



## STRATEGIC PLANNING COUNCIL AGENDA

MEETING TYPE:	x	Staff	Date:	4/16/02
		Product/Project	Starting Time:	2 p.m.
		Special	Ending Time:	4 p.m.
			Place:	SU-18

**CHAIR:** Sherrill Amador

**MEMBERS:** Barkley, Barton, Bishop, Carson, Cater, Davis, Dimmick, Dolan, Drinan, Eberhart, Galli, Garlow, Gilson, Hoffmann, Jackson, Lutz, Madrigal, Melena, Millet, Miyamoto, Patton, Smith, Weimer

**RECORDER:** Barbara Baldrige

Order of Agenda Items	Desired Outcome	Resources Used	Time Allotted
<b>A. <u>MINUTES OF APRIL 2, 2002 MEETING</u></b>	Decision		5 min.
<b>B. <u>ACTION ITEMS</u></b>			
1. First Reading: Planning Council Structures and Relationship to SPC	Discussion	Four Council Structures sent by E-mail 4/4/02	15 min.
<b>C. <u>WEB PAGES FOR STRATEGIC PLANNING COUNCIL PROPOSAL</u></b>			
1. Michelle Barton	Decision	Handout	10 min.
<b>D. <u>SURVEY</u></b>			1 hr.
1. Analysis – Michelle Barton	Information/Discussion	Handout	
2. Next Steps – Sherrill Amador	Information/Discussion		

Writing Team Volunteers: Assume 6-8 hours of meeting with team between now and May. Proposed meeting dates: 4/29, 4-5:30 p.m.; 5/9, 2-4 p.m.; 5/10, 1-3 p.m.; 5/14, 2-4 p.m.;

- |                        |            |
|------------------------|------------|
| 3. Writing Team        | Decision   |
| 4. Evaluation Criteria | Discussion |

**E. LEGISLATIVE ADVOCACY**

**F. REPORTS OF CONSTITUENCIES** 30 min.

1. **Administrative Association** – Mollie Smith
2. **Associated Student Government** – Sean Weimer
3. **CCE/AFT** – Mike Dimmick
4. **Faculty Senate** - Chris Barkley
5. **PFF/AFT** – Mary Ann Drinan
6. **The Faculty** – Nancy Galli

**G. OTHER ITEM**



## STRATEGIC PLANNING COUNCIL MINUTES

April 16, 2002

The regular meeting of the Palomar College Strategic Planning Council was held on Tuesday, April 16, 2002, at 2 p.m., in SU-18.

The meeting was called to order at 2:00 p.m. by Dr. Sherrill L. Amador.

### Roll Call

Members Present: Amador, Barkley, Barton, Bishop, Cater, Davis, Dimmick, Dolan, Drinan, Eberhart, Galli, Garlow, Suzanne Gavin (for Hoffmann), Gilson, Hoffmann, Julie Ivey (for Millet), Jackson, Lutz, Madrigal, Melena, Miyamoto, Patton, Smith, Weimer

Members Absent: Carson, Hoffmann, Millet

Guests Present: Barbara Baldridge, Lorie Sousa

### **A. Minutes**

MSC Bishop, Eberhart

The minutes of the meeting of April 2, 2002, were approved.

### **B. Action Items**

#### 1. First Reading: Planning Council Structures and Relationship to SPC

##### a. Administrative Services Planning Council

It was decided to add the Chief of Police to the members and to add an annual progress report to the products.

##### b. Student Services Planning Council

It was decided to add one additional Classified Staff member from the Student Services area and to add an annual progress report to the products.

##### c. Instruction Planning Council

It was decided to add one additional Classified Staff member from the Instruction area. It was noted that the Professional Development Review Board, Curriculum Committee, and Academic Technology Group also will report through the Instruction Planning Council.

##### d. Human Resource Services Council

It was decided to add an annual progress report to the products. It was noted that the Faculty and Staff Diversity Committee also will report through the Human Resource Services Planning Council.

#### 2. Membership of Strategic Planning Council

It was suggested that a representative from Advancement or Marketing should be in attendance at Strategic Planning Council meetings. Dr. Amador will invite someone from that area to attend every meeting.

**C. Web Pages for Strategic Planning Council Proposal**

Michelle Barton distributed a draft outline of things that might be included on the College web site about the work of the Strategic Planning Task Force and the Strategic Planning Council (**Exhibit C**). The Academic Technology Group will be asked for their input as to how this information would fit on the home page. It was noted that having this information on the web would be helpful for our accreditation. It was agreed that the SPTF should be included through 2002-03, at which time we will consider modifying the content. The results of the strategic planning survey will be placed under the SPC area.

**D. Survey**

1. Analysis

Michelle Barton and Lorie Sousa distributed copies and discussed in detail a draft Report of the Strategic Planning Survey and Qualitative Analysis of the Categories within Each Goal (**Exhibits D-1a, b**). Ms. Barton expressed her gratitude to Dr. Sousa and the Academic Technology Group for their work in putting the survey together and in analyzing the results. The writing team will use this information to determine the objectives.

2. Next Steps

Dr. Amador urged Council members to share this information with their constituencies. The next step is to look at it in the broad picture and move the institution forward with the objectives, knowing where the “hot spots” are.

Copies of the Palomar College Strategic Plan Framework (Vision, Mission, Values, and Strategic Goals) were distributed, and members were asked to bring them to each meeting (**Exhibit D-2a**).

Dr. Amador also distributed and discussed a sample of an Annual Implementation Plan format from another institution (**Exhibit D-2b**). We are planning out three years of work to move the College forward on the five goals. We will be working on an annual implementation plan that takes three achievable chunks out of the Strategic Plan and determining a given number of objectives for the year. This is the accountability piece with this group. Status reports will be made in November, February, and May. This is the link between the Strategic Plan and putting it into action.

3. Writing Team

The following persons volunteered to serve on the writing team, perform six to eight hours of work, and agreed to be present at least three of the four meeting times:

Diane Lutz	Chris Barkley
Kathy Davis	Sherrill Amador
Michelle Barton	Bruce Bishop
Bob Gilson	Lorie Sousa

Meetings will be held in the President’s Conference Room as follows:

April 29	4-5:30 p.m.
May 9	2-4 p.m.
May 10	1-3 p.m.
May 14	2-4 p.m.

4. Evaluation Criteria

It was decided not to act on this item at this time as we need to decide what we are going to do first.

E. Legislative Advocacy

Dr. Amador reported that she will be attending the CEO Board meeting on Friday and will let the group know if she learns anything new about the budget. She added that we are still not expecting anything out of the Governor's office until May 10-15. Then, we may get a sense of the budget.

There is an interesting discussion going on at the state level about information competency and whether it should be a required part of the associate degree. Diane Lutz noted that there is also an issue as to whether it should apply to certificates. Chris Barkley noted that, at the statewide level, one of the things discussed has been having the option of not just having a class in information competency but integrating it into other classes.

F. Reports of Constituencies

1. Administrative Association

Mollie Smith reported that the Supervisors group will be holding a meeting on May 15, 3-5 p.m., with Dr. Amador and Dr. Miyamoto, regarding the possibility of separating from the Administrative Association.

2. Associated Student Government

Sean Weimer reported that he and Leo Melena were sorry to miss the last meeting as they were in Tennessee at a Phi Theta Kappa event.

ASG will hold its meeting this week at the Escondido Center.

Leo Melena reported that Spring Fest will be held next week. A number of bands have been invited. As a feature, they are hosting the General Motors Marketing Internship Program.

3. CCE/AFT

Mike Dimmick reported that the CCE is having an election this month and will be electing a junior vice president, junior grievance officer, and three stewards. They will take office July 1.

4. Faculty Senate

Chris Barkley reported that the Senate has been spending a lot of time working with PFF cooperating on items of mutual interest. They are also holding elections at the end of this month and are considering faculty awards that will be presented at the beginning of next year.

The Senate is also working with the ASG in initiating a voter registration campaign that will start in the spring semester and continue into the fall.

5. PFF/AFT

Mary Ann Drinan reported that, as Ms. Barkley noted, the PFF executive board is working with the Faculty Senate council and having meetings every week. In addition to that, the organization sent a representative, Dr. Michael Byron, to its national convention in Chicago last weekend. They continue to support their lobbyists in Sacramento as they try to hold together the community college budget. They will be recruiting representatives to send to a leadership seminar in Santa Cruz this summer.



6. The Faculty

Nancy Galli reported that, at the last meeting, The Faculty had a lengthy discussion on the changes to the faculty hiring procedure and passed a motion in agreement with the changes. At the same meeting, Doug Key gave a brief review of the Educational and Facilities Master Planning Task Force and asked the members to talk to their departments about the interviewing process that will take place. There was a brief discussion on the improvements that are being made on campus by the grounds services staff. There was agreement by faculty that both the ongoing and completed projects are looking great, and they will send a memo to that effect.

Ms. Galli noted that her son, Todd, will be on “Palomar Profiles” on ETV.

G. Other Items

Mega Conference

Mollie Smith reported that she had attended the Mega Conference last week with a number of other Palomar representatives. They were told that CalWORKs and Matriculation would be allowed to roll 90 days into next year. Jerry Patton has told her that she needs to get it in writing, which she will try to do. Patrick Lenz and Tom Nussbaum were in attendance. Both spoke and discussed advocating for funding and suggested that we write letters to whomever, but we should write the letters in such a way that you recommend that they do not eliminate any funding.

H. Adjournment

There being no further business, the meeting was adjourned at 3:30 p.m.

<b>Request submitted by</b> Jerry Patton					<b>Date</b> April 2, 2002 (rev. 4/16/02)				
<b>Proposed Name of Requested Group</b> Administrative Services Planning Council									
X	Council		Committee		Subcommittee		Task Force		
<b>Action Requested:</b>			X	Add		Delete		Change	
<b>Role, Products, Reporting Relationships:</b>  <p><u>Role:</u> The ASPC is responsible for the development of the strategic plans of Administrative Services. These responsibilities include:</p> <ul style="list-style-type: none"> <li>• Adequate support services are provided to Palomar College</li> <li>• Adequate resources for service levels requested</li> <li>• Efficient and effective utilization of resources</li> <li>• Guidance, direction, and oversight to these committees/task forces:               <ul style="list-style-type: none"> <li>○ Facilities Planning Committee</li> <li>○ Bookstore Advisory Committee (now a task force but should be ongoing)</li> <li>○ Food Services Advisory Committee (now a task force but should be ongoing)</li> <li>○ Safety and Security Committee</li> <li>○ Campus Police Committee (now a task force but should be ongoing)</li> </ul> </li> </ul> <p><u>Products:</u> The ASPC will be responsible for developing and submitting to the Strategic Planning Council the plans, budgets, and expenditures of Administrative Services and its respective departments/programs</p> <ul style="list-style-type: none"> <li>• Strategic Plans of all Administrative Services Departments</li> <li>• Three-year operating plans of all Administrative Services Departments</li> <li>• Annual Plan and Budget of all Administrative Services Departments</li> <li>• Facilities Master Planning               <ul style="list-style-type: none"> <li>○ Facilities Master Plans: short-, intermediate-, and long-range</li> <li>○ Five-Year Capital Outlay Plan</li> <li>○ Scheduled Maintenance Plan</li> <li>○ Facilities component of Educational Master Plan</li> <li>○ Resource Impact Analysis of recommended policies, plans, and procedures on Facilities</li> </ul> </li> <li>• Bookstore               <ul style="list-style-type: none"> <li>○ Oversight Annual Report to Strategic Planning Council</li> </ul> </li> <li>• Food Service               <ul style="list-style-type: none"> <li>○ Oversight Annual Report to Strategic Planning Council</li> </ul> </li> <li>• Campus Police               <ul style="list-style-type: none"> <li>○ Oversight Annual Report to Strategic Planning Council</li> </ul> </li> <li>• Annual Progress Report</li> </ul> <p><u>Reporting Relationship:</u> Strategic Planning Council</p>									
<b>Meeting Schedule:</b> 2 <sup>nd</sup> and 4 <sup>th</sup> Thursday, 3:30-5 p.m.									
<b>Chair:</b> Vice President, Finance and Administrative Services									
<b>Members:</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">           Two Faculty Members appointed by the Faculty Senate            Two Classified Unit Employees appointed by CCE/AFT            Director of Facilities            Director of Business Services            Director of Fiscal Services            Counsel, Contracts, and Special Projects            Chief of Police         </div> <div style="width: 45%;">           Director of Information Services            Director of Student Affairs            Manager of Payroll Services            Manager of Bookstore            Manager of Food Services            One Student appointed by ASG         </div> </div>									

# DRAFT

Governance Structure Group Request  
Administrative Services Planning Council  
April 2, 2002  
Page Two

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

\_\_\_\_\_ First Reading

\_\_\_\_\_ Approved/Denied

Approved by PAC: 10/2/01

<b>Request submitted by</b> Joe Madrigal					<b>Date</b> 3/27/02 (rev. 4/16/02)				
<b>Proposed Name of Requested Group</b> Student Services Planning Council									
X	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>		<b>Task Force</b>		
<b>Action Requested:</b>				X	<b>Add</b>		<b>Delete</b>		<b>Change</b>
<b>Role, Products, Reporting Relationships:</b>  <u>Role:</u> The SSPC is responsible for the development of the strategic plans for Student Services. These responsibilities include: <ul style="list-style-type: none"> <li>• Determining the level, adequacy, and efficiency of student services necessary to support the College's strategic plan</li> <li>• Providing guidance, direction, and oversight to these committees/task forces:               <ul style="list-style-type: none"> <li>○ Academic Review Committee</li> <li>○ DSP&amp;S Advisory Committee</li> <li>○ EOP&amp;S Advisory Committee</li> <li>○ International Students Advisory Committee</li> <li>○ Matriculation Advisory Committee</li> <li>○ Registration Committee</li> </ul> </li> </ul> <u>Products:</u> The SSPC will be responsible for developing and submitting to the Strategic Planning Council the following: <ul style="list-style-type: none"> <li>• Strategic Plans for all Student Services departments</li> <li>• Three-year operating plans for all Student Services departments</li> <li>• Annual Plan and Budget for all Student Services departments</li> <li>• Annual Progress Report</li> </ul> <u>Reporting Relationship:</u> Strategic Planning Council									
<b>Meeting Schedule:</b> Second and Fourth Wednesdays – 9:00 to 11:00 a.m.									
<b>Chair:</b> Vice President, Student Services									
<b>Members:</b> Dean, Counseling/Matriculation Dean, Student Support Programs Director, Athletics Director, Enrollment Services Director, Student Affairs Research Analyst Two Classified Unit Employees appointed by CCE/AFT (one from Student Services) Three Faculty Members appointed by the Faculty Senate (one general counselor, one EOP&S or DSP&S counselor, and one from instructional faculty) One Student appointed by ASG									

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

\_\_\_\_\_ First Reading

\_\_\_\_\_ Approved/Denied



**DRAFT**

**GOVERNANCE STRUCTURE GROUP REQUEST**

<b>Request submitted by</b> Diane Gay Lutz					<b>Date</b> 4/2/02 (rev. 4/16/02)				
<b>Proposed Name of Requested Group</b> Instructional Planning Council									
X	Council		Committee		Subcommittee		Task Force		
<b>Action Requested:</b>			X	Add		Delete		Change	
<b>Role, Products, Reporting Relationships:</b>  <p><u>Role:</u> The Instructional Planning Council develops, implements, evaluates continuously and revises, if necessary, Instruction's plans and initiatives, both long- and short-term. A three-year planning cycle is used to implement the Instruction Strategic Plan. An Annual Implementation Plan outlines the tasks and actions to be accomplished during the upcoming year. The Instructional Planning Council reports its actions, makes recommendations and requests related to the Instruction Plan and to policies and procedures related to Instruction in response to the changing needs of the student population, business and industry, and the internal and external environments.</p> <p><u>Products:</u> Instruction Strategic Plan, Annual Implementation Plan (including staffing, equipment, facilities, technology, and budget recommendations), Criteria for Annual Evaluation of the planning outcomes, Annual Progress Report, Policies and Procedures recommendations related to Instruction.</p> <p><u>Reporting Relationship:</u> Strategic Planning Council</p>									
<b>Meeting Schedule:</b> Second and Fourth Wednesdays, 2:30 to 4:00 p.m.									
<b>Chair:</b> Vice President, Instruction									
<b>Members:</b> Five instructional deans Director of Extended Education/Escondido Center Seven Faculty Members (one each from the five instructional divisions, library, and student services appointed by Faculty Senate) Two Classified Unit Employees appointed by CCE/AFT (one from Instruction area) One Student appointed by ASG Manager, Worksite Education and Training Research Analyst									

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

\_\_\_\_\_ First Reading

\_\_\_\_\_ Approved/Denied

<b>Request submitted by</b> Jack Miyamoto					<b>Date</b> April 2, 2002 (rev. 4/16/02)				
<b>Proposed Name of Requested Group</b> Human Resource Services Planning Council									
X	Council		Committee		Subcommittee		Task Force		
<b>Action Requested:</b>			X	Add		Delete		Change	
<b>Role, Products, Reporting Relationships:</b>  <p><u>Role:</u> The HRPC is responsible for the development of the strategic plans of Human Resource Services. These responsibilities include:</p> <ul style="list-style-type: none"> <li>• Appropriate support services to Palomar College in the area of human resource services</li> <li>• Appropriate level of support and resources for level of services required</li> <li>• Effective and efficient policy and procedure development in human resource services necessary to meet the needs of the College</li> <li>• Guidance, direction, and oversight provided for such activities as:               <ul style="list-style-type: none"> <li>○ Employee hiring</li> <li>○ Staff diversity efforts</li> <li>○ Development and coordination of staff training programs</li> <li>○ ADA compliance</li> </ul> </li> </ul> <p><u>Products:</u> The HRPC is responsible for submitting to the Strategic Planning Council the plans, budgets, and expenditure projections of the Human Resource Services Department. The products of the HRPC include:</p> <ul style="list-style-type: none"> <li>• Strategic Plans for Human Resource Services</li> <li>• Human Resource Services Three-Year Plan</li> <li>• Annual Budget for Human Resource Services</li> <li>• Annual Progress Report</li> </ul> <p><u>Reporting Relationship:</u> Strategic Planning Council</p>									
<b>Meeting Schedule:</b> 2 <sup>nd</sup> and 4 <sup>th</sup> Tuesdays, 3:30 – 4:30 p.m.									
<b>Chair:</b> Vice President, Human Resource Services									
<b>Members:</b> Manager, Human Resource Services Supervisor, HR/Employment Services Two Faculty Members appointed by the Faculty Senate Two Classified Unit Employees appointed by CCE/AFT Trainer/Coordinator Assistant to Faculty Professional Development Coordinator One Faculty Member appointed by the PFF									

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

\_\_\_\_\_ First Reading

\_\_\_\_\_ Approved/Denied

C

**Strategic Planning Website  
DRAFT OUTLINE**

**Homepage:**

**Vision**  
**Mission**  
**Values**  
**Goals**

**Links from the Homepage:**

**Strategic Planning Task Force**

Structure/Role/Function of the Task Force  
Composition of the Task Force  
Meetings and Minutes  
Internal Scan (password protected)  
External Scan (password protected)  
Strategic Plan Survey and Results (password protected)

**Strategic Planning Council**

Structure/Role/Function of the Council  
Composition of the Council  
Meetings and Minutes  
Documents

**Products:**

**Palomar College Strategic Plan**

**Annual Implementation Plans (AIP 1 with goals and objectives, AIP 2 with goals and objectives, AIP 3 with goals and objectives)**

**Year One Progress Report (Evaluation Plan and Results)**

**Year Two Progress Report (Evaluation Plan and Results)**

**Year Three Progress Report (Evaluation Plan and Results)**

**Links to the Planning Councils:**

**Instructional Planning Council**  
**Student Services Planning Council**  
**Human Resource Services Planning Council**  
**Administrative Services Planning Council**

*Draft*

## Report of Strategic Planning Survey

Prepared for:  
Strategic Planning Committee

Prepared by:  
Palomar College's  
Office of Institutional  
Research and Planning

April 16, 2002



## **Executive Summary**

### **Overview**

A college-wide strategic planning workshop was held on January 14, 2002. The purpose of this meeting was to invite input from faculty, staff, and students on the objectives and activities that should be included in Palomar College's Strategic Plan. Through this workshop, participants identified a list of potential objectives on which the College should focus. The Strategic Planning Writing Team compiled this list and placed the objectives in an institution-wide survey available to all employees of the District.

### **Method**

#### **Survey Development**

- During a strategic planning workshop, breakout sessions were held for each of the five goals identified in the College's Strategic Plan: Student Success, Teaching and Learning Excellence, Professional and Organizational Development, Resource Management, and Facilities.
- At each breakout session, participants were asked to brainstorm and suggest objectives or activities to include in the Strategic Plan.
- The Strategic Planning Writing Team took all of the items proposed by workshop attendees and created a survey. Redundant, contract negotiable, and activities that the College was already accomplishing were not included in the survey.
- Each survey item was associated with a 5-point scale ranging from "Very Low Priority" to "Very High Priority."
- The final survey included 300 items.

#### **Survey Administration**

- The Office of Institutional Research and Planning (IR&P) administered the survey using a web-based survey methodology. However, IR&P also prepared a scannable paper copy of the survey.
- Employees were notified about the survey through a memo sent by email and placed in their mailboxes.
- Of 1,401 requests for participation, 464 participants completed the survey for a response rate of 33.1%. The distribution of participants included: 170 faculty, 163 classified, 57 administrators, 7 other, and 67 declined or failed to state.

## **Data Analysis**

- Overall means and standard deviations were computed for each item.
- Items were sorted in descending order of priority overall and for each goal. A “logical” cut-off score for each item was identified. All items with mean scores greater than or equal to the logical cut-off score were considered high-priority items.
- IR&P completed an initial qualitative analysis and categorized each high-priority item by goal into one of thirty-nine categories.

### **Brief Review of Results**

- Review of the top 10% of the items overall in order of importance shows that one of the items came from Student Success, one of the items came from Teaching and Learning Excellence, four of the items came from Professional and Organizational Development, six of the items came from Resource Management, and eighteen items came from Facilities. See Table 1 on the following page.
- Overall means for Student Success ranged from 1.76 to 3.83. The logical cut-off score was 3.50. Twenty-three items were identified as high-priority items. See Table 3 to view all Student Success items and their scores.
- Overall means for Teaching and Learning Excellence ranged from 2.47 to 4.04. The logical cut-off score was 3.43. Seven items were identified as high-priority items. See Table 4 to view all Teaching and Learning Excellence items and their scores.
- Overall means for Professional and Organizational Development ranged from 2.21 to 4.14. The logical cut-off score was 3.50. Twenty-four items were identified as high-priority items. See Table 5 to view all Professional and Organizational Development items and their scores.
- Overall means for Resource Management ranged from 2.62 to 4.12. The logical cut-off score was 3.43. Twenty-three items were identified as high-priority items. See Table 6 to view all Resource Management items and their scores.
- Overall means for Facilities ranged from 2.24 to 4.22. The logical cut-off score was 3.52. Thirty-eight items were identified as high-priority items. See Table 7 to view all Facilities items and their scores.

**Table 1**  
**Top 10% of All Items Listed in Descending Order of Priority**

<b>Question</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Goal</b>
<b>Palomar College should:</b>				
1. clean restrooms better.	381	4.22	1.04	FAC
2. increase parking for students, faculty, staff, and visitors at all locations, especially for students during registration periods.	386	4.18	1.05	FAC
3. create a long-term plan for new space.	364	4.16	0.98	FAC
4. create a more timely process for approval of new and replacement positions.	425	4.14	0.94	POD
5. solicit input from users when designing or re-designing buildings.	362	4.13	1.05	FAC
6. all departments to roll budgets into the next fiscal year as an incentive for saving.	376	4.12	1.08	RES
7. provide parking solutions for first few weeks of class.	385	4.11	1.12	FAC
8. make budgets more transparent and easier to read.	380	4.09	1.06	RES
9. provide ongoing training for new and current staff.	436	4.07	0.98	POD
10. provide better security for late-night classes.	376	4.06	1.10	FAC
11. post room numbers clearly inside and outside of every classroom - always in sight in case of an emergency.	379	4.06	1.13	FAC
12. treat students as adults.	385	4.04	1.12	TAL
13. take advantage of land available (on-campus and nearby).	359	4.04	1.10	FAC
14. provide physical directories throughout the campus like the "You are here" signs in the malls.	382	4.01	1.11	FAC
15. establish a comprehensive signage and numbering system for buildings and parking lots at all sites.	369	4.01	1.14	FAC
16. follow-through on recommendations made in committees and provide feedback on the recommendations.	429	3.99	0.93	POD
17. lobby in Sacramento and Washington D.C. for community colleges (e.g., funding legislation).	372	3.98	1.06	RES
18. remodel and renovate buildings.	357	3.95	1.06	FAC
19. improve safety and security at all locations.	375	3.94	1.13	FAC
20. provide appropriate furniture for students, faculty/staff.	370	3.94	1.00	FAC
21. identify ways to remove competitiveness and promote inclusiveness, participation, and collaboration for all groups.	432	3.92	1.14	POD
22. light up crosswalks on Comet Circle.	366	3.89	1.15	FAC
23. maintain the grounds.	369	3.89	1.10	FAC
24. plan for computer hardware and software replacement every three years.	374	3.88	1.14	RES
25. provide more funding and staffing for training.	374	3.87	1.11	RES
26. provide consistent and appropriate climate in classrooms (HVAC).	358	3.84	1.06	FAC
27. make parking lot changes/plans a collegial process: require staff input re. parking lot changes/plans.	377	3.83	1.27	FAC
28. advertise our scholarships better.	360	3.83	1.05	SS
29. provide more facilities staff to get the job done.	390	3.82	1.16	RES
30. clean up and renumber the existing signage of rooms and buildings.	366	3.80	1.23	FAC

**Table 2**  
**Top 5 Objectives Listed in Descending Order by Goal**

	N	Mean	SD
<b>Student Success</b>			
1. advertise our scholarships better.	360	3.83	1.05
2. schedule classes at times more convenient for students.	357	3.73	1.18
3. offer complete instructional programs both day and night.	356	3.72	1.12
4. create a better way to process students through cashier.	340	3.71	1.17
5. improve articulation between high schools and the college for English and Math classes.	352	3.70	1.10
<b>Teaching and Learning Excellence</b>			
1. treat students as adults.	385	4.04	1.12
2. stress the importance of providing and following accurate syllabus.	389	3.68	1.06
3. ensure consistent curriculum standards.	367	3.60	1.07
4. make degree completion possible in 4-5 semesters.	381	3.59	1.17
5. stress continuity in counseling.	362	3.57	1.16
<b>Professional and Organizational Development</b>			
1. create a more timely process for approval of new and replacement positions.	425	4.14	0.94
2. provide ongoing training for new and current staff.	436	4.07	0.98
3. follow-through on recommendations made in committees and provide feedback on the recommendations.	429	3.99	0.93
4. identify ways to remove competitiveness and promote inclusiveness, participation, and collaboration for all groups.	432	3.92	1.14
5. recognize, value, and celebrate our people across the board.	414	3.79	1.23
<b>Resource Management</b>			
1. allow departments to roll budgets into the next fiscal year as an incentive for saving.	376	4.12	1.08
2. make budgets more transparent and easier to read.	380	4.09	1.06
3. lobby in Sacramento and Washington D.C. for community colleges (e.g. Funding, legislation, etc.)	372	3.98	1.06
4. plan for computer hardware and software replacement every three years.	374	3.88	1.14
5. provide more funding and staffing for training.	374	3.87	1.11
<b>Facilities</b>			
1. clean restrooms better.	381	4.22	1.04
2. increase parking for students, faculty, staff, and visitors at all locations, especially for students during registration periods.	386	4.18	1.05
3. create a long-term plan for new space.	364	4.16	0.98
4. solicit input from users when designing or re-designing buildings.	362	4.13	1.05
5. provide parking solutions for first few weeks of class.	385	4.11	1.12

## Goal 1 Student Success

Means for Student Success items ranged from 1.76 to 3.83. The overall mean for this category was 3.34. The logical cut-off was 3.50. Items rated 3.50 and higher were considered high-priority. The 23 items considered high-priority for student success tended to cluster under 14 categories:

- Advertise Scholarships (1 item)
- Course Scheduling (2 items)
- Cashier Process (2 items)
- Customer Service (1 item)
- Curriculum Consistency (1 item)
- Communication with High Schools (2 items)
- Counseling Efficiency and Consistency (2 items)
- Child Care Center Capacity (1 item)
- Vocational Classes (1 item)
- Transfer Programs (advertise, track, develop, increase) (3 items)
- Information Centers and Directories (1 item)
- New Learning Strategies (1 item)
- Communication with Students (Internet, email, etc.) (4 items)
- Business and Community Associations (1 item)

**Table 3**  
**STUDENT SUCCESS**  
**Strategic Planning Survey**  
**Mean Responses by Survey Question**  
**In Descending Order**

Question	N	Min	Max	Mean	SD	Category
advertise our scholarships better.	360	1	5	3.83	1.05	24
schedule classes at times more convenient for students.	357	1	5	3.73	1.18	25
offer complete instructional programs both day and night.	356	1	5	3.72	1.12	25
create a better way to process students through cashier.	340	1	5	3.71	1.17	26
improve articulation between high schools and the college for English and Math classes.	352	1	5	3.70	1.10	27
develop alternative ways to pay for tuition and fees; online.	336	1	5	3.64	1.14	26
have each student meet with a counselor to develop an Educational Plan.	361	1	5	3.63	1.30	13
post faculty office hours information on the Web.	358	1	5	3.63	1.23	32
ensure availability of counseling and advising.	355	1	5	3.61	1.20	13
publicize hours for students regarding open computer labs.	346	1	5	3.59	1.08	32
have a real person answer the phone in all departments.	363	1	5	3.58	1.29	6
develop a list of high school contacts for recruitment in high schools.	348	1	5	3.57	1.19	27
increase Child Care Center capacity.	342	1	5	3.57	1.20	28
develop more Transfer Guarantee Admission programs.	337	1	5	3.57	1.17	30
incorporate skills needed for the work world in course offerings.	352	1	5	3.56	1.13	12
offer more vocational classes to support the trades.	353	1	5	3.55	1.17	29
track students for persistence, completion, transfer, and success.	350	1	5	3.55	1.16	30
advertise Transfer Programs to new students.	344	1	5	3.54	1.14	30
provide information centers near parking areas and entrances.	353	1	5	3.53	1.19	31
encourage E-mail contact with students.	362	1	5	3.53	1.19	32
develop more ways to get information out to students..	340	1	5	3.53	1.05	32
find ways to respond quickly to business and industry.	348	1	5	3.52	1.16	19
maintain flexibility to try new learning strategies and give them a chance to succeed.	332	1	5	3.50	1.10	10
provide more money for scholarships.	358	1	5	3.49	1.14	
develop indicators of student success and publicize them.	346	1	5	3.49	1.14	
develop new ways to support financially strapped students.	355	1	5	3.48	1.11	
showcase departmental successes.	332	1	5	3.48	1.15	
increase articulation between feeder high schools and Palomar.	334	1	5	3.48	1.17	
make sure our outreach is all inclusive, not just high school.	340	1	5	3.47	1.16	
staff departments at all times, especially during the day to answer student questions.	350	1	5	3.47	1.15	
increase staffing for open computer labs.	330	1	5	3.46	1.14	
maintain CalWorks and Matriculation services.	340	1	5	3.46	1.26	



Question	N	Min	Max	Mean	SD	Category
improve tutor training.	325	1	5	3.46	1.12	
create a computerized assessment center.	334	1	5	3.45	1.21	
develop and support a mentoring program for "at risk" students.	366	1	5	3.45	1.14	
aggressively advise students into developmentally sequenced courses.	344	1	5	3.44	1.05	
expand early alert system to identify all students who are at risk.	349	1	5	3.44	1.14	
gather and advertise success stories of students using a variety of media.	347	1	5	3.44	1.15	
increase hours for counseling at Centers.	342	1	5	3.44	1.23	
create a flow chart to show students how to progress through the system.	351	1	5	3.43	1.19	
support the complete instructional program if Palomar offers it.	312	1	5	3.42	1.11	
develop a freshman or 1st-time-attende experience program.	371	1	5	3.41	1.21	
increase support for the tutoring program.	335	1	5	3.41	1.11	
increase student services for evening, Saturday, intersession, and summer classes.	341	1	5	3.40	1.21	
standardize student load terminology to fit financial aid regulations, i.e., full-time, part time, remedial, basic skills.	326	1	5	3.40	1.16	
tie class offerings to identified student goals.	331	1	5	3.37	1.17	
offer practical work preparation classes (how to get a job, be on time).	361	1	5	3.37	1.23	
offer more instructional support for students with disabilities.	339	1	5	3.37	1.08	
expand on-line course offerings.	353	1	5	3.36	1.24	
balance liberal arts studies and work force training offerings.	347	1	5	3.35	1.20	
have students make counseling appointments prior to PAR, during off season.	337	1	5	3.34	1.25	
mandated orientation for all students including information on services.	376	1	5	3.34	1.30	
provide more student services at Centers.	337	1	5	3.33	1.18	
encourage more hybrid classes (On-line combined with in-class).	344	1	5	3.33	1.20	
hold campus wide open house to highlight campus programs.	377	1	5	3.33	1.21	
publicize our student health care plan.	343	1	5	3.33	1.10	
develop a re-entering students program.	373	1	5	3.32	1.19	
pre-enroll students to match room size with numbers of students wanting course.	327	1	5	3.32	1.24	
create a Faculty assessable database of student retention and transfer information.	343	1	5	3.32	1.16	
create an architecture that will increase communication with faculty, students or services.	331	1	5	3.31	1.15	
increase faculty involvement for student support services.	326	1	5	3.30	1.15	
provide digital bulletin boards for student information.	332	1	5	3.30	1.13	
provide orientation for students for specific disciplines.	353	1	5	3.29	1.20	
improve math assessment.	317	1	5	3.29	1.17	
improve counselor-to-student ratio.	351	1	5	3.29	1.29	
tie basic skills to vocational goals.	328	1	5	3.28	1.16	
enhance Student Ambassador program to help other students during peak times.	332	1	5	3.27	1.12	
provide faculty mentors for students.	335	1	5	3.26	1.15	
require instruction for all students in How to Succeed in College.	381	1	5	3.26	1.31	
develop a more comprehensive health care plan that students can purchase.	336	1	5	3.25	1.24	
conduct an exit interview to give us feedback as to every student's college experience.	357	1	5	3.25	1.33	

Question	N	Min	Max	Mean	SD	Category
encourage students to be part of a larger community through extra-curricular activities.	353	1	5	3.23	1.20	
outreach beyond recruitment.	325	1	5	3.23	1.15	
increase departmental/instruction responsibility for retention/advising.	344	1	5	3.23	1.18	
bridge faculty involvement with outreach in K-12.	324	1	5	3.22	1.16	
Create a card with important phone numbers to give to students at orientation.	348	1	5	3.21	1.25	
develop assessment instruments to show how students are successful.	337	1	5	3.21	1.23	
assist students purchasing text books.	346	1	5	3.20	1.24	
provide more fulltime contract to work at the front desk in counseling.	329	1	5	3.14	1.25	
set up a Math, Engineering, Science Assistance (MESA) program at Palomar College.	300	1	5	3.13	1.22	
write more grants for supplementing outreach services.	326	1	5	3.10	1.17	
foster mentoring with alumni and new students.	343	1	5	3.09	1.18	
revisit the University Studies degree.	321	1	5	3.03	1.36	
set up financial aid for students who have gone over the limits.	326	1	5	3.02	1.27	
offer short term loans not based on income.	351	1	5	3.02	1.33	
provide cap-stone experience such as a portfolio for students to demonstrate their mastery of knowledge and skills.	315	1	5	3.02	1.25	
implement a follow-up process that includes calling students who do not return.	366	1	5	2.93	1.24	
set up an advisory committee for Student Success.	315	1	5	2.93	1.17	
provide an advisory committee for programs district wide.	304	1	5	2.92	1.17	
make more campus tours available.	331	1	5	2.91	1.16	
give students a CD with all college information when they register.	340	1	5	2.90	1.41	
do a computerized interest inventory that would go with our offerings as an outreach tool.	306	1	5	2.89	1.14	
advertise that Palomar is a Vanguard College.	338	1	5	2.89	1.38	
hire more bi-lingual support staff.	326	1	5	2.84	1.28	
offer Puente and Summer Bridge (block) program for students.	278	1	5	2.82	1.26	
provide 1st Friday session for special topics.	302	1	5	2.81	1.18	
develop a student Bill of Rights.	321	1	5	2.70	1.22	
provide Awards for students: reentry student of the year, transfer student of the year, etc.	332	1	5	2.63	1.31	
do not offer classes that meet only once a week.	342	1	5	1.76	1.15	

Student Success

410 1 5 3.34 0.75



## Goal 2

### Teaching and Learning Excellence

Means for Teaching and Learning Excellence ranged from 2.47 to 4.04. The logical cut-off was 3.43. Items with a mean greater than or equal to 3.43 were considered high-priority. Seven items were considered high-priority. These seven items could be subsumed under four discrete categories:

Curriculum Consistency (3 items)

Customer Service (2 items)

Counseling Continuity (1 item)

Degree Completion Within a Reasonable Time Frame (1 item)

**TEACHING AND LEARNING EXCELLENCE**  
**Strategic Planning Survey**  
**Mean Responses by Survey Question**  
**In Descending Order**

Question	N	Min	Max	Mean	SD	Category
treat students as adults.	385	1	5	4.04	1.12	6
stress the importance of providing and following accurate syllabus.	389	1	5	3.68	1.06	12
ensure consistent curriculum standards.	367	1	5	3.60	1.07	12
make degree completion possible in 4-5 semesters.	381	1	5	3.59	1.17	14
stress continuity in counseling.	362	1	5	3.57	1.16	13
treat students as customers.	379	1	5	3.53	1.41	6
teach Information competency across the curriculum.	354	1	5	3.43	1.13	12
assess the benefits of part time instructors on instruction.	367	1	5	3.34	1.16	
distribute meaningful research results.	344	1	5	3.33	1.17	
develop standard language for syllabi to deal with special needs, grades, student conduct, classroom policies and procedures	373	1	5	3.32	1.23	
offer more opportunities for exchange/discourse/collaboration between faculty members.	362	1	5	3.30	1.00	
solicit faculty input to define and fund exemplary teaching environments.	356	1	5	3.30	1.10	
create a Testing Center.	363	1	5	3.28	1.25	
develop accepted campus-wide standards of English usage and publish guide.	365	1	5	3.28	1.25	
create incentives for students to participate in student orientation.	364	1	5	3.27	1.21	
create faculty/counseling partnerships.	361	1	5	3.27	1.14	
publish Core skills in the catalog.	351	1	5	3.23	1.20	
develop and implement a comprehensive program to consistently and authentically assess student outcomes in the core skills and respond to the results.	347	1	5	3.23	1.20	
emphasize essay writing across the curriculum.	376	1	5	3.22	1.21	
publicize core skills to faculty.	350	1	5	3.19	1.13	
support innovative curriculum not tied to requirements of four-year institutions.	364	1	5	3.18	1.17	
establish stability in time of courses.	328	1	5	3.17	1.17	
require online instructors to take a certificate program in distance education methodology.	392	1	5	3.08	1.32	
encourage and support an increased number of learning communities.	357	1	5	3.08	1.21	
increase faculty participation in evaluation criteria used for placement.	338	1	5	3.07	1.12	
provide more resources for students to meet outside class.	360	1	5	3.05	1.18	
expand College Success classes.	345	1	5	3.05	1.18	
develop Entrance/Exit competencies.	349	1	5	3.03	1.24	
formalize faculty advisement.	351	1	5	3.03	1.11	
survey student engagement.	336	1	5	3.02	1.17	
have longer Friday hours at Admissions.	352	1	5	2.91	1.34	
define "scholarly discourse" and classroom participation.	339	1	5	2.90	1.16	

Question	N	Min	Max	Mean	SD	Category
convert to an IP phone system.	266	1	5	2.85	1.32	
never cancel classes that appear in schedule.	381	1	5	2.73	1.41	
continue First Friday meetings.	322	1	5	2.68	1.23	
develop and Expand Portfolio assessment projects.	308	1	5	2.66	1.15	
have master teachers visit all classrooms.	357	1	5	2.65	1.27	
offer more ESL classes.	354	1	5	2.64	1.20	
increase student input in curriculum decisions.	363	1	5	2.56	1.13	
discourage Scantron use in testing.	356	1	5	2.47	1.31	

Teaching and Learning Excellence 426 1 5 3.20 0.70

### Goal 3

#### Professional and Organizational Development

Means for Professional and Organizational development ranged from 2.21 to 4.14. The logical cut-off was determined to be 3.50. Items within this category greater than or equal to 3.50 were considered high-priority items. Twenty-four items were considered high-priority. There were 12 discrete categories under which these items tended to cluster.

Hiring Practices (1 item)  
Training (7 items)  
Committees (1 item)  
Teamwork (2 items)  
Employee Recognition and Appreciation (1 item)  
Customer Service (1 item)  
Full-time, Part-time Faculty Ratio (1 item)  
Awareness and Communication of Policies and Procedures (4 items)  
Safety and Security (1 item)  
New Learning Strategies (2 items)  
Grant Writing (1 item)  
Organizational Structure (2 items)

**Table 5**  
**PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT**  
**Strategic Planning Survey**  
**Mean Responses by Survey Question**  
**In Descending Order**

Question	N	Min	Max	Mean	SD	Category
create a more timely process for approval of new and replacement positions.	425	1	5	4.14	0.94	1
provide ongoing training for new and current staff.	436	1	5	4.07	0.98	2
follow-through on recommendations made in committees and provide feedback on the recommendations.	429	1	5	3.99	0.93	3
identify ways to remove competitiveness and promote inclusiveness, participation, and collaboration for all groups.	432	1	5	3.92	1.14	4
recognize, value, and celebrate our people across the board.	414	1	5	3.79	1.23	5
have a trainer available for one-on-one help with PeopleSoft and other software applications.	433	1	5	3.76	1.18	2
establish a customer service standard across the institution.	426	1	5	3.76	1.23	6
promote cross-functional teamwork.	419	1	5	3.74	1.12	4
achieve 75/25 ratio of full-time to part-time faculty	407	1	5	3.73	1.25	7
develop a user-friendly curriculum process.	410	1	5	3.71	1.06	10
post consistent policies and procedures available on the Internet for all functional areas.	431	1	5	3.68	1.14	8
define the district's organizational structure.	422	1	5	3.67	1.07	39
provide clear guidelines on how decisions are made (I.e. information used).	425	1	5	3.66	1.07	8
pursue grant opportunities that will provide professional development dollars.	409	1	5	3.65	1.12	11
address instructor safety and how to deal with problem students.	416	1	5	3.65	1.03	9
ensure that any new governance structure does not include more layers.	402	1	5	3.61	1.20	39
assist faculty with the integration of new learning techniques into the classroom.	415	1	5	3.60	1.05	10
educate staff about student services.	431	1	5	3.59	1.16	2
define and establish competencies for all employees.	426	1	5	3.58	1.20	2
use technology to facilitate "on demand" training.	416	1	5	3.55	1.07	2
provide management training.	418	1	5	3.53	1.21	2
establish policy and procedure handbooks for divisions and departments.	427	1	5	3.50	1.18	8
create a glossary of terms to go with documents so everyone understands on the same level.	439	1	5	3.50	1.15	8
use multi-media to facilitate training/learning.	423	1	5	3.50	1.11	2
have faculty define student outcomes.	387	1	5	3.45	1.18	
provide cross-training job opportunities.	423	1	5	3.43	1.16	
post meeting locations, times, and minutes on the Internet.	423	1	5	3.43	1.11	
develop a "thank you" campaign to recognize employees.	419	1	5	3.41	1.29	
establish a discussion board or similar resource for asking questions where responses from administration are timely and public.						
provide additional resources for attendance at conferences.	422	1	5	3.41	1.10	
establish a college-wide mentor system for new adjuncts.	410	1	5	3.39	1.20	
	417	1	5	3.34	1.15	

Question	N	Min	Max	Mean	SD	Category
work with other institutions to solve regional problems.	406	1	5	3.33	1.09	
evaluate the department chair structure.	410	1	5	3.33	1.26	
explore technology to ensure other district's locations can participate.	417	1	5	3.33	1.16	
define "faculty empowerment."	404	1	5	3.31	1.23	
link professional development activities to the teaching/learning goals for success.	394	1	5	3.20	1.13	
train faculty to the needs of ESL students.	411	1	5	3.16	1.23	
provide a workshop on "shared" governance – define, describe, discuss, and dialogue.	425	1	5	3.12	1.13	
establish a college hour that everyone can attend.	428	1	5	3.10	1.31	
define and teach cultural competence.	392	1	5	3.10	1.25	
bring back the Wellness Team for faculty and staff.	410	1	5	2.91	1.28	
prioritize commitment to professional development in the area of remedial education teaching.	387	1	5	2.91	1.10	
increase professional development library.	393	1	5	2.84	1.10	
establish an internship program for faculty for administrative positions.	408	1	5	2.73	1.15	
film committee meetings so others can understand discussion/decisions that were made.	416	1	5	2.21	1.15	
Professional and Organizational Development	455	1.333	5	3.48	0.62	

## Goal 4 Resource Management

The range of means for Resource Management items was from 2.62 to 4.12. Items greater than or equal to 3.43 were considered high-priority. Thirteen discrete categories could be identified from the 23 high-priority resource management items. They were:

- Budget, Departmental and Institutional (5 items)
- Community College Lobbying in Sacramento and D.C. (1 item)
- Technology (5 items)
- Training (1 item)
- Staffing (1 item)
- Business and Community Associations (2 items)
- Class Size Average (1 item)
- Classroom Assignment Allocation (2 items)
- Afternoon Courses (1 items)
- Curriculum Consistency (with community employment needs) (1 item)
- Course Offerings (more input from centers) (1 item)
- Course Scheduling (1 item)
- Grant Writer (1 item)



**Table 6**  
**RESOURCE MANAGEMENT**  
**Strategic Planning Survey**  
**Mean Responses by Survey Question**  
**In Descending Order**

Question	N	Min	Max	Mean	SD	Category
allow departments to roll budgets into the next fiscal year as an incentive for saving.	376	1	5	4.12	1.08	15
make budgets more transparent and easier to read.	380	1	5	4.09	1.06	15
lobby in Sacramento and Washington D.C. for community colleges (e.g. Funding, legislation, etc.)	372	1	5	3.98	1.06	16
plan for computer hardware and software replacement every three years.	374	1	5	3.88	1.14	17
provide more funding and staffing for training.	374	1	5	3.87	1.11	3
provide more facilities staff to get the job done.	390	1	5	3.82	1.16	18
explore innovative scheduling and semester length options to meet the needs of students.	369	1	5	3.76	1.16	25
increase business and community partnerships.	369	1	5	3.76	1.09	19
develop and standardize budget and procedures for replacing instructional equipment.	350	1	5	3.73	1.07	15
support innovation with new technology.	352	1	5	3.71	1.13	17
aggressively communicate with and utilize the business community.	372	1	5	3.70	1.12	19
allow departments to "class size average" by discipline/ course.	361	1	5	3.67	1.21	20
centralize facilities budgets for classroom standardization, maintenance and repairs.	335	1	5	3.66	1.13	15
implement District Technology Plan.	322	1	5	3.63	1.10	17
provide budget support for full services at all centers.	349	1	5	3.61	1.16	15
invest in technology for students with disabilities.	365	1	5	3.58	1.09	17
develop an efficient protocol for classroom assignment allocations.	340	1	5	3.53	1.19	21
offer more afternoon classes.	362	1	5	3.52	1.11	22
ensure that curriculum matches community employment needs.	368	1	5	3.52	1.18	12
create a full-time grant writer position with support staff.	367	1	5	3.50	1.30	11
solicit more input from centers in offering courses.	351	1	5	3.47	1.12	23
enhance distance education technology.	355	1	5	3.47	1.12	17
convert single discipline computer labs to multi-discipline computer labs.	357	1	5	3.43	1.35	21
connect district high schools using T-1 lines to Palomar databases and services (e.g., assessment, orientation, career center services).						
provide e-mail accounts for students and all staff.	338	1	5	3.37	1.23	
distribute indirect costs from grants to the programs that are providing services.	376	1	5	3.36	1.41	
increase accountability for the use of funds based on outcomes and services.	313	1	5	3.36	1.17	
agree on standardized technology platforms.	341	1	5	3.36	1.18	
employ "wireless" technology.	333	1	5	3.35	1.26	
develop a Handbook of policies and procedures for submitting, writing and managing grants.	337	1	5	3.34	1.24	
improve Palomar College main number menu.	353	1	5	3.33	1.18	
	359	1	5	3.32	1.24	



Question	N	Min	Max	Mean	SD	Category
increase student employment assistance.	348	1	5	3.29	1.08	
routinely evaluate and eliminate low-demand classes, programs and services.	372	1	5	3.28	1.25	
increase supervised tutoring to generate non-credit funding.	329	1	5	3.22	1.12	
tie departmental and district-wide funding to growth.	338	1	5	3.22	1.25	
create a Comprehensive Enrollment Management Plan.	329	1	5	3.15	1.17	
move toward a "paperless office".	362	1	5	3.13	1.36	
offer courses based on data /statistics.	341	1	5	3.11	1.18	
expand alumni outreach/fundraising.	346	1	5	3.08	1.17	
create a reward/incentive program for technology mentors.	335	1	5	3.07	1.16	
revisit the staff award program for money-saving ideas.	342	1	5	3.05	1.25	
do continuous external scans to assess how others view us.	345	1	5	3.05	1.19	
invite faculty and staff to provide fund raising information or referrals to the Foundation Office.	339	1	5	3.03	1.12	
develop a plan to make the faculty-to-classified ratio at centers proportional to the San Marcos campus.	340	1	5	3.03	1.25	
Invite all staff to fund raising events.	356	1	5	3.00	1.24	
apply only for grants that fit within the departmental or institutional strategic plan and that cover indirect costs.	330	1	5	2.99	1.28	
move toward "zero-based" budgeting.	262	1	5	2.86	1.27	
auction off naming buildings to corporations.	359	1	5	2.62	1.44	
Resource Management	423	1	5	3.49	0.69	

## Goal 5 Facilities

Means for this goal ranged from 2.24 to 4.22. Items that were greater than or equal to 3.52 were considered high-priority items. Thirty-eight facilities items were considered high-priority and tended to cluster under nine discrete categories.

- Campus Appearance (5 items)
- Parking (3 items)
- Space (10 items)
- Solicitation of Input from Employees (2 items)
- Safety and Security (8 items)
- Information Centers and Directories (4 items)
- Instruction Office Informed About Classroom Changes (1 item)
- Course Schedule Standardization (1 item)
- Building Maintenance and Infrastructure (4 items)

**Table 7**  
**FACILITIES**  
**Strategic Planning Survey**  
**Mean Responses by Survey Question**  
**In Descending Order**

Question	N	Min	Max	Mean	SD	Category
clean restrooms better.	381	1	5	4.22	1.04	33
increase parking for students, faculty, staff, and visitors at all locations, especially for students during registration periods.	386	1	5	4.18	1.05	34
create a long-term plan for new space.	364	1	5	4.16	0.98	35
solicit input from users when designing or re-designing buildings.	362	1	5	4.13	1.05	36
provide parking solutions for first few weeks of class.	385	1	5	4.11	1.12	34
provide better security for late-night classes.	376	1	5	4.06	1.10	9
post room numbers clearly inside and outside of every classroom – always in sight in case of emergency.	379	1	5	4.06	1.13	31
take advantage of land available (on campus and nearby).	359	1	5	4.04	1.00	35
provide physical directories throughout the campus like the “You are here” signs in the malls.	382	1	5	4.02	1.11	31
establish a comprehensive signage plan and numbering system for buildings and parking lots at all sites.	369	1	5	4.01	1.14	31
remodel and renovate buildings.	357	1	5	3.95	1.06	33
improve safety and security at all locations.	375	1	5	3.94	1.13	9
provide appropriate furniture for students and faculty/staff.	370	1	5	3.94	1.00	9
light up crosswalks on Comet Circle.	366	1	5	3.89	1.15	9
maintain the grounds.	369	1	5	3.89	1.10	33
provide consistent and appropriate climate in classrooms (HVAC).	358	1	5	3.84	1.06	38
make parking lot changes/plans a collegial process; require staff input re. parking lot changes/plans.	377	1	5	3.83	1.27	36
clean up and renumber the existing signage of rooms and buildings.	366	1	5	3.80	1.23	31
place functional phones or buttons for emergencies and immediate dispatch located strategically in parking lots and in every classroom.	374	1	5	3.79	1.23	9
provide faculty members appropriate office space.	362	1	5	3.77	1.15	35
keep Instruction office staff informed about change of classrooms.	350	1	5	3.77	1.11	37
improve appearance of campus.	371	1	5	3.76	1.22	33
conduct on-going inventory and institutional assessment of safety/security issues to ensure that all facilities are safe for students and staff.	359	1	5	3.73	1.11	9
add stories to existing buildings to create more room.	356	1	5	3.70	1.25	35
provide hot water in restrooms.	370	1	5	3.69	1.34	38
assess existing electrical power for all buildings.	330	1	5	3.68	1.17	38
explore shuttle solutions for distant parking lots for students and staff.	383	1	5	3.66	1.31	34
design or re-design classrooms needs to reflect a learning atmosphere.	358	1	5	3.61	1.16	35
trim hazardous plants that over-hang and creep over sidewalks.	353	1	5	3.59	1.23	9

Question	N	Min	Max	Mean	SD	Category
create a campus landscape plan and follow it.	346	1	5	3.58	1.21	33
make campus entrance less dangerous.	350	1	5	3.57	1.25	9
provide consistent access to office space for adjunct faculty.	356	1	5	3.57	1.19	35
require planning and implementation for appropriate facilities before hiring.	347	1	5	3.56	1.16	35
locate classes, instructor offices, and department offices for geographic continuity (close connection between class, faculty office, and dept. office).						
update "use of facilities" policy.	359	1	5	3.55	1.24	35
consider configuration of rooms relative to classes taught.	319	1	5	3.55	1.15	35
keep "temporary" Redwood City facilities better maintained in order to keep them intact.	352	1	5	3.54	1.13	35
develop a class schedule with uniform starting times/days for better classroom utilization.	341	1	5	3.54	1.20	38
make repairs to Dome gymnasium to provide better safety .	340	1	5	3.52	1.34	25
provide multi-purpose meeting rooms.	347	1	5	3.49	1.16	
increase amount of study space, especially at Escondido center.	353	1	5	3.48	1.18	
create standards, policies and procedures for classroom conversions.	330	1	5	3.48	1.17	
remove ragged-looking flags currently hanging from light posts.	338	1	5	3.47	1.13	
make computer classes more ergonomically correct.	354	1	5	3.47	1.38	
lower parking costs for students who elect to park further away.	350	1	5	3.46	1.16	
provide a fresh coat of paint for the entire campus.	367	1	5	3.46	1.38	
make every classroom a "smart" classroom.	354	1	5	3.45	1.38	
build a parking structure.	346	1	5	3.44	1.21	
develop and implement a plan to modify classroom space to make it flexible and open to innovative uses.	365	1	5	3.43	1.46	
use a universal design to provide ADA access for buildings, classes, and offices	337	1	5	3.42	1.14	
provide barrier to prevent baseballs from hitting cars on Mission Blvd .	333	1	5	3.35	1.18	
purchase land for parking such as by the gas station.	342	1	5	3.32	1.33	
have an expert environmental and safety person assess office space.	356	1	5	3.31	1.43	
develop a campus standard for paint color.	343	1	5	3.30	1.25	
lease portable rooms for all areas as a short-term solution.	351	1	5	3.30	1.41	
base design decisions on published guidelines.	343	1	5	3.21	1.29	
accommodate carts so there would be a way to get to buildings without going down the main sidewalk.	321	1	5	3.21	1.15	
improve staff lounges at all locations.	338	1	5	3.20	1.37	
create a bounty program for trash removal.	356	1	5	3.18	1.29	
establish a Poway center.	314	1	5	3.15	1.31	
students should be required to carry student I.D.s.	331	1	5	2.98	1.44	
make better use of office space by having faculty share offices.	352	1	5	2.95	1.50	
build a stadium for our football team.	354	1	5	2.92	1.50	
provide non-designated parking spaces.	365	1	5	2.55	1.51	
have staff accommodate student/visitor parking first 2 weeks of class by parking further away.	342	1	5	2.32	1.32	
	359	1	5	2.24	1.41	

Facilities

414 1.18 5 3.62 0.69

## Qualitative Analysis Categories Within Each Goal

<b>Student Success</b>	<b>Code</b>
1. Advertise Scholarships	24
2. Course Scheduling	25
3. Cashier Process	26
4. Communication with High Schools	27
5. Counseling	13
6. Child Care Center Capacity	28
7. Offer More Vocational Classes	29
8. Transfer Programs (advertise, track, develop more)	30
9. Information Centers and Directories	31
10. New Learning Strategies	10
11. Communication with Students (Internet, email, etc.)	32
12. Business and Community Associations	19
13. Customer Service	6
14. Curriculum Consistency	12

### **Teaching and Learning Excellence**

1. Curriculum Consistency (standards and information consistency)	12
2. Customer Service	6
3. Counseling Continuity	13
4. Degree Completion	14

### **Professional and Org. Development**

1. Hiring	1
2. Training	2
3. Committees	3
4. Teamwork	4
5. Employee Recognition and Appreciation	5
6. Customer Service	6
7. Full time, Part time Faculty Ratio	7
8. Awareness and Communication of Policies and Procedures	8
9. Safety and Security	9
10. New Learning Strategies	10
11. Grant Writing	11
12. Organizational Structure	39

### **Resource Management**

1. Budget, Departmental and Institutional	15
2. Community College Lobbying in Sacramento and D.C.	16
3. Technology	17
4. Training	3
5. Staffing	18

6. Business and Community Associations	19
7. Class Size Average	20
8. Classroom Assignment Allocation	21
9. Afternoon Courses	22
10. Curriculum Consistency (with community employment needs)	12
11. Course Offerings (more input from centers)	23
12. Course Scheduling	25
13. Grant Writer	11

#### **Facilities**

1. Campus Appearance	33
2. Parking	34
3. Space	35
4. Solicitation of Input From Employees	36
5. Safety and Security	9
6. Information Centers and Directories	31
7. Instruction Office Informed About Classroom Changes	37
8. Course Schedule Standardization	25
9. Building Maintenance and Infrastructure	38

# Palomar College

## Strategic Plan Framework

### Vision

### *Learning for Success*

### Mission

Palomar College is an educational leader committed to quality learning. We provide our community the knowledge, information, skills, and aesthetic appreciation necessary to live responsibly, effectively, and creatively in an interdependent and changing world.

### Values

Palomar College is a learning community dedicated to achieving student success and cultivating a love of learning. We strive to improve performance and outcomes based on evidence. To provide the highest quality learning and cultural experiences, we are guided by our core values of

- Achieving **excellence** in teaching, learning, and service;
- Fostering **integrity** as the foundation for all we do;
- Providing **access** to our programs and services;
- Ensuring **equity** and fair treatment in all policies, processes, and procedures;
- Celebrating **diversity** in people, philosophies, cultures, beliefs, programs, and learning environments;
- Supporting **inclusiveness** of individual and community viewpoints in collaborative decision-making processes;
- Promoting **mutual respect** and trust through open communication and actions;
- Supporting **innovation** to enhance and enrich learning environments and services.



# **Strategic Goals**

**To achieve the mission of quality learning, Palomar College will focus District efforts on these strategic goals:**

## **Student Success**

Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations.

## **Teaching and Learning Excellence**

Provide exemplary teaching and learning environments and experiences to meet student needs through relevant curricula, innovation, partnerships, technology, research, and evaluation.

## **Organizational and Professional Development**

Improve internal operations through effective communication and inclusive governance structures; strengthen and maintain professional development programs.

## **Resource Management**

Utilize existing human, physical, technological, and fiscal resources efficiently and effectively and increase external funding.

## **Facilities Improvement**

Enhance the aesthetic appearance, functionality, cleanliness, accessibility, and safety of current facilities, while effectively planning for future needs based on educational programs and services.



# SAMPLE

## Annual Implementation Plan

### November Status

<b>Objective/Activity</b> <i>Goal: Academic Excellence</i>		<b>Primary Person &amp; Other Involved: President, VP Instruction, VP Student Services, Professional Development Coordinator</b>	
6. Develop and fund a faculty orientation and mentor program.		<b>Assigned Groups: Academic Senate</b>	
<b>Estimated Cost:</b>	One Time	<b>Funding Source: General Fund, Staff Development</b>	
	Ongoing	<b>Time Line: June, 2001</b>	
Nov., 2000: Academic Senate and Office of Instruction are in the process of developing a New Faculty Orientation/Mentor Program.			

<b>Objective/Activity</b> <i>Goal: Academic Excellence</i>		<b>Primary Person &amp; Other Involved: VP Instruction, VP Administrative Services</b>	
8. Implement a centralized master schedule with procedures for all ongoing campus activities.		<b>Assigned Groups:</b>	
<b>Estimated Cost:</b>	One Time	<b>Funding Source: General Fund, TTIP</b>	
	Ongoing	<b>Time Line: June, 2001</b>	
Nov., 2000: Software has been purchased. Training scheduled for mid-Nov., testing afterwards. Estimate implementation May/June, 2001.			