

**PC Draft EVP – Handout #3**  
**Section: Vision for Centers**

## **Vision for Palomar College and its Educational Sites**

This second area of focus provides a description of the current and future vision of Palomar College and its various educational sites. Information is based on the EVP Data Profile (internal scan, external scan, labor market analysis, trends and planning assumptions, and the College-wide survey) and the 71 listening sessions held throughout the College District with internal and external stakeholders, including students.

The communities in all locations expressed their support for Palomar’s future and the need for its dedicated centers in Escondido, Fallbrook, and Rancho Bernardo. It was noted that the COVID-19 Pandemic caused enrollment loss at all sites, including the main campus in San Marcos, services to Camp Pendleton, the Escondido Center, and the two developing centers in Fallbrook and Rancho Bernardo.

Presented throughout this EVP, and discussed in the Task Force meetings, is the need for Palomar to “redefine itself” and project a path forward to serve the region in new ways in a post-pandemic era. As Palomar embarks on this next 12-year EVP, each site’s identity, programs, and services are important components of the plan. An overview of each of these sites is provided in this section.

### **San Marcos – Main Campus**

Palomar College will continue to serve the region as a comprehensive community college. The main campus in San Marcos provides a wide array of higher education services to the District in certificate and two-year degree programs for transfer and Career-Technical Education (CTE). Short-term certificates for workforce preparation, upskilling for existing workers, and stackable credentials and awards for increasingly complex occupations will continue and expand in the future. The College will also continue to expand the provision of Middle College and dual enrollment options at San Marcos as well as its other sites in collaboration with K-12 Districts. Partnerships with public and private universities, as well as those with business and industry, will also continue to expand, and the College may see an opportunity for on-site Bachelor’s Degrees in targeted instructional areas.

Several areas that will expand and be refined include Palomar’s Guided Pathways, Student Equity and Success initiatives, new curricula and teaching pedagogies, and the diversification of delivery modes. While distance education has already been trending upward in the past decade, it is in even greater demand than pre-pandemic times, with over a third of the College’s courses and over 40% of enrollments favoring distance education delivery modes as of the writing of the EVP. Students desire not only online courses, but also hybrid and hyflex options, and the College may see the infusion of more virtual reality instructional venues in its future as well.

The new “Palomar Way” must be one in which the entire District (a) embraces innovation and change, remaining nimble and flexible and (b) renews its student-centered focus to ensure expanded access and the success of each individual that can benefit from Palomar’s programs, courses, and services. Increased attention to sustainability, green technology, cybersecurity, homeland security, biotechnology and genetics, innovative greenhouses, agribusiness, enhanced mental health care and public safety training, military leadership, logistics, and global issues are but a few of the curricular initiatives on the horizon.

Also noteworthy is Palomar’s comprehensive, holistic, and proactive approach to the ongoing development of its three educational centers in Escondido, Fallbrook, and Ranch Bernardo and its services to active military and their families on the military base in Camp Pendleton. Stabilization and

enrollment recovery are critical in the first two years of the Vision 2035 plan. Outreach to Palomar's large district territory, including building center identity and enrollment, is necessary to support fiscal viability. To that end, overall considerations for Palomar's centers and a closer look at each site in Escondido, Fallbrook, and Rancho Bernardo are provided in the sections that follow.

### Overall Considerations for Educational Centers

The below considerations are broad in nature and applicable to all three centers (Escondido, Fallbrook, and Ranch Bernardo). These items are based on the EVP Discovery Phase data and are grounded in best practices in multi-campus Districts.

- Each center should have its own designated administrator to design and implement a proactive development plan for the center; work with main campus deans and vice presidents; serve as the external link to the community; and lead outreach and the development of partnership agreements with local K-12 districts, public and private university providers, and partners in business, industry, and the community.
- The College should develop a master staffing plan template for a "Palomar College Center," then add/expand staff as programs, services, and enrollments grow.
- Staffing at each center must include site supervision of operations and services to allow the center administrator to conduct the above external activities for developing partnerships and programs to boost enrollment.
- Funding must be provided for marketing and outreach activities.
- Counselors should serve their own center's students as their highest priority, including assisting students in developing their education plans and working with the center administrator and teaching faculty on program and course scheduling.
- One-stop Academic Support Services and one-stop Student Support Services should be present on each center (as a smaller version of the vision for the main campus).
- Food services, gathering places, and other needs expressed by students should be included.
- Each center should have its own identity, anchor programs, and office space for faculty.
- Each center should have mapped multi-year educational plans to ensure a student can complete a certificate or degree within a given timeframe and a commitment from the College that required classes will not be cancelled.
- The College should develop meaningful ways to connect the centers with the San Marcos campus to ensure better cohesion.

### Escondido Center

The Escondido Center is a "grandparented" Center of Palomar College. Its enrollment was well-over 1,000 FTES pre-COVID-19 and it is in recovery now to regain former enrollment levels. The sections that follow outline enrollment thresholds, the Escondido Center's projected focus and identity, enrollment strategies to support recovery and growth, and future vision considerations.

#### Enrollment Thresholds

An enrollment of 500 FTES is required for Center status in the state of California.

An enrollment of 1000 FTES is required for full apportionment additional base funding.

#### Center Focus/Identity to include:

- Dual Enrollment
- ESL
- Child Development

- CTE short-term and certificate training
- Customer Service Certificate(s)
- Teacher Aide → Bachelor's, Master's, Teaching Credential
- EMS → EMT → Paramedic & Firefighter
- Health Care programs aligned with Hospital expansion (e.g., AODS, Social Work, Mental Health/Possibly Psychiatric Technician)

#### Enrollment Strategies for Consideration

- Expand Middle College and Dual Enrollment with High School District
- Increase non-credit CTE and bridge to credit programs
- Address HVAC program low enrollment
- Explore additional CTE training needs
- Expand ESL to Vocational ESL and bridge to CTE programs
- Work more closely with the City of Escondido, county, and local businesses, which are eager to partner with the College in areas such as training for new jobs and upskilling in existing jobs
- Work with K-12 and university partners (public and/or private) to create options for students in Child Development who are interested in pursuing a career in teaching to become teacher aides and to ultimately earn a Bachelor's Degree, Master's Degree, and teaching credential for the K-12 system; this is an especially good pipeline for ESL students to support expansion of bilingual, Hispanic teachers in the K-12 systems in the region

#### Future Vision Considerations

- More facilities space will be needed to accommodate growth, especially for EMT program and fire
- Move Child Development Center away from busy intersection to remove current safety hazard
- Facility expansion: consider two additional building sections and create quad for greater campus "feel" and to create space for students to gather and engage (and to boost retention and success); continued focus on "one stop student services" in building plans
- Build off-site Public Safety Training / Fire Center

#### Fallbrook Center and Camp Pendleton

The Fallbrook Center has "provisional approval" for center status through the State Chancellor's Office. The Center was well on its way to meeting enrollment requirements for permanent status when the COVID-19 Pandemic occurred, and it is in recovery now to regain former enrollment levels.

The Fallbrook Center also has a close relationship with Camp Pendleton, where Palomar provides educational services to enlisted military and their families. The College uses military space for its classes and is subject to military restrictions and priorities for the space; several other colleges also occupy offices on the base. All classes are scheduled in collaboration with the military, on an eight-week, fast-track schedule. The most popular programs offered are EMT certification, Homeland Security, Administration of Justice, and Military Leadership. Truck Driving and Logistics are possible new programs for Camp Pendleton.

The Fallbrook Center has an increasing English as a Second language (ESL) population, has additional opportunities to collaborate with tribal nations in the area, and lies in the fastest growing region of the Palomar District. A new facility has been planned to accommodate this growing area of the District. The

sections that follow outline enrollment thresholds, the Fallbrook Center's projected focus and identity, enrollment strategies to support recovery and growth, and future vision considerations.

### Enrollment Thresholds

An enrollment of 500 FTES is required for Center status in the state of California.

An enrollment of 1000 FTES is required for full apportionment additional base funding.

### Center Focus/Identity to include:

- Middle College and Dual Enrollment in High Schools
- Biology based programs, including Biotechnology and Genetics
- Food Biochemistry
- STEM-based agriculture and agribusiness (e.g., irrigation, innovative greenhouses, etc.)
- Alcohol and Other Drug Studies (AODS); Mental Health and Social Work
- Services to Veterans and collaboration with Palomar's Services to Camp Pendleton
- Tribal Partnerships working with the newly-hired Tribal Liaison
- Services to growing ESL population

### Enrollment Strategies for Consideration

- Expand dual enrollment (and possibly Middle College) with High School Districts
- Expand biology sections
- Increase non-credit CTE and bridge-to-credit programs
- Work with city and community in areas such as training for new jobs, upskilling in existing jobs
- Provide educational services to the growing ESL population
- Explore options for public transportation

### Future Vision Considerations

- Determine best internal usage of new 40,000 square foot Fallbrook facility
- Develop new programs and curricula in concert with new facility space
- Expand facilities to accommodate growth, especially for biology labs and new programs as they are developed

### Rancho Bernardo Center

The Rancho Bernardo Center submitted required materials for center status approval through the State Chancellor's Office just prior to the COVID-19 Pandemic, but was put on hold at that time. The Center was well on its way to meeting enrollment requirements for approval at that time and is now in recovery to regain those former enrollment levels. The Rancho Bernardo Center has developed a focus on Science, Technology, Engineering, and Mathematics (STEM) and is located in an area surrounded by many large business and industry partners, providing opportunities for collaboration in a number of instructional areas. The Center also has a robust relationship with National University, which holds an office on site and is partnering with Palomar College to provide targeted Associate's Degree to Bachelor's Degree pathways in Nursing and Cybersecurity. The sections that follow outline enrollment thresholds, the Rancho Bernardo Center's projected focus and identity, enrollment strategies to support recovery and growth, and future vision considerations.

### Enrollment Thresholds

An enrollment of 500 FTES is required for Center status in the state of California.

An enrollment of 1000 FTES is required for full apportionment additional base funding.

### Center Focus/Identity to include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Nursing and Allied Health
- Cybersecurity and other IT programs
- Design Cluster: (Architectural Design, Interior Design, Graphic Arts Design, Fashion Design, and Drafting)
- Business; Entrepreneurism; Logistics
- Middle College and Dual Enrollment in high schools (e.g., Poway)

### Enrollment Strategies for Consideration

- Expand Dual Enrollment with high school districts
- Work with business and industry partners in areas such as training for new jobs, upskilling in existing jobs, entrepreneurship
- Build partnerships with nearby high-tech industries, e.g., Sony, Northrop, Terra Data, and Apple
- Expand existing partnership with National University in cybersecurity to add more technology (including IT) and a “university center” at the Center
- Expand program-specific targeted marketing
- Develop CTE and non-credit classes to meet specific needs of businesses and students
- Increase non-credit CTE and bridge-to-credit programs
- Address low enrollment in mathematics and engineering (currently not drawing large numbers of students)
- Expand biology; add science wet lab space
- Create better welcome center/college “feel” on lobby side of building and add signage

### Future Vision Considerations

- Redesign and expand facilities space to accommodate growth, especially for biology labs, STEM, and design programs
- Respond to students’ requests for more spaces to gather, more art in the building, and better food service for more engagement and more of a “a college experience”
- Build future partnerships with business and industry partners in the area