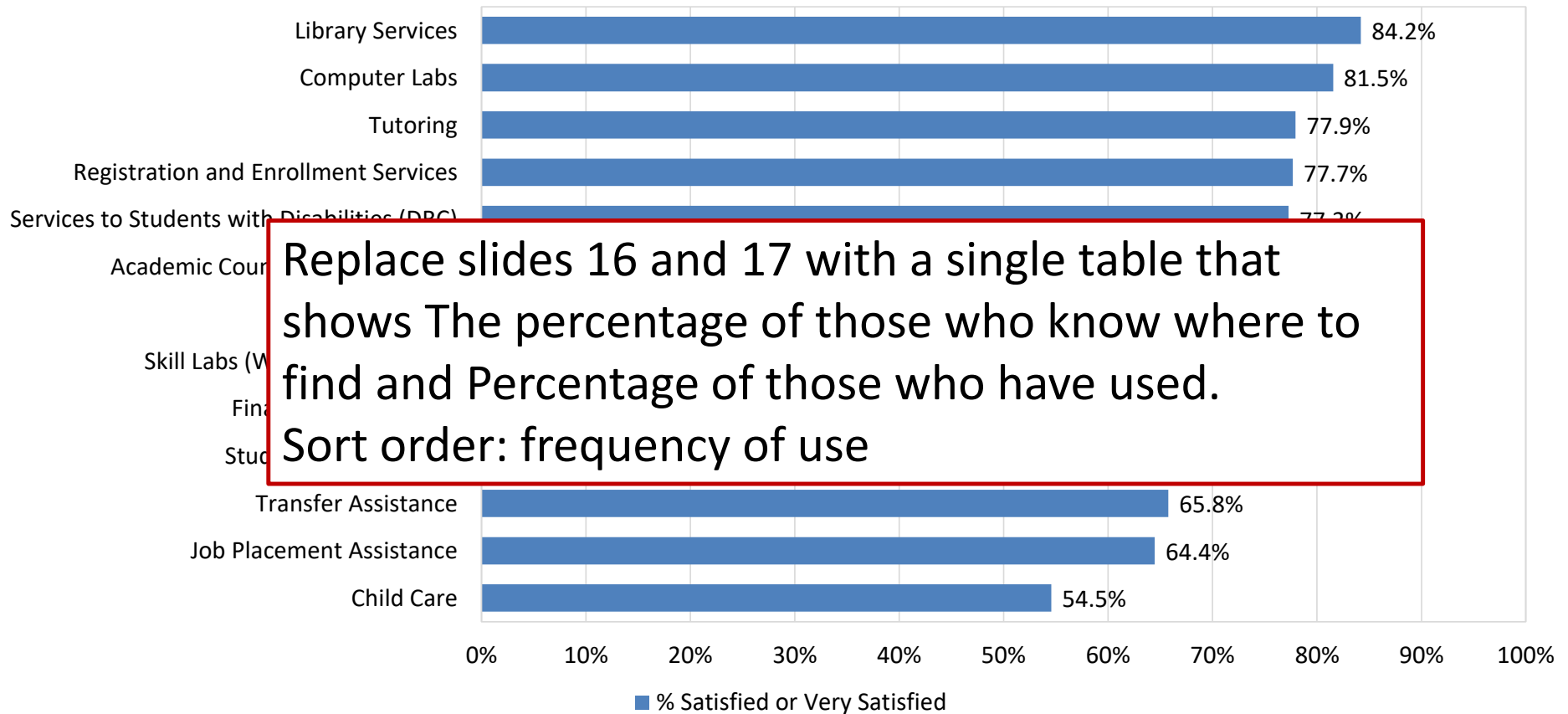
Do you know where to find the following services at Palomar? n=399



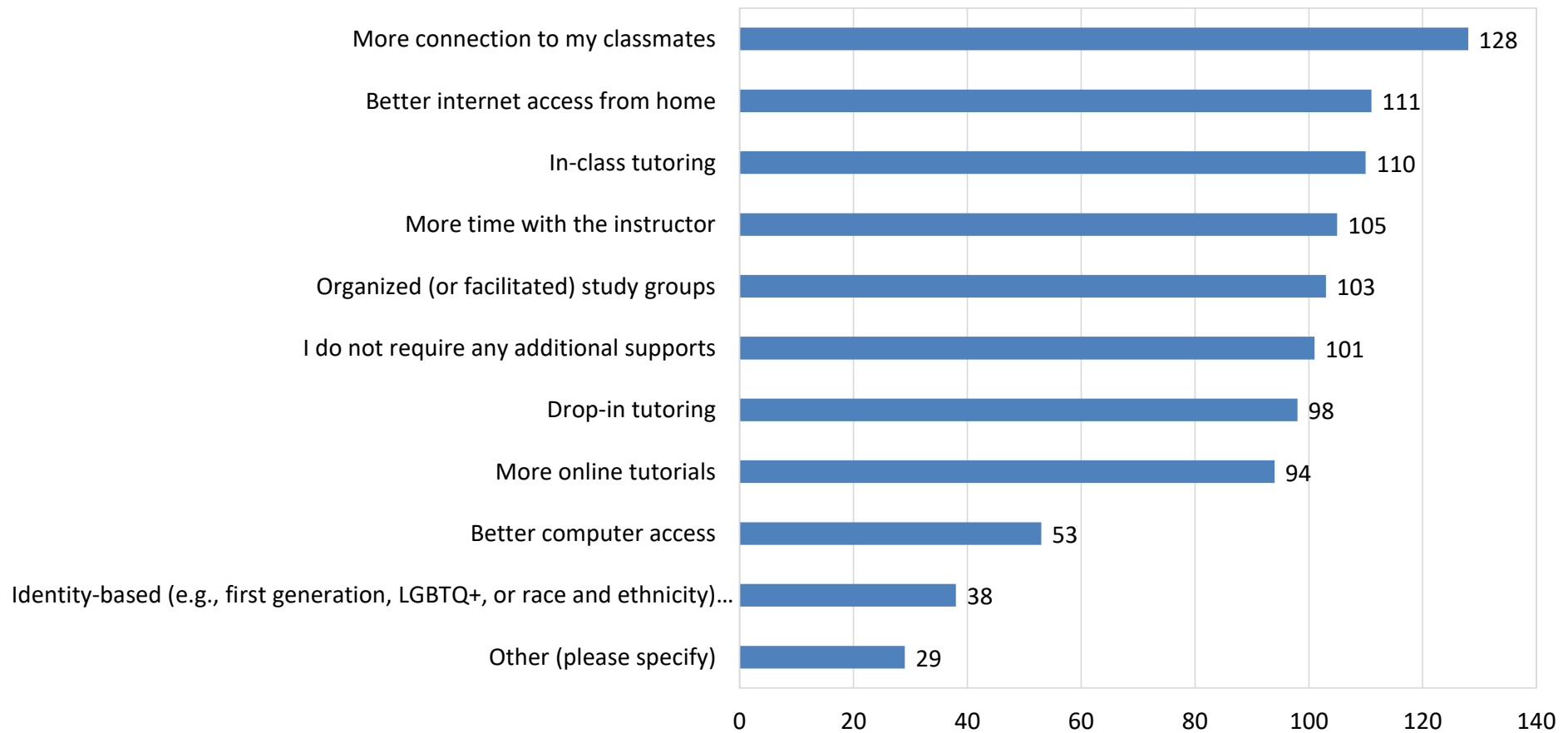
Have you used the following services at Palomar? n=365



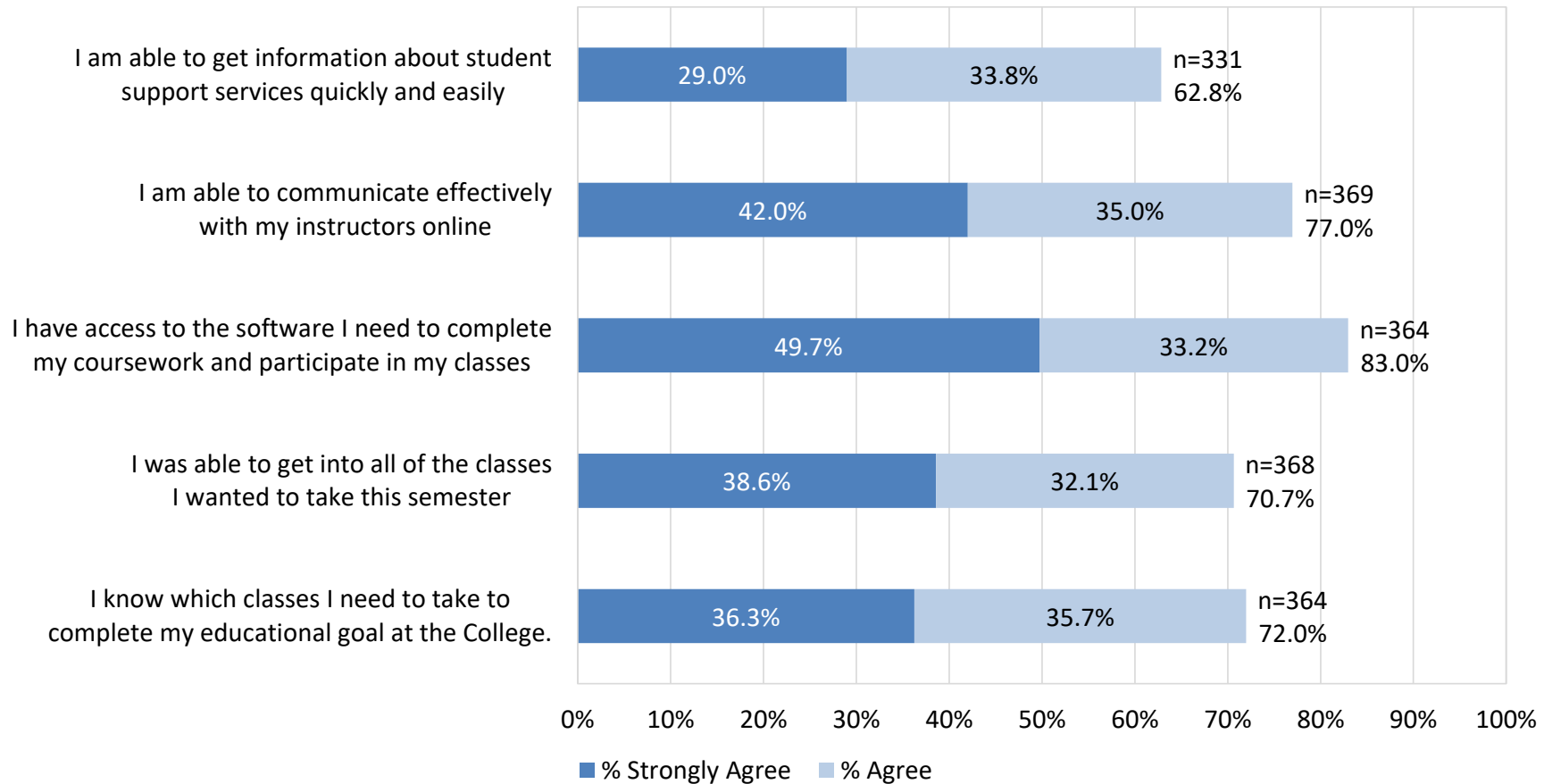
For the services that you have used at Palomar,
how satisfied were you with the service you received? n=393



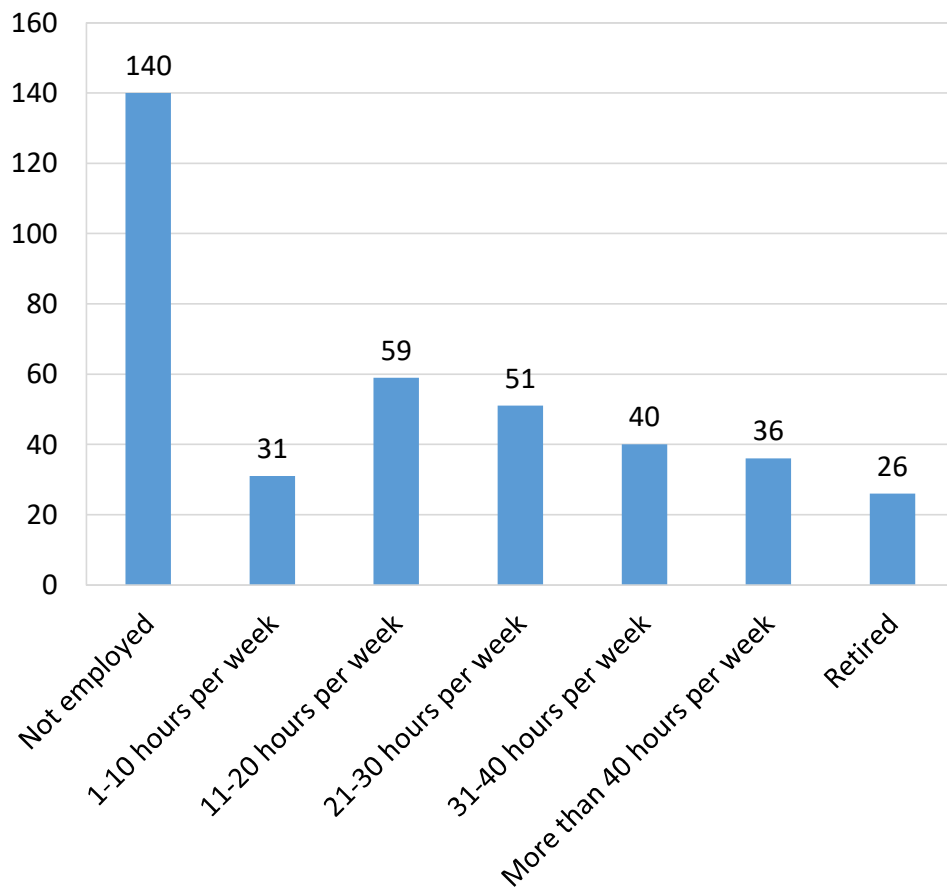
Please select which of the following supports would be beneficial to you for your courses:
(Check all that apply.) n=385



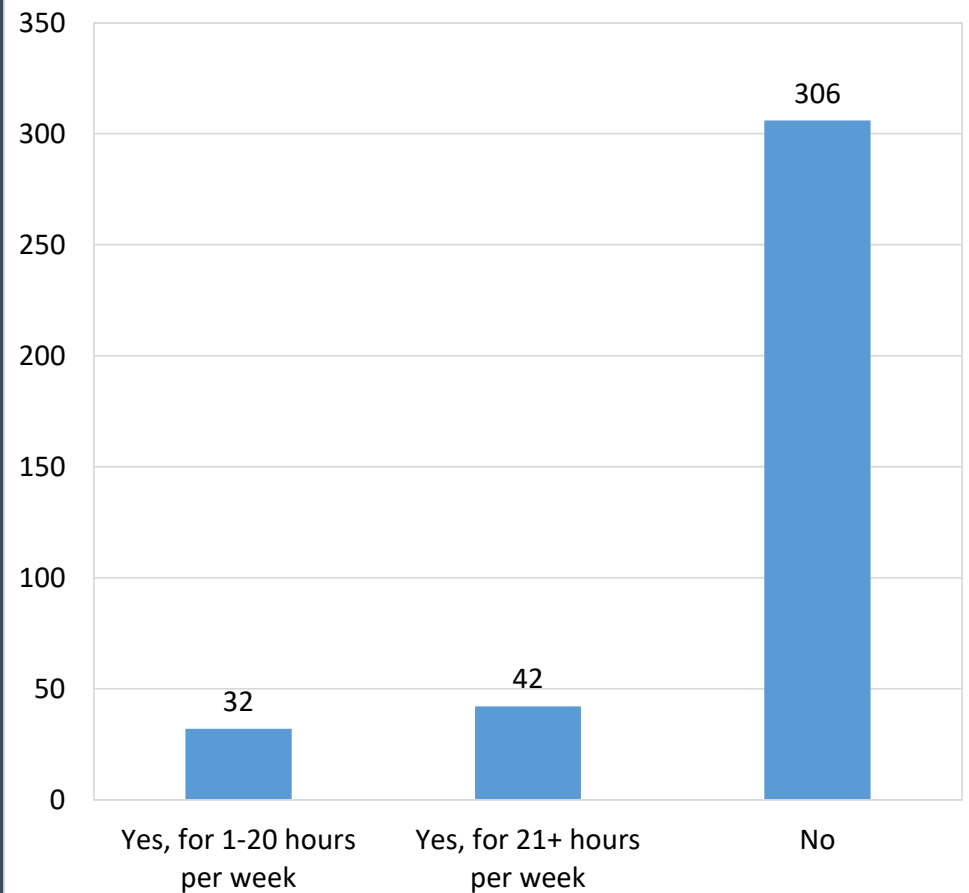
Please indicate the degree to which you agree or disagree
with each of the following statements:



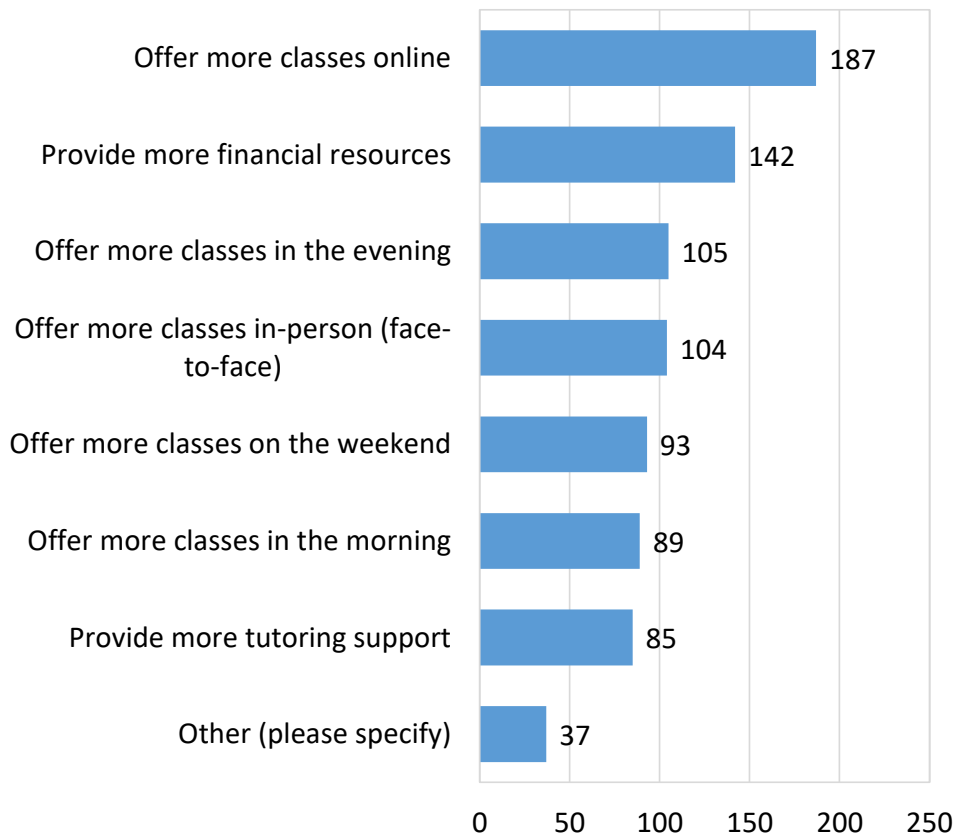
Which of the following describes your employment status? n=383



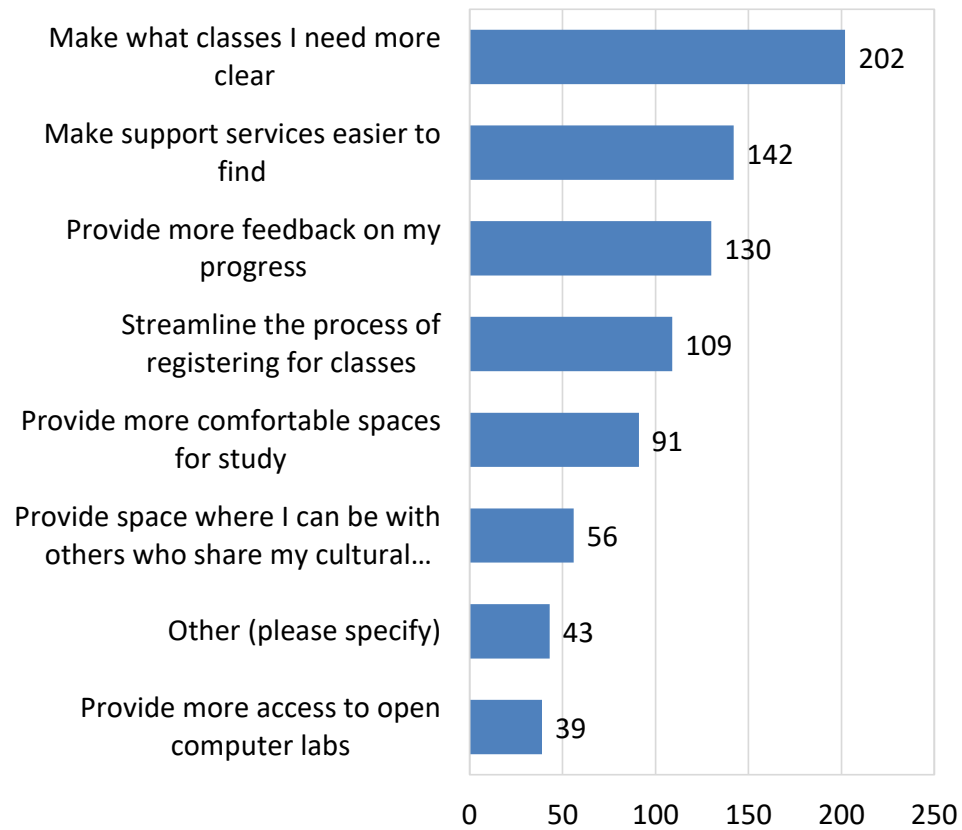
Are you a caregiver for a family member? n=380



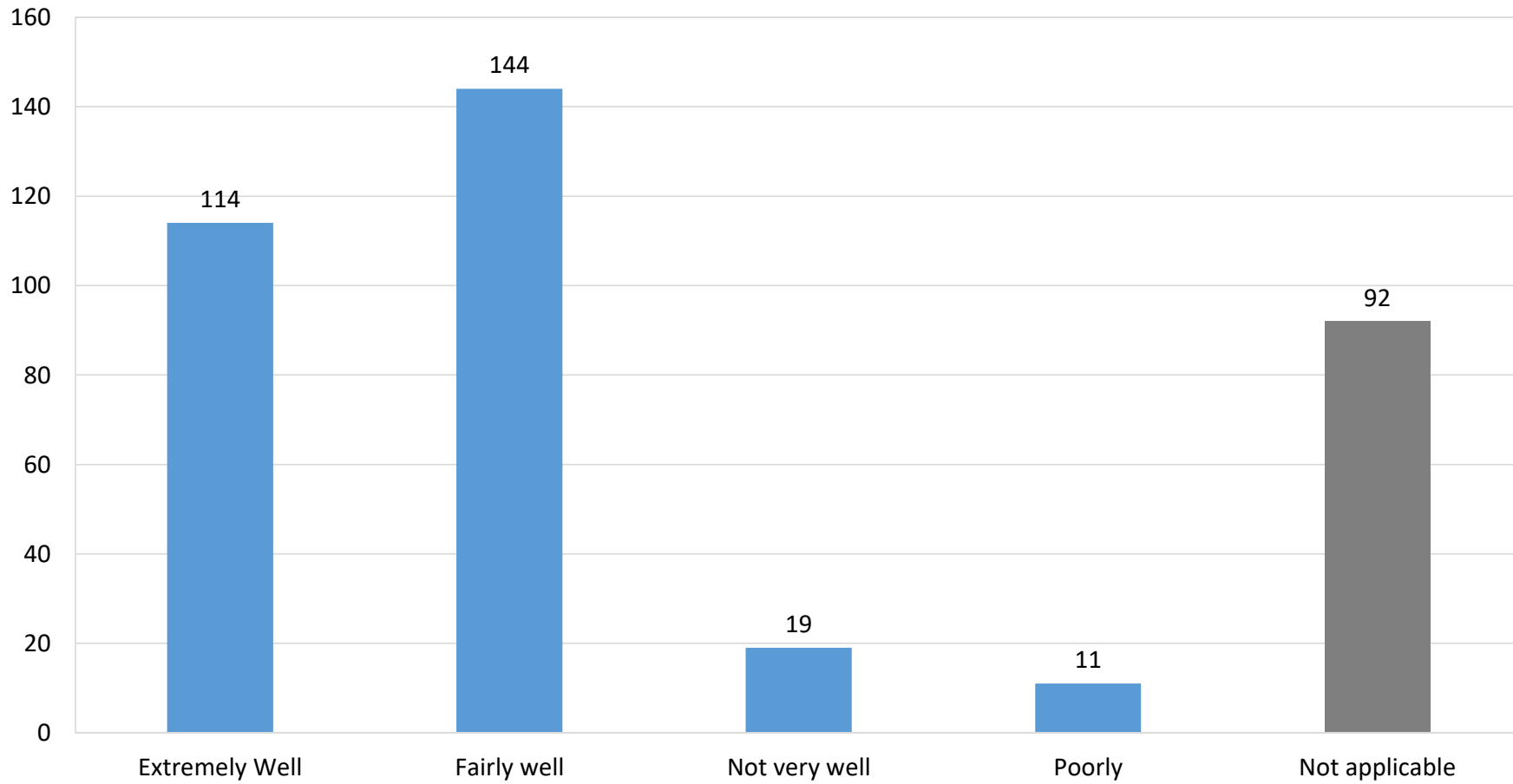
How can we make it easier for you to complete your program or goal more quickly?
(Check all that apply.) n=358



How can we help you have a more successful experience at Palomar College?
(Check all that apply.) n=337



How well does Palomar College meet your technology needs?
(Consider software, laptops, PCs, tablets, Internet access, etc.) n=380



Any suggestions to improve your technology needs? n=107

Response

Internet Hotspots / Better Internet Access

Information about free or discounted software

Better Palomar website / better registration system / better course information

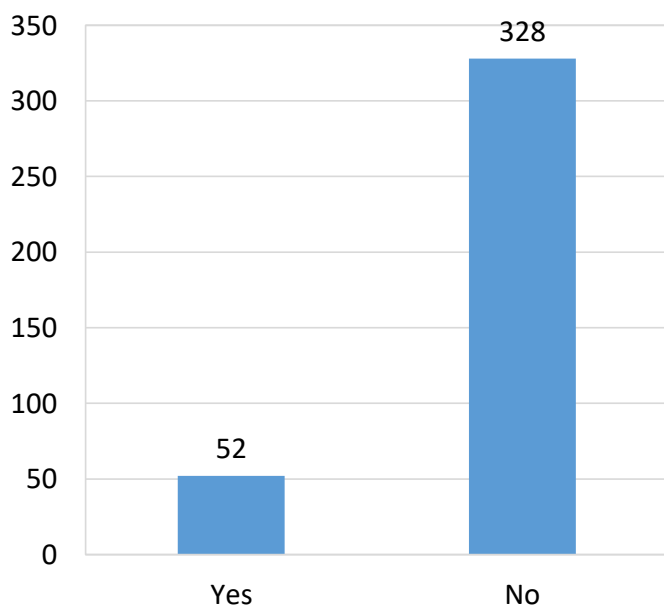
Headphones

More charging ports

Debería tener más áreas abiertas con acceso al internet para poder hacer las tareas

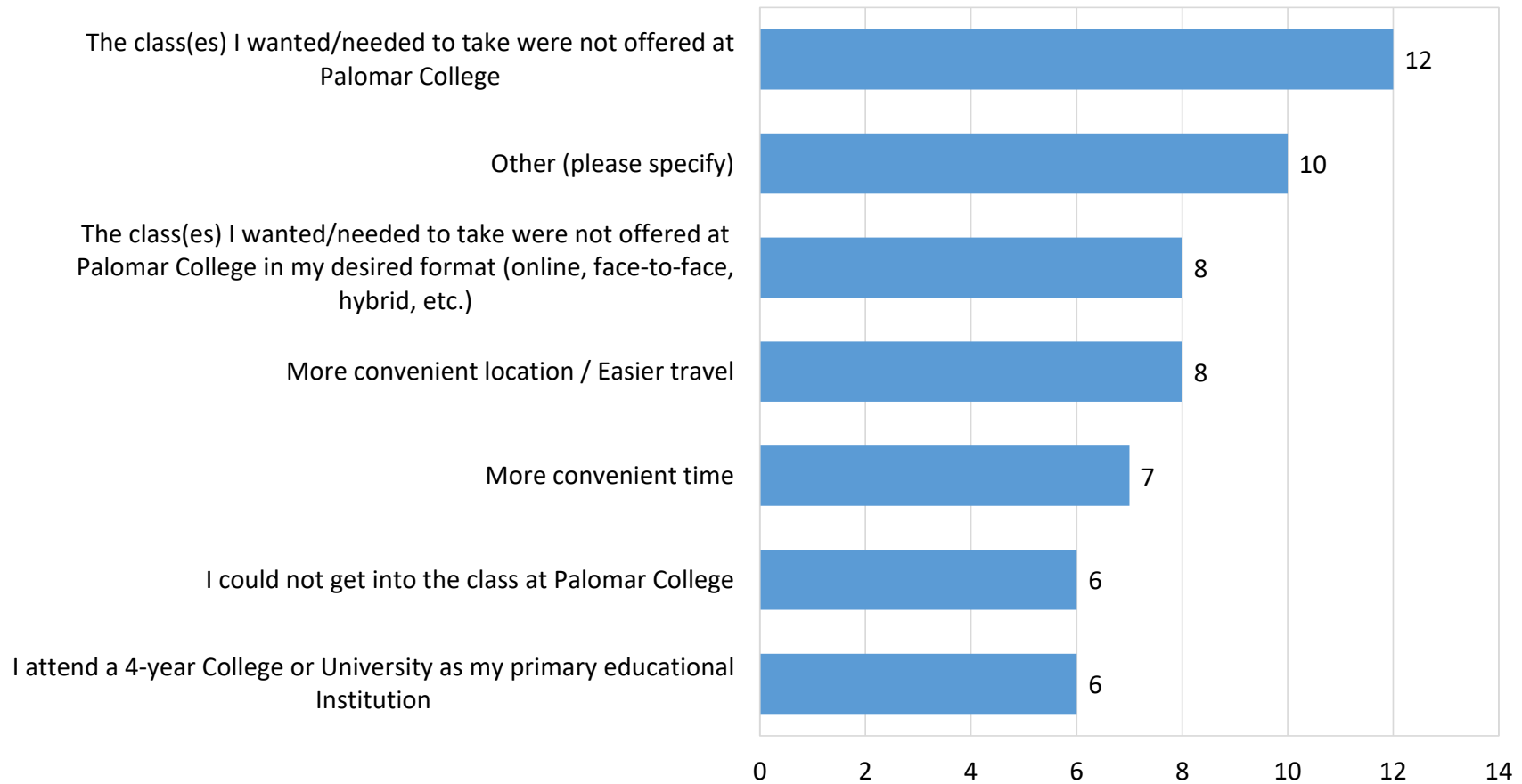
Instructors need more training in Canvas

Have you taken at least one course in the past two years from another college or university? n=380

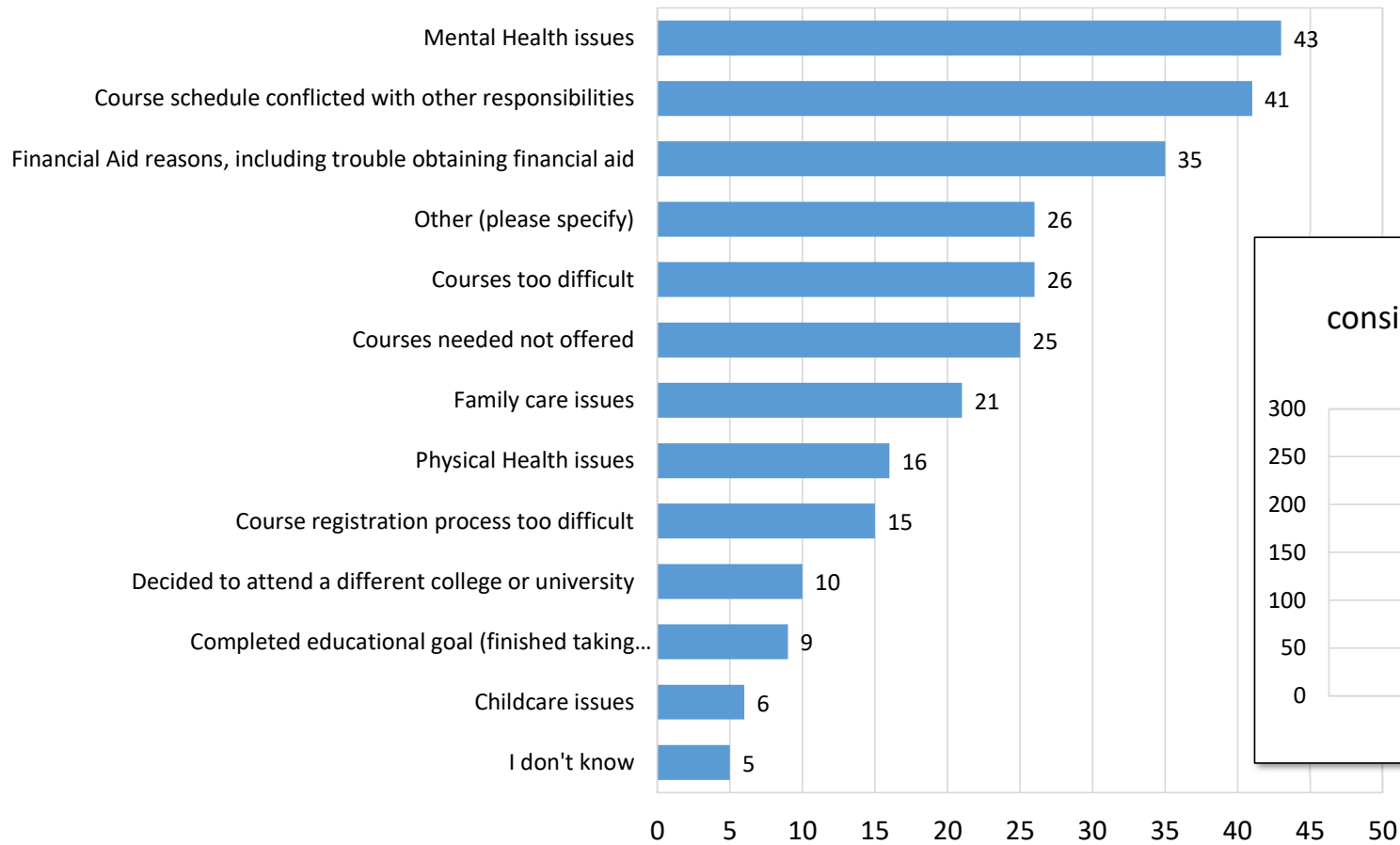


College or University	Responses
Mira Costa College	22
CSU, San Marcos	6
San Diego City College	2
Arizona State University	1
ASU	1
Boise State University	1
Butte College	1
Cabrillo College, Fort Lewis College	1
CSU, San Bernardino	1
CalPoly Pomona	1
Eastern Gateway Community College	1
Glendale Community College	1
Grossmont Community College	1
Mission College	1
Nau	1
Online	1
Palo Verde	1
San Diego Mesa College	1
San Diego Miramar College	1
SDSU	1
St Charles Community	1
UC Irvine	1
University outside CA	1

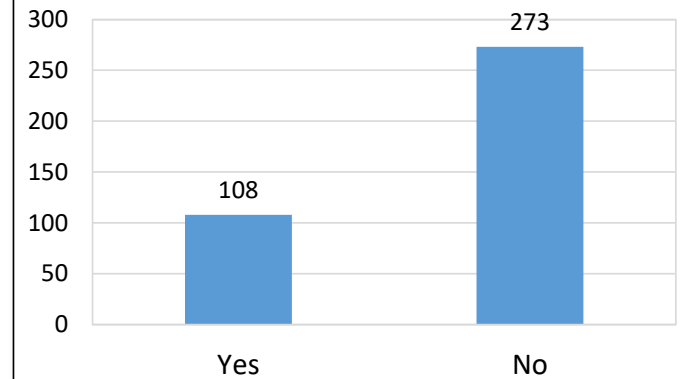
Why did you take courses at another college or university? (Check all that apply) n=46



What were the primary reasons you considered stopping your studies at Palomar College? (Check all that apply) n=108



In the past year, have you considered stopping your studies at Palomar College? n=381



Faculty Questions

Thinking about how your program and its related careers and opportunities for transfer may evolve over time, are there changes needed to support its sustainability and to help your students succeed in the future (e.g., new technology, instructional delivery, new programs, relationships to local universities or businesses)? In your response, please name the specific program and/or career you are describing. n=120 (Selected Responses)

Our hyflex rooms should be better equipped (why not have the online students visible to the instructor via a projector in the back of the room too?). We need to evaluate having a night program (not just individual night classes) as well (as our working students need options).

Library- there is an increased demand/need for students to have more study and zoom spaces available on campus.

New programs. More outreach programs or programs that connect with our community through events, or fun activities. For example, when we used to do the monster bash here. Things like that, that will bring more families from our community outside of Palomar.

Updated technology is needed for the Music program as music makers are continuously using more advanced software and hardware.

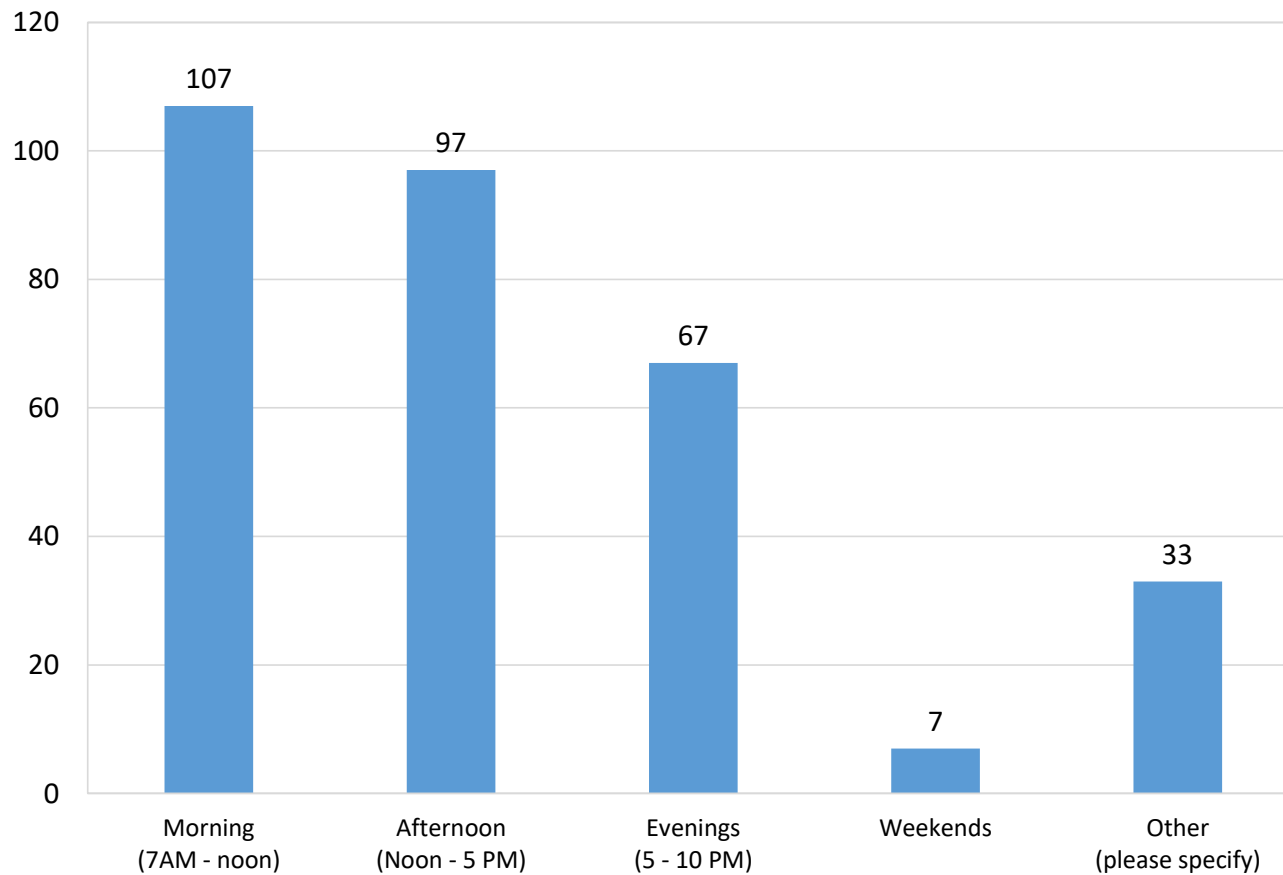
In the Non-Credit ESL Program, the type of support that would be useful for the longevity of the program is to recognize that enrollment patterns and timelines for the disproportionately impacted populations we serve in Non-Credit ESL are different than how other student groups on campus enroll. In addition, given the move toward online learning, we need more intentional tech support for our non-credit students instead of assuming extant staff can handle that increased workload.

Es necesario la Integracion de nueva tecnologia a los cursos impartidos afuera del campus.

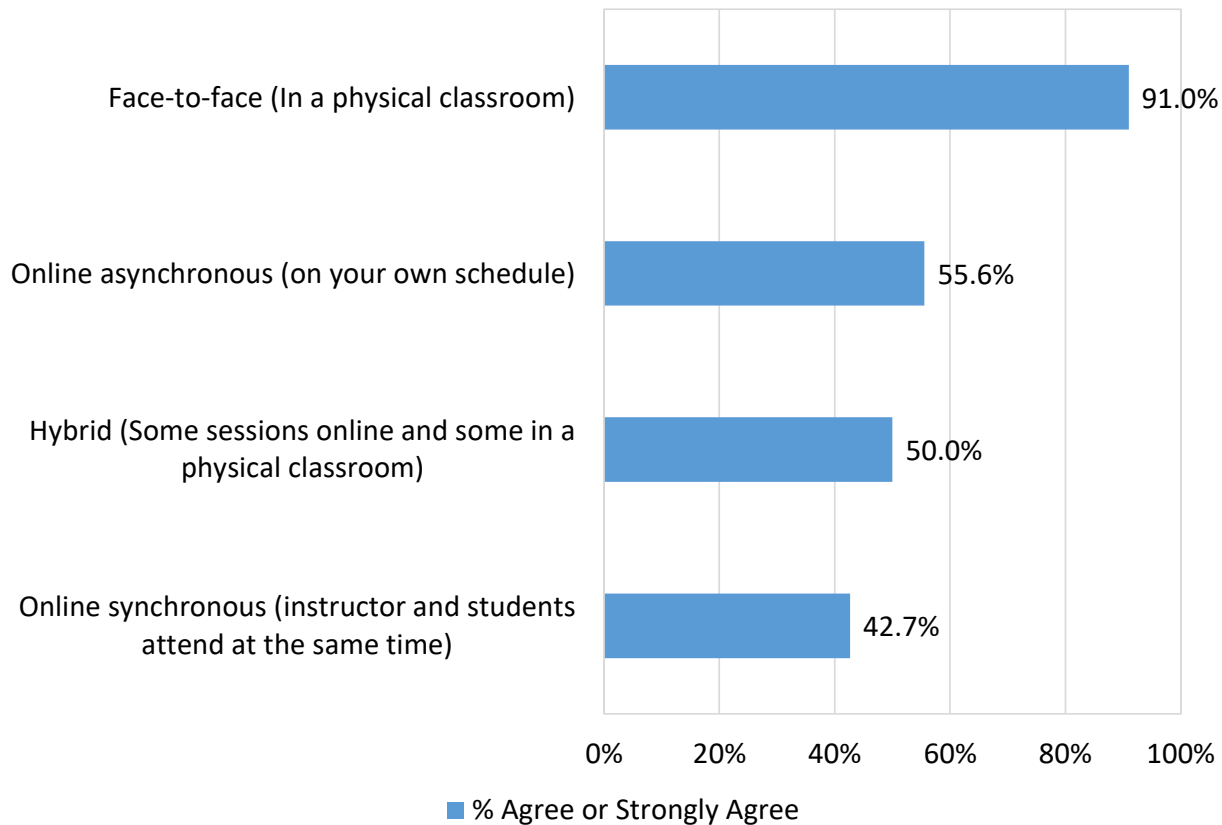
When we do things like only allow parking permits to be paid for by credit card and only online, we prevent our undocumented students from being able to complete this seemingly simple task. We have bilingual support in our offices but lack support from the college...

CFT needs the newest technology to stay relevant with industry standards.

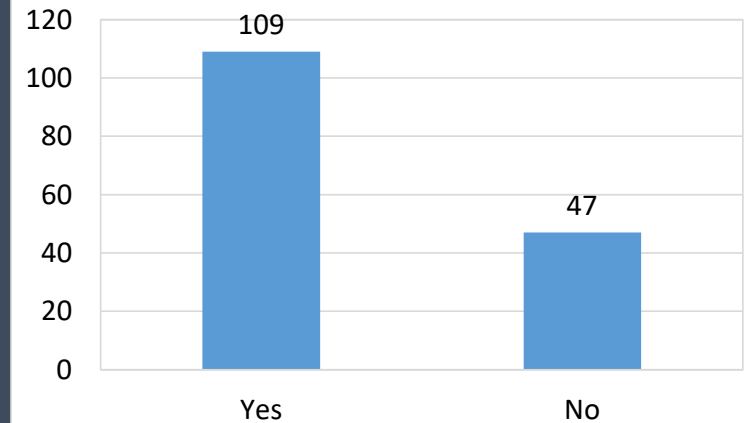
When do you teach classes (instructional faculty) or provide services (non-instructional faculty)? (Check all that apply.) n=157



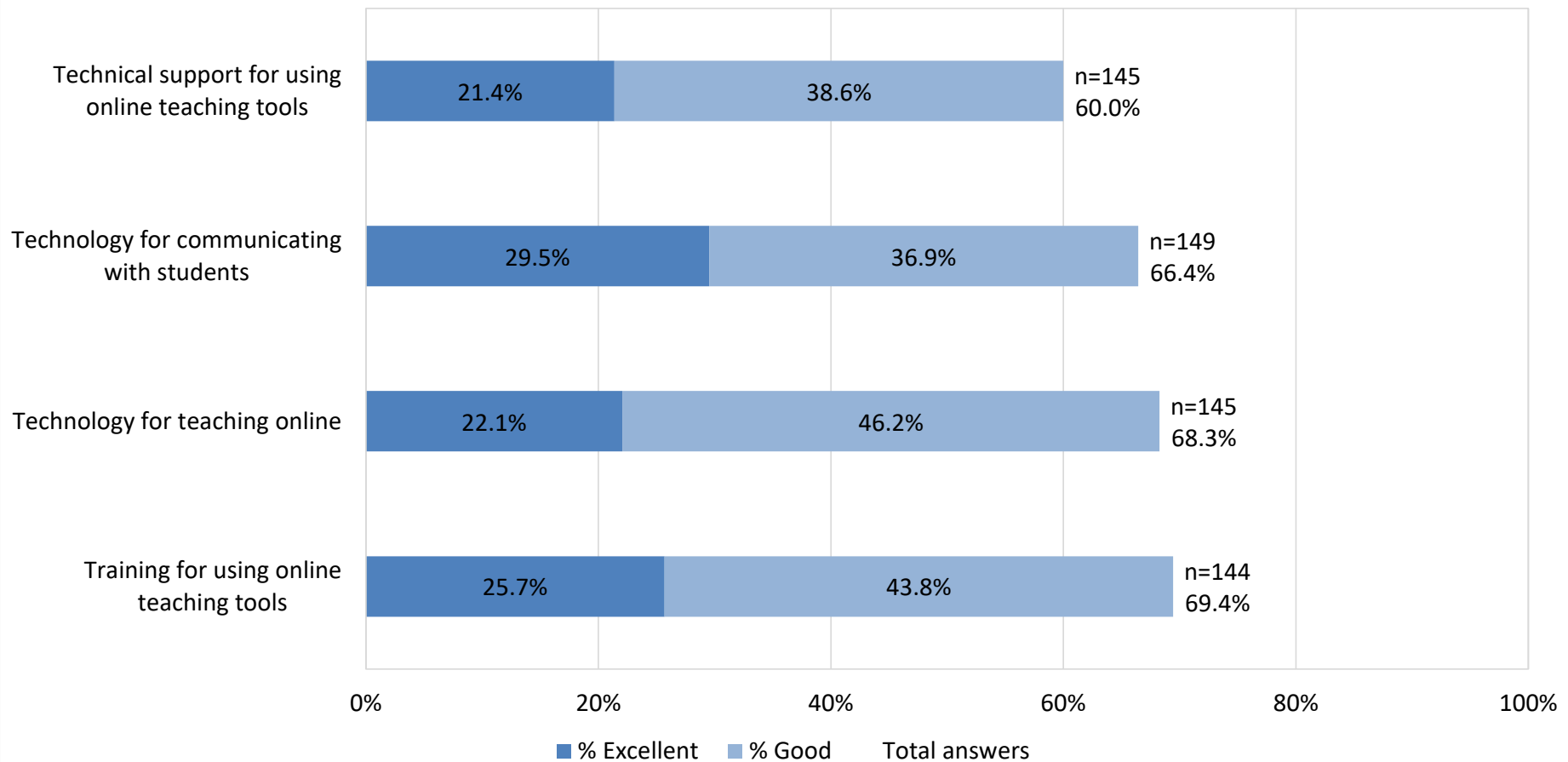
Please indicate your level of agreement with the following.
I prefer teaching classes (or providing services) in each of the
following formats? n=154



Do you currently teach or offer services
online? n=156

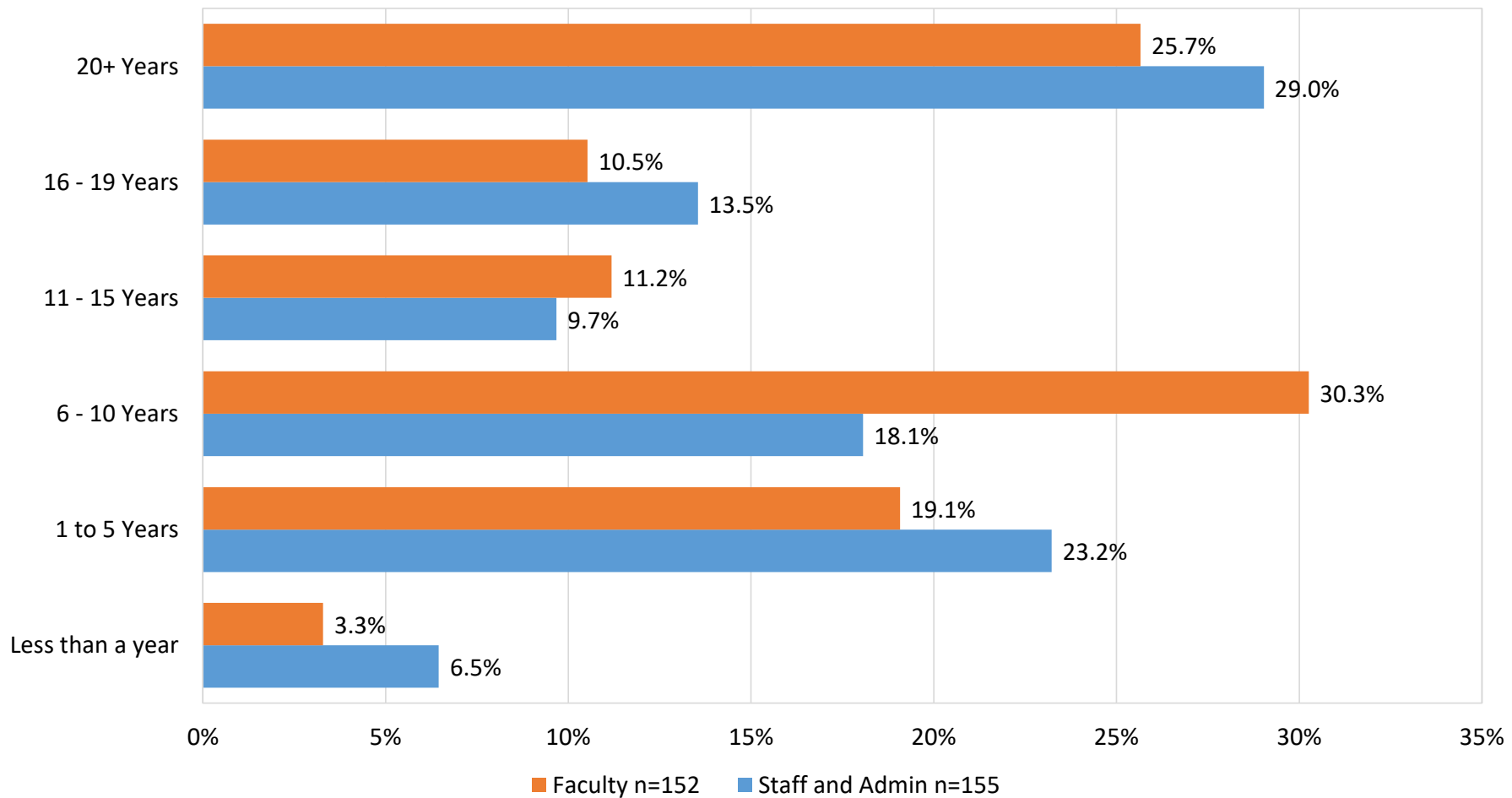


How would you rate the following resources at Palomar regarding online teaching?



Faculty, Admin, Staff Questions

How many years have you worked at Palomar College?



Thinking about how student needs and support services may evolve over time, is there any information you would like to share about how we might help our students succeed in the future? n=203

All students must pass a class on computer competency with sections on cybersecurity, ethics, & productivity applications.

Provide ample opportunities for students to engage with each other and the faculty; and increase their connection to the school. This will facilitate academic engagement, retention, and persistence to degree completion.

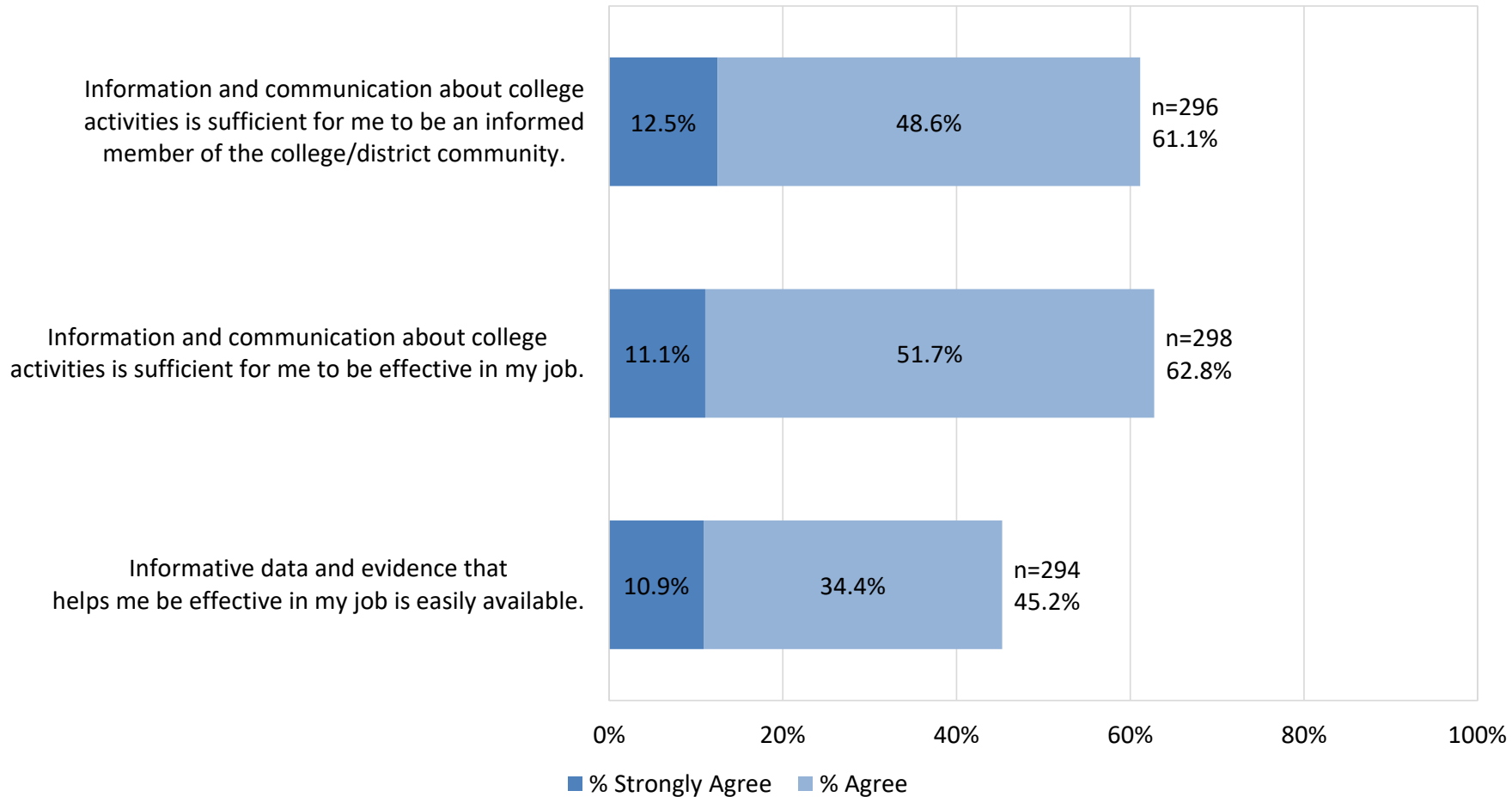
Prestando atención a sus necesidades educativas, motivación y considerar sus estrategias de aprendizaje.

We sometimes assume our students come to us tech savvy and I am noticing that is not the case. We need to provide education to students on how to utilize the resources we are offering ie: Zoom, Canvas, our website.

more coordination around tutoring, which should be key to supporting student success but remains separated out in various divisions and suffers from current lack of comprehensive plan or guiding direction

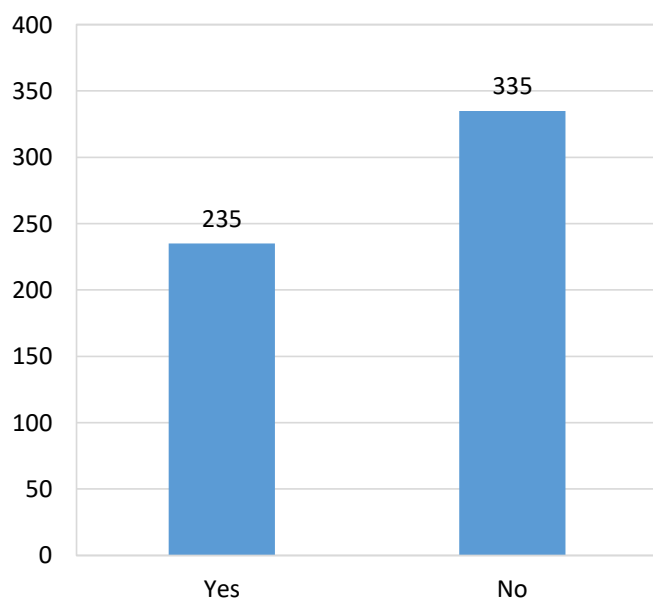


Please select a response for each statement:

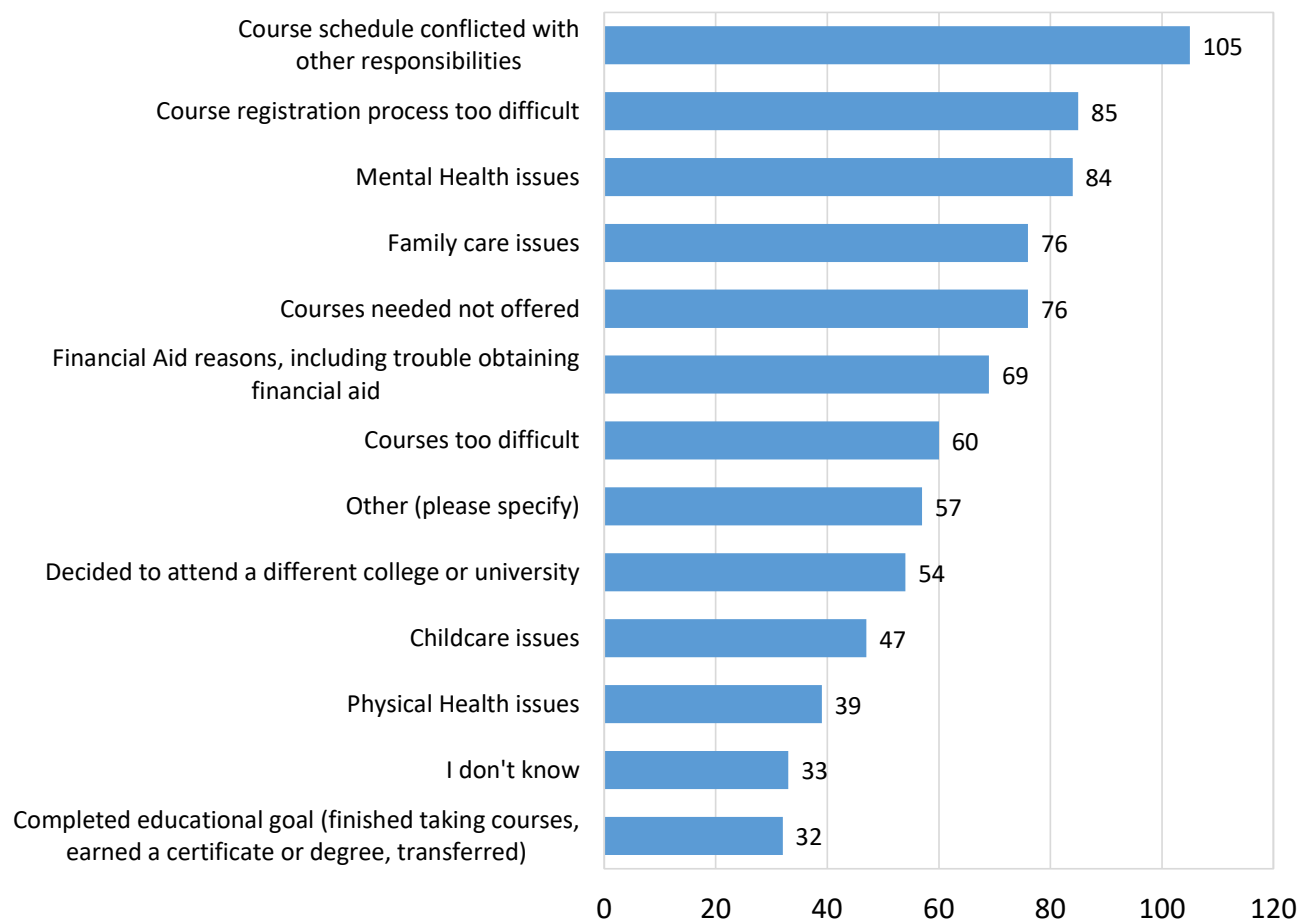


All Respondents Questions

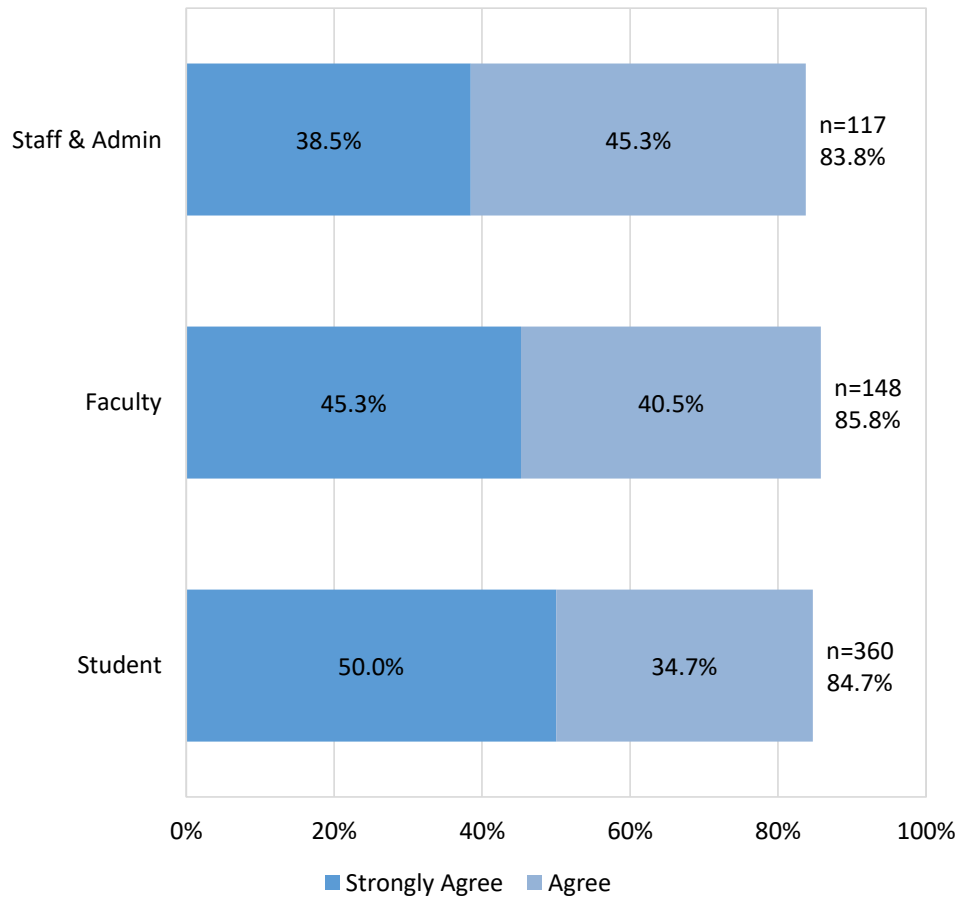
Are you aware of any students who did not register for courses or stopped taking courses this year - before completing their educational goals? n=570



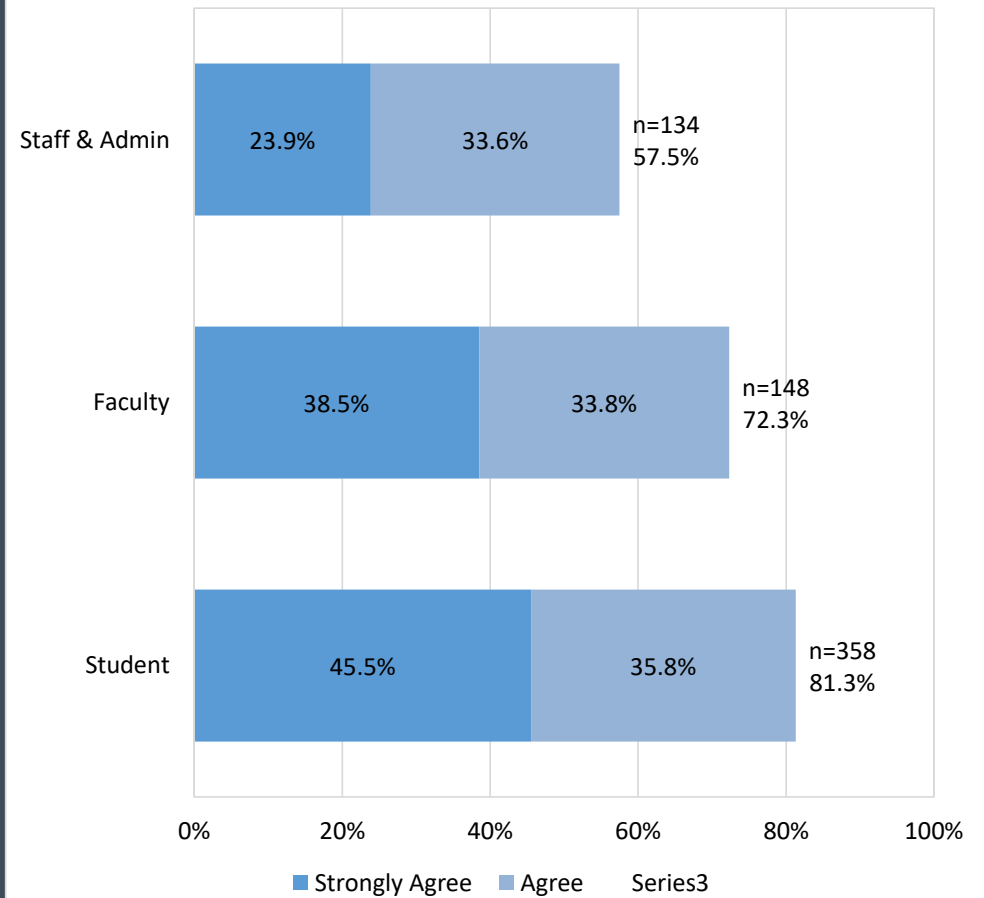
What were the primary reasons they stopped taking classes at Palomar College? (Check all that apply.) n=235



If a friend or family member was considering college, I would recommend they attend Palomar College.

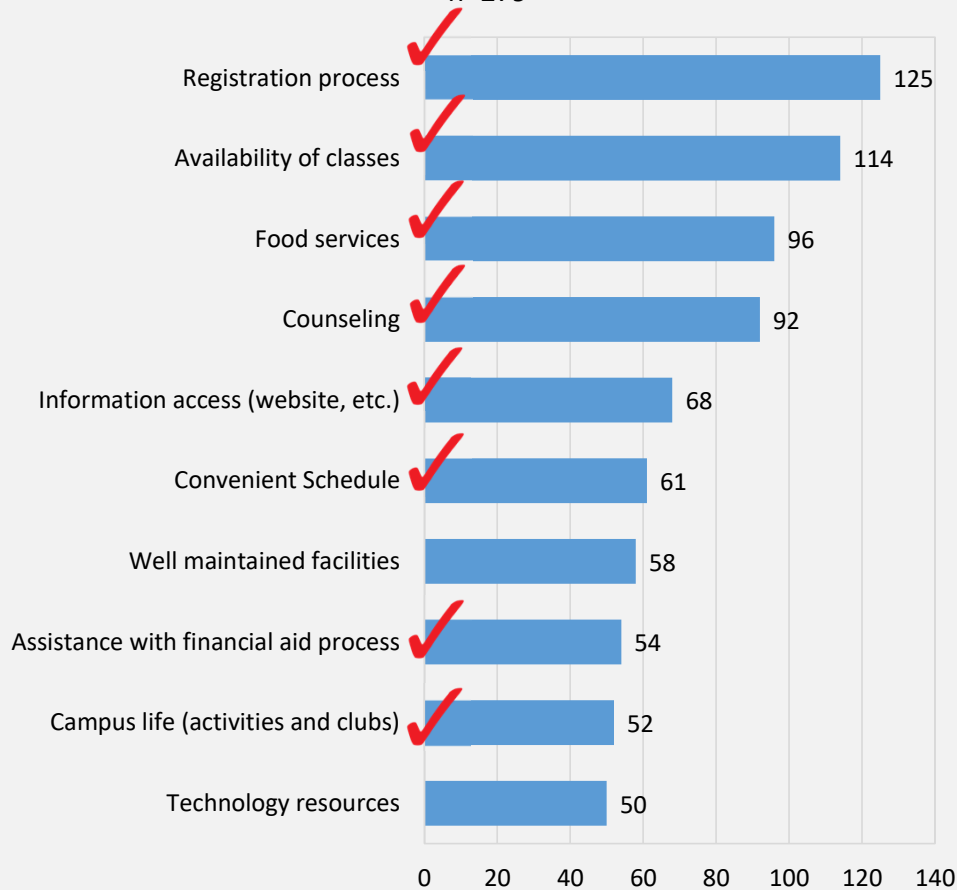


I believe people at Palomar are valued in all spaces on campus regardless of their cultural background or identity.

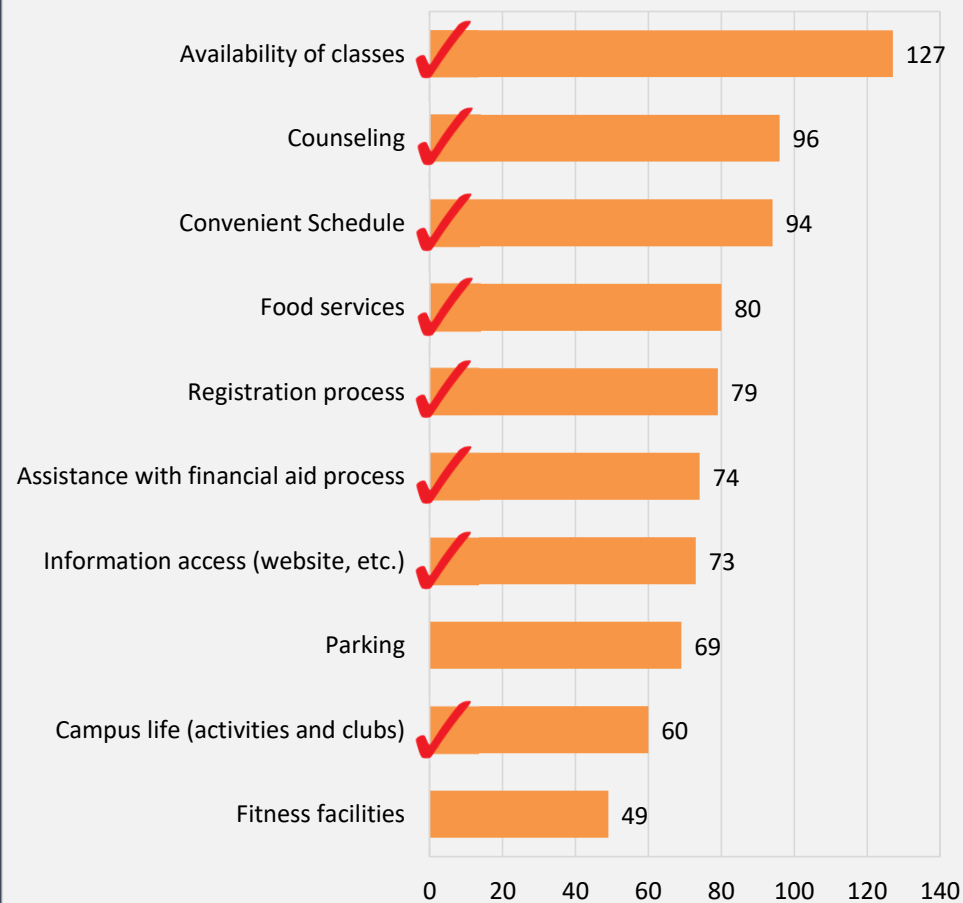


Select the top 5 areas that you believe are in need of improvement at Palomar College: - Faculty, Staff & Admin

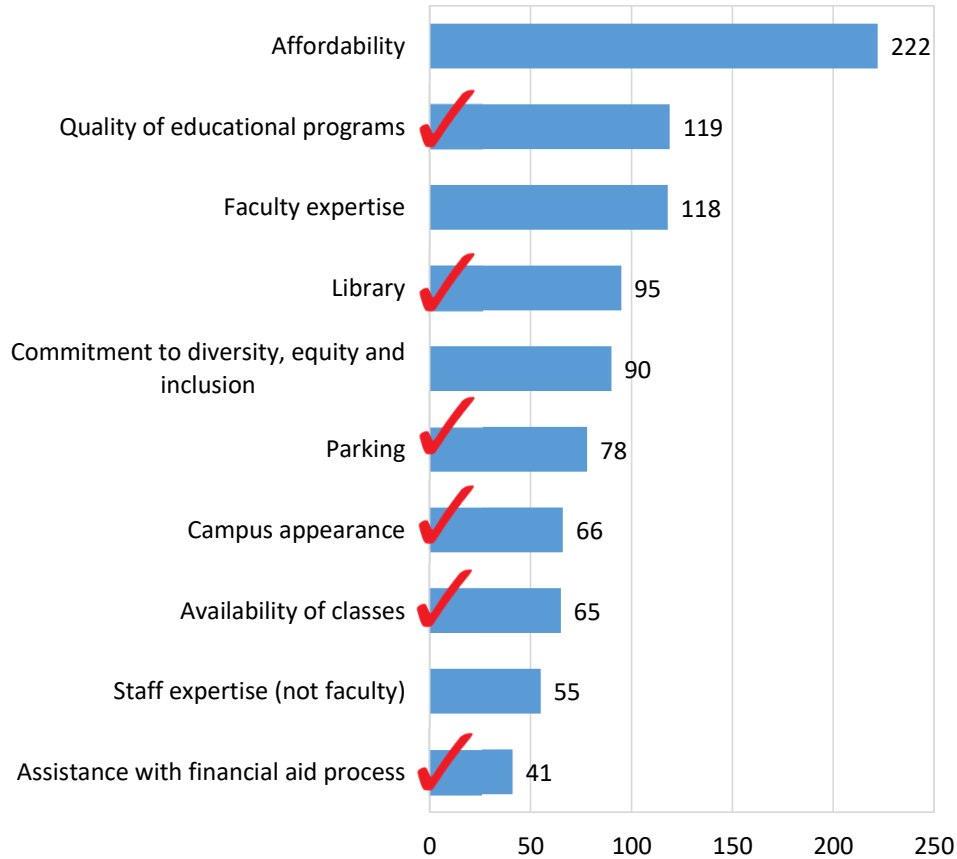
n=279



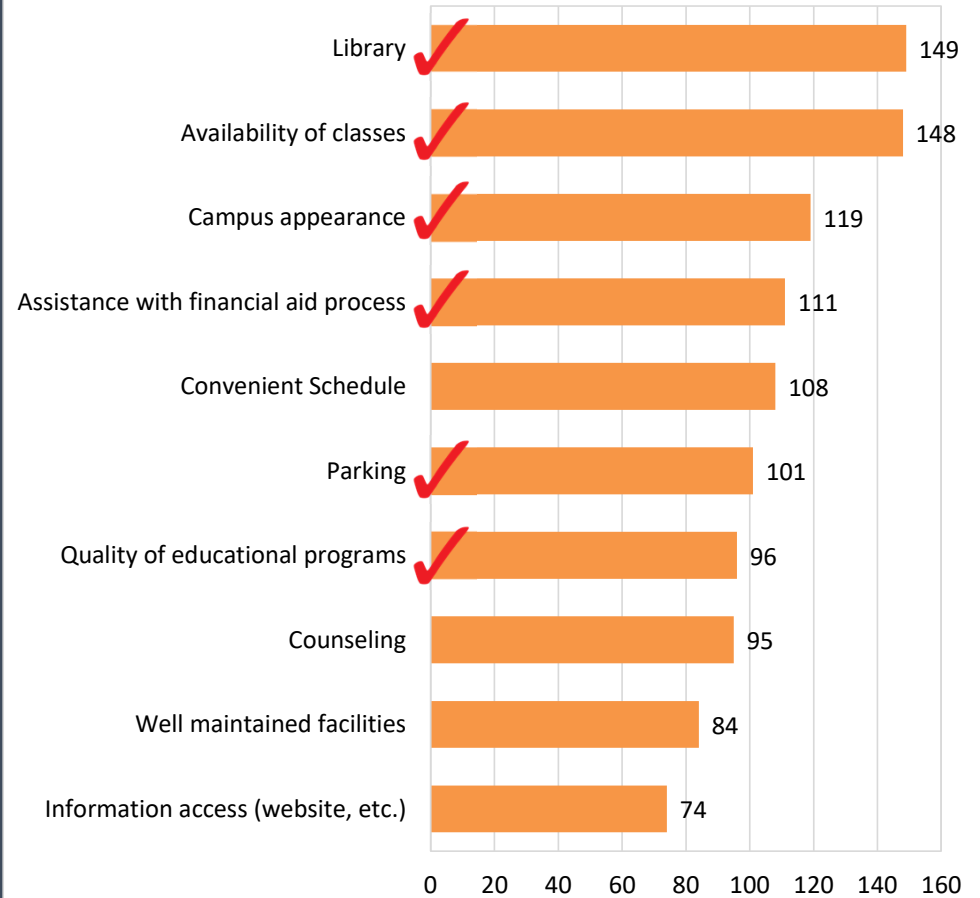
Select the top 5 areas that you believe are in need of improvement at Palomar College: - Students n=316



Select the top 5 areas that you believe are the greatest strengths of Palomar College overall – Faculty, Staff & Admin n=283



Select the top 5 areas that you believe are the greatest strengths of Palomar College overall - Students n=363



Discussion

College-wide Survey Results

Breakout Groups – Identifying Salient Points (25 min)

College-wide Survey Results

Report Out – 2 min per group (10 min)

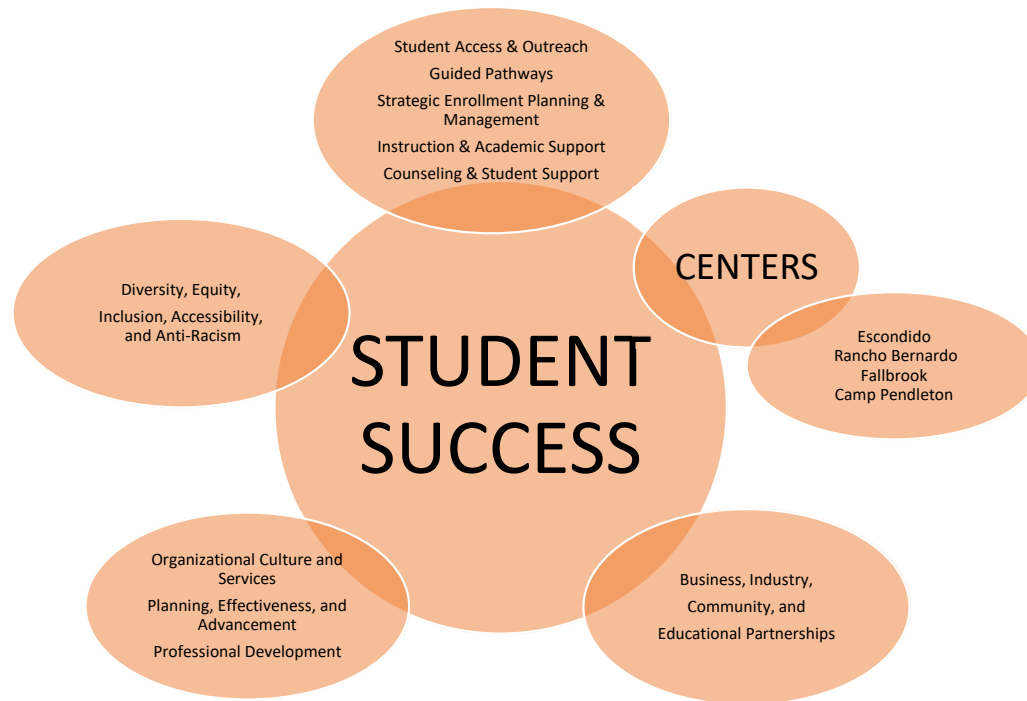
Listening / Visioning Session Themes for EVP

Listening / Visioning Sessions

71 Sessions held

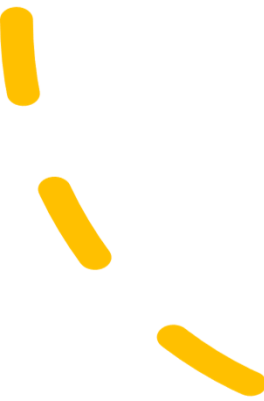
Groups	Sites
Internal Stakeholders	San Marcos; Camp Pendleton Escondido, Rancho Bernardo, and Fallbrook Centers
Students	San Marcos; Camp Pendleton Escondido, Rancho Bernardo, and Fallbrook Centers
External Stakeholders	San Marcos; Camp Pendleton Escondido, Rancho Bernardo, and Fallbrook Centers

Listening / Visioning Session Themes



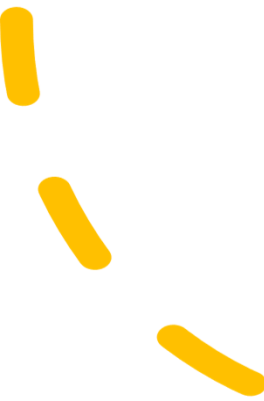



Student Success

- Be a more welcoming, student-centered College that provides high touch interventions
 - Increase response time to student needs for success (e.g., counseling & advising); create effective, efficient staffing plan to support student success
 - Increase student awareness of available campus resources
 - Develop responsive, efficient, comprehensive class schedules with best mix of in-person, online, hybrid/hyflex classes; incorporate use of predictive analytics software
 - Enhance food services with reasonable prices for students
 - Make available evening services (library, food/vending, etc.)
 - Engage students, faculty, staff, and community members in on-campus events, clubs, etc.
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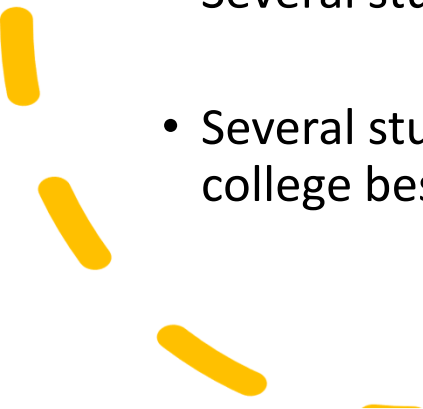


Student Access and Outreach

- Create an Information Desk for students
 - Streamline and make enrollment process more user-friendly
 - Improve student communication modes to better share information, resources, and events
 - Ensure compliance with ADA requirements for web and educational content, as well as all digital spaces
 - Develop Campus communication plan for staff & the public
 - Improve college marketing (resources; targeted approaches)
 - Enhance College website; increase accessibility/clarity needed to acquire assistance; make more user-friendly
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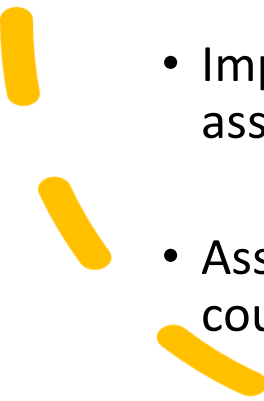


Counseling and Student Support

- Create a one-stop location for all student “wrap-around” support services
 - Implement strategies asap to resolve the backlog of counseling appointments; Students expressed frustration with:
 - their inability to get an appointment with a counselor;
 - not knowing where to find a counselor;
 - the delayed/wait time to see a counselor; and
 - the lack of someone to assist with immediate small questions
 - Several students felt the transfer center was unresponsive
 - Several students wished they could self-advise or get help from others in the college besides counselors when they couldn't see a counselor
- 



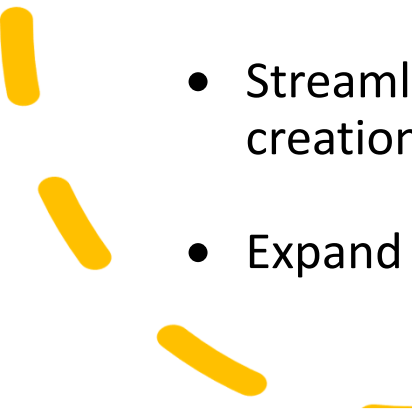
Counseling and Student Support (cont.)

- Veterans and EOPS students said they appreciated the timely advisement help they received
 - Several students expressed thanks to instructional faculty who helped them select courses
 - Several students felt they got the best help in selecting courses from their fellow students
 - Implementation of Student Success Teams and Degree Audit is needed asap to assist students
 - Assignment of counselors to specific pathways and perhaps specific students could be helpful
- 



Instruction and Academic Support





Pedagogy and Curriculum

- Ensure relevant offerings with instructional areas designed to support active learning, collaboration, & technology
 - Increase opportunities for work-based experiences
 - Create supports that address AB 705 requirements and increase Math course success rates
 - Streamline new program development process to avoid delays in curriculum creation and implementation
 - Expand Open Educational Resources (OER) for classes
- 



Instruction and Academic Support (cont.)


Pedagogy and Curriculum (cont.)

- Revitalize learning communities and study abroad with well-developed and formalized structures to expand students' horizons and global understanding
 - Include Capstone events/courses in program curricula
 - Provide faculty training for service learning & clinical experiences
 - Ensure all online courses meet ADA accessibility requirements
 - Develop additional Hybrid and HyFlex class offerings
 - Increase opportunities for live-streaming and HyFlex courses due to its flexibility and popularity with students
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Instruction and Academic Support (cont.)





Learning Resources

- “Learning Resources” - the unifying umbrella for all academic support services
 - Include in LR: library, general tutorial services and specialized tutorial services, e.g., STEM, Math, Writing Centers
 - Co-locate all LR services in one building (e.g., the library) or at least in spaces close to each other
 - Identify the Vice President to whom all of Learning Resources reports - where “the buck stops” and final decisions are made and communicated
 - STEM, Math, and Writing Centers should continue all the good things they do, with the guidance of discipline-specific departments and professors
- 







Instruction and Academic Support (cont.)

Learning Resources (cont.)

- Focus all Learning Resources on what's best for students
 - Students prefer a central location for academic support, esp. tutoring, and then directed, if needed, to specialized centers
 - Collect data to show how specific support services are helping all students, esp. those most in need of help outside of class
 - Tutoring for English Language Learners in the most basic ESL classes needs to be near where students attend classes
 - Make sure students are aware of all academic support services and where to find them; no student should be turned away
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Strategic Enrollment Planning and Management

- Respond to demographic changes and growth in the east, northeast, and inland areas of District
 - Obtain CRM system to acquire greater student information/metrics
 - Determine strategies to recapture students who have been lost to other peer colleges
 - Use athletic programs to help repopulate campus
 - Increase access and service to Native Americans, veterans, and underserved student populations
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Strategic Enrollment Planning and Management (cont.)

- Increase dual enrollment & early college partnerships with service area High Schools
 - Continue to grow Prior Learning opportunities for students
 - Partner with corrections to expand service to incarcerated
 - Revitalize and increase noncredit course/program offerings for career/vocational training
 - Develop college-wide marketing strategies to reach students and increase enrollment
 - Rebuild international student enrollment, as appropriate
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Guided Pathways

- Implementation of Guided Pathways was not successfully implemented or well communicated to constituents
 - Student Services and Instruction must work closely together for Pathways' success
 - Pathway groups do not formally meet with instructional leaders to discuss direction of disciplines/pathways
 - Consider realignment of Pathways and/or dean assignments to reduce confusion, strengthen pathway work, and better serve students
 - Ensure students are not delayed getting on a Pathway so progress toward degree completion is quicker
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Guided Pathways (cont.)

- Develop Guided Pathways as the central way to reach out to students, enroll them on path, retain them and ensure their program/degree completion
 - Work with high schools to encourage students to explore pathways while in high school
 - Many students lack knowledge of careers and awareness of job shortages in certain areas
 - Centralize Student Services and Pathways to serve students
 - Consistently communicate with service area School Districts to discuss Pathways and align curricula
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Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA)

- Celebrate diversity and intersectionality so students feel included and empowered
 - Ensure student accessibility and mobility in all areas of PC campuses, including technology
 - Pursue mandatory DEIAA training for employees
 - Develop institutional approach (space & services) to welcome and support marginalized students and affinity groups
 - Enhance resources and offerings for students with developmental challenges
 - Review, revise, and standardize college policies and operating procedures through an equity lens
- 

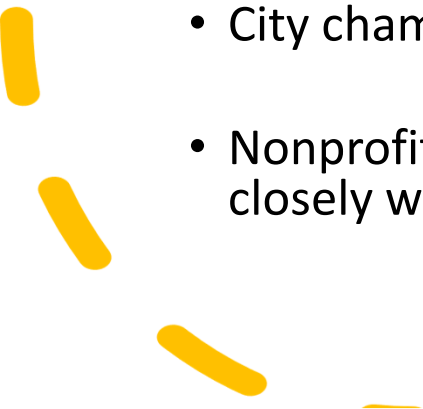
Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (cont.)

- Ensure disability students have access to meetings
- Increase signage for “safe spaces” on campuses
- Incorporate art on campus reflective of students’ cultures
- Expand student programs/spaces/experiences to increase belongingness and engagement, using models such as The Puente Program that welcome students and make them feel like part of a *familia*
- Ensure students feel welcome and safe in all campus spaces/locations (e.g., classrooms, lactation room, prayer, meditation room, etc.) as some spaces need improvement (Dreamers, Latinx, etc.)



Business, Industry, Community, & Educational Partnerships


Business, Industry, and Community

- Local businesses are eager to expand relationships with the college; knowing the right person to contact is a priority.
 - Job training (including soft skills) and internships are high on the list of business needs.
 - Cities and county staff are eager to do more with the college.
 - City chambers of commerce are willing to partner more with the college
 - Nonprofit organizations (e.g., Boys and Girls Club) are eager to work more closely with the college
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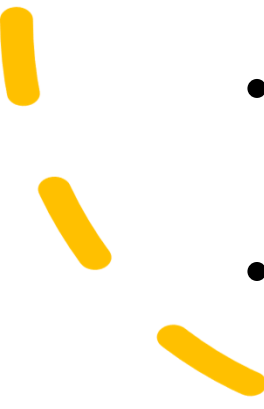
Business, Industry, Community, & Educational Partnerships (cont.)

Educational Partners

- San Diego County Office of Ed would like the college to strengthen partnerships with K-12 partners
- National University is ready and willing to expand its college partnership involving stackable certificates, credentials, and degrees (e.g., nursing, cybersecurity)
- CSU San Marcos is ready and willing to expand partnership with the college in regard to
 - strengthening transfer pathways
 - working on pipeline for active-duty military and veterans
 - working with industries to identify future workforce needs

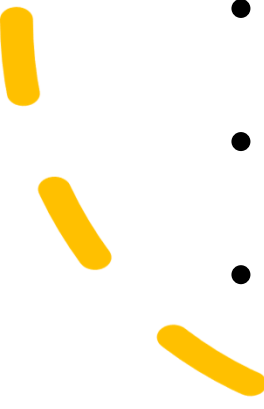


Planning, Evaluation, and Advancement

- Determine common messaging to carry College through planning
 - Prioritize College plans according to those with greatest impact on students; integrate multiple plans into one comprehensive plan, if commonalities exist
 - Communicate College plans with internal/external constituents to increase awareness, understanding, and necessary action for state and local requirements
 - Determine and support an institutional plan for integration of data (e.g., Equity, Pathways, etc.)
 - Strengthen processes for integrating data locations to avoid siloed data storage
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Planning, Evaluation, and Advancement (cont.)

- Create standardized processes for data entry by departments to ensure greater consistency in acquired data
 - With recent increased data requests, employee training is needed to help with understanding and usage
 - Determine process to provide Student Course Evaluations to faculty each semester
 - Create action items and accountability measures for expected action(s) of planned projects
 - As part of program review, develop strategies to grow low enrollment programs
 - Ensure training, compliance, and reporting in grant acquisitions and grant management
 - Determine resource development and an institutional advancement plan that is holistic (IER/Grants, Marketing, etc.)
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Overview of Centers

- Each center should have an identity and a plan laid out in which students could complete a degree, etc. within a given time
 - We need to position centers so they have anchor programs and can provide a full range of services
 - We need to consider how the centers come together into a whole, thinking of the District holistically
 - We need to develop meaningful ways to connect centers with the San Marcos campus to ensure better cohesion
 - Center staffs need to be adequate to help students progress and have good experiences, a rich student life; Always consider what it's like to be a student at a center
- 







Escondido Center

- EMS is a successful anchor program, for EMT and EMT prep.
 - EMT is the path for Paramedics and Firefighters
 - More facilities space will be needed to accommodate growth, especially for EMS program
 - Child Development is another successful program; the Child Development Center should be moved away from busy intersection
 - ESL serves many students; could expand to Vocational ESL as bridge to CTE
 - Social Work and Alcohol Prevention programs could be successful; Opening of Palomar Hospital creates Allied Health program opportunities
 - Additional classes could be offered at Ramona site
- 







Escondido Center (cont.)

- Escondido Center (EC) is rebounding from FTES loss that occurred when Rancho Bernardo Center opened
 - Center is located in an “educational area” (e.g., near high schools); Connections with local highs schools are strong; expansion of dual enrollment is a good growth opportunity
 - EC is an example of a successful one-stop shop for students
 - Students would like more spaces to gather and engage
 - City of Escondido, county, and local businesses are eager to work more with the college in areas such as training for new jobs, upskilling in existing jobs
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Rancho Bernardo Center

- Allied Health is a major focus, leading to nursing degrees, etc.
 - STEM is a major focus; biology is very popular and running out of lab space; math & engineering not drawing large numbers
 - Interior design and architectural design are popular programs; fashion design (with drafting) could be a related addition
 - Existing partnership with National University in cybersecurity could be a springboard for more technology (including IT) and a “university center” at the RBC
 - Connections are developing with nearby high-tech industries, including Sony, Northrop, Terra Data, Sony, and Apple
 - CTE and noncredit classes could be developed to meet specific needs of businesses and students
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Rancho Bernardo Center (cont.)

- Students are pleased with the timely help they get, including library assistance and tutoring
 - Students are pleased with the technology on campus but would like additional available laptops
 - Students would like more spaces to gather, more art in the building, and better food service--for more engagement and more of a “a college experience”
 - Expanded outreach to nearby high schools, especially in Poway, in close connection with the San Marcos campus, and more dual enrollment courses would help build enrollment
- 

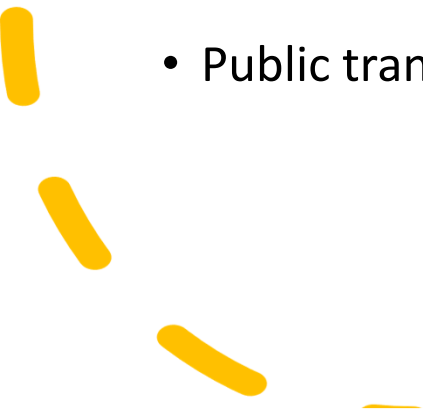


Fallbrook Center

- The main focus is on determining the best usage of new 40,000-sq.-ft. facility which will soon be built
 - New housing is booming in the area, presenting potential for growth. Intersection of I-15 and I-75 is the center of growth
 - The Center works with local tribes to encourage tribal members to take advantage of college opportunities; Filling the Tribal Liaison position is critically important to the tribes
 - Technical STEM-based Ag programs, in areas like irrigation and innovative greenhouses, are being actively explored, along with ag business
 - Biology-based programs, including biotech, could be developed, as well as Business programs as community grows
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Fallbrook Center (cont.)

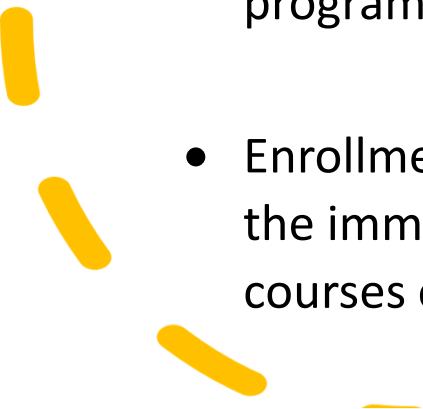
- The Center enrolls many veterans in an area with a high percentage of veterans in the population
 - The Center works closely with local high schools, but K-12 partnerships could be strengthened, focusing on career pathways and dual enrollment
 - Students feel the faculty and staff are supportive and helpful; Students would like more indoor and outdoor spaces to gather and feel engaged
 - Public transportation to the Center is very limited and needs to be expanded
- 

Camp Pendleton

- Palomar College uses military space for its classes and is subject to military restrictions and priorities for the space; four other colleges also occupy offices
- PC classes will be moving into a new base facility that will be completed by end of 2023 in a more popular, high traffic area, but still without any labs
- PC is very accommodating to students in the military, and serves both military and civilians; All classes are 8 wk. fast-track
- The most popular programs are EMT certification, Homeland Security, Administration of Justice, and Military Leadership
- Truck Driving and Logistics are possible new programs




Camp Pendleton (cont.)

- Students at CP like the availability of classes, knowledgeable faculty, and helpful staff
 - Students would like increased PC staff, including better counseling by way of a counselor assigned to the base
 - Most Marines, by the nature of their military service, begin but don't complete programs
 - Enrollments took a dip during COVID; regrowing enrollments is a main focus; the immediate focus is to increase marketing so more Marines are aware of PC courses on base
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Organizational Culture and Services


College Culture

- Create a College district-wide culture that is inclusive and one that all employees know, feel, and instill in others
 - Engage all college constituents in discussions relevant to important issues
 - Revitalize campus at times other than Monday-Friday 8 to 5
 - Collaboration of instruction, student services, and community are needed to help students succeed
 - College must move away from being a “fear-based” campus and balance safety with caring for students
- 



Organizational Culture and Services (cont.)

Leadership

- Build a senior leadership team that is stable, united, and built on a foundation of trust
 - Ensure continuity of administrators to maintain consistency and provide cohesive, collaborative leadership
 - Have Vice Presidents build relationships and collaborate with employees in their reporting structure to build trust
 - Evaluate organizational structure of administrative and staff leaders in comparison to similar institutions in order to right-size and retain talent
 - Provide mentoring to prepare employees for upward mobility as leaders
- 

Organizational Culture and Services (cont.)

Governance

- Refine roles and structure for newly formed Councils to increase understanding and avoid duplication of efforts/assigned work
- Expand employees involved on Councils & Committees so not always the same ones; they also need to be active and prepared
- Develop policies/procedures to determine service expectation of classified employees on Councils/Committees (currently no consistency)
- Gather student input, as appropriate, during decision-making
- Involve employees in creation/feedback of new procedures

Organizational Culture and Services (cont.)


Fiscal Resources

- Ensure financial expenditures are prioritized to align with the new EFVP, thereby responding to the greatest needs
- Automate manual processes and provide training with accountability so staff can work smarter and not harder
- Create a streamlined process to work within antiquated PeopleSoft until upgrades are purchased/implemented
- Stabilize administrative and staff roles in Fiscal Services to maintain consistency, decrease working out of class, increase morale, and avoid employee burnout
- Provide necessary training for supervisors to understand fiscal procedures and approvals
- Plan for additional staffing through allocated funding when state funding is received



Organizational Culture and Services (cont.)


Technology

- Address cybersecurity needs to ensure safety
 - Complete and finalize Update for Technology Master Plan
 - Acquire adequate funding to support technology needs; upgrade PeopleSoft; and create/implement a cyclical maintenance/replacement plan for technology District-wide
 - Formalize a process to align technology priorities with EFVP
 - Create a technology-rich environment for all campuses with appropriate staffing to support District facilities
 - Leverage technology (e.g., Highpoint) and supportive services to be intentional with use of the right technology
 - Increase # of classrooms with HyFlex technology
 - Ensure online student registration and electronic file submission is user-friendly and dependable
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Organizational Culture and Services (cont.)

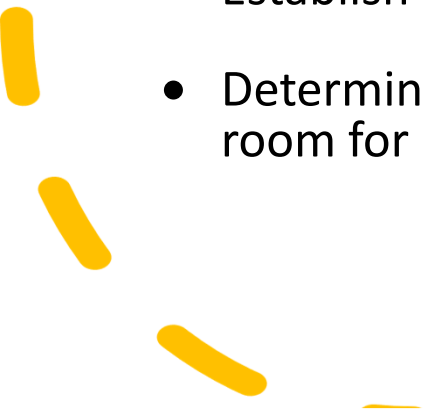
Human Resources Processes and Services

- Streamline HR hiring processes to be nimble and efficient
 - Design and implement HR processes for position control/management
 - Assess, improve, and automate HR processes; minimize duplicate entry
 - Utilize/optimize PeopleSoft HR modules and purchase necessary modules to increase efficiencies
 - Create policies/procedures that address remote work and provide consistent expectations among employee groups
 - Develop College-wide onboarding process for employees
- 



Organizational Culture and Services (cont.)

Human Resources Processes and Services (cont.)

- Assess overall staffing plan to align with new EFVP; Determine priority for hiring positions (e.g., police, etc.)
 - Assess the need for additional HR staff, considering services to 1500 employees, and additional centers
 - Review compensation practices to determine any necessary revisions
 - Establish career pathways for employees (promotions, leadership opportunities)
 - Determine a centralized location for HR on the San Marcos campus that provides room for expansion when needed
- 





Organizational Culture and Services (cont.)

Safety / Campus Police

- Ensure safety & emergency communication procedures for all areas of PC campuses
- Return staff funding level to pre-Covid number of officers to address inadequate staffing and ensure protection of college assets
- Determine appropriate procedures/staff to secure buildings/doors so police officers are not taken away from primary role of safety
- Create budget proposal to address low funding for necessary police equipment
- To ensure safety of students and employees, create a plan for fire alarms and cameras to be monitored
- Prepare funding proposal for increased police staffing if residential housing is pursued



Professional Development

- Create centralized and dedicated Professional Development space equipped with flexible, state of the art technology to serve all staff at each location
 - Develop a robust onboarding plan/process for all new staff; Consider use of Canvas LMS for professional development trainings
 - Provide faculty orientation on use of technology, including Canvas LMS and instructional information; develop a mentorship program for part-time faculty
 - Develop, implement, and mandate professional development training in critical areas (e.g., onboarding, DEIAA, Title IX, etc.)
 - Develop succession planning/mentoring to prepare employees for leadership opportunities; Establish a leadership institute for managers based on models used by other colleges
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Professional Development (cont.)

- Ensure appropriate, allocated time for departmental staff training
- Create standardized procedures/processes for Professional Development
- Revitalize the Teaching and Learning Center for faculty
- Develop media production room with green screens, microphones, and other related equipment to produce lecture capture, professional development training, etc.

Listening / Visioning Session Themes

Breakout Groups – Identifying Salient Points (30 min)

Listening / Visioning Session Themes

Report Out – 2 min per group (10 min)

Plans for January

- **EVP Goal-Setting Session**
- **EVP Review Process**

Goal-Setting Session

- Review Trends and Planning Assumptions from Data Profile
- Review Key Listening / Vision Session Themes
- Explore high priorities and opportunities
- Envision Future for Palomar College
- Set Goals and Objectives

Note 1: Data, scans, survey results, listening session themes, etc. are already on the website

Note 2: Agenda packet will be distributed the week prior to the session

EVP Review Process

- 2/16 Task Force reviews full draft EVP, forwards to College Council
- 2/24; 3/10 College Council 1st and 2nd Readings
- 3/16 Task Force completes final revisions
- 3/31 CBT submits final report with final EVP Draft document (Vol.2)
March 31st – Draft EVP completes – Pencils Down!

Constituent Feedback Tri-Chair Wrap-Up