

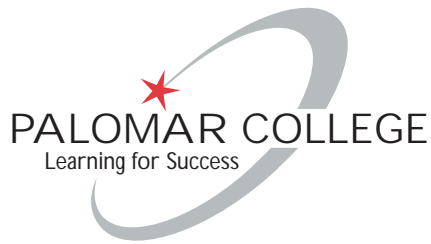
## STRATEGIC PLANNING COUNCIL AGENDA

MEETING TYPE:	<input checked="" type="checkbox"/>	Staff	Date:	9/17/02
	<input type="checkbox"/>	Product/Project	Starting Time:	2 p.m.
	<input type="checkbox"/>	Special	Ending Time:	4 p.m.
			Place:	SU-18

CHAIR: Sherrill Amador      MEMBERS: Barkley, Barton, Bishop, Cater, Davis, Dimmick, Dolan, Drinan, Engleman, Galli, Garlow, Gilson, Halttunen, Hoffmann, Lutz, Madrigal, Melena, Millet, Miyamoto, Owens, Patton, Smith, Weimer

RECORDER: Barbara Baldrige      GUESTS: Wallenius, Wilson

Order of Agenda Items	Desired Outcome	Resources Used	Time Allotted
<b>A. <u>MINUTES – SEPTEMBER 3, 2002</u></b>	Decision		5 min.
<b>B. <u>DISCUSSION ITEMS</u></b>			
1. Draft Accreditation Self-Study (Kelley Hudson-MacIsaac, Lori Waite)	Discussion	Handout	30 min.
2. Strategic Planning Web Access	Discussion		5 min.
3. 2000-01 Annual Institutional Review Report	Information/Discussion		30 min.
4. Child Care Center Fees	Discussion	Handout	10 min.
<b>C. <u>ACTION ITEMS</u></b>			
1. Second Reading: Board Policy 7120 – Recruitment and Selection (replaces former BP 174)	Discussion/Decision	Handout	10 min.
<b>D. <u>LEGISLATIVE ADVOCACY</u></b>			
1. Legislative Task Force	Discussion	Handout	15 min.
<b>E. <u>REPORTS OF CONSTITUENCIES</u></b>			15 min.
1. <b>Administrative Association</b> – Mollie Smith			
2. <b>Associated Student Government</b> – Sean Weimer			
3. <b>CCE/AFT</b> – Mike Dimmick			
4. <b>Faculty Senate</b> - Chris Barkley			
5. <b>PFF/AFT</b> – Mary Ann Drinan			
6. <b>Supervisory/Confidential Association</b> - Lee Hoffmann			
7. <b>The Faculty</b> – Nancy Galli			
<b>F. <u>OTHER ITEMS</u></b>			



## STRATEGIC PLANNING COUNCIL MINUTES

September 17, 2002

The regular meeting of the Palomar College Strategic Planning Council was held on Tuesday, September 17, 2002, in SU-18. The meeting was called to order at 2:02 p.m. by Dr. Sherrill L. Amador.

### Roll Call

Members Present: Amador, Barkley, Barton, Bishop, Cater, Dolan, Drinan, Engleman, Garlow, Halttunen, Hoffmann, Lutz, Madrigal, Melena, Miyamoto, Owens, Patton, Smith, Weimer

Members Absent: Davis, Dimmick, Galli, Gilson, Millet

Guests Present: Barbara Baldridge, Kelley Hudson-MacIsaac, Mike Rourke, Mark Vernoy, Lori Waite, Dale Wallenius, Darla Wilson, April Woods (for Nancy Galli)

### **A. Minutes**

MSC Cater, Bishop

The minutes of the meeting of September 3, 2002, were approved.

### **B. Discussion Items**

#### **1. Draft Accreditation Self-Study**

Lori Waite and Kelley Hudson-MacIsaac distributed copies of the second draft of the accreditation self-study report. (Exhibit B-1) Council members were asked to look through it and take it back to their constituent groups, paying particular attention to the planning sections. Standards 1, 3, 4, 5, and 10 have been revised. Standards 2, 6, 7, 8, and 9 are being revised currently and will be forthcoming electronically by the end of this week. Council members were asked to sunshine the document and communicate any comments to Ms. Waite or Ms. Hudson-MacIsaac directly instead of waiting for the next SPC meeting. By the October 1, SPC meeting, all comments should have been forwarded to them. Dr. Amador discussed the connection between accreditation and strategic planning from an institutional perspective. When you have a planning process on your campus, you have decided what you need to do institutionally. Theoretically, the plans that are in accreditation should have some similarity to some of the things that we discussed through the strategic planning process – and ours do. When the accreditation team comes, they are going to look at our planning process. That was one of the areas that had been a recommendation for Palomar on two previous accreditation visits. A good team is going to see that we have our strategic plan and will be looking for how it fits with the ten standards and lists of plans. There should be a mesh. It is very important that the accreditation committee members have done the analysis and that the SPC looks at those things and incorporates them into the Annual Implementation Plans and activities. At mid-point, we will have to do another report. We should be able to look at those plans in a grid format and be able to determine which items we have completed, which we are working on, and which we have decided we didn't need to do. Dr. Amador stressed that SPC members must look at the Accreditation Self-Study from the standpoint of a SPC member, not as an individual from one department, and whether or not it makes sense. If you find something that you question, you should say something about it right away, before it goes to print.

Diane Lutz commented that Lori Waite and Kelley Hudson-MacIsaac both put a great deal of time and effort into the preparation of this document. The group expressed its appreciation with a round of applause.



## 2. Strategic Planning Web Access

Michelle Barton discussed the ways to access the Annual Implementation Plan from the Palomar home page. The AIP is no longer password protected and is available from a link to "Strategic Planning Website" on the "About Palomar" page or from the index. For items that are password protected, employees should use their own log-on and password. Those who still experience difficulty were asked to call Ms. Barton's office, x2360 for assistance.

## 3. 2000-01 Annual Institutional Review Report

Mike Rourke presented the 2000-2001 Annual Institutional Review Report and distributed copies to those present. (Exhibit B-3) The Council discussed the Institutional Review Committee's recommendations, as well as the incorporation of institutional review into strategic planning. It was agreed that prioritization of recommendations from IRC should take place at the sub-council level (Instructional Planning, Student Services Planning, Administrative Services Planning, or Human Resource Services Planning).

It was also stressed that there must be communication back to the departments being reviewed, SPC, the sub-councils, and the IRC whenever decisions are made. The importance of validating the work of IRC because of the countless hours they spend in reviewing departmental reports and making recommendations was noted.

The key thing that an IRC should do is to set standard criteria for all departments, whether it be quantitative or qualitative. The same component should be examined for all similar departments. It should not be only the departments that are evaluated in a particular year, but it should be on an institutional level over time. The need to reallocate resources in certain instances was noted. Equipment dollars should be used in areas that will do the most for our students.

It was suggested that IRC's recommendations be sent to the appropriate sub-councils or committees for prioritization. It was agreed that there should also be a response back to the department as to whether or not the request will be funded. Originally IRC was set up to review 20% of the departments each year for five years and participation in the accreditation self-study during the sixth year. All of the data collected during the five years could then be included in the self-study and used in terms of how we would address the accreditation standards for institutional effectiveness. As this is the fourth year of operation for IRC, 80% of the departments will have been reviewed by the end of this year.

Dr. Rourke stated that the IRC has been primarily looking at whether or not the department has made an effort to plan, list goals, and provide measurable objectives for each goal. Lynda Halttunen suggested that it isn't fair for IRC to create standards; instead, we as an institution should decide what our standards are.

Dr. Amador summarized that we want to be certain that over the five-year period, every area has been examined using the same standard or criteria, so we could compare departments on individual items. Our goal is to bring everyone up to the same level, and getting money isn't always the answer to improving the level of a department. The importance of reporting back at every level was reiterated.

Dr. Amador requested that the IRC prepare the schematic to reflect the relationship to strategic planning. It is very important, from an institutional effectiveness point of view, to look at the standards and criteria that every department will be judged by. Each VP will take their piece of this IRC report back to their sub-council for review/action.

## 4. Child Care Center Fees

Mark Vernoy distributed copies of background materials (Exhibit B-4) regarding the request to eliminate the 10% sibling discount from the Child Care Center fees, effective November 1, and automatically adjust fees, full- and part-time, of non-subsidized children to match the state daily reimbursement rate received for subsidized children within 30 days from notification from the state. Dr. Vernoy emphasized that this change will affect only full-pay participants.

SPC members were asked to take this proposal to their groups for feedback prior to the next meeting. Comments are to be brought back to the next SPC meeting on October 1. Dr. Amador suggested that this item be placed on the agenda for the October 8 Governing Board meeting. If necessary, it could be removed from the agenda prior to the Board meeting.

**C. Action Items**

1. Second Reading: Board Policy 7120 – Recruitment and Selection (replaces former BP 174)

The Council members again reviewed the policy (Exhibit C-1). Several suggestions for revisions were made. Following lengthy discussion, it was MSC (Halttunen, Barkley) to sunshine the policy as follows:

BP 7120 - Recruitment and Selection (Replaces BP 174)

The Palomar Community College District recognizes that excellence in student learning and student success requires that faculty, staff, and administrators have a clear understanding of and commitment to the mission, vision, and values of the institution. Additionally, the District seeks to employ highly qualified faculty, staff, and administrators who are sensitive to and understand the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the student population in such a way that effective student learning results.

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria:

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with Board policies regarding the Faculty Senate's role in local decision-making. The Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on Academic and Professional Matters. Faculty hiring is an Academic and Professional Matter.

The criteria and procedures for hiring classified employees shall be established after affording the CCE/AFT an opportunity to participate under the Board's policies regarding local decision-making.

The criteria and procedures for hiring administrative and supervisory employees shall be established after affording the Administrative Association and the Supervisory/Confidential Association, as appropriate, an opportunity to participate under the Board's policies regarding local decision-making.

*Education Code Section 70902(d);*

*Education Code Section 87100 et seq.*

This item will appear on the agenda of the October 1 SPC meeting.

**D. Legislative Advocacy**

1. Legislative Advocacy Task Force

One of the annual implementation objectives that falls under Dr. Amador's purview is to improve advocacy efforts for the District at the local, state, and federal level. At present, we do not have a structure for a way to address those issues. Dr. Amador requested that an advisory task force be formed to define a permanent Legislative Advocacy Committee structure with role, products, and relationship. The emphasis of the committee's role will be on local, state, and federal legislation and budgets that have an impact on our District. (Exhibit D-1) Approval was granted for the task force to meet and bring back their recommendations by the end of October.

**E. Reports of Constituencies****1. Administrative Association**

Mollie Smith reported that the Administrative Association had its first meeting yesterday and is looking for a secretary.

**2. Associated Student Government**

Sean Weimer reported that the ASG had sponsored the 9/11 memorial ceremony, which was well done and well received by those who attended.

**3. CCE/AFT**

Brian Engleman reported that CCE has launched a new campaign to better serve its members. They have begun a program to institute building representatives and stewards into a structure that will be more capable of communicating with and better representing the classified staff. They are reviving the newsletter and have many more projects "in the wings."

**4. Faculty Senate**

Chris Barkley reported that the Faculty Senate had made its committee appointments at its last meeting. They are still working on the hiring procedures and have sent suggestions back to the Academic Standards and Practices Committee. The Senate recommended that we wait on making a decision to hire a new vice president for technology until after we see what kind of mid-year "hits" the College takes in terms of its budget. The Senate did not finish its agenda at that meeting but will continue at its next meeting. Last week, they held the new Senator orientation. Ms. Barkley thanked those who participated.

**5. PFF/AFT**

Mary Ann Drinan reported that she and Mary Millet will be attending meetings over the weekend as delegates to the state consultative council. They are going to attend the CFT meeting afterward.

**6. Supervisory/Confidential Association**

Lee Hoffmann reported that the Supervisory/Confidential Association has separated from the Administrative Association and has a good secretary. The first organizational meeting will be held on Wednesday, September 18.

**6. The Faculty**

In the absence of Nancy Galli, April Woods reported that The Faculty is still working on the Constitution revisions. Another meeting will be scheduled soon. The "big" topic is the hiring policy and the concern of some faculty about the dean's presence at the first-level interviews.

**F. OTHER ITEMS**

Dr. Amador announced that lapel pins with the logo and Palomar College on them are available from the Advancement Office.

There being no further business, the meeting was adjourned at 4:07 p.m.

## **ORGANIZATION OF THE SELF-STUDY**

Palomar College began planning for the accreditation self-study in the spring of 2001, when the co-chairs were appointed. The co-chairs were selected to represent the three employee groups: the Faculty, the Administrative Association and the CCE-AFT (Council of Classified Employees/American Federation of Teachers).

During this time, the district was also active in the selection process of a new Superintendent/President. The co-chairs met with the new Superintendent/ President in August 2001 and developed the self-study timeline prior to the commencement of the Fall 2001 semester. At the Fall 2001 Convocation, the co-chairs requested volunteers from all employee groups to chair and staff the various subcommittees, which were then successfully balanced including student representation

The co-chairs invited all participants to a Self-study Kick-Off meeting early October. Participants viewed the Accreditation self-study training video produced by the Accreditations Commission. Co-chairs had the opportunity to meet with their committee members to begin to organize their work.

The co-chairs, subcommittee chairs and the Director of Institutional Research and Planning attended a workshop given by Darlene Pacheco from the Accreditations Commission in mid-October, 2001. Accreditation information packets distributed were passed out to all committee chairs. This training proved to be beneficial as participants were able to begin their work shortly after.

Prior to the creation of the subcommittees, Palomar College had just completed two comprehensive surveys: Noel-Levitz Student Satisfaction Survey (Spring 2001) and the Institutional Faculty and Staff Priorities Survey (Fall 2001). Additionally, each subcommittee had the opportunity to draft other survey questions as needed. The Institutional Research and Planning Office reviewed the questions and administered a web-based survey to all faculty and staff. The surveys were due by December 12, 2001. Once the results were tabulated by the Institutional Research and Planning Office, they were sent to the subcommittees.

In order to keep committee meetings to a minimum and enhance the currency of information, a SharePoint web site was established to allow the subcommittees to share various documents, drafts of their section of the self-study report and hold online discussions. An Accreditation web page was also developed to keep the college community informed of the accreditation process.

In January 2002 an accreditation secretary was hired and an Accreditation Office was established. This addition provided supplementary resources and support for the subcommittee chairs and members.

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The co-chairs met regularly with the committee chairs to assess progress, identify problems, and provide additional assistance. In December 2001, each subcommittee chair submitted the drafts of the description section. The co-chairs reviewed, edited, and met with each subcommittee to provide comments and suggestions for self-study modifications.

On April 15, 2002, the official first draft of the accreditation self-study was completed. The accreditation study was posted on the Accreditation web page for the initial “sunshining” review on May 13, 2002. Copies of this draft were distributed to the Governing Board members, the Superintendent/President, Vice Presidents, representatives of each of the employee groups, including the Associated Student Government.

During the Summer 2002, the co-chairs continued to edit the standard sections, formulated other sections of the accreditation self-study and finalize the draft for additional campus “sunshining” Fall 2002.

Campus “sunshining” review of the revised document continued at the Fall 2002 Convocation with breakout sessions dedicated to the self-study document and was facilitated by each of the co-chairs. All employee groups were requested to provide input, evaluate facts and provide objections or additions.

The following timeline and committee lists provide additional information about the self-study process and participants.

## ACCREDITATION SELF-STUDY TIMELINE

<i>Aug. 2001</i>	Co-chairs selected by their constituent groups.
<i>Aug. 27 – Oct. 5</i>	The Co-chairs select Subcommittee Chairs and members.
<i>Oct. 9</i>	Kick-off meeting.
<i>Oct. 19</i>	Accreditation liaison officer and Co-chairs attend accreditation self-study workshop. Begin planning for work to be done in the fall.
<i>Week of Oct. 22</i>	All subcommittees choose work strategy. Draft questions if interested in survey. Subdivide work. Identify support material needed. Begin collecting support materials.
<i>Week of Nov. 12</i>	Review support materials. Distribute student and staff surveys.
<i>Week of Dec. 10</i>	Subcommittees begin writing report.
<i>Dec. 12</i>	Student and staff surveys due.
<i>Week of Jan. 7, 2002</i>	Subcommittees tabulate survey results.
<i>Jan. 7 – March 8</i>	Continue writing report.
<i>March 8</i>	Subcommittees finish preliminary draft of their portion of report.
<i>March 11 - March 28</i>	Co-chairs review preliminary reports and send feedback to Subcommittee Chairs.
<i>April 12</i>	Deadline to submit report incorporating feedback to Co-chairs.
<i>April 29 – May 3</i>	Co-chairs review document.
<i>May 6 – May 17</i>	“Sunshine” report. Solicit responses from all staff.
<i>May 14</i>	Board Meeting 7:00 pm

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<i>May 17</i>	Responses due from staff.
<i>May 20 -24</i>	Co-chairs consider responses and suggest necessary changes.
<i>May 27 - June</i>	Co-chairs meet with Subcommittee Chairs to review report with changes.
<i>June – Aug.</i>	Materials collected and compiled. 2 <sup>nd</sup> draft completed.
<i>Aug.</i>	Forums held at Convocation.
<i>Week of Sept. 9</i>	2 <sup>nd</sup> draft submitted to Governing Board and “sunshined” again.
<i>Sept. 27</i>	Responses due from staff.
<i>Week of Sept. 30</i>	Review comments/corrections. Make necessary changes.
<i>Week of Dec. 2</i>	Submit final report to President’s Office for inclusion on Governing Board agenda. Obtain certification signatures.
<i>Dec 10</i>	Governing Board approves report.
<i>Dec</i>	Submit report to printer. (Following approval)
<i>Week of Jan. 13, 2003</i>	Mail report to Accrediting Commission.
<i>Week of March 4 – 6</i>	Accreditation Team Visit

## **Committee Membership List**

### **Standard One: Institutional Mission**

**Chairperson:** Margie Adcock

Bill Jahnel  
Pat Worrett  
Chris Urner  
Jay Schultz  
Angie Cerda  
Lisa Telson  
Patty Dixon  
Leo Melena

Graphics Communication  
History  
Nursing  
Community Services  
Art  
ETV/CCCSAT  
Student Support  
American Indian Studies  
ASG

### **Standard Two: Institutional Integrity**

**Chairperson:** Barb Kelber

Bill Bedford  
Pat Schwerdtfeger  
Judy Carter  
Laura Gropen  
Pam Webb  
Bruce Bishop  
Steve White  
Leo Melena

English  
Physics & Engineering  
Community Learning Res  
Library  
ETV/CCCSAT  
Health Services  
Student Affairs  
Athletics  
ASG

### **Standard Three: Institutional Effectiveness**

**Chairperson:** Kathryn Garlow

Molie Smith  
Michelle Tarmasco  
Dalia Lopez  
Jerry Patton  
Gene Jackson  
Sue Doran  
Eamon Kavanagh

ESL  
Voc Programs  
ETV/CCCSAT  
HR  
Admin Services  
Arts & Languages  
Fiscal Services  
ASG

### **Standard Four: Educational Programs**

**Chairperson:** Judy Fish

Judy Eberhardt  
Loren Lee  
Diane Veach  
Jennifer Paris  
Marlene DeLeon  
Becky Stephens  
Mary Dawson  
John Panish

ROP  
Counseling  
Econ  
Instruction  
Library  
ETV  
Math  
Business Services  
English



Jason Terry  
Larry Roberts  
Michael Arquello  
John Woods

ASG  
Public Safety  
AT  
Athletics

**Standard Five: Student Support**

**Chairperson:** Katherine Gannett  
Carol Naddi  
Cheryl Ashour  
Eloisa Castro  
Wilma Owens  
Tom Medel  
Robert Jones  
Carla Medina

Library  
EOP&S  
Student Services  
HR  
Voc Tech  
Mt Carmel/Poway Centers  
Math  
ASG

**Standard Six: Info and Learning Resources**

**Chairperson:** Terry Canela  
Sherry Goldsmith  
Shawna Hearn  
Mike Rourke  
Lynda Halttunen  
Carla Thomson  
Connie Terry

Professional Development  
DSP&S  
HR  
MHNS  
Matriculation  
Reading  
ASG

**Standard Seven: Faculty and Staff**

**Chairperson:** Lori Waite  
Jay Miller  
Suzanna Grenz  
Wendy Nelson  
Joe Madrigal  
Max Cregar  
Carol Lowther  
Calvin One Deer  
Mary Ann Drinan

DSP&S  
IT  
History  
Communication  
Student Services  
Art  
ESL  
Gear Up  
Econ/Hist/Poli Sci

**Standard Eight: Physical Resources**

**Chairperson:** Terry Gray  
Herman Lee  
Sandra Andre  
Chris Norcross  
Jo Ann Giese  
Sue Mayfield  
Phil Cerda  
Jane Mills  
Helen Johnson

Academic Technology  
Admissions & Records  
FCS&IT  
AT  
Administrative Services  
Health Services  
ETV/cccsat  
DSPS  
HR Services

Carla Medina

ASG

**Standard Nine: Financial Resources**

**Chairperson:** Judy Dolan

Pam Kohlbry

Dennis Martinek

Martin Mason

Charles Mawson

Mark Vomoy

George Mozes

Cassie Lopez

Business

Nursing

Coop Ed/Business

Physics & Engineering

ETV

Human Arts & Sciences

Library/ETV

ASG

**Standard Ten: Governance/Administration**

**Chairperson:** Norma Bean

Chris Barkley

Sherilynn Hargraves

Jack Miyamoto

Tony Lynds

John Aegerter

Becky McClusky

Sherry Urban

Escondido Center

English

ETV/CCCSAT

HR

Athletics

Athletics

Escondido Center

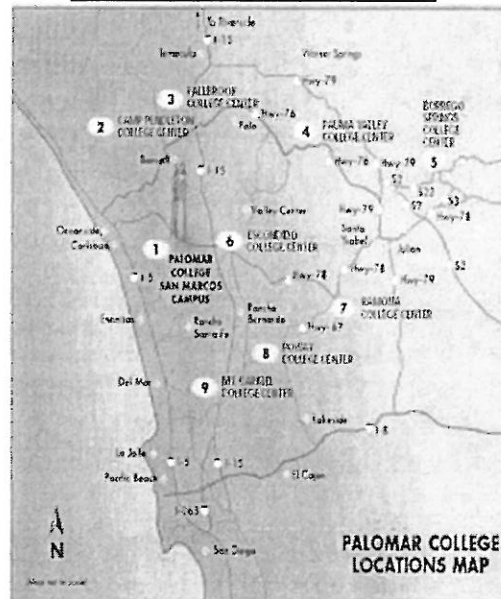
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## BACKGROUND AND DEMOGRAPHICS

### Overview of Palomar College

Palomar College is a public two-year community college. Founded in 1946, it is one of 108 colleges in the California Community Colleges system. The main Palomar campus is located at 1140 W. Mission Road, San Marcos, CA 92069-1487, approximately 30 miles north of San Diego. This 200-acre campus and its eight major education centers serve a district covering 2,555 square miles. The eight regional college centers are located in Escondido, Rancho Penasquitos, Poway, Fallbrook, Ramona, Pauma Valley, Borrego Springs and on Camp Pendleton. The Escondido Center is located on 8 acres owned by the District. The other centers operate from rented facilities. Palomar enrolls approximately 30,000 full-time and part-time students. Students may choose from 170 associate degree and certificate programs, complete the first two years of a bachelor's degree, and enjoy personal enrichment classes for lifelong learning.

**Palomar College Locations**



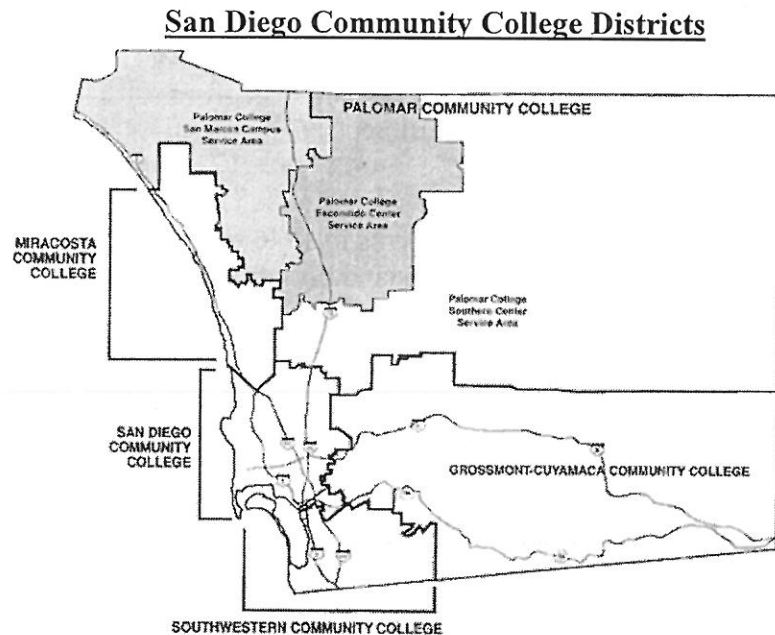
### History of the College

The Palomar Community College District was established in 1945 by the voters of Escondido, Fallbrook, and Vista. In September 1946, the first classes were held on the Vista High School campus. Four years later, classes were held for the first time on the present San Marcos site. Initial campus facilities consisted of 7 military surplus buildings. Today, this campus includes 59 undeveloped acres and 141 developed acres. It has 55 facilities that house 82 classrooms and 86 class labs, a modern library, theatre, gymnasium and offices for administrative staff and full-time faculty. The campus also includes an art gallery, a dance studio, a planetarium, a green house, the Child Care Center, the Student Bookstore, the Student Union, the Wellness/Fitness Center, and

athletic facilities for swimming, tennis, handball, baseball, track, football, soccer, wrestling and softball. The San Marcos campus also features an arboretum.

The Escondido Education Center, a large, full-service facility, opened in Spring 1990. This facility, originally leased was purchased in 1995. The Escondido Center has 34 classrooms, 6 class labs, a library, a student lounge, a faculty workroom, a mail/duplication center, Admissions and Records space, a bookstore, counseling, a Child Care Facility and offices for faculty and staff.

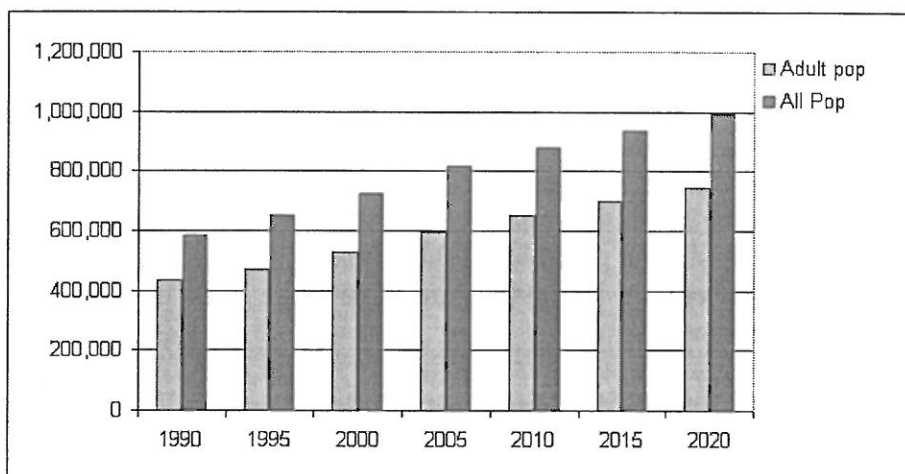
What began as a community college serving three nearby communities has greatly expanded to include the northern half of the county (except a coastal strip), some 2,500 square miles with an estimated 2001 population of 744,587. The District stretches from Rancho Penasquitos in the south, to Orange and Riverside Counties in the north, and to Imperial County in the east. The map below shows the Community College Districts in San Diego County. Review of the map shows the wide area covered by Palomar Community College District.



### **Population Growth in the District**

Palomar faces the challenge of serving a large and growing population. North San Diego County continues to be the fastest growing area within San Diego County. The City of San Marcos, growing 38% from 1990 to 2000, is the fastest growing city in the county. The figure below shows the summed population estimates and forecasts from the San Diego Association of Governments (SANDAG) for zip codes within Palomar's service area.

**SANDAG\* Totaled Population Estimates and Forecasts for  
Zip codes within the Palomar College Service Areas**

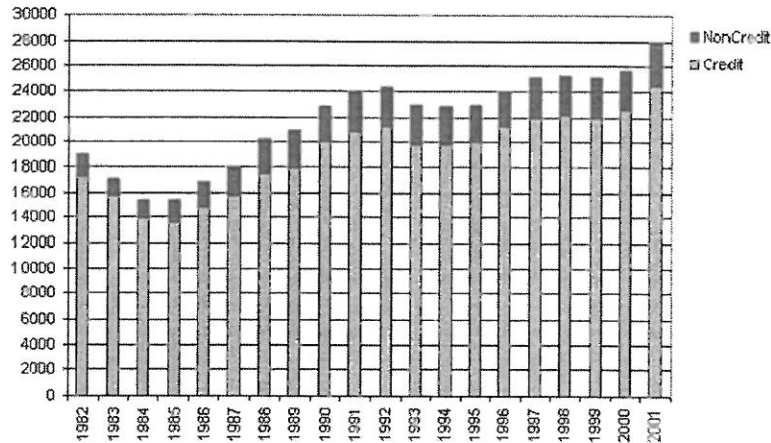


\*SANDAG = San Diego Association of Governments

**Enrollment History**

Palomar's enrollment has grown from 198 students in 1946 to more than 30,000 in Fall of 2001. Palomar College grew steadily and substantially until 1970. From 1970 to 1975, the College experienced a period of explosive growth as enrollment more than doubled, increasing from 6,000 to 14,500 students. The 1976 to 1982 period was one of moderate growth to a peak of 19,020 at the 1982 Fall first census. Then, like many other colleges in the State, Palomar experienced several years of enrollment decline. Significant enrollment growth resumed again in 1986, increasing from 16,827 to a peak of 24,335 in 1992. Enrollment remained fairly constant from 1993 to 1995, then grew steadily for the next few years reaching an all time high in Fall 2001.

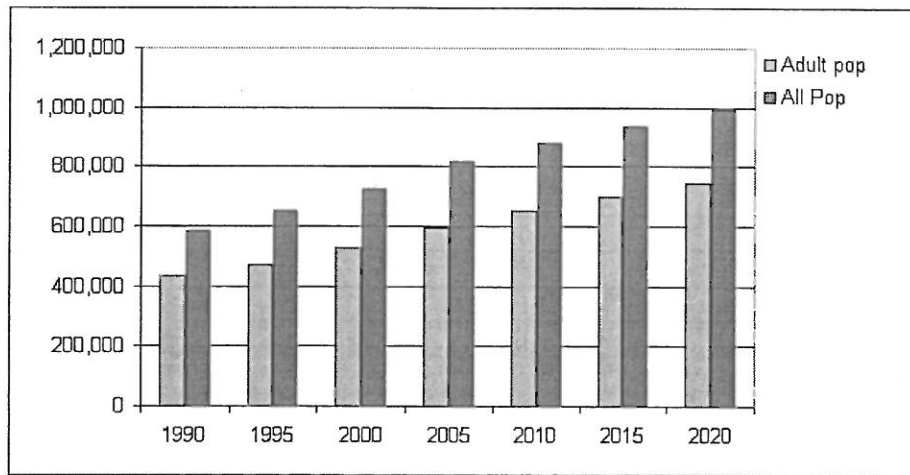
**First Census Headcount by Credit/Non-Credit  
Fall 1982 to Fall 2001**



Source: Palomar College Fact Book

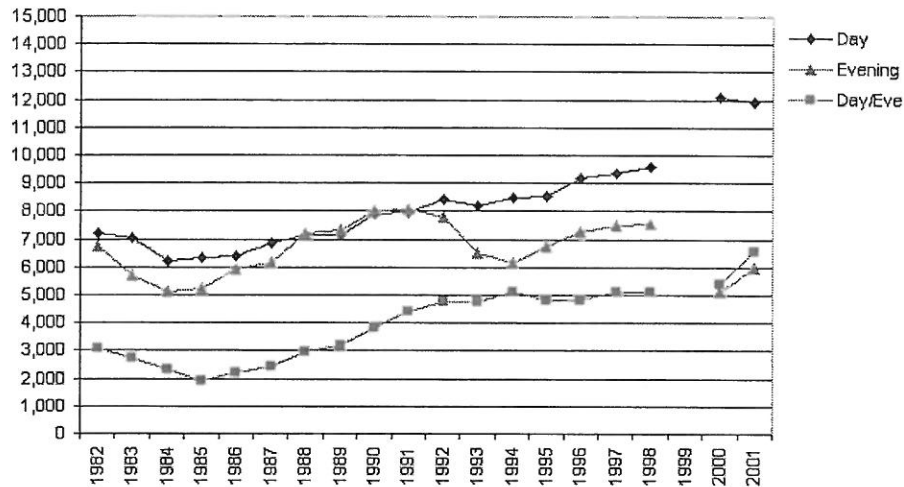
Enrollments have grown proportionately in both credit and noncredit classes. English as a Second Language (ESL) continues to account for the greatest portion of growth in noncredit classes. The majority of Palomar students attend classes on a part time basis. Approximately 25 percent of the registered students at Palomar are full-time students.

**First Census Percentage Distribution by Full-time/Part-time Fall 1982 to Fall 2001**



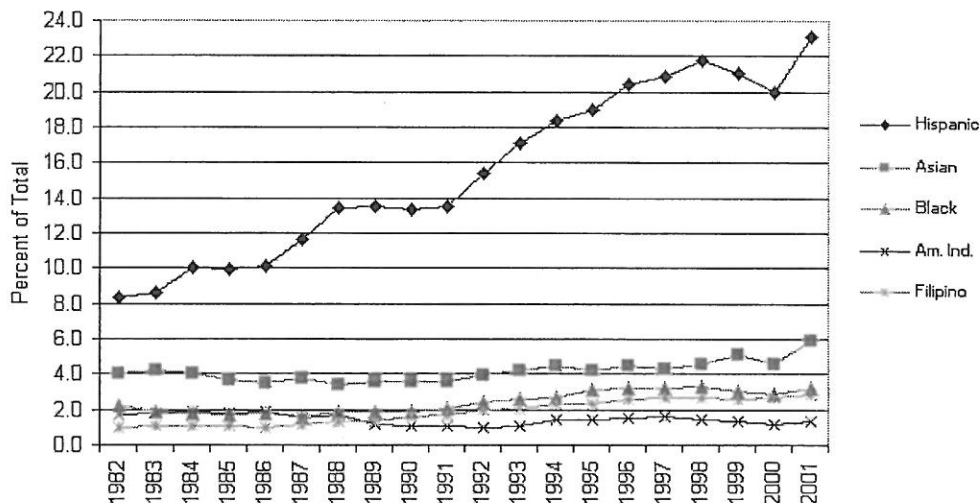
Forty-nine percent of Palomar students attend day only classes. Twenty-seven percent attend evening only and 24 percent attend both day and evening classes.

**First Census Headcount Distribution of Students of Credit by Day/Evening  
Fall 1982 to Fall 2001**



Palomar students reflect the diversity of the surrounding community. For example, the percent of student population that are of Hispanic origin has increased from 19% in 1995 to over 23% in 2001. This increase is due to the increase in the Hispanic population in North San Diego County. A robust International Student Program contributes to the diversity at Palomar College. Three hundred thirteen foreign students representing fifty-two countries add their experiences and cultures to the richness of Palomar's diversity.

**First Census Percentage Distribution of Minority Students by Ethnicity  
Fall 1982 to Fall 2001**

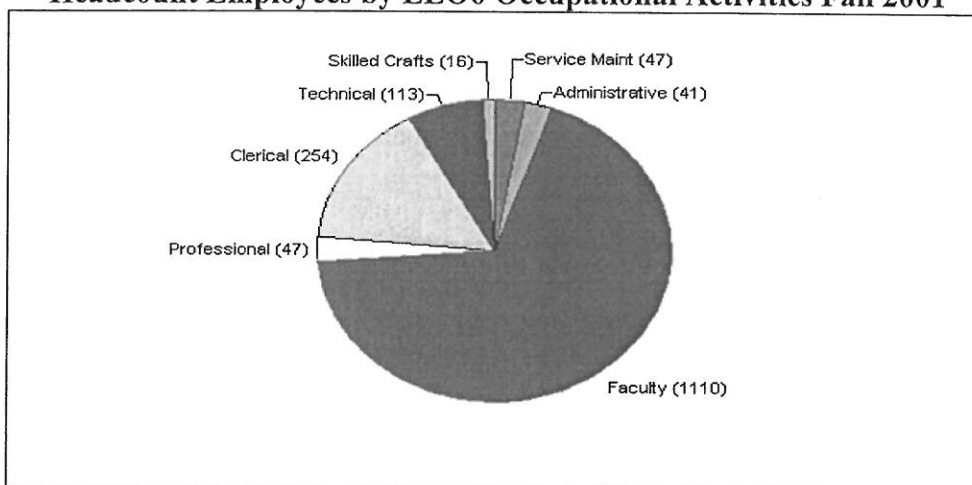


Source Palomar College FactBook

Staff

In Fall 2001, Palomar College employed 1,628 full- and part-time employees. There are 303 full-time faculty, 807 part-time faculty, 41 administrators, 43 professional, non-faculty, and 349 clerical, technical, skilled and service employees. Palomar has actively hired replacement and new faculty: 16 hired for 2000-2001, 30 hired for 2001-2002 and 11 for 2002-2003.

**Headcount Employees by EEO6 Occupational Activities Fall 2001**





## **Abstracts**

### **Standard One: Institutional Mission**

The 1991 mission statement has been the guiding force behind all programs and services at Palomar College and reflects the recognition of the community's need for lower division and vocational training to assist our students in achieving their goals and becoming responsible citizens. Commitment to excellence in education has been achieved at Palomar College through five interrelated themes: empowerment, learning, evaluation, discovery and growth. This commitment to student learning has resulted in Palomar being selected as one of twelve Vanguard Colleges by the *League for Innovation*.

In the Fall of 2001, the new Superintendent/President convened the Strategic Planning Task Force with one of the goals to develop a new mission/vision statement and identify values of the college. The new mission statement, developed in Fall 2001 and approved by the Governing Board in January 2002, will drive the goals, objectives and budget development process at Palomar and will be reviewed every three years.

All college departments and programs develop a three-year plan with goals and objectives directly related to the mission statement and the Institutional Review Committee will evaluate each department's progress in meeting the goals of the new strategic plan.

### **Standard Two: Institutional Integrity**

Palomar College strives to maintain clarity, consistency, and accuracy in its representation. The Marketing Office, Public Information Office, Instruction Office, and Academic Technology Group produce both printed and electronic material for the public. Catalog and class schedule production oversight is well-coordinated; however, an area of concern is that due to the sheer number of individual departments and programs producing publications, there is little "district" oversight.

Palomar's hiring process and evaluation process reflects the commitment to academic freedom and the integrity of the teaching and learning process. This expectation of professional expertise bolsters the college's confidence in faculty and other district staff's ability to present data objectively to students, distinguishing between personal convictions and proven conclusions.

Palomar promotes and embraces equity and diversity as reflected through policies and procedures regarding non-discrimination, sexual harassment and equal opportunity. Palomar recognizes and appreciates the individual distinctions of its faculty, staff and students. The District's new mission/vision statement incorporates integrity, equity and diversity as part of its core values.

### **Standard Three: Institutional Effectiveness**

The Office of Institutional Research and Planning provides quantitative information to departments and programs to aid in the development of their three-year plans and during institutional review. While extensive information is available, it is not apparent that it is being utilized by a majority of departments in a consistent, integrated manner. Historically the confidence in the accuracy of the data in the past has been questioned; however, the new Director has made this concern a top priority. The new Strategic Planning Council, with its reporting structure, will help ensure the successful integration of research and data into the planning and evaluation process college-wide.

### **Standard Four: Educational Programs**

To meet the diverse needs of its student population, Palomar offers 114 in Associate Arts degrees, 99 Certificates of Achievement and 38 Certificates of Proficiency. The College employs a variety of instructional delivery systems, including lecture/laboratory classes, telecourses and online instruction. Courses are offered in a variety of scheduling options: weekdays/weekends; full semester/short-term/late-start; open entry/open exit; days/nights; weekdays/weekends. Approximately 3,117 course sections are offered each semester by 40 different departments.

The Curriculum Committee, under the leadership of the Instruction Office and the Faculty Senate, reviews, critiques and approves courses, programs, certificates and degrees to ensure compliance with instructional criteria and standards, including those required by industry and/or external accrediting bodies, as well as sound educational philosophies. Individual courses required for a degree or certificate are subject to periodic review by the discipline and the Curriculum Committee.

The Course Outline of Record (COR) is the official document identifying course content and objectives. Based on skills identified by the Assessment Learning Project (ALP), the Educational Master Planning Committee (EMPC) adopted a set of core skills to be integrated across the curriculum. The Curriculum Committee is currently working on a plan requiring the integration of core skills in all CORs submitted.

### **Standard Five: Student Support and Development**

Palomar College educational programs and student services support opportunities which promote student success in a diverse learning environment. Palomar's support services provide and address needs of the students at various stages of their academic development. The success of the variety of support services is evidenced by student accomplishments in the 2000-2001 year: 1032 AA degrees, 447 Certificates of Achievement, 57 Certificates of Proficiency, 162 students transferred to UC campuses, and 362 transfers to CSU campuses.

Access to support services has greatly improved since the last accreditation visit. The

college has expanded its use of technology to assist the eight educational centers, specifically with admissions, tutoring, counseling and financial aid. Counselors and Financial Aid specialists are now assigned full time to some of the educational centers with significant student populations, such as Escondido and Camp Pendleton.

The availability of student support services and accessing them is published in the *Palomar College Class Schedule*, *Palomar College Catalog*, and the *Palomar Student Guide*. The college's website offers the same information, along with a virtual tour of the campus. Staff also disseminates the information through various recruitment efforts such as the STARS program and parent orientations.

### **Standard Six: Information and Learning Resources**

Palomar College is committed to keeping abreast of information resources and technology. The Library Media Center (Library) constantly strives to maintain its reputation as one of the largest libraries providing a wide range of high technology services to the citizens of North San Diego County and supports all areas of instruction. The Library has a collection of 125,000 volumes, but has had difficulty in keeping their collection current in compliance with American Library Association standards due to budget constraints. The Library's access to resources has increased due to affiliations with North County High Education Alliance, San Diego and Imperial Counties, and Community Learning Resource Collaboration.

The Library's branch at the Escondido Center, with 7,000 volumes, seeks to provide the same level of services as at the main library located on the San Marcos campus. Providing comprehensive services at all college educational centers continues to be a challenge.

The Academic Technology Group (ATG) created in 1998 has played a critical role in offering and promoting access to information through the use of technology. ATG supports two computer labs that serve 7,000 students and over 300 faculty and staff, most significantly the assistance offered faculty in developing course-related computer applications for online classes and distance education courses.

The Technology Planning Task Force, created in 1996, produces the District technology Master Plan which recommends information technology policy, procedures, training, acquisition and implementation.

### **Standard Seven: Faculty and Staff**

Palomar College's faculty and staff are well qualified to support its educational programs and services. Surveys conducted indicate that students are satisfied with the currency and knowledge faculty have in their fields, quality of instruction received, and the overall instructional effectiveness of the College. The hiring processes at the College emphasize professional knowledge and ability, as well as a sensitivity to and understanding of the

diversity of a Community College. All degrees possessed by full-time faculty and administrative staff are listed in the current *Palomar College Catalog*. All degrees are from accredited institutions.

Evaluation practices and policies at Palomar are designed to reflect the responsibilities of the three major employee groups: classified staff, administration, and faculty. The Tenure and Evaluation Board (TERB), in consultation with the Faculty Senate and coordination with the Palomar Faculty Federation (PFF) determine Standards of Performance for Faculty; these are benchmarks that primarily measure teaching effectiveness, but also address institutional service. There is some concern about a lack of an appeals process should issues arise during the tenure or periodic peer review process. Additionally, faculty are concerned that there is no process for faculty evaluation or input regarding the performance ratings of deans and executive administration. Classified staff and administrative association leaders express a need for evaluations training for supervisors so that all may more effectively and appropriately evaluate personnel.

The district has shown its commitment to all employees by the establishment and support of a Professional Development Office. This office supports self-designed activities, workshops, seminars, mini-conferences, innovative projects, teacher exchanges, study circles, training and retraining activities, orientations, video/teleconferences and teaching resources.

Palomar College faculty was unionized in December 2000; the Union and the District are continuing negotiations for the initial contract.

#### **Standard Eight: Physical Resources**

Since the last accreditation visit in 1996, Palomar College has undertaken numerous capital improvement projects to maintain and enhance existing campus buildings and instruction space. The Facilities Operations Report details the state-scheduled maintenance program for Palomar College. These capital improvements have been made under a District "Facilities Capital Improvement" program administered through a shared governance process.

In the 2000-2005 Five Year Construction Plan, construction projects have been planned and are at some point in the State or District funding queues. The High Technology laboratory/classroom building, new Student Union, and Instructional Complex Renovation are planned building priorities.

Palomar College successfully completed a two-year, \$10 million infrastructure replacement project at the San Marcos campus in 2000. Infrastructure needs for the next 20 years will be easily met.

Palomar continues to make progress in the area of management, maintenance and operations of its current physical facilities both at the main San Marcos campus and

education centers. Established maintenance procedures, scheduling, and work request orders provide efficiency and timeliness of task completion that facilitates effective communication on campus.

### **Standard Nine: Financial Resources**

Financial planning and resource allocation at Palomar College links the budget development process to strategic planning. The annual budget development process is carefully planned and coordinated district-wide, to insure the College's continued resource efficiency. The Resource Allocation Committee establishes the guideline for the preparation of the district's unrestricted budget.

Annual and long-range financial planning at Palomar College has been conservative. Current financial information is available to every manager through PeopleSoft. The Board of Trustees receives monthly and quarterly financial reports. The District's financial records (including those of the Palomar College Foundation, the President's Associates, Food Services and internal control processes) are audited annually by an independent certified public accountant. An audit report presented at the December 12, 2001 Board Meeting, and unanimously accepted, concluded that the District's financial statements are fairly presented and follow generally accepted accounting principles.

The District maintains a general fund for responding to emergencies or unforeseen occurrences.

### **Standard Ten: Governance and Administration**

The Governing Board, consisting of five public members and one student member, is the final authority for governance in the district. The Board establishes broad institutional policies, approves the purposes of the institution, and responsibly manages available fiscal resources. The Board has held its monthly meetings at various education centers of the college to increase its broad base of public interest.

The Governing Board delegates authority to the superintendent/president, Dr. Sherrill L. Amador, who came to the district as Palomar's chief executive officer in July 2001. Dr. Amador has initiated a Strategic Planning Task Force to streamline the college's planning success, which also resulted in a new mission, vision, and value statement. Linking budgeting to strategic planning historically has been difficult due to the college's vague and unspecific plans.

In theory, the Governance Process at Palomar is inclusive and comprehensive; in practice, it is unwieldy and time-consuming and does not produce consistent, coherent plans. Group decision-making results in complaints about perceived lack of representation, particularly by adjunct faculty, and the time commitment required for committee representation. Committees are seen to lack clear goals and "special interest" groups are perceived to dominate policy formation. Problems noted are lack of

communication, lack of understanding, insufficient feedback, imbalance of representation of some committees, and the inordinate number of committees and the excess time involved to get things done.

The Faculty Senate formulates policy on academic and professional matters and makes recommendations to the Governing Board. To aid in this endeavor, the Senate has set up the Curriculum Committee.



## STANDARD ONE: INSTITUTIONAL MISSION

*The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.*

*1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.*

### **Description:**

Palomar College is guided by a Mission Statement (1.1) that was adopted by the Governing Board in February 1991. It states that the College is to provide the best lower division collegiate education and the best academic preparation for the world of work available anywhere. Palomar College seeks to achieve this purpose through five interrelated themes that define its commitment to excellence in education: empowerment, learning, evaluation, discovery, and growth.

### **Analysis:**

The parameters of empowerment, learning, evaluation, discovery, and growth were well represented in practice evidenced from the data examined. The ideology of empowerment translates into extremely strong student services in the form of financial aid, tutoring, health and counseling services for a diverse student population.

The learning paradigm is expressly shown through the range and diversity of courses and learning opportunities offered throughout District. Strong vocational and academic coursework are coupled with career and transfer center counseling in order not only to offer a powerful educational experience but to guide students into valuable work or academic experiences beyond their Palomar College career.

Palomar College demands rigorous evaluative exercises of its faculty, students, and procedures. Courses offered by Palomar College must have a course outline of record that explains both the content and the methods of student evaluation. All examinations, assignments, and activities at Palomar College should reflect academic rigor by requiring critical thinking on the part of the student (1.2). Along with these expectations of student excellence, the college engages in a thorough faculty peer and tenure review process, which includes requirements to college service, professional development, and student and peer evaluation (1.3).

Discovery is achieved at Palomar through its Vanguard Learning College paradigm. New and unique courses are offered in various fields, including such diverse offerings as the cutting-edge computer science course CSIS 240: Video Game Programming to being the only campus in the state of California to offer a Native American language course in AIS 197: Beginning Luiseno (1.4).

Growth has been a fundamental part of Palomar College's strategy. Current trends of growth include expansion of course offerings along with availability of additional classes offered at nine locations throughout the North County area. Development of numerous online courses to serve students and community outreach designed to attract high school students to a college education such as the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) are evidence of the institution's mission (1.5). The census count on September 12, 2001, showed a total student enrollment of 28,268, a 9.6 % increase over the fall 2000 census. Credit headcount was measured at 24,905, a 9.7% increase over the previous year's total.

The mission statement examined for this study had important and crucial goals fulfilled by Palomar College. As noted by the Vice-President of Finance and Administrative Services, there was failure in the process of master planning to fulfill our mission. The mission statement also suffered from stating some goals that were not measurable, for example "We evaluate the relevant skills and knowledge of all of our students" and emphasizing some goals that were best stated as values "We will never confuse growth in revenue or enrollment with growth in quality" (1.6).

**Plan:**

The governing board will review and approve a proposed new mission statement developed by the Strategic Planning Task Force.

*1.2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.*

**Description:**

The mission statement of Palomar College is "to provide the best lower division collegiate education and best academic preparation for the world of work" (1.7). It recognizes our community's need for lower division and vocational training so our students can achieve their goals and become responsible citizens.

**Analysis:**

The college has made a determined and sustained effort to serve its diverse constituents and communities. Recognizing the need to provide access to learning opportunities and the support that is necessary for success in a district covering 2,555 square miles, Palomar has established eight college education centers to cover this vast area and serves students through the use of online and Educational TV courses.

With consideration for its vast constituency, the college provides instruction in several modes: credit, noncredit, and not-for-credit fee-based classes. In addition, it offers Regional Occupation Programs (ROP), Cal Works, Work Site Education and Training, Apprenticeship Programs, Cooperative Education, and Community Services Seminars.



The Internship Program offers students and the business community dynamic partnership opportunities.

Palomar's Community Education (CNED) classes fulfill the mandate to California's Community Colleges to provide noncredit courses to individuals who do not wish to obtain college credit or simply have an interest in lifelong learning.

The San Marcos campus and education centers provide English as a Second Language, Citizenship, and Adult Basic Education classes for students. In Fall 2001, 312 international students from 52 countries attended Palomar College (1.8). The English Language Institute housed on college campus is home to Japanese students who attend Palomar each year. Thousands of older adult students along with young middle school and high school students attend the community orchestra, band, and choral classes. Spanning decades in age differences, cultures, and nationalities, these students combine with the traditional credit students to enhance, invigorate, and define what it means to be a community college.

**Plan:**

New mission statement adopted February 2002.

***1.3. Institutional planning and decision making are guided by the mission statement.***

**Description:**

All college departments and work units produce a three-year plan in which goals and objectives are directly related to the mission statement. The IRC reviews departments' self-studies and reports to the Educational Master Planning Committee (EMPC) for action or any proposed changes to department programs. Since Palomar College has had no new money from growth for several years, the only new money it would allocate came from the State Performance for Excellence (PFE) program. To distribute available PFE funds the college developed a PFE Task Force to review the department or individual plans of those requesting funding and to recommend the allocation of the PFE budget, for example the allocation of funds to hire new faculty and staff. President's Advisory Council (PAC) advises the President on policy and educational and service issues; however, it does not make budget decisions.

**Analysis:**

The institutional planning and decision making process needed reform. Since most new funds at Palomar College are generated through PFE or growth, recommendations to fund projects were made by PFE task force or the Budget Development Committee instead of through a research based, master planning process. Although the PFE was a shared governance committee and carefully reviewed proposals, members of the PFE committee did not have the advantage of basing funding decisions on a college wide, researched

based study of departmental needs or the outcomes of the IRC. The EMPC approved all college departments planning and the PFE committee recommendations for funding of approved projects.

The Accreditation Self-Study Survey asked Faculty and Staff to respond on a 1-8 scale (strongly disagree to strongly agree) to the following item: “ The College Mission statement drives our long term and strategic planning at Palomar College.” Faculty generally agreed with the statement (mean= 5.06, N= 296) (1.9).

**Plan:**

The Strategic Planning Council will facilitate a shared governance process encouraging participation by students, employees, community members and the governing board.

The college will achieve its mission, goals and objectives by linking the budget development process to strategic planning and research.

***1.4. The institution evaluates and revises its mission statement on a regular basis.***

**Description:**

Palomar College had not reviewed its mission statement for ten years. In the fall of 2001 the new Palomar College Superintendent/President formed a 75- member Strategic Planning Task Force. The Task Force was comprised of members of the Palomar College community representing students, governance committee members, faculty, classified staff, administrative association, senior and executive administrators, community members, and the faculty senate.

**Analysis:**

The Strategic Planning Task Force established five goals:

Develop a Palomar College mission statement, vision statement and statement of college values; Based on external and internal student, staff, and community surveys and assessments of the economics, population, and education, business and non-profit needs of the surrounding community, to determine the most important and viable college goals for the next three years; to plan and implement a Spring Professional Development Day for all interested staff, students and community to participate in determining the most important activities to support the college mission, values, vision and goals; develop a structure for an ongoing Strategic Planning Council to recommend budget and policy decisions based on planning to best meet the needs of potential and present Palomar College students; based on the goals of the Strategic Planning Task Force, the new mission statement will drive the goals, objectives and budget development process at Palomar College. The new process currently being developed is used by the majority of colleges and universities in the US, and it allows input by students, employees,

community members and the governing board. It allows the college to achieve its mission, goals and objectives and require the budget development process to fund those initiatives to assure us that we will indeed achieve them (1.10).

The Strategic Planning Council, will be comprised of eight (8) administrators, five (5) Faculty Senate members, two (2) Co-Presidents of the Palomar Faculty Federation, two (2) Administrative Association Officers, the faculty Professional Development Coordinator, three (3) CCE officers and two (2) ASG officers. This council will work towards achieving the following goals:

- a. As an advisory council, implement the new Strategic Planning process.
- b. Link the Strategic Planning process annually to budget and policy decision-making.
- c. Finalize a three-year strategic plan based on the college mission, values, goals and annual activities.
- d. Evaluate the strategic planning process and provide recommendations.

**Plan:**

The mission statement and planning process will be implemented for the academic year 2002-2003, and will be reviewed every three years.

**Documentation Reference:**

- |       |   |
|-------|---|
| A.1-1 | Mission Statement, Governing Board Approved   |
| A.1-2 | Faculty Manual, Sections 300.2-300.3  |
| A.1-3 | Faculty Manual, Sections 167, 173; Tenure Evaluation Master Binder, inclusive                     |
| A.1-4 | Class Schedule, Spring 2000, Pages 12, 31   |
| A.1-5 | GEAR-UP report  |
| A.1-6 | Email interview, Jerry Patton, Vice President, Finance & Administrative Services, Palomar College |
| A.2-1 | Mission Statement, Governing Board Approved   |
| A.2-2 | Email interview Yasue O'Neill, International Student Advisor/Coordinator, International Education |
| A.3-1 | Results of Standard One question on Accreditation Self-Study Survey                               |
| A.4-1 | Strategic Planning document   |

## STANDARD TWO: INSTITUTIONAL INTEGRITY

*The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.*

*2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.*

### **Description:**

Palomar College maintains clarity, consistency, and accuracy in representing itself to its constituencies, especially to prospective students. The Palomar College marketing office publishes the schedule of classes each semester and summer session, and a commitment to clarity and accuracy is primary in this production (2.1-1).

The Instruction Office produces the Palomar College Catalog, which includes all of the information recommended in the accreditation standard, items (a) through (e). The college-wide Curriculum Committee, co-chaired by a faculty representative and the Vice President of Instruction, carefully monitors the details of curriculum development, revision, and review (2.1-2).

The Public Information Office (2.1-3) prepares a quarterly, eight-page newsletter called "Insight" and mails it to more than 10,000 members of the general public [2.1-4]. Each issue contains an editorial from the superintendent/president and several articles describing the quality of programs, events, and achievements of college students, faculty, and staff members. In addition, the Public Information Office produces the "Campus Communique" at least monthly and "Two Minutes of News for Students" each week via e-mail during the fall and spring semesters (2.1-5). Faculty and staff are encouraged to pass this information along to students and the public. The Public Information Office also oversees press releases, the entrance marquee, connections to the chambers of commerce in the district, photographic services for all publications, and the Speakers' Bureau to ensure that qualified persons represent Palomar in public and media statements (2.1-6).

The Academic Technology department oversees the accuracy, consistency, and design of the college web site, <http://www.palomar.edu> and other sub-webs at that URL (2.1-7). Many departments maintain their own web sites. The logical organization of the site, along with constant maintenance by the Academic Technology staff, ensures that information is easy to access for students, staff and faculty alike. Academic Technology also manages all the technical aspects of the distance learning system. In addition, information from various departments (marketing, public information, performing arts, student services) can be mounted on the College Home Page, usually in the nature of advertising or promotion of a Palomar program or activity. The dynamic content of the page reflects heavy investment in technology and enables the Academic Technology staff to maintain current, ever-changing information.

**Analysis:**

Catalog and class-schedule production and oversight are good, but in the area of broader issues of publication and representation, there are two areas which clearly pose some concern.

The Director of Marketing, working with several offices and departments, including the Public Information office, seeks a more consistent “look” for all the publications that bear the college insignia and represent the college to the community and to prospective and current students. Currently, the sheer size of the college and the number of production sites for publications make consistency a challenge (2.1-8).

The Academic Technology department faces the challenge of balancing the desire to let departments and individuals control their web sites, on the one hand, with the need for currency, accuracy, and consistency on the other (2.1-8).

**Plan:**

The District, in conjunction with the Marketing Office, will develop a style manual to be used in the development of all Palomar College publications.

*2.2 The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.*

**Description:**

Palomar College has a clearly stated board policy regarding academic freedom. Academic freedom has been defined in the policy as “vital” and as a “primary force in the achievement of the aims and objectives of the institution” (BP 2.0). The institutional commitment to academic freedom extends to faculty and students. The Faculty Senate’s Constitution assigns to the Academic Standards and Practices Committee the task of

reviewing yearly the “standards and practices in relationship to . . . academic freedom, and recommend changes in existing policies and standards.” The board policy on professional ethics defines the ethical obligations that are assumed by all academic employees. The following policies define the commitment to academic freedom and to fostering the integrity of the teaching and learning process:

BP 2.0	Academic Freedom
BP 4.1	Political Activities on Campus
BP 300	Instructions: Academic Freedom
BP 300.1	Statement on Professional Ethics
BP 305	Academic Integrity Code of Conduct
BP 173	Personnel/General/Evaluation

**Analysis:**

The college community is clearly committed to academic freedom and to fostering the integrity of the teaching and learning process. The commitment is defined in board policy. The commitment to academic freedom is also to be found in the faculty evaluation process and in the statement on academic integrity and political activities on campus. If necessary, the Academic Standards and Practices Committee may review annually the commitment to academic freedom.

At the present time the faculty and the district are negotiating a collective bargaining agreement. There has been some discussion suggesting that the district does not support academic freedom. Since there is no contract, the accreditation committee can only judge the college by the existing policies and procedures.

**Plan:**

The District will continue to support academic freedom with supportive governing board policies.

***2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.***

**Description:**

The Palomar Community College District works diligently to ensure fairness and objectivity in the presentation of data and conclusions to students and others. The hiring process reinforces the expectation of professional expertise, and this bolsters the college’s confidence in faculty, administrators and other staff members’ ability to meet these requirements. These expectations are clearly articulated in Course Outlines of Record, and the Peer Evaluation process formally oversees compliance. The Constitution of the



Faculty of Palomar College addresses these requirements in its Preamble; student evaluations of faculty address this standard specifically in item #13 (2.3- ).

Finally, the Governing Board addresses these expectations in several policies:

- 1.3 – Ethics and Expectations
- 2.0 – Academic Freedom
- 3.04 – Formal Communication of Matters of Institution-Wide Policy
- 4.1 – Political Activities on Campus
- 435 – Speakers (68-2363)
- 440 – Student and Visitor Symbolic Expression
- 4.5 – Academic and professional matters
- 173 – Evaluation

**Analysis:**

Documents produced by Palomar College and mentioned above address policy related to issues of fairness and objectivity both implicitly and explicitly. The Faculty Senate President notes the explicit articulations of the policy in student evaluations of faculty (2.3- ). The Noel-Levitz survey confirms students' sense of confidence in the instruction they are receiving in Palomar College classrooms (2.3- ), and the web-based survey conducted in March makes it clear that faculty believe they are complying with the demands of this standard.

**Plan:**

Faculty and other college staff will consistently maintain the ideals of this standard, and will seek ways to reinforce the college staff, generally, of the necessity of these demands.

***2.4 Institutions which strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.***

**Description:**

Palomar College does not seek to instill specific beliefs or worldviews in its students, nor are specific beliefs or worldviews required of District employees. The Governing Board has adopted specific policies regarding drug and alcohol use which appear in a variety of campus publications. Additional guidelines regarding faculty, staff, and student conduct are published in the College Catalog, Faculty Handbook, Classified Handbook, and Student Handbook and are discussed during student orientations. These codes are also referenced in the Class Schedule. New employees receive this information as part of their orientation process. The following policies deal with these issues:

BP 102	Sexual Harassment
BP 103	Sexual Assault
BP 105	Smoking
BP 108	Drug Free Workshop
BP 109	Drugs and Alcohol
BP 110	Controlled Substance and Alcohol Testing
BP 111	Dealing with Threats or Acts of Violence

**Analysis:**

According to the Director of Student Affairs ( ), policies relating to district employee behavior are clear and appear in a wide variety of employee publications. The Student Code of Conduct is referenced but does not appear in the Class Schedule. None of these policies appear on the College's web site.

**Plan:**

The Student Code of Conduct should be clearly referenced on the College's web site as well as in other publications where students regularly go to get information.

The Director of Student Affairs will work with Academic Team and Marketing to make the Student Code of Conduct available in College publications and on the College web site.

*2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.*

**Description:**

Palomar College clearly articulates its expectations for this standard in a number of forums. The faculty has adopted the "Statement of Professional Ethics" developed by the American Association of University Professors and supported by the California Academic Senate. The statement is printed in the Faculty Manual and reads in part; "Community college faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it, they practice intellectual honesty."

The expectations for students are addressed within the "Palomar College Student Code of Conduct, Statement on Academic Integrity." This statement contains five principles as developed by the Center for Academic Integrity at Duke University and adopted by the governing board of Palomar College: Honesty, Trust, Fairness, Respect, Responsibility.

The college publishes or refers to these principles in the class schedule, *Student Guidebook*, the code of conduct, and the course catalog. Additionally, the statement is



distributed to all faculty at the beginning of the academic year and it can be accessed on the college web page.

The issue of academic honesty and sanctions for violations are further addressed within the "Palomar College Academic Integrity Code of Conduct" published in the *Faculty Manual*, and the college catalog.

**Analysis:**

Palomar College does provide clear expectations to faculty and students regarding academic honesty. While the sanctions for violations are clearly articulated for students, they are not specified for faculty, allowing for the implication that cases of violation on the part of faculty would have to be considered on a case-by-case basis. Faculty, both full-time and adjunct, should be notified of the policies regarding student conduct each semester.

Issues of honesty and accountability with relation to distance learning will have to be confronted if and when they occur, as that program continues to grow; in addition, issues regarding intellectual property and faculty rights in relation to on-line materials should be resolved as soon as possible to avoid exploitation.

**Plan:**

The District will better utilize the Internet to make policies and information accessible to faculty and staff.

***2.6: The Institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

**Description:**

Palomar College promotes and embraces equity and diversity. *The College Catalog*, the *Student Guidebook*, the *Schedule of Classes*, the *Faculty Manual*, and the *Governing Board Policies and Administrative Procedure Manual* all reflect policies and procedures regarding non-discrimination, sexual harassment, and equal opportunity (2.6.1).

The Palomar College vision statement is incorporated in the Student Equity Plan which is a "work in progress" that provides a foundation to meet future diversity issues. The Associated Student Government endorses the College's Student Equity Plan stating that the, "Primary mission of Palomar College is to educate diverse citizens through the endeavors of teaching creative activity, and service. The highest quality education including not only academic knowledge, but the skills and values necessary for success and productive citizenship in a complex and changing world" Board Policy addresses the issue of student equity by directing the Student Equity Committee to prepare the Student

Equity Plan, to monitor the District's progress toward meeting its student equity goals, and to keep the District's Student Equity Plan up to date.

The ASG/Inter-Club Council is made up of representatives from every club and organization on campus. Campus clubs and associations such as the American Sign Language Club, the Gay/Straight Alliance, the International Club and the Muslim Students Association, reflect a diverse student population. Student activities recognize the college community by celebrating the varied cultures represented on campus. Celebrating and/or promoting awareness through events such as Black History Month, Mexico's Independence Day, Day of the Dead, Aids Awareness, and Woman's History Month help promote acceptance and understanding between students and employees. After the September 11 tragedy, Dr. Sam Hamond was a guest speaker on Islam. In 1997, to help promote diversity awareness and acceptance among students, the College added a Multicultural Component in its graduation requirement. Palomar College will host its second annual Student SpeakOut Forum on March 3, 2002. The topic of this year's forum is, "Our community's attitudes towards sexual orientation and gender diversity."

The College is committed to staff diversity and the principles of equal opportunity for all students. It is the practice of the College to maintain its integrity by treating all students and staff fairly regardless of gender, race, color, religion, age, marital status, national origin, or disability. Palomar's Vision of Diversity statement was adopted in the Mid 80's. It emphasizes that Palomar College employees learn and work in an environment that encourages and incorporates a cross cultural perspective into the curriculum, programs and services of the college at all levels. In compliance with Proposition 209, the practice of Affirmative Action is no longer a part of the hiring process, but the District will continue to seek employees who are sensitive to and who value diversity. DSP&S, EOP&S, TRIO, Gear-Up, Financial Aid, Health Services, Tutoring, and Counseling are all programs that support student learning, retention, and success.

Human Resources offers yearly workshops on Sexual Harassment for management and the Faculty and Staff Diversity Committee offers 1 – 2 programs a year on culture and ethnicities.

**Analysis:**

Palomar College recognizes and appreciates the benefits of a diverse campus community and values the individual distinctions of its staff and students. An example of the college's commitment to cultural awareness among students is shown through the required multicultural courses. Its commitment and sensitivity to issues of diversity and equity are made evident in nearly all aspects of the college, and are well referenced in the college's policies and procedures.

Palomar College maintains its integrity by treating all students and staff fairly regardless of gender, race, color, religion, age, marital status, national origin, or disability. The

Palomar College Equity Plan supports the college's goal to promote student learning and success by developing programs that provide students with opportunities that encourage empowerment, learning, evaluation, discovery and growth.

This year the Strategic Planning Committee has the monumental task of updating Palomar College's Vision, Mission, and Value Statements. In support of the college's newly adopted Vision statement, *Learning for Success*, integrity, equity, and diversity are all addressed as values of the college. In results recorded in the Survey for Institutional Self-Study, Appendix C-1, faculty and staff strongly agree that the College as an institution demonstrates an appropriate understanding of and concern for issues of equity and diversity through its policies and practices.

One area which poses some concern regards to the multicultural course requirement, not in its intent, but in how "specific" of a course it is, students expressing confusion over what courses meet the requirement, and some departments struggling with requiring too many units for the AA degree (2.6.6).

**Plan:**

The District will continue to support existing policies and revise where necessary.

The District will address problems that have arisen for students and departments in meeting the Multicultural requirement and will make changes as deemed necessary.

***2.7 The institution demonstrates honesty and integrity in its athletic programs.***

**Description:**

Palomar College maintains honesty and integrity in its athletics program. The California Athletic Constitution and Bylaws operate under the assumption that institutional self-compliance is essential to the achievement of the educational goals of the intercollegiate athletic programs. The Vice President of Student Services, working with the Director of Athletics, ensures that Palomar College complies with the letter and the spirit of the athletic code. The Director of Athletics established a position of Athletic Academic Counselor responsible for developing Student Education Plans for all student athletes to ensure their continued eligibility under Commission on Athletics (C.O.A.) rules and to assist student athletes in the completion of their academic goals through sound educational planning. Coaches receive regular training on C.O.A. rules, State Athletic Constitution standards and pertinent Board Policies.

In an effort to address the intent of Title IX, the College has worked aggressively to add women's sports programs, specifically women's water polo and women's cross country. These sports programs have had a positive impact on total number of women participating in women's sports programs.

**Analysis:**

Palomar College Athletics programs clearly benefit from the efforts of administration, faculty, and staff to maintain both academic and individual integrity through the application of the C.O.A. constitution. Applicable areas would include consideration of values, decorum, and eligibility relating to student athletes. Counseling programs and support services continue to assist student-athletes in all of these areas.

**Plan:**

Palomar College will continue to support the Athletics programs in seeking better retention of student-athletes. In order to move toward that general goal, efforts will be aimed at encouraging higher GPAs, providing more guidance with regard to course choices and maintaining greater focus on degree completion, certification, and/or transfer. The Athletics program will engage in a pilot project whereby instructors will be asked to assess the progress of student athletes in their classes, early and/or midway through the semester, with the intent of giving both the student and the Athletics program an “early alert” of potential failure and a consequent loss of eligibility.

*2.8 The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.*

**Description:**

Palomar Community College realizes the value of accreditation both for the credibility it formalizes and for the benefits accrued by the process of self-evaluation and subsequent change. The organization of participants in the accreditation self-study has been focused, from the beginning, on honest compliance with all accreditation requirements. The oversight committee consists of tri-chairs representing staff, faculty and administrative participation. These tri-chairs are in regular communication with the Administrative Liaison Officer, the Vice President of Instruction. The requests for participants and feedback began officially at the Convocation Day meeting, August 27, 2001. An accreditation web page has been set up for participants’ use through Sharepoint. A widely published time-line, with some flexibility built in, has kept committee members focused on completion of tasks. Regular meetings, clear communication and support have been hallmarks of the process.

**Analysis:**

This is clearly an area of strength for the college, showing the seriousness with which the college community seeks continued accreditation by the commission.

**Plan:**

The Palomar College Community will continue to work toward publication of the self-study.

**2.9**     *The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.*

**Description:**

At Palomar College, Board Policies and College Procedures are separated. Both policies and procedures are presented in full in the Faculty Manual, and are reviewed and revised in an ongoing process involving cooperation between administration involved and the Faculty Senate. Most publications are revised at least annually in a process which does not usually involve the Senate.

Palomar College offers 170 degree and certificate programs. The Marketing Office maintains and distributes Outreach Cards (3.5" x 8.5" brightly-colored cards) which provide details and contact information for these programs. The cards are developed and revised by the departments and services involved, with the assistance of the Marketing Office. Over 100 cards are currently available.

The Student Assistance Guide was revised in July, 2001. It is a comprehensive but succinct guide for Faculty and Staff "to help students with difficult personal, social, and health issues."

Numerous informational fliers and resource circulars are provided by the Counseling Department and its affiliates (the Career Center, the Transfer Center, the Financial Aid offices, the Student Employment Services, Extended Opportunities Programs and Services, Disabled Student Services, etc.).

The Palomar Student Guidebook is published each semester. Although it is published by California Student Services, it is reviewed and revised by the Director of Student Affairs.

**Appraisal:**

The Mission statement is being reviewed and revised during the 2001-2002 academic year, and this will have important consequences for all policy and practice at Palomar.

Evaluation and review of specific policies, practices and publications are the responsibilities of the individual offices and departments, which design and produce them. For example, a timely review and revision of the Board Policy and College Procedures for dealing with acts or threats of violence is now underway, aiming for greater clarity and reflecting the fact that Palomar College now has a Police Department, with sworn officers.

**Plan:**

Palomar College will establish and follow a regular schedule for the review and revision of Board Policies and College Procedures, establish criteria for the evaluation and revision of all publications.

Palomar College will continue review and revise the College Mission Statement and follow through to make the words and spirit of the mission statement a reality in all representations to the public and especially to current and prospective students.

**Documentation:**

2.2 Faculty Manual, 2001 - 2002

Palomar College Class Schedule  
Palomar College Student Handbook  
Interview with Director of Student Affairs

Palomar College Faculty Manual, 2001-2002  
Palomar College Class Schedule, Spring 2002  
Palomar College Student Guidebook, 2001  
Palomar College Catalog, 2001-2002

2.6.1 Palomar Student Guidebook  
2.6.2 Faculty Manual  
2.6.3 College Catalog  
2.6.4 College Class Schedule  
2.6.5 Student Equity Plan  
2.6.6 (Email documents already sent to you, please refer to my section's documentation cover sheets regarding emails from Janet Hoffman, Jan Rightmer, and Linda Cox. Thanks.)

2.6.7. Board Policy  
26 Hiring  
102 Sexual Harassment  
174 Faculty Hiring  
177 Academic Due Process  
435 Speakers  
440 Student and Visitor Symbolic Expression

Commission on Athletics constitution  
Institutional Research and Planning, Athletic Dept. Study, 1999-2000  
Interview with the Director of Athletics.

- Article 1sec. 1.4-Values
- Bylaw 4.3-Decorum (behavior, sportsmanship etc)
- Bylaw 1 sec. 1.3-Academic eligibility, 1.4-Eligibility certification, 1.6-

DRAFT  
10 September 2002

Eligibility for continuing competition



### STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

*The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.*

*A.1: Institutional research is integrated with and supportive of institutional planning and evaluation.*

#### **Description:**

The Office of Institutional Research and Planning (IRP) provides information, research, and analytical support to planning committees and to the Educational Master Planning Committee. The Office publishes an on-line *FACTBOOK* that contains statistical information, research summaries, and analytical studies. At the beginning of each planning cycle, the Office of Institutional Research and Planning reports on research, projections, and internal and external planning assumptions to the Educational Master Planning Committee (EMPC) (3.A.1.2).

In Fall 2001, a new planning cycle and planning process began with the formation, by the new Superintendent/President, of the Strategic Planning Task Force. The Director of Institutional Research and Planning was a member of the Task Force and coordinated the collection of internal and external data (3.A.1.3. and 3.A.1.4). Panels of community members and representatives from local high schools and universities provided information on how the college could work with them to promote student success. The Strategic Planning Task force used the internal and external data to identify and define a series of planning assumptions (3.A.1.5).

The Office of Institutional Research and Planning supports planning and evaluation by providing quantitative information to departments and programs when they are developing their three-year plans and when they are undergoing institutional review (3.A.1.6.).

#### **Analysis:**

Institutional research is extensively integrated with and supportive of some planning efforts. The standing Facilities Planning Committee relies heavily on data and research for research and evaluation. In planning for new facilities, enrollment data and enrollment projections are used to determine capacity loads (calculations based upon weekly student contact and assignable square feet). The Facilities Planning Committee, with direction from instructional planning then generates project proposals. The college has been funded for a High Technology Laboratory and Classroom building, an outcome that stems from



the use of data and research provided by the Office of Institutional Research and Planning.

Some departments and programs use institutional research in planning and evaluation, especially those programs for which research and evaluation are mandated.

The Office of Institutional Research and Planning carries out studies of athlete persistence and performance to assist the athletics program in improving the success of its athletes (3.A.1.9).

The Vocational Technology Division uses data and research to plan and evaluate their programs. The Office of Institutional Research and Planning is carrying out extensive research to follow up on past vocational students and their employers for the Vocational Technology Division. The results of the study will identify strengths and areas of opportunity for improvement. Enrollment reports are used to plan for scheduling changes in programs, or adding certificates. Advisory committees provide verification about vocational programs and assist in updating curricula (3.A.1.10).

The Nursing Education Department uses research and data in planning and evaluation. The department has an Educational Effectiveness Committee that monitors outcomes of the program, the graduates, and the current students. This Committee monitors data that indicate the program's outcomes. A report is submitted to the Board of Registered Nursing that includes this data (3.A.1.11).

The Office of Matriculation has a research and evaluation component mandated by AB 3 and Title 5. The Research Director and the Matriculation Director work together to set the Matriculation Research Agenda, and Matriculation research needs are extensively supported by the Office of Institutional Research and Planning (3.A.1.12).

Research and data support educational, physical, financial and human resources planning (see Standard B3). Clearly, research and data are also supportive of facilities planning and of planning by programs with mandates for research and evaluation. Data from the Office of Institutional Research and Planning is used to support all staffing requests. Although extensive information is available, it is not apparent that research and data are used by a majority of departments in a consistent and integrated way to support institutional planning and evaluation. Furthermore, the information and its use may not be well understood by all heads of departments and programs.

There has been limited confidence in the accuracy of data that was provided in the past (3.A.1.13). The Office of Institutional Research and Planning has made it its first priority to ensure the accuracy of data that it provides to departments and programs. As units become more confident in the correctness of data, they are relying on it more heavily for planning and evaluation.

The creation of the new Strategic Planning Council and reporting structure will facilitate the integration of research and data into the institution planning and evaluation process.

**Plan:**

Institutional Research and Planning will provide training on the availability, use, and analysis of standard reports to heads of planning groups, departments, and programs. A.1

Strategic Planning Council will require the use of IRP data and other relevant data in short term and long term planning and evaluation in institution-wide as well as department and program planning. A.1

The Educational and Facilities Master Plan Task Force will develop the Educational and Facilities Master Plan based upon research and input from the college community. A.1

*A.2: The institution provides the necessary resources for effective research and evaluation.*

**Description:**

The Office of Institutional Research and Planning includes the Director, two Research Analysts and a 40 % Administrative Secretary whom the office shares with the Institutional Review Committee. The facilities include three offices. The budget is supplemented by \$15,000 from the Office of Matriculation and by Partnership For Excellence Funds. The Information Services department provides programming and data support to the Office of Institutional Research and Planning.

**Analysis:**

Support for research and planning has increased over the past few years since the last accreditation report. At this time the resources are adequate. However, as the college culture evolves into one that values and bases decisions on evidence, increased staffing will be needed in the IRP office. A long-range plan of the Office is to create a data mart that departments and programs can access to do research on the success of their students and programs across time. The Office is so busy performing institutional research that it has limited time for any other projects. A data mart would make it possible for users to have direct access to pertinent information to use for planning and evaluation.

**Plan:**

The Director of Institutional Research and Planning will provide direct access to pertinent information for planning and evaluation to campus users.

*A.3: The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.*

**Description:**

The district's mission and purposes and the plan for evaluating how well and in what ways the college accomplishes its mission and purposes were published in the educational master plan for the year 2000 – 2001 (see 3.A.1.2). Within this plan were included governing board goals for the Palomar College District as well as the strategic goals of the Educational Master Plan Committee. The first five EMPC goals corresponded to statewide Partnership for Excellence goals. Key performance indicators were designed to show how well and in what ways the college accomplished Governing Board, Partnership for Excellence, (3.A.3.1) and EMPC goals. The Office of Institutional Research and Planning provided data that measured how well and in what ways the college accomplished goals related to access and educational outcomes. This research, is published in the online FACTBOOK.

Beginning in fall 2001, the college engaged in a new strategic planning process (described in section B.1) that includes developing a new set of goals, strategies for achieving them and the means for evaluating how well and in what ways the college accomplishes its mission and purposes.

**Analysis:**

Extensive student outcomes data to measure success have been developed for instructional programs, but means for evaluating how well and in what ways other goals related to resources, budget, compensation, and technology have not been developed.

At present Palomar College uses only the indicators developed by the state to determine student success; transfer rates, course completion, advancement from basic skills to college level classes. Palomar College has developed plans for assessing.....

**Plan:**

The SPC will develop a clear model that provides a framework and means for evaluating how well the institution accomplishes the district's long-term and short-term plans and initiatives through its new strategic planning process.

***A.4: The institution provides evidence that its program evaluations lead to improvement of programs and services.***

**Description:**

The Institutional Review Committee (IRC) carries out the college's evaluation process, described in Standard 3.B.2. The Institutional Review Committee periodically reviews all college programs and services to evaluate their efficiency, effectiveness, and alignment with the college mission, vision, and goals set out in the educational master plan.

Once the IRC receives complete, accurate documentation, the committee evaluates the information and until, fall 2001, made recommendations to the EMPC in Institutional Review Committee Annual Reports (3.A.4.1).

**Analysis:**

Some departments and programs may not view the institutional review process as an opportunity because it is not apparent what, if any, actions are taken as a result. EMPC delegated action of the IRC recommendations to the appropriate Vice Presidents. There is no evidence that any actions have been taken on those recommendations.

**Plan:**

IRC will provide departments and programs with data and feedback for improvements of programs and services.

*B.1: The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.*

**Description:**

Until Fall 2001, the planning processes for the college were defined and published in the Palomar College master plan (see 3.A.1.2). The Educational Master Planning Committee (EMPC), chaired by the Assistant Superintendent/Vice President of Instruction, was the overarching planning committee for the college. Other planning committees reported to the EMPC. The EMPC reported to the President's Advisory Council (PAC). The Palomar College Governance Structure, as it existed as of Fall 2001, is published in the *Palomar College Faculty Manual 2001 – 2002* (3.B.1.1).

Representatives from the five recognized constituencies at Palomar College participated in the planning committees. Appointments to the committees were made by the

- Associated Student Government for students,
- Faculty Senate and Palomar Faculty Federation for faculty,
- CCE/AFT for classified staff,
- Administrative Association for directors, supervisors, and confidential employees,
- Superintendent/President for senior and executive administrators.

In the Fall of 2001 the recently hired Superintendent/ President began a new planning process and initiated it by creating the Strategic Planning Task Force (3.B.1.2).

The Task Force developed a conceptual framework for the Strategic Plan that included a statement of the vision, mission, and values for the college (3.B.1.3). They were shared

with all constituent groups, which had the opportunity to suggest changes. The Task Force also established a set of broad goals.

**Analysis:**

Until Fall, 2001, planning processes were published, but planning documents were hard to find (3.B.1.4). Each constituent group was represented by a negotiated number of representatives. Groups vied for membership on important committees in the hope that their views would prevail, so participation tended to be competitive rather than cooperative. Although all groups have been represented on planning committees, participation was not balanced. Faculty voices have predominated (3.B.1.5). Students have had the opportunity to be involved in the decision making process, but their attendance and participation has been uneven (3.B.1.6). Constituent groups have had the opportunity to participate in making recommendations, but in reality, final decision-making has appeared to rest in the hands of upper level administration. Communication between representatives and their groups has not been particularly effective. Constituent groups will improve communication between representatives of the planning councils and all members of the group (3.B.1.4, 3.B.1.5, 3.B.1.6).

During the planning process that began in Fall, 2001, the Superintendent/President publicized process in a wide variety of different media. The Strategic Planning Taskforce was very large and inclusive, and anyone who wished to do so was invited to participate.

**Plan:**

Constituent groups will improve communication between representatives of the planning councils and all members of the group.

***B.2: The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.***

**Description:**

The districts' evaluation process is carried out by the Institutional Review Committee. The Institutional Review Committee develops the methodology and processes by which all programs and services at Palomar College are reviewed on a periodic basis to evaluate their efficiency, effectiveness, and alignment with the Mission Statement, Vision Statement, and the Educational Master Plan. The Committee develops specific criteria and procedures by which individual programs, functions, and services are evaluated. It works with the staff of programs, functions, and services to gather data, perform reviews, develop findings, and make recommendations. The products, reporting relationship, tasks, and membership are set out in the Palomar College Faculty Manual and Palomar College Governance Structure (see 3.B.1.1), and the Palomar college website, [www.palomar.edu](http://www.palomar.edu) under Institutional Review (3.B. 2.1).

During the 2000-01 year, the IRC recommended an external accreditation model to the EMPC. The model provides a cyclical method for recommendations to travel from the IRC to the EMPC and then out to the Resource Allocation Committee, the vice presidents, deans and departments, each reporting completion of recommendations back to the IRC (3.B.2.2).

**Analysis:**

Institutional Review provides a means for evaluating how well and in what ways Palomar College accomplishes its missions and goals. The Institutional Review Committee systematically reviews all units in the college, instructional and non-instructional. The committee specifically studies each unit's annual goals and checks for alignment of those goals with the college mission and goals.

The institutional review process identifies priorities for program and services improvements. One goal of Institutional Review is to identify areas where program and service improvements are needed. The committee makes program and service improvement recommendations to the department, the department's supervisor, and to the Educational Master Planning Committee. The committee does not prioritize these recommendations. The EMPC and the department management incorporates the recommendations of the Institutional Review Committee into their planning process and to prioritize those recommendations.

The IRC committee has in the past given its report on its activities and the programs it has reviewed to the EMPC, but actions and priorities do not appear to have been set from that process. There is a disconnect between the IRC report to the EMPC and any actions coming out of the EMPC. Additionally, the IRC has not received feedback from the EMPC on recommendations made. During the 2000-01 year, the IRC recommended an external accreditation model to the EMPC. The model provides a cyclical method for recommendations to travel from the IRC to the EMPC and then out to the Resource Allocation Committee, the vice presidents, deans and departments, each reporting completion of recommendations back to the IRC. The model has not been adopted by the EMPC at this time.

**Plan:**

Constituent groups will improve communication between representatives of the planning councils and all members of the group.

*B.3: The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.*

**Description:**



The college engages in systematic educational planning through its curriculum and program review processes described in Standard 4. One aspect of this planning is planning for technology needs of the college. The Technology Master Planning Committee advised the Educational Master Planning Committee on technology policy, training issues, and instructional technology needs. A planning retreat was also held in June of 2001 to identify major technology issues. The committee first met in the Spring of 2001 and has met three times during Fall 2001.

Priorities are set based on the evaluation needs identified in the Palomar College Information Technology Master Plan drafted in 1998 and the Technology II Strategic Plan from the California Community Colleges Chancellor's Office.

The college engages in systematic financial planning. The Resource Allocation Committee establishes the guidelines for the preparation of the unrestricted and designated budgets. The committee developed a resource allocation plan (3.B.3.1), based on the Educational Master Plan, under the guidance of the Educational Master Planning Committee. The committee establishes a revenue projection for the budget year, receives the action plans and recommendations from the EMPC, analyzes the needs, determines the expenditure budget, and maintains the required reserves and ending fund balance. The committee publishes a timeline and guidelines for budget development (3.B.3.1). The EMPC publishes guidelines on development of the action plans, of which the first year is the budget year. A budget request is to accompany the action plan.

The institution engages in systematic physical planning. The Facilities Planning Committee generates the Facilities Master Plan and keeps the plan current. It develops policy and plans to increase the quality and effective use of college facilities. It reviews and approves the Scheduled Maintenance Plan and the Five-Year Capital Outlay Plan. It also reviews requests for changes to the physical plant and the impact of proposed changes on various operations of the College. The Facilities Planning Committee reviews the three-year action plans for facilities remodel and renewal requests and requires the appropriate dean and vice president to verify that the request is within the unit's and division's plans.

The institution engages in systematic human resources planning. The Staff Priorities Committee reports to the Educational Master Planning Committee. Its role is to prioritize newly funded and replacement positions including faculty, staff, and administration. Each year positions that become vacant are reviewed and filled. A number of criteria are used to assign priorities to requests for positions. After review, the committee sends a prioritized list of positions to the Educational Master Planning Committee.

#### **Analysis:**

In respect to financial planning, the planning process has never evolved through an entire cycle of planning. Action plans have been submitted for the last three years, but the

process has never been mature enough to review the action plans, reallocate funds based on achieving goals and objectives, nor achieve enough growth to provide additional funding to allocate to the action plans at the college level. In addition, there has never been feedback to the planning process to evaluate progress. However, some of the individual units within divisions and departments do review their unit's planning process, reallocate resources, and provide feedback on how well progress has been made.

In respect to facilities planning, there is not an educational master plan that guides the development of a facilities master plan. This process is, however, under way.

The Facilities Master Plan is over five years old and a consulting facilities master planner has been engaged to develop a new facilities master plan. A taskforce has been established to develop the college's 20-year educational plan and to collaborate with the consultant on the new facilities master plan.

The Facilities Planning Committee has followed the current facilities master plan in developing the Five-Year Capital Outlay Plan. A new High Technology Laboratory Classroom has been approved by the State Chancellor's Office and working drawings have been funded. The construction funds have been approved as part of the state's economic development plan.

The Scheduled Maintenance Plan and the Five-Year Capital Outlay Plan are linked back to the action plans by the committee requiring proof and approval in the initial request submittals from the departments. The linkage between the Five-Year Capital Outlay Plan and an Educational Master Plan is not accomplished but will be when the Educational Master Plan is completed.

There is no clear process of evaluating or providing feedback to college or planning units about the planning process. Again, the planning process has never evolved through a complete cycle to allow feedback to occur.

Staff planning needs to be improved. Resources may be spread throughout the college that may not fulfill the current needs of the institution. Both internal and external factors affect staff planning. Internal factors include student demand for a particular program. An attempt is made in the Institutional Review process to determine what kind of demand there is for programs. Another internal factor affected staffing – the new administrative software, PeopleSoft. Its implementation necessitated a redistribution of staff and resources as well as the creation of new positions.

External factors that affect staff planning include state funding as well as federal and state mandated programs that require additional staff.

Integrating the educational, financial, physical, and human resources planning is one of the tasks of the EMPC. However, the Palomar College Governance Structure document does not specify identifying or integrating educational, financial, physical, and human



resources planning as an objective or product of the EMPC. The document lists the duties as creation of a twenty-year master plan and integration and implementation of short-term institutional goals and objectives as well as allocation of budget.

Currently the EMPC is evaluating what progress has been made to this point in carrying out the existing three-year plans and what remains to be done. A status report on progress made toward achieving existing goals will provide information on how the district has implemented any changes as a result of feedback from IRC.

**Plan:**

The SPC will develop an evaluation plan with outcome measures that will show progress towards meeting the identified goals and objectives.

*C.1: The institution specifies intended institutional outcomes and has clear documentation of their achievement.*

**Description:**

The strategic goals of the Educational Master Planning Committee, Partnership for Excellence goals, and governing board goals specify intended institutional outcomes (see Standard 3.A.3). The Institutional Review Committee considers the review process as the internal analog of accreditation. It views the EMPC as the functional equivalent of WASC and sees its role as analogous to a site visit team. In this model, the Institutional Review Committee reviews self-study documents, meets with representatives of departments under review, and generates recommendations. It is the EMPC's prerogative to accept, modify, or reject the committee's recommendations and to direct the operation of the Institutional Review Committee.

The Institutional Review Committee manages the review process, conducts formal reviews, generates recommendations, and forwards those recommendations to the department manager, the department manager's supervisor, and the EMPC. The EMPC reviews the work of the committee, determines which recommendations require action, and directs the appropriate manager to accomplish the recommended action or give good cause why the recommended action should not be taken. The designated manager implements the recommendations, and that manager's supervisor is ultimately responsible for seeing that the recommendation is accomplished.

**Analysis:**

At this time the Institutional Review process does not provide clear documentation of success in achieving institutional outcomes. Institutional review was incorporated into the planning process in May 2001 when the EMPC adopted the recommendation of the Institutional Review Committee that the review process operate like the internal analog of accreditation.

In the model adopted, a midterm progress report is required during the third year following review. Managers would send this report to the EMPC for oversight with a copy to the Institutional Review Committee. The Institutional Review Committee would file these reports and consider them in the next regularly scheduled review of the department. The EMPC would determine if adequate progress has been made toward accomplishing the recommended actions.

Other than making progress toward PFE goals which is mandated by the state on the community college system-wide basis, Palomar does not document improvement in student success, our most fundamental goal.

**Plan:**

The SPC will specify clear institutional outcomes and documentation of their achievement.

*C.2: The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.*

**Description:**

The Office of Institutional Research and Planning maintains the district FACTBOOK available to the public on the district's web site. It contains information showing that students are completing certain educational goals. In addition, the college publishes assurances of quality in the Palomar College catalog. The catalog is also available on line: <http://www.palomar.edu/catalog/index.html> (3.C.2.1). Information about completion and transfer rates is included in the section, "Student Right to Know," which refers students to the website: <http://srtk.cccco.edu/index.asp/> for further information. The same information is printed in each class schedule in the General Information section (3 C.22).

Palomar College was chosen as one of the 12 Vanguard Learning Colleges, and participates in the Vanguard Learning College Project, sponsored by the League for Innovation. The goal of the project is to foster the development of more learning-centered community colleges across the United States and Canada. As a Vanguard College, Palomar College is committed to becoming a model for best practices in the Learning Revolution. Information about this project is on the college website: <http://www.palomar.edu/vanguard/>.

**Analysis:**

The College does make extensive use of and publishes data about its programs and services, their effectiveness in the achievement of mission, goals and objectives, and

about the planning activities that result in short-term and long-range operational and facilities plans.

The Public Information Office is very active in communicating college accomplishments to the public in a number of ways

- quarterly, an eight-page newsletter called "Insight" that is mailed to more than 10,000 members of the general public. Each issue contains an editorial from the superintendent/president and several articles that describe the quality of programs, events, and achievements of college students, faculty, and staff members.
- news and feature stories about the college on a regular basis for local print and electronic media. This information is also placed on the college web site at <http://www.palomar.edu/news.htm>.
- the "Campus Communique" published at least monthly and "Two Minutes of News for Students" each week during the fall and spring semesters. The first is distributed in hard copy, and the second via e-mail. These newsletters also are placed on the web site and distributed to all staff members, who in turn convey the information to students and the public.
- Responses on a daily basis to telephone calls, e-mail, and mailed correspondence from representatives of the mass media and the public. The responses are intended to assure the quality of the college, its programs, and its people.
- a variety of reports, surveys, and questionnaires from public agencies seeking information about the nature and quality of Palomar programs produced yearly
- photographic services to the entire campus. These services produce photographs which later document the quality of Palomar instructional, performing arts, and athletics programs in brochures, the college catalog, the class schedule, the web page, newsletters, advertisements, and similar media.
- a 24-hour marquee at the San Marcos campus entrance next to the transit center. This electronic marquee announces events and activities to which the public is invited.
- memberships and nominations as liaisons to all chambers of commerce in the district. These individuals report to other chamber members and gather input from these members of the public.
- campus tours to selected public groups throughout the year.

The public information office screens public requests for information and expert spokespersons to make sure that competent, qualified persons represent Palomar in public and media statements.

**Plan:**

The district will continue with its extensive efforts to use information from its evaluation and planning activities to communicate matters of quality assurance to the public.

*C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.*

**Description:**

The College's mission and purposes and the plan for evaluating how well and in what ways the college accomplishes its mission and purposes were published in the educational master plan for the year 2000 – 2001. Within this plan were included governing board goals for the Palomar College District as well as the strategic goals of the Educational Master Plan Committee. The first five EMPC goals corresponded to statewide Partnership for Excellence goals. Key performance indicators were designed to show how well and in what ways the college accomplished Governing Board and EMPC goals. The Office of Institutional Research and Planning provided data that measured how well and what ways the college accomplished goals related to access and educational outcomes. This research, published in the FACT Book (online at <http://www.palomar.edu/factbook/>).

**Analysis:**

Last year 2001-2002, under the interim superintendent/president Dr Randal, a review and modification of our budgeting and planning process was begun and it is being modified and completed this year under our new superintendent/president Dr. Amador.

**Plan:**

The SPC will establish a cycle of methodical review and assessment that will result in the affirmation of or modification of research efforts, evaluation and planning processes that will document institutional effectiveness.

**DOCUMENTATION FOR STANDARD THREE**

- A.1-1 *FACTBOOK* website, <http://www.palomar.edu/factbook/>
- A.1-2 Palomar College 2000 – 01 *Educational Master Plan and Planning Process*
- A.1-3 Palomar College Internal Scan

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- A.1-4 Strategic Planning Task Force Agenda and attachments
- A.1-5 Planning Assumptions and Statements
- A.1-6 Institutional Review Quantitative Data Behavioral Sciences Department
- A.1-7 Fall 2000, Spring 2001, Summer 2001 & Fall 2001 WSCH by Department and Discipline for Escondido
- A.1-8 2000-2001 Vocational and Technical Education Act Title IC Final Report)
- A.1-9 Athlete Persistence and Performance Over Time
- A.1-10 Palomar College Occupational Advisory Committee Handbook
- A.1-11 Board of Registered Nursing Accreditation Report
- A.1-12 Matriculation Research Agenda and Palomar College Research and Evaluation Component of Matriculation
- A.1-13 Accreditation Survey
- A.1-14 Palomar College Enrollment Load, Weekly and Daily Census Courses, Arts and Languages
  
- A.3-1 Palomar College Self-Assessment for the Partnership for Excellence
  
- A.4-1 Institutional Review Committee Annual reports, website --  
<http://www.palomar.edu/institutionalreviewcommittee/secure/index>.
  
- B.1-1 Palomar College Governance Structure in Palomar College Faculty Manual
- B.1-2 Palomar College, Development of a Strategic Plan and Planning Process
- B.1-3 Palomar College Strategic Plan, Vision, Mission, Values
- B.1-4 Email from president of CCEAFT
- B.1-5 Email from president of Administrative Association
- B.1-6 Email from Bruce Bishop, Director of Student Affairs
  
- B.2-1 [www.palomar.edu](http://www.palomar.edu) -- Institutional Review
- B.2-2 Flow Chart, Option 3 Accreditation Model without Coordinator
  
- B.3-1 Palomar College Budget Development Procedures
  
- C.2-1 Palomar College Catalog: <http://www.palomar.edu/catalog/index.html>
  
- C.2-2 Palomar College Class Schedule Spring 2002  
<http://srk.cccco.edu/index.asp/>

## STANDARD FOUR: EDUCATIONAL PROGRAMS

*The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.*

*A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.*

### **Description:**

The mission of Palomar College is “to provide the best lower division collegiate education and the best academic preparation for the world of work available anywhere. We exist as an institution to enable our students to realize and achieve their goals as individuals and as members of their communities and to become responsible citizen of an increasingly interdependent world” (A.1-1).

Through programs and services offered on the San Marcos campus and the eight college centers: Camp Pendleton, Fallbrook, Pauma, Borrego Springs, Escondido, Ramona, Poway, and Mt. Carmel, the Palomar Community College District serves a widely diverse community with varying education goals and equally varied levels of preparedness for college-level work. To meet the varying needs of a culturally, ethnically, and socio-economically diverse student population, the College offers courses leading to Associate in Arts degrees, Certificates of Achievement, Certificates of Proficiency, and transfer to four-year colleges/universities. Occupational training programs and life-long learning opportunities also serve the varied needs of the greater community.

Programs appropriate to the needs of specific groups include the following: English as a Second Language (ESL), Worksite Education, CalWORKS, Regional Occupational Program (ROP), Vocational Programs, Apprenticeship, Community Education, and Community Services.

United States Department of Education federally-funded programs—including TRIO Student Support Services, TRIO Upward Bound and Gear Up—assist students from under-represented groups to achieve their educational goals. The programs begin as early as middle school and support students through their college experience at Palomar College. Other programs helping meet the varied educational needs of specific populations include EOP&S (Extended Opportunity Programs and Services) and DSP&S (Disabled Student Programs and Services).

Through Tech-Prep, high school teachers and College professors work together to enable students to earn college credit for high school courses and facilitate a seamless transition to the College.



**Analysis:**

To varying degrees, departments and programs at Palomar College regularly assess whether courses and programs meet the educational and vocational needs of the community through advisory committee meetings, enrollment trend analysis, and student feedback. The variety of courses offered by the college acknowledges the individual goals of the students—which range from Associate Degrees intended for transfer, through degrees and certificates validating specific occupational skills, to completion of a single course—and is consistent with the mission of the College. The 2001 Student Satisfaction Inventory indicates a high rate of student satisfaction with the variety of courses offered by Palomar College (A.1-2).

The varied demographics and economics of the communities that lie within the Palomar College Community College District, are reflected in the educational needs of the population served by each of the college centers, and present a challenge. For example, at the Camp Pendleton Center courses must be offered in an 8-week scheduling format. Active duty military and their dependents also enroll in classes at the San Marcos campus and other centers. The Veterans' Office on the San Marcos campus provides information and assists veterans, dependents, and active duty military.

Programs which acknowledge specific populations within the community, e.g. EOP&S and ESL, appear to effectively offer encouragement and support for first-generation students and students whose first language is not English. VESL (Vocational English as a Second Language) provides occupation-specific complementary instruction for students with limited English proficiency, which enables them to succeed in an occupational degree or certificate program and to gain the skills necessary for success in the workplace. However, VESL curriculum does not exist for every occupational program (A.1-3).

Vocational Programs, Apprenticeship Training, and ROP have been very successful in offering varied options for students who need specific knowledge and skills to enter the workforce. The diversity within Vocational Programs is an example of the College responding to requests from varied sectors of business and industry. Water Technology Education and Wastewater Technology were developed to train students for employment in water districts in San Diego County, and the new Customer Service Academy will provide much-needed skills for a variety of positions in local companies. The Apprenticeship Training program is a good example of collaboration with local unions and businesses. The courses are part of the college curriculum. When they complete the program, students receive a Certificate of Achievement and attain journeyman status in their respective unions. The tuition-free courses offered through ROP are a popular means of gaining entry-level or upgrading job skills. They also provide a non-threatening introduction to college for many students, and can serve as a confidence-builder and springboard to advanced courses that lead to degrees and certificates. (A.1-5)

An increasingly large number of students enroll in Palomar College to update work-related skills and do not pursue a Certificate of Achievement (18 or more units) or an

Associate Degree. Consequently, students had no validation of the skills “package” to show potential employers—only an assortment of courses listed on their transcript. In response to requests from students, local employers and agencies, many disciplines within the College developed Certificates of Proficiency which validate completion of a skills “package” of less than 18 units of coursework, and which can be implemented in a more timely manner, better serving the needs of students (potential employees) and local employers. Although students are encouraged to continue taking courses that lead to an Associate Degree, there is no tracking of those who earn a Certificate of Proficiency to determine whether or not they enroll in additional classes at a later date.

The College also meets the needs of community members seeking personal enrichment whether it’s taking a class to learn ancient history or to create a piece of fine furniture. The glassblowing and pottery programs are examples of popular offerings that attract such students as well as provide excellent opportunities for serious artists. Short-term classes offered through Community Services and Community Education provide additional opportunities for life-long learning.

**Plan:**

The Educational Master Plan will utilize a strategic planning process to develop and provide programs that are consistent with the mission of the College and appropriate to the identified needs of the community.

The Educational Master Plan will define the objective of each educational center and develop a plan to ensure the course offerings are meeting the objective.

The current mission of the College will be revised as a result of the ongoing strategic planning process.

*A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.*

**Description:**

Palomar College offers courses in a variety of scheduling options, enabling students to build their schedules around family and work commitments and/or accommodate their lifestyles. Scheduling options include day and night classes, weekdays/weekends, full semester/short-term/late-start, open-entry/open-exit. Further flexibility is provided by distance education opportunities in online, television, and interactive video-conferencing classes. Courses are offered at numerous locations throughout the District. The variety of locations and flexible scheduling options greatly enhance student access and opportunities for timely degree completion.

Programs and courses are designed so that students may complete degrees and certificates in a timely manner. A student taking classes at the San Marcos campus can complete most programs in two years or less, provided that the student is 1) prepared for college-



level work, 2) enrolled full-time and 3) successfully completes all required courses. Most courses offered at the San Marcos campus are scheduled each semester or once each academic year, in order to facilitate timely completion. The goal for the Escondido, Camp Pendleton, and Fallbrook centers is to maintain a three-year scheduling cycle to facilitate timely completion for their students. There is no similar plan for the centers at Mt. Carmel, Poway, or Ramona (A.2.1).

**Analysis:**

Courses at the San Marcos campus are offered with sufficient frequency to allow students to complete a program in a timely manner. In addition, when advanced courses that are part of degree or certificate requirements are cancelled, due to low enrollment, some departments accommodate students via course substitutions or independent study options (A.2-2, A.2-3). Students at the Escondido, Camp Pendleton, and Fallbrook centers may be able to complete a program within two or three years; however, it is nearly impossible for students who attend only classes at the other college centers to complete a degree or certificate in a timely manner—if at all (A.2.1).

The Student Satisfaction Inventory revealed that students perceive room for improvement in convenience of course scheduling (A.2-2). The survey does not evaluate the cause of this perception, although students were not satisfied with the length of time required to achieve their goals. There are, of course, other factors that could negatively affect an individual's progress. An analysis of two AA degree programs, one intended for transfer and one intended for employment, showed that required courses were offered in such a fashion as to enable completion of the program in a two-year period. However, the individual developing the hypothetical schedule had the benefit of viewing class schedules for the previous two years. Students do not have this advantage when planning; they can only anticipate consistency in course offerings for future semesters (A.2-4).

A student who intends to finish program requirements in a minimal amount of time must plan carefully with the assistance of a counselor and/or academic advisor to develop an Educational Plan that will meet their needs. Although educational plans are not required, there are many faculty and administrators who feel every student should have one to follow (A.2-5).

**Plan:**

The college strongly encourages all students to utilize counseling and academic services to develop an Educational Plan.

The Instruction office will develop a comprehensive schedule to enable students to more successfully develop a comprehensive schedule of courses that will allow them to reach their goal in a timely manner.

*A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

**Description:**

Rarely are programs entirely eliminated at Palomar College. More likely, a degree or certificate program is modified to meet the evolving needs of the students, the community, and the labor market. During the academic year 2001-2002, the Curriculum Committee approved ten new Certificates of Achievement/ Proficiency and/or AA degree programs, and authorized changes to thirty-seven programs. Of the six deleted programs, most were replaced by more-relevant programs in those disciplines. Complete deletion of a program occurs only if persistent low enrollment demonstrates that the program does not meet student and industry needs.

The AA degree/certificate in Zoology is an example of a program that was eliminated. It was determined that students were better served by the Biology-General degree or certificate. Students who intended to complete the Zoology degree were allowed to substitute Biology courses for Zoology courses that were no longer offered (A.3.1).

**Analysis:**

When programs are discontinued or modified, reasonable effort is made by the discipline/department to notify students currently in the program of the changes, and to advise them of their options for completing the program with minimal disruption. Students may need to accelerate their course of study for program completion; typically, one year is provided, depending upon the number of units required for the program. When courses are eliminated due to program changes, the program faculty may approve a substitute course to enable the students to fulfill program requirements (A.3-1, A.3-2).

Students enrolled in programs that are heavily influenced by evolving technology are more likely to be impacted by modifications to courses or changes to certificate and degree requirements. For example, Computer Science and Information Systems Department recently deleted four programs of study but added four new certificate programs. Curriculum changes in programs linked to business and industry are generally made at the recommendation of the program's Advisory Committee (A.3-3).

Some program changes may be generated due to changes in transfer requirements. The articulation officers of the UC, CSU and California Community Colleges communicate regularly regarding curriculum changes. If a change at a university may affect articulation, Palomar College will respond in a way to maintain articulation with that university, which may be the addition of a new course or revisions of existing courses or programs, or re-writing the articulation agreements (A.3-4).

Currently the curriculum approval process does not require departments to provide rationale for requested changes to existing programs. However, Curriculum Committee members may ask for discussion or question rationale when the change is brought forward for approval (A.3-5).

**Plan:**

The Curriculum Committee will include written rationale for program modifications submitted for approval.

*A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.*

**Description:**

Palomar College supports its educational mission with a staff of over 300 full-time and approximately 800 adjunct faculty. Further support is gained from the 514 staff in administrative, classified, and other professional and technical positions. Since the 1998-1999 academic year, Palomar College has hired 61 full-time contract faculty across many disciplines for new and replacement positions. In that same time period, approximately three hundred new or replacement classified, administrative, and other professional staff positions were filled.

Approximately 60% of Palomar College's budget is spent on instruction. Funds are allocated based on division priorities, which are developed from department plans.

As the College strives to accommodate an ever-increasing student population, space for classrooms, labs and support services are at a premium. The challenges are not limited to the San Marcos campus; the educational centers, and numerous other locations, support a variety of programs that have specific classroom requirements. Many computer labs are discipline-specific; others are shared. Students with special needs are served via a high-tech Assistive Computer Lab.

The Facilities Department maintains an active schedule of new projects and maintenance for physical improvements in all areas of the San Marcos campus and the Escondido Center in support of educational programs. Recent and current projects include: construction of a new San Marcos Student Union building and the associated relocations of services during this project; remodel in service areas, such as the library, for ADA barrier removal (e.g. restrooms). Information Services recently completed a telecommunications upgrade in services areas such as the Library and Student Services Building, and continues to update the campus network for ongoing support of instruction using computers and the Internet.

Palomar College also provides a computer for every full-time faculty member who requests one. The Academic Technology Group at Palomar College offers excellent support and training programs for faculty and staff to foster intelligent use of the latest computer software programs and related technologies. Computer labs and electronic classrooms are kept updated with regular upgrades to both hardware and software. Additional support is provided through a variety of in-house professional development opportunities, instruction in the use of software programs, the Audio Visual Department (use of data projectors and other classroom equipment), and the Library (use of electronic information resources).

In addition to the San Marcos campus, Palomar College has eight educational centers. The centers vary in size, course offerings, and availability of support services; the Escondido Center is the most comprehensive. The Education Center Task Force was created in 1999 to address the issue of uniform and equitable service, and student support, for the centers. Most centers offer a selection of many “gateway,” or general education, courses for AA degree and transfer, as well as a variety of elective courses.

In response to the increasing demand for distance education opportunities, Palomar College offers courses in approximately 30 subjects via Telecourses, Telenet courses, Interactive Video, and online courses. Distance Learning seeks to provide support services through a variety of means, including tutorials and a new student orientation online, Web-based library resources, and counseling and tutoring via email. Each of these services is vital to student success.

#### **Analysis:**

Student feedback indicates that some students have experienced difficulty accessing a computer in one or more of the labs (A.4-1). The new area of the Student Union will include an open computer lab. There are no current plans to create additional computer labs in existing facilities, due to cost and lack of unused space. Extending the hours of operation for existing labs would result in increased staffing costs.

The College is continually challenged to maintain currency in hardware, software and other technology in all labs at all locations. Due to budget constraints, it has not always been able to meet that challenge. Department needs are reviewed and prioritized annually. It becomes critical that departments include requests for new equipment and technology upgrades in their annual planning documents. Supplemental funding, such as VTEA, and occasional grants are used to assist some departments with technology needs. Donations are also solicited. However, the absence of a full-time grant writer—unusual for a College this size—severely reduces opportunities to obtain additional funding.

Not all classrooms and labs are equally equipped, nor do they have equal access to technical support. This is especially true at the educational centers located in local high schools, where the classrooms are shared. For example, teachers may find several computer workstations “down” when they report to teach an evening class, and no

technical support available. Although Information Services (IS) provides overall support for district computing, most departments must budget for personnel to maintain their labs. An increase in the number of computers in a lab, or creation of additional labs, has seldom included an increase in technical support.

The explosion of distance education offerings has created many challenges, not the least of which was deciding what constitutes appropriate instructor-student contact. Steps have been taken to ensure the quality of courses offered via distance education are equal to those offered via more traditional methods of instructional delivery. The curriculum review process has been expanded to include additional forms, and separate approval, for distance education course proposals (A.4-2). Professional development workshops have been scheduled, in coordination with the Academic Technology Group, to assist faculty with curriculum development for online classes (A.4-3). Overall, the response to distance education opportunities has been very positive. Online classes tend to fill quickly. However, attrition is greater than with other delivery methods for a variety of factors.

Palomar College has been a leader in educational TV, and offers a large number of courses in a variety of formats. Telecourses continue to be popular options; however, not all cable TV providers within the district include a Palomar College ETV channel. As a partial solution to the problem, videotapes of all Palomar College telecourses are available for checkout from the San Marcos and Escondido Center libraries, increasing the accessibility of broadcasts to students (A.4-4).

The availability of workshops to assist those teaching distance education, the refurbishing of classrooms, and consideration of instructional technology needs at all locations are evidence of efforts by the College to fully support its educational programs, regardless of location or delivery method.

**Plan:**

The College will develop a plan to maximize the utilization of computer labs.

The College will develop a plan to create a self-sustaining Grant Writer position and hire a highly qualified individual to fill the position.

***A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.***

**Description:**

Most of the Palomar College counselors are generalists, however; there are specific counselors assigned to the Career Center, Transfer Center, Financial Aid, International Students, Athletics and the Camp Pendleton Center. The Counselors in the Career Center



and Transfer Center rotate every two years; the other assignments are permanent. Additionally, EOP&S, TRIO, and DSP&S maintain a staff of counselors to support students in their respective programs. A new counselor position has been proposed to support the occupational programs.

The San Marcos campus Counseling Center and the Escondido Center are staffed by counselors from 7:30 a.m. to 7:00 p.m., Monday through Thursday and until 4:00 p.m. on Friday. There is an outreach counselor who rotates among the college centers to serve evening students. Students can access an on-line advisor at any time, and students in remote centers can utilize cyber-counseling, whereby students and counselors exchange transcripts and information via fax machine during a specified appointment time.

At the beginning of each academic year all campus counselors attend a full-day workshop for updates of transfer policies and procedures as well as other modifications and changes in articulation and program requirements. Subsequently, once a month there is a one-or two-hour meeting for continued updates and training on strategies and techniques in counseling. At this time, counselors from various areas of campus report activities in their areas. Faculty and program managers also provide updates and changes in their areas to the counseling staff.

In past years, during the spring semester, there has been a counselor retreat which focused on specific counseling strategies or concerns including diversity issues, brief therapy, and other counseling topics. There is no retreat planned for the 2001-2002 academic year.

The ASSIST project coordinator regularly updates an Internet reference resource specific to Palomar College course articulation for counselor use. The Articulation Officer, who attends the Curriculum Committee meetings and is a member of state-wide articulation committees, reports to the counselors during their update meetings as well as via the Internet. The Transfer Center Director also informs counselors of changes at transfer institutions and related impact on curriculum and options for students at Palomar College. In addition, once each semester the Transfer Center Director conducts a training session for faculty advisors. Each department is assigned a counselor liaison who shares information between Counseling and the academic department. The Counseling Department also invites department chairs, program directors and others to visit their monthly meetings to update them on new programs/courses or services (A.5-1).

#### **Analysis:**

Student feedback on the Noel-Levitz survey reports a need for improvement in the areas of counseling and advising (A.5-2). In past years, the annual Counseling retreat, which included all counselors employed by Palomar College, was a means to dispense information, address concerns and benefit from professional development activities. The annual retreat has been replaced with monthly meetings, which provide new or updated information to counselors in a more timely fashion. All district counselors are included

in the monthly meetings, and there are other opportunities for counseling staff to keep abreast of changes (A.5-1).

Each year the Transfer Center Director provides training for the faculty advisors. However, their contact with students is not recorded or reviewed. There has been some discussion of pairing counselors with faculty to create academic advising teams—a practice that has worked well at some other colleges.

Overall, the caseload for Palomar College counselors is far greater than at comparable institutions. The lack of full counseling services at sites other than San Marcos, Escondido and Camp Pendleton continues to be a problem. The online advisor and cyber-counseling are attempts to provide some form of counseling for students at the smaller centers. Although effective, they do not encompass all of the needs of these centers (A.5-1).

**Plan:**

The Dean of Counseling will ensure counselors and academic advisors receive periodic training and timely communication regarding changes in program and transfer requirements.

The Transfer Center Director will evaluate the effectiveness of faculty advising.

*B.1 The institution demonstrates that its degrees and program, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.*

**Description:**

Palomar College recognizes the District's mission statement, which appears in the Catalog and other College publications, as the public statement concerning its educational process. In support of that mission, the College offers a wide variety of educational opportunities and experiences, including lower division transfer programs, occupational education and training, in-service training, developmental and remedial education in language and computational skills, community education, and contract education.

To support the various educational opportunities, the College offers 114 Associate of Arts degrees, 99 Certificates of Achievement and 38 Certificates of Proficiency, which are provided through a variety of instructional delivery systems including traditional lecture and laboratory courses, telecourses and online instruction.

Degree and certificate program design—including length, breadth, depth and sequencing of courses—is generally the responsibility of faculty within the related discipline(s).

Those who develop the curriculum may follow an established model at another institution, align content and sequence with transfer institutions, comply with requirements imposed by external accrediting bodies, incorporate industry standards, and/or consult with colleagues or advisory committees.

The Curriculum Committee, under the leadership of the Instruction Office and the Faculty Senate, reviews, critiques, and approves courses, programs, certificates, and degrees to ensure compliance with instructional criteria and standards, including standards required by industry and/or external accrediting bodies, as well as adherence to sound educational philosophies (B.1-1).

**Analysis:**

Through the wide variety of degrees and programs available to students, Palomar College demonstrates its commitment to breadth of educational opportunities. Students are able to achieve their goals via transfer programs, vocational education, remedial and developmental education, and lifelong learning (B.1-12 B.1-3). When students were asked to identify Palomar's strengths as compared to other California community colleges, the variety of courses offered was the most frequent answer (B.1-4).

Articulation with high schools as well as UC and CSU institutions ensures appropriate sequencing of courses for transfer and advanced placement into Palomar College classes. The "Standard Interpretations" preface to the catalog listings of courses by discipline alerts students to the Palomar College course numbering system, transfer identification (courses accepted for transfer to UC, CSU), and the California Articulation Number (CAN) system (B.1-5).

Degree and certificate programs that are submitted to the Curriculum Committee for initial approval or revision require verification of a variety of elements (B.1-6). For example, a transfer program proposal must include specific colleges and course numbers with which the program will be articulated, while an occupational program proposal requires labor market data and consideration of similar programs in the area.

The objectives for each course included in the program design, as listed in the respective Course Outline of Record (COR), define the expected synthesis of learning. The use of information and learning resources is also addressed in the COR (B.1-7). The availability of appropriate learning resources is confirmed via a Library/Media Review (B.1-8). The Program Form does not specifically address the length, breadth, or depth of the proposed program or justification for course sequence. Those areas are presumed to have been fully discussed within the discipline, and reviewed by the assigned Discipline Specialist prior to submitting the proposal. Questions concerning any of the elements of program design may be raised by members of the Curriculum Committee during the approval process (B.1-1).



Under the current curriculum review process, individual courses required for a degree or certificate are subject to periodic review by the discipline and Curriculum Committee. Changes to a degree or certificate program must also be approved by the Committee. However, there is currently no provision for periodic review of degree or certificate programs.

In recent years, some concern has been expressed regarding “proliferation of units”, whether by inflation of unit value for individual courses, or addition of courses to the general education requirements. The unit total of the rich and comprehensive Palomar College General Education pattern can present a challenge when combined with the limits imposed by external accrediting bodies. For example, the National League for Nursing Accrediting Commission (NLNAC) has threatened to deny accreditation of the Palomar College Associate Degree Nursing (ADN) Program because of the 85 units required to complete the degree. The maximum NLNAC-approved total for an ADN is 72 units (B.1-9).

**Plan:**

The Curriculum Committee will include reviews of degree and certificate programs as part of the curriculum review process.

The Assistant Superintendent/ Vice President of Instruction and Curriculum Committee will monitor requirements of degree and certificate programs that are dependent upon external accreditation.

*B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills, including, where appropriate, career preparation and competencies.*

**Description:**

Palomar College offers one degree, the Associate in Arts (AA), with three different emphases and two certificates, the Certificate of Achievement (CA) and the Certificate of Proficiency (CP). The AA degree offers students a diversified program providing competence in American history and institutions, English, health and physical education, mathematics, and reading. It also introduces students to a range of courses through the general education requirement and intercultural understanding through the multicultural requirement.

Students choose from three paths to the AA degree: General Studies; Specified Palomar Major; and Liberal Arts and Sciences. These options are designed to meet students' career and transfer plans as well as their interests. The CA and CP are designed for students in, or planning for, the workplace and certify completion of specified occupational course work and workplace competencies. The Palomar College Catalog

lists the degrees and certificates alphabetically by discipline and enumerates the requirements for each degree and certificate in the relevant section of the catalog (B.2-1).

**Analysis:**

General requirements for degrees and certificates are listed in Section 6, "Transfer, Degree and Certificate Requirements" in the Palomar College Catalog (B.2-2). Feedback from counselors indicates students get guidance, to varying degrees, to understand the differences in the degree options (B.2-3). A listing of AA degree major and certificate program offerings appears in Section 7, "Programs and Course Offerings." The requirements to earn a degree or certificate within a specific discipline or program are delineated in the alphabetically arranged discipline listings that follow Section 7 (B.2-2). The catalog copy is reviewed periodically by the Curriculum Committee and by the Instruction Office to ensure accuracy and include annual updates. Finally, all of this information is available to students on the College web site, from faculty in the related disciplines, and from counselors in the Counseling Center, Transfer Center and other student services support programs. Students report little trouble getting information about degree and certificate requirements (B.2-4).

The titles of Palomar College degrees and certificates are fairly straightforward. Many of the descriptions accompanying the list of required courses include information that identifies the purpose of the degree or certificate as preparation for upper-division work (transfer) or preparation for the workplace. Occupational programs may identify specific knowledge or skills and/or list related jobs. Programs that are externally accredited generally cite the accrediting agency, and programs that prepare students to take certification or registry exams generally include that information, also (B.2-1).

Occasionally, there is some confusion expressed regarding the inclusion of all disciplines within the structure of an Associate in Arts degree. Many colleges also offer an Associate in Science degree; some offer an Associate in Applied Science or Applied Arts as well. This is less likely to be a problem for students who enter Palomar College directly after graduating from local high schools than it may be for students who have taken courses elsewhere and are familiar with other models for granting associate degrees.

**Plan:**

No action needed.

***B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.***

**Description:**

The College Catalog provides an overview of programs and descriptions of courses as well as requirements needed to obtain degrees and certificates. The catalog is available in hard copy and on the College web site. There is often a general statement regarding the goal of the degree or certificate, e.g. lower division preparation for transfer to a specific major or to prepare students for employment in a specific profession or industry (B.3-1).

Course Outlines of Record, which include course objectives (expected learning outcomes), are published on the College web site. However, the posted documents included scanned faculty and administrator signatures, which was seen as cause for concern, and they were removed. Once signatures are deleted, the files will again be available via the web site. Programs that are competency-based, e.g. Regional Occupational Program (ROP), will provide copies of master competency lists upon request.

Many instructors include detailed expected learning outcomes in their course syllabus. Each semester, instructors are required to submit to their department a syllabus for each course assigned. Instructors are responsible for providing copies of their syllabus to students "within the first two class meetings" (B.3-2, B.3-3). Instructors who have a web page generally include an online version of their syllabi. All distance education syllabi are available online.

Students' achievement of stated learning outcomes is measured through a variety of methods: written and oral examinations; periodic assessments; problem solving (individually and collaboratively); written reports; skill demonstrations; oral and electronic presentations; and finished projects (B.3-4). Several occupational programs prepare students to take exams from certification and/or licensing agencies.

### **Analysis:**

The expected learning outcomes for Palomar College degree and certificate programs are expressed in very general terms, e.g. "sufficient background to begin upper division course work" or "prepares students for employment" (B.3-1). Specific expected learning outcomes are not delineated at the program level, but are required elements at the course level, and are generally detailed in the course syllabus. Therefore, the statement of expected learning outcomes, and demonstrated achievement of those outcomes, occurs primarily at the course level. The award of a degree or certificate presumes achievement of the collective outcomes from the required courses in the degree or certificate program.

The Course Outline of Record (COR) is the official document that identifies the components of the approved course. While each COR includes a course content outline and course objectives, there are no specific requirements regarding degree of detail. Some outlines are very specific and students could easily discern specific information that will be presented. Others contain minimal information, and would be very difficult to interpret. The course objectives also vary in number and specificity (B.3-5).

Several years ago, the concept of incorporating SCANS skills into the curriculum was introduced. Based on those skills identified by the Assessment Learning Project (ALP), the Educational Master Planning Committee adopted a set of core skills to be integrated across the curriculum. The core skills were subsequently approved by the Faculty Senate and by the Governing Board. Through the work of Subcommittee C, the Curriculum Committee is currently working on a plan to require the integration of core skills in all COR submitted for approval during the next curriculum review period (B.3-6).

Recent revisions to the COR require information regarding “methods of determining whether the stated objectives have been met by students” as part of the grading policy section, which might be seen as a move toward more appropriately measuring specific outcomes (B.3-5). The recent online survey of faculty indicated they employ a wide variety of methods of measuring competence. In addition to tests and exams, the list included portfolios; case studies/scenarios; synthesis papers; group work; completed projects, including the planning process; demonstrations and presentations; listening to students; and getting to know students as individuals. Also mentioned were students’ evaluation of their own work, peer evaluation, comparison of self-evaluation with course objectives and the instructor’s evaluation. In smaller programs, faculty are able to evaluate student achievement through success in sequential courses, monitoring the student along the way (B.3-4).

**Plan:**

The Dean of Vocational Technology will design and implement a tool for reviewing all occupational certificates and programs to comply with California Education Code regulations.

Each Division Dean, in conjunction with related disciplines, will develop specific expected learning outcomes for each degree/certificate, and publish them in the Catalog.

***B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.***

**Description:**

Palomar offers several Associate of Arts degree options; General Studies, Specified Palomar Major, and Liberal Arts and Sciences. The Specified Palomar Major specifically includes “Completion of Major Requirements” in the list of required courses, clearly requiring a course of study in a specific discipline, or interdisciplinary core. The other two options do not, although students transferring to a four-year institution via the Liberal Arts and Sciences degree option generally focus on courses in one discipline (B.4-1).

All students pursuing an AA degree at Palomar College must fulfill a series of general education requirements, which introduce them to broad areas of knowledge (B.4-1). As noted in the College Catalog, these requirements ensure that all students who are awarded a degree demonstrate certain basic capabilities: to think and to communicate clearly and effectively at the college level, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity of self-understanding (B.4-2).

**Analysis:**

In addition to the general education requirements, two of the three AA degree options include an established core within one or more disciplines. The explanation of the Specified Palomar Major makes it quite clear that students will have to complete the course requirements for that major. It also states that the degree is “designed for the workplace” and may not meet the requirements for transfer. While the description under Liberal Arts and Studies does advise students who are planning to transfer that they will need to meet additional requirements as preparation for their major (i.e. core courses within one or more disciplines), the core is not included in the list of required courses. The information regarding General Studies merely cautions that the curriculum may not provide the requirements needed for transfer. And, although the information published under the other two options advises the student to “meet with a counselor,” that advisory is missing from the General Studies option (B.4-1). Yet, 34% of all AA degrees awarded Palomar College students last year were the General Studies option, the only option that does not expect students to have completed a focused study as part of their degree (B.4-3).

The general education requirements for an AA degree ensure an introduction to a wide assortment of disciplines. In recent years, the Curriculum Committee has struggled with what constitutes “significant” in terms of proposed additions to the general education component that is intended to provide a “significant introduction to the broad areas of knowledge.” Increases in general education requirements create challenges for some programs, specifically those with unit maximums imposed by external accreditation (B.4-4).

Faculty within each discipline are responsible for developing and reviewing the core/major requirements for the degrees and certificates their discipline offers. They are also responsible for monitoring the content of core courses with regard to currency, alignment with transfer institutions, compliance with external accreditation requirements, and adhering to business/industry standards (B.4-5).

The College articulation officer communicates with disciplines regarding changes required by transfer institutions. Faculty teaching in transfer programs may also maintain contact with related disciplines at transfer institutions (B.4-5). Occupational programs



rely on local advisory committees to help them align curriculum with business and industry standards as well as employer expectations (B.4-6).

**Plan:**

The Vice President of Instruction will work with the curriculum committee and the Faculty Senate to review the catalog descriptions and listed requirements for the Associate in Arts degree options.

***B.5 Students completing degree programs demonstrate competence in the use of language and computation.***

**Description:**

All students completing degree programs demonstrate competence in the use of language and computation under the "Competence Requirements" for the A.A. degree, as listed in the Palomar catalog (B.5-1). Language competence is demonstrated by students' successful (i.e., C or better) completion of English 100, English Composition. Competence in computation is demonstrated in one of two ways: successful completion (C or better) of either Math 56 or Math 60, Beginning/Intermediate Algebra and Intermediate Algebra respectively, or by successful completion (variously defined) of the mathematics section on one of a number of standardized tests.

Assessment of competence via means other than completing the specific Palomar College course include evaluation of courses taken at other institutions, successful completion of Advanced Placement (AP) courses in high school, and Credit by Examination.

**Analysis:**

Competence in computation is clearly established through the use of objective assessment methods in math classes. Competence in language, though less objectively assessed, is clearly demonstrated in English 100 classes through a variety of means outlined in the model syllabus for the course (B.5-2). Reading competence is most often assessed by small-group discussions of reading material and also by quizzes and tests. Writing competence is assessed using brief in-class writing assignments, extended take-home papers, and a long end-of-semester project (B.5-3).

All measures of competence in computation and language are course-specific. There is no formal assessment of competence at the conclusion of a program leading to an associate degree. There do not appear to be any institutional data relative to overall performance in these areas by students completing degree programs.

The Credit by Examination option provides opportunities for students to demonstrate competence and receive credit in certain subject areas (B.5-4).

**Plan:**

No action needed.

***B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.***

**Description:**

All students participating in occupational or professional programs demonstrate their competence through written and oral examinations, practical exercises such as case studies or scenarios, projects, research papers, skill demonstrations, and presentations. Some programs prepare students for state licensing and national certification exams. Some programs, e.g. nursing and other healthcare professions, must comply with external accreditation standards and requirements, as well as prepare their students to successfully pass registry or certification exams.

All occupational programs are required to have an advisory committee, consisting of local employers and professionals working in the field. Student membership is also encouraged. During the mandated annual meeting, the committee reviews program curriculum with respect to industry standards and practices, provides labor market information, recommends equipment purchases and offers general suggestions regarding the program (B.6-1).

In the Spring of 1999, the Vocational Technology Division contracted with the Social and Behavioral Institute at California State University San Marcos to conduct a three-year study of occupational student placement. Interviews were conducted with former students who had completed an occupational program, employers of Palomar College occupational students, and current Palomar College students enrolled in an occupational program. The interviews were conducted via telephone. Feedback from employers was generally positive and verified that competencies mastered in the occupational programs matched the requirements of the employers (B.6-1, B.6-2).

Students enrolled in programs receiving VTEA (Carl D. Perkins Vocational Technology Education Act) funding are tracked by four core indicators: skill attainment, completion, placement and retention, and non-traditional employment (equity). This includes many occupational programs offered by the College and through ROP. The VTEA tracking mechanism will assess and report the competence of occupational students who qualify as "completers", then continue to monitor their job placement/employment status via EDD (California State Economic Development Department) and UI (Unemployment Insurance) data (B.6-3).

**Analysis:**



Palomar College documents the technical and professional competence of students completing occupational programs through the grading process, readiness for and successful passing of licensing and certification exams, feedback from advisory committees and local employers, and placement data. Although documentation of competence is primarily at the course level, many programs require completion of individual or group projects or other means of demonstrating competence in advanced technical skills. Some programs include a capstone course in which students create electronic and/or traditional portfolios showcasing their work, and providing proof positive of their competence (B.6-4).

The surveys conducted through the Vocational Technology Division provide qualitative feedback from employers, and indicated that employers interviewed generally felt that Palomar students hired were better prepared than other employees in the same work group. Most of the students interviewed were currently working in a related job or continuing their education. They were generally pleased with the education and training they had received at Palomar, and that they had been well prepared to function successfully in the workplace (B.6-2).

Additional tracking of vocational student placement has been provided through the Student Employment Services Coordinator, who also serves as a liaison between local employers, faculty and students. Employers with whom she has contact also report a high level of satisfaction with the students they have hired (B.6-5).

There is no process for obtaining quantitative data regarding successful placement of students who have completed an occupational program at Palomar College. And it would only tell part of the story, as many students are already employed when they complete a program. Others “job out” before completion, or never intended to complete an entire program. Recent developments in VTEA (Vocational Technical Education Act) funding reporting may provide more accurate placement data in the future (B.6-1).

Additional documentation of excellence comes through local and state awards earned by students in vocational programs that are project-based. The San Diego County Fair, California State Fair and industry-sponsored competitions provide opportunities to showcase students’ achievements.

The advisory committees that serve Palomar’s occupational programs help ensure that the programs are meeting the needs and standards of the local community, and that students who successfully complete the programs are technically and professionally competent.

**Plan:**

The Dean of Vocational Technology will encourage industry certification of vocational and occupational programs, and support aligning the curriculum with national standards, when available.

The Vice President of Instruction will support the development of capstone courses and/or student projects designed to demonstrate competence at completion of vocational programs.

The IRP will develop reliable tracking of vocational student job placement.

*C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.*

**Description:**

All AA degrees require a general education (GE) pattern that is stated in the catalog, in printed handouts, and on the Palomar web site. Palomar requires that all general education patterns for AA Degrees and GE patterns for transfer to University of California and California State Universities are updated and published in the catalog yearly (C.1-1, C.1-2).

**Analysis:**

Although the general education requirements for the three AA degree options are listed under each option and delineated in the catalog, students are often confused. They are initially confused by the definitions of the degree options, which leads to additional confusion regarding the associated general education pattern. Furthermore, the manner in which the general education pattern is published in the catalog often requires interpretation as to exactly what constitutes "general education" requirements. The aggregation that is generally referred to as the GE pattern actually appears in the catalog under three headings: Competence Requirements (American History and Institutions, English, Health and Physical Education, Mathematics and Reading); Multicultural Requirement; and General Education (Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences and Integrated Self and Life-Long Learning). While the information may be complete, it is by no means clear to all readers (C.1-3).

The Curriculum Committee is aware of the need to better differentiate between degree options to reduce confusion regarding appropriate option and related GE pattern and has assigned a subcommittee the task of reviewing the format in the Catalog (C.1-3).

**Plan:**

The Curriculum Committee will revise the AA Degree Requirement format in the College Catalog so that degree options and associated general education pattern are more clearly defined.

***C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.***

**Description:**

The general education component at Palomar College is based on the widely held philosophy that a college education includes an introduction to broad areas of knowledge, and on the commitment by the College to better prepare students to be responsible members of the global community. The general education areas of knowledge required for Palomar AA degrees include: American history and institution, English, health and physical education, mathematics, reading, multicultural studies, language and rationality; natural sciences; humanities; social and behavioral sciences; and integrated self and life-long learning.

Students intending to transfer to a four-year institution follow the requirements of that institution. They may also complete the Palomar College GE requirements to earn an Associate in Arts degree.

Each year Subcommittee B of the Curriculum Committee reviews the general education criteria delineated in Title 5, Executive Order 595, and IGETC criteria. The committee operates on provisions of appropriate codes (C.2-1, C.2-2, C.2-3).

As new courses are developed, the opportunity exists to request approval for inclusion in the general education requirements (C.2-4). Subcommittee B members review each request and make recommendation to the Curriculum Committee. A course recommended for general education credit must meet the criteria for the specific area of general education (C.2-1).

**Analysis:**

Although the philosophy and rationale on which the Palomar College general education component is based may be well understood within the ranks of faculty and administrators, there does not appear to be any overt attempt to share that understanding with students. The catalog index references several pages on which information relating to GE can be found. None of the entries includes philosophy and rationale. The final reference is the Glossary, well-hidden at the back of the catalog where students are not likely to find it, and it simply describes that GE requirements are: "patterns of courses designed to expose students to broad areas of knowledge" (C.2-5).

The subcommittee responsible for reviewing general education additions represents faculty from all disciplines. Their goal is to provide a fair and comprehensive review and approval process for each course submitted. Criteria and code provisions for general education provide rationale for their review.

**Plan:**

The College will continue to follow the established process to evaluate general education courses.

The Instruction Office will publish in the catalog and/or on the web site the philosophy and rationale on which the general education component is based.

*C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, effective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.*

**Description:**

Palomar College general education patterns provide an exceptionally wide variety of courses. Students are able to gain knowledge in the humanities, natural sciences, social and behavioral sciences, and language and rationality—all of which provide a firm foundation for further study. The “integrated self and life-long learning” component introduces students to a variety of courses that can provide practical skills and self-awareness (C.3-1).

Several years ago, the College added a multicultural course requirement as a component of the general education pattern. Palomar has integrated multicultural studies in core course work across the curriculum in courses from disciplines as widely varied as nursing, counseling, reading, administration of justice, drafting technology, dance, fashion, family and consumer science, music, and paralegal studies, as well as courses in the Multicultural Studies Department.

**Analysis:**

The Palomar College general education pattern helps students to develop intellectual skills and creative and social capabilities needed to function as a contributing citizen in an increasingly interdependent world. Within each area of the GE component, students have a diverse list of courses from which to choose, tailoring their “general” education to their more specific individual interests (C.3-2).

Although information technology does not appear as a specific GE requirement yet, it is an integral part of various courses throughout the curriculum, including many that appear within the GE component.

The addition of the multicultural course requirement for students pursuing an Associate in Arts degree has further broadened students' education by expanding the awareness of other cultures across the curriculum, and has changed the curriculum in positive ways.

**Plan:**

No action needed.

*C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.*

**Description:**

Students completing the Palomar College general education program have demonstrated competence in oral and written communication, scientific and quantitative reasoning and critical analysis/logical thinking in a variety of course within the GE component. The oral and written communication courses require demonstration of strong skills in written and spoken language. In the Speech 100 class students must deliver four oral presentations and in the English 100 class students are required to write from six to eight thousand words, included in essays and projects. The science and math courses provide a scientific and quantitative reasoning foundation suitable for any major students desire to pursue (C.4-1).

California State University and University of California transfer general education patterns require two science courses, one of which must have a lab. Transfer general educational patterns require university level mathematics. All Palomar College math courses contain components of critical analysis and logical thinking. The math graduation requirement for the General Studies and major related AA Degree is intermediate algebra. For the Liberal Arts and Sciences AA degree a transferable mathematics course is required (C.4-2).

**Analysis:**

The Palomar College general education program is designed to provide students with ample opportunity to develop and demonstrate competence in communication, scientific reasoning, and critical thinking. Other than the assessment of competence that occurs in each GE course, there is no measure of overall competence in the defined areas. The proposed evaluation of core skills which the curriculum committee will undertake will allow Palomar College to develop mechanisms for assessing competence in communications, scientific reasoning, and critical thinking using standard benchmarks or criteria for assessment.

A continuing problem associated with general education requirements is the availability of enough math and English classes to meet student needs. Since 80% of the students test

into non-transferable classes, and the classroom space is limited for the time students wish to take their classes, it has become a continuing challenge to resolve this situation.

**Plan:**

The Instruction Office will evaluate scheduling software, to maximize scheduling efficiency.

*D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.*

**Description:**

The Curriculum Committee coordinates, evaluates, and reviews the college curricula and its degree and certificates to encourage innovation and excellence in instruction. The committee develops and recommends policy, develops minimum academic qualifications and standards, conducts periodic review of existing programs and courses, and approves new course and program proposals. The committee consists of four faculty members from each division, a faculty representative from the library and student services, the articulation officer, all instructional deans, a student liaison from ASG (observer), and is chaired by the Vice President for Instruction and the Faculty Senate Representative. The tasks are divided into three subcommittees: Subcommittee A1, A2 – Course and Program Approval; Subcommittee B – General Education and Standards; Subcommittee C – Curriculum Planning. Items approved by the Curriculum Committee are sent to the Faculty Senate for ratification, and then to the Governing Board for approval (D.1-1).

The Institutional Review Committee (IRC) is responsible for developing the criteria, methodology, and processes by which individual programs, functions, and services within the District are evaluated for efficiency and effectiveness, as well as alignment with the mission, vision, and educational master plan. The IRC is chaired by an administrator, appointed by the Superintendent/President, and a faculty member, appointed by the Faculty Senate. The membership consists of four vice-presidents (or designees), six faculty members, two classified employees, one Administrative Association member and one student (D.1-2).

Institutional review follows a six-year cycle, scheduling 20% of the units each year. Units selected for review conduct a comprehensive self-study. Once the self-study is completed, members of the committee meet with the unit, visit the facilities, work with the unit to clarify any questions or issues that arose during the self-study, provide feedback to the unit and director supervisor of the unit, and submit a report of the findings and recommendations to the department, the President's Advisory Council and EMPC (D.1-2, D.1-3).



**Analysis:**

During 2000-2001, the Curriculum Committee developed new procedures and new forms for submission of curriculum proposal and review. Numerous training workshops were conducted to familiarize faculty and staff with the revision. Curriculum guidelines and forms and meeting agenda/minutes are now available via the Instruction Office web site. Faculty reports that the new process is much clearer and more organized; however the increased workload doubled the amount of time required of the faculty Co-Chair. The assignment needs to be reviewed to establish appropriate duties and release time. (D.1-4) In Fall, 2001, the Curriculum Committee approved 140 new courses, 10 new programs, 190 course changes, 36 program changes, 47 course deletions, and 6 program deletions (D.1-5).

In 1999-2000, the IRC evaluated 27 college departments, some of which were held over from 1998-99. Committee members devoted many hours to attending meetings, reading self-study documents, conferring with department representatives, and writing reviews. To date, approximately 60% of the units have gone through the institutional review process (D.1-6, D.1-7).

The IRC annual report includes general and specific recommendations that represent a number of significant challenges commonly reported by units under review. Some of the challenges are beyond the control of the individual departments. The recommendations are to be integrated into the unit's 3-year plan. The value of the Institutional Review process relies upon departments taking IRC recommendations seriously and taking action to address those recommendations. IRC recommendations for units reviewed are submitted to the appropriate vice-president. The VPs are requested to submit their responses to the EMPC and IRC. This process was approved by EMPC in Fall, 2001, and the vice-presidents will submit their first responses in Spring 2002 (D.1-8).

IRC membership rotates and has been very sporadic. There is no standard for the length of committee participation. In 2001-2002, there was a 75% turnover in committee membership, which became a problem due to the training involved (D.1-8).

**Plan:**

The Instruction Office will ensure the currency of all forms, documents, and other information relative to curriculum review that are posted on the Instruction Office web site.

The Strategic Planning Council, working with the IRC, will streamline the review process for 2002-2003, and establish standard terms and a rotating.



*D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.*

**Description:**

All courses and programs, regardless of proposed or actual location or instructional delivery method, are held to the same standard. There are several mechanisms used to ensure the quality of instruction, academic rigor, and educational effectiveness of courses and programs. Course prerequisites, co-requisites, basic skills entrance requirements, course outlines of record and appropriateness of transfer are reviewed and approved by the Curriculum Committee. If a problem is identified, the department chair/director is given direction and assisted for necessary modification (D.2-1).

An Assessment of Learning Project Team (ALP) was established in 1997 to develop and adopt definitions of core skills students require for success and to develop standards for institutional assessment. Based on skills identified by ALP, the Educational Master Planning Committee adopted a set of core skills to be integrated across the curriculum. The core skills were subsequently approved by the Faculty Senate and the Governing Board. Through the work of Subcommittee C, the Curriculum Committee is currently working on a plan to require the integration of core skills in all COR submitted for approval during the next curriculum review period (D.2-2, D.2-3).

All full-time contract faculty are required to have annual professional development contracts indicating approved professional development activities planned for the academic year (D.2-4). Activities provided through Professional Development (PD) offer a variety of opportunities of value to faculty. A schedule of PD activities is published periodically, and announcements appear regularly via district e-mail (D.2-5).

Faculty evaluation and tenure review policies are published in the Faculty Manual. Probationary faculty are evaluated at least once per year of employment. The evaluations require student feedback as well as classroom visitations by all members of the evaluation committee, including the division dean. Tenured faculty are evaluated at least once every three years. The evaluatee has several methods of evaluation to choose from. Adjunct faculty are evaluated in their first year of employment and then at least once every six semesters of employment (D.2-4, D.2-6).

Regardless of service location or instructional delivery, including Palomar College courses taught in foreign countries, the goal of the College is to provide the same quality educational experience. Faculty must meet the same qualifications, and the curriculum must meet required standards (D.2-7). The learning environment, including the facilities and equipment, varies from location to location. There is a need to establish a standard for classrooms and labs, so that teachers can expect some consistency with regard to facilities and equipment. The Institutional Review Committee specifically asks departments and programs to evaluate their curricular offerings using such variables as

demographics, enrollment, retention, budgetary factors, and feedback from student surveys. This process allows departments to assess their strengths and challenges, and to establish or change courses and programs to maintain the quality, rigor and effectiveness consistent with the goals of the College (D.2-8).

**Analysis:**

Palomar College has an excellent academic reputation, as evidenced by the success rate of transfer students and confirmed by its being named a Vanguard College. As a Vanguard College, Palomar has adopted the following strategies: to identify core knowledge and skills; to award degrees and certificates primarily on the basis of demonstrated learning; and to create an outcomes assessment system. Although the number of transfers to four-year universities, the number of AA degrees awarded, and the percent of students successfully completing courses have increased in recent years, the College is committed to continuous improvement in these areas (D.2-9).

The College continues to revise processes and procedures to maintain excellence. To date, 60% of the college departments have been through the Institutional Review process. The Curriculum Committee has improved its procedures for curriculum review. In 1999-2000, Partnership for Excellence funds were used to make Course Outlines of Record available online. The evaluation procedures for faculty have also been improved and include more options for evaluation.

The expanded professional development program offers more activities: workshops; seminars; innovative projects; teacher exchanges; study circles; and training and retraining activities. It is designed to be very flexible so that faculty members can create an individualized program, and so that they can participate in approved activities almost anywhere and anytime. Academic Technology conducts workshops related to using technology in teaching. Any faculty member who will use Blackboard in his or her teaching is required to attend a minimum of four training workshops. Faculty members, classified employees, administrators, and the Board of Trustees have expressed support for this program (D.2-9).

The recent online survey of faculty, administrators, and students indicate that they believe that Palomar College is offering a quality education. There is high agreement that all courses have specific learning outcomes to be met, and that the quality of teaching and instruction is high. However, the majority of faculty members responding indicated that they do not believe they have the necessary resources to establish a sufficient learning environment at all locations (D.2-10).

To date, there has been no assessment of courses offered in electronic format for online classes, even though it is a Title 5 requirement. The conclusions of the Assessment of Learning Project, which was to define core skills required for success and establish standards for institutional assessment, have yet to be incorporated into college policy or procedure.

**Plan:**

The College will develop standards for a comprehensive institutional assessment plan.

The Assistant Superintendent/Vice President for Instruction will support development of a tool to evaluate courses offered in electronic format.

The Assistant Superintendent/Vice President for Instruction, in conjunction with the Instructional Deans, will develop a standard for general use classrooms and discipline specific labs and maintain that standard at all service locations.

***D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.***

**Description:**

The evaluation of student learning is based upon course-specific criteria contained in the official Course Outline of Record and in the instructor's syllabus. Copies of the course outlines are on file in the department and in the Instruction Office. Areas of the outline related to evaluation of student learning include course objectives (expected outcomes); course content/body of knowledge; required reading; required writing or skills demonstration; outside assignments; and grading policy and standards (D.3-1). Every instructor is expected to prepare a course syllabus that details course content and expected learning outcomes in addition to grading policy—including methods by which students will demonstrate their competence, and the relative value of each method (D.3-1, D.3-2).

Student learning is primarily measured and evaluated by faculty, who assign an evaluative grade based upon student performance as defined in the course syllabus. Weight may be given to examinations, quizzes, papers, reports, assignments, projects and other measures of knowledge or skills. Student achievement is based upon definitions of the standard A, B, C, D, F, FW, CR and NC grades as defined in the College Catalog (D.3-3). Credit awarded is consistent with the commonly accepted Carnegie unit and is in compliance with the California Education Code. The California Education Code specifies the minimum number of hours a class must meet for each unit of credit (D.3-4). The unit value for each course is a required element of the Course Outline of Record and course syllabus (D.3-5).

Students may demonstrate that they have met the objectives of a specific course through experience in the workplace, foreign language proficiency, or some other process outside the conventional academic setting. Credit by Examination may be earned by receiving a passing grade on an examination administered by the appropriate instructional department or program, a demonstration of proficiency, or the completion of an assignment/project in addition to an examination.

In addition to the awarding of credit under normal circumstances, other factors may result in an “I” (Incomplete), “IP” (In Progress Grade), “RD” (Report Delayed), “W” (Withdrawal), or “FW” (Failing for Unofficial Withdrawal) appearing on a student’s record in lieu of a grade. Each of the identified symbols requires a specific process to secure credit for the specified course. Students can also receive credit in a course by completing work needed to alleviate a “NC” (No Credit) grade, or by repeating a course in which they have received a grade of “D” or “F” on their first attempt (D.3-3).

**Analysis:**

Institutional procedures and practices have been established to ensure clarity in the definition of course content, expectations for course completion, grading criteria and awarding of credit. At the beginning of each term, instructors review with each class the course requirements, expected learning outcomes, evaluation criteria, and other elements of the course syllabus. All syllabi are expected to include the instructor’s grading policy, which should identify specific requirements for varying levels of achievement (D.3-2). The monitoring of grading policies and course content helps to ensure that stated grading standards are published and followed. The standard grade definitions used are accepted by faculty and students as an adequate measure of student learning and are accepted by other post-secondary institutions.

The curriculum review process ensures that all courses are assigned credit unit values appropriate to the course content and method of instruction. The unit value for each course is included in the College Catalog and in the Class Schedule for each term. The “Glossary of Terms” in the catalog defines “Unit of Credit” as “one hour of [lecture] class work per week for one semester” or “three hours of laboratory per week”. Although many Palomar College courses are “lecture/laboratory”, and correctly identified as such in the COR, catalog and schedule, the glossary does not define the unit value for that combination (two hours of class per week for the equivalent of one semester). The published definitions for lecture and laboratory classes state “for one semester”, when “for the equivalent of one semester” might be more accurate, given the existence of short-term classes (D.3-5).

The Assessment of Learning Project (ALP) team was organized to support the goal of integrating assessment of student learning as a natural and ongoing component of the instructional process on a campus wide basis. The rationale included aspects of accountability to students, to the community and to various controlling agencies. Faculty surveys and focus groups were utilized to assess elements and components important to the goals of the project, to identify common skills that are shared, taught and assessed by all or most disciplines at Palomar College, and to determine a protocol to measure those skills. Although information on ALP remains on the web site, no funding has been allocated to continue the project (D.3-6).

**Plan:**

The Instruction Office will develop a comprehensive plan to identify and assess core knowledge and skills.

The Instruction Office will revise the descriptions of unit value as printed in the College Catalog for clarity.

The Assistant Superintendent/Vice President of Instruction, in conjunction with Deans and department chairs, will encourage faculty to develop course syllabi that fully inform students regarding criteria for evaluating student learning, including expected outcomes and grading policy.

*D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.*

**Description:**

The Palomar College transfer of credit policy is clearly stated both in Section 5, "Academic Regulations and Standards", and Section 6, "Transfer, Degree, and Certificate Requirements", of the Palomar College Catalog (D.4-1). The policy also appears on various web sites accessible by students seeking transfer information (D.4-2, D.4-3, D.4-4).

In addition to assuring that "credit for most courses taken at regionally accredited institutions" will be granted, the catalog and web sites advise students to meet with a counselor to develop an educational plan. They also inform students transferring to Palomar that they must have a transcript from each college attended forwarded to the Palomar College Records Office for evaluation. Additional information is provided on non-traditional credit sources such as Advanced Placement Examinations (AP), College Level Examination Program (CLEP) and the International Baccalaureate Examinations (IB).

Through Tech-Prep, the College has also developed articulation agreements with local high schools. College and high school faculty meet to compare and evaluate curriculum and to determine the feasibility of articulation. Students can earn College credit for articulated courses taken while in high school (D.4-5).

**Analysis:**

The Articulation Officer at Palomar College develops and maintains the official list of courses transferable to the CSU, UC, and independent institutions. As new courses appropriate for articulation are developed, the Articulation Officer submits them for transfer articulation. Notations regarding transferability and general education



requirements are included in the Palomar College Catalog and are submitted to Project Assist, the official intersegmental repository of articulation for the State of California (D.4-6).

All transcripts submitted to the Palomar College Records Office for evaluation of transfer credit are carefully reviewed. Each course is evaluated for equivalency with Palomar College courses. Credits earned in articulated courses are easily transferred. When equivalency is questioned, Records Office staff may contact the other institutions for additional information.

Articulation information is available to students at all counseling and education centers of the college, published in the catalog, and accessible via the Articulation Office and Transfer Center web sites (D.4-3, D.4-4). Additional support for transfer and articulation functions has been provided by Partnership for Excellence funds, and the Transfer Center reported a 62% increase in student contact hours during the two-year period, 2000-2002. The Transfer Center has implemented a new academic advising model, utilizing faculty from related disciplines, to ensure students are taking the appropriate classes to transfer to their four-year institution (D.4-7).

The articulation site clearly explains the articulation process, and maintains a link to Project Assist, a computerized student transfer information system. Using Project Assist, students can see how course credits earned at one California college or university may be applied when transferred to another institution (D.4-8).

Educational objectives including the fulfillment of transfer, admission, and lower division preparation requirements are considered in all curriculum decisions. The Articulation Office maintains over 400 articulation agreements with four-year institutions making Palomar an ideal choice for lower division preparation by students wishing to transfer to another four-year college or university (D.4-6).

The information in the College Catalog regarding Associate in Arts degree options does not clearly differentiate between degrees suitable for transfer to a four-year institution and those that are not (D.4-9).

**Plan:**

The Instruction Office will revise the catalog descriptions for AA degree options to more clearly differentiate between degrees intended for transfer and those that are not.

***D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.***

**Description:**

Palomar College provides an instructional environment that accommodates various learning styles and alternative delivery systems. Traditional lecture courses are becoming increasingly interactive as instructors utilize instructional computer labs, the Internet, videotapes, computer presentations and demonstrations, and email communication. Computer labs are available to a wide range of disciplines including, but not limited to English, English as a second language, career development, math, reading, music, art, business geographic information systems, graphic communications, computer science, computer applications and office technologies, communications, and drafting. The College offers students a variety of distance learning opportunities: online courses; telecourses with various options; fully interactive videoconferencing courses; and computer-assisted self-paced courses.

The Educational Television department (ETV), in conjunction with instructional departments, offers telecourses, Telenet courses, telecourses with two-way interactive videoconference meetings, and fully interactive videoconference courses. Approximately 60% of the telecourses are produced by ETV and Palomar College faculty and 40% of the telecourses are licensed through Intelcom and PBS (D.5-1). ETV was awarded a \$8.5 million grant to host the California Community College Satellite Network. Through this network, ETV will be able to expand programming access and marketing efforts for telecourses and Telenet courses. In 2000-2001, ETV was awarded a \$11.5 million grant to offer e-conferencing services statewide and to provide more interaction for students and faculty in distance education courses.

In 1998-1999, 22 online courses were offered. The College created an Academic Technology Group (ATG) to assist faculty in the development of online courses, and to provide support services. The ATG is coordinated and directed by an 80% reassigned faculty member and staffed by an academic technology supervisor, two full-time technicians, and a graphic artist. Online course offerings have grown significantly, with 67 sections of online classes scheduled in Fall, 2001.

Selected credit courses have also been offered on-site at businesses within the community. The employees constitute the class core, although members of the community are welcome to enroll (D.5-2).

Disabled Student Programs & Services (DSP&S) provides support services and specialized courses to enable students with various disabilities to fully mainstream and participate in courses and other components of the college. The Assistive Computer Lab provides computer adaptations, adaptive equipment, and software designed to promote student independence. ETV also offers closed-captioned telecourses.

There are numerous occupational programs that prepare students to enter the workforce. Courses within some disciplines—e.g. graphic communications, business, and computer science—are more easily adapted to distance education delivery systems. Others are much more effectively taught in physical classrooms and labs where students can get the hands-on experience necessary for mastery of technical skills. Healthcare programs, such



as nursing, include a clinical component, delivering instruction at local hospitals or other healthcare institutions. Instruction in occupational programs often includes non-traditional modes of instruction, including computer simulations, and components of distance education such as e-mail and chat rooms.

Internships and Cooperative Education options provide opportunities for students to meet curriculum objectives while working in local businesses and industry, and provide experience needed to enter the workforce. Service Learning offers opportunities for students in non-vocational programs to gain workplace experience and insight, and integrate that learning with concepts and theories studied in the classroom.

Other programs offer unique modes of instruction to accommodate specific needs of students or curriculum requirements. Worksite Education provides customized, contract training for business and industry. Courses are taught at the worksite or a Palomar College location. Programs offered by the Regional Occupational Program offer internship opportunities. As part of the College commitment to lifelong learning, Community Services offers fee-based workshops and seminars for personal and/or professional development and Community Education provides tuition-free noncredit courses targeting specific populations. Palomar College serves as the Local Education Agency for union-funded apprenticeship training, offering college credit for required coursework.

#### **Analysis:**

The College has greatly increased the utilization of various delivery systems and modes to meet the demand for additional courses despite the lack of additional classrooms or laboratories. Since 1998-99, online course offerings have increased by more than 300%. Online classes are very popular and most fill within the first two weeks of registration. Attrition, however, is much higher in online classes than those taught through traditional modes. In addition, online classes are not the most appropriate delivery system for all students. Students who are not experienced independent learners or who need personal interaction to succeed will not generally have their needs met through online offerings. It can also be difficult to complete an A.A. degree program solely through distance education courses. At present, there is not a comprehensive plan to coordinate the development, training, and evaluation of online classes, or to assess students' level of satisfaction and learning outcomes (D.5-3).

ETV has developed innovative telecourse options that benefit students, faculty, and the institution: two-way interactive videoconferencing; and Telenet, which adds an Internet component to eliminate on-campus meetings. The College has supported the development of two-way interactive videoconference courses by providing a large room at the Escondido Center and scheduling professional development opportunities. Successful offerings have included a college success skills course that simultaneously met with students in high schools in Escondido, Warner Springs, and Borrego Springs.

Through ETV, the College has been able to serve students at diverse off-campus locations, such as Camp Pendleton and the San Diego District Attorney's office, by including them in classes offered at San Marcos or Escondido. ETV has also increased access and support services by adding full sets of videotapes for each telecourse at the Camp Pendleton, Fallbrook, Mt. Carmel and Ramona College Centers for students to check out for home viewing. Beginning Fall, 2001, TV and Telenet students were able to access their course outline, handouts, broadcast schedule, student support services and other information via the ETV website: <http://www.palomar.edu/etv> (D.5-4).

The addition of on-site credit classes to accommodate employers and their employees has proven to be beneficial for employer, employee, and the College. Several local employers have been involved in this delivery system, and many have requested additional offerings. The reduced cost to the college and the ability to schedule classes without having to also find a classroom make this a very viable option (D.5-2).

The curriculum approval process for courses offered through distance education requires separate approval for each delivery system or mode, which ensures courses meet established standards and requirements, but which also makes it very difficult to expand options within a reasonable amount of time. Departments need to consider all the possible delivery modes and include the necessary forms for each appropriate mode when a new course is submitted for approval (D.5-5).

Worksite Education and Community Services are self-funded and serve the community through fee-based courses appropriate for business/industry and lifelong learning. Worksite Education has been very successful in developing courses specific to the needs of the local community including customer service, smog certification and Bobcat certification. Community Services offerings provide introductory workshops or skills upgrade classes for small business owners or individuals seeking short-term learning experiences. Community Services is the only San Diego County provider of the motorcycle-driving course that is required to apply for a license (D.5-6, D.5-7).

DSP&S supports compliance with requirements imposed by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In 2000-01, over 800 students were fully served by DSP&S. Fifty students received AA degrees, 16 received occupational certificates and over 20 transferred to four-year institutions. Most DSP&S sponsored courses use the support model; they support the student's learning while enrolled in a mainstream course, or prepare a student with compensatory skills prior to enrollment in mainstream courses. In the Assistive Technology Training Center, students are trained to use adaptive technology and software for their academic and vocational use, including screen-readers, reading stations and voice-recognition software. DSP&S also performs alternate media conversion, in which print materials are converted to the most appropriate medium (tape, disk, Braille, tactile) for the learning needs of the individual (D.5-8).

ROP offers tuition-free courses, providing a low-risk introduction to college coursework. Most classes are scheduled in 3-4 hour blocks, to allow for the practical hands-on experience students need to master technical skills. Many courses are offered at night or all-day Saturday to accommodate working adults who need to develop new skills or prepare for a career change. Working with DSP&S, ROP has also successfully accommodated students with a variety of disabilities (D.5-9).

Internships are generally associated with occupational programs, or Cooperative Education, and a variety of opportunities exist. Service Learning is an informal curriculum component in several disciplines, but has not been established as a formal college program or curriculum requirement. All modes offer additional methods of meeting or reinforcing curriculum objectives and enhancing the learning experience for students.

**Plan:**

The College will support innovation in modes and delivery of instruction for all programs.

The Assistant Superintendent/Vice President for Instruction, in conjunction with the Curriculum Committee, will develop and publish a comprehensive plan for the development, coordination, scheduling, delivery and evaluation of online classes.

The College will, through the Curriculum Committee, revisit the proposed Service Learning option/requirement.

*D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.*

**Description:**

The Educational Master Planning Committee, in consultation with the Curriculum Committee, reviews all unit plans and develops educational policy and plans for ensuring quality, effectiveness, and efficiency of the instructional programs (D.6-1). All credit and non-credit courses and programs must meet established standards. Through the curriculum review process, all courses and programs are periodically reviewed, evaluated, and subject to revision. Palomar College adheres to Title 5 regulations that mandate separate course approval for courses conducted by non-traditional delivery systems. In 2000, the Curriculum Committee revised the forms for submitting new and revising existing courses, developed new guidelines and distance education course forms, and conducted workshops to ensure faculty and staff clearly understood the new

procedures. Official course outlines are on file in the Instruction Office and are maintained by individual departments, as well (D.6-2).

All College units are required to participate in institutional review and develop a master plan that addresses the goals and objectives of the department, and of the college. In addition to complying with the institutional procedures of the college, some programs must also adhere to state or national standards and the requirements of external accreditation or licensing agencies. Programs that fall in this category include Dental Assisting, Emergency Medical Education, Fire Technology, Nursing Education, Public Safety, and Regional Occupational Program. Many occupational programs also align their curriculum with industry standards and/or professional certification requirements. Additional planning and evaluative input comes from members of the advisory committees associated with each occupational program.

Community Services provides fee-based not-for-credit lifelong learning seminars, workshops, and classes. A course syllabus for each class is on file in the Instruction office. Courses are offered based on student and faculty feedback from an informal survey and on enrollment. Worksite Education and Training offers custom-designed training and learning programs to meet local business needs. Periodic follow-up is conducted to determine how well the employees are using their new skills on the job. Employers are provided evaluation materials to help track employees' progress (D.6-3, D.6-4).

Courses that include an Internet component require faculty to attend Blackboard workshops prior to development of that element of the curriculum. Each semester, ETV distributes an evaluation survey to telecourse and Telenet students and faculty to evaluate the support services, students' satisfaction with the course, and the effectiveness of the course design, as well as to gather student demographic data (D.6-5).

#### **Analysis:**

Changes recently implemented by the Curriculum Committee have improved the curriculum review process. The revised Course Outline of Record form includes "methods of determining whether the stated objectives have been met by students" as part of the grading policy and standards section (D.6-6). The new forms for distance education courses, and the requirement of one form per delivery mode (per Title 5), provide some assurance that standards will be met and that the curriculum has been developed or modified specifically for that mode. Procedurally, there have also been improvements, and more attention given to thorough review of materials by Discipline Specialists (Curriculum Committee members assigned to assist specific departments) prior to submission for approval. The three-year review cycle appears to work well, although departments and programs are encouraged to revise courses as information and/or technology advances dictate.

The evaluation of courses and programs extends to the quality of instruction. Faculty who teach both credit and non-credit, whether conducted on or off-campus, by traditional or non-traditional delivery systems, are evaluated through peer and/or the tenure evaluation process. Professional development activities are structured to provide the technological and instructional skills necessary to teach via traditional and non-traditional delivery systems. The professional development activities available within the district are numerous and varied, and include many workshops taught in the academic technology lab—which was created to provide opportunities for faculty and staff to upgrade their skills in computer-based technology.

In 1999, all college centers and ETV were evaluated via the Institutional Review process. IRC reported several findings related to the administration of courses and programs at those sites: inadequate funding levels for Camp Pendleton, Escondido, Mt. Carmel, Poway, and ETV; a need for on-site training for center staff, particularly in PeopleSoft and computer skills; facilities at many centers not conducive to quality education; inadequate technical support, student services not comprehensive; and inadequate security at the Fallbrook and Camp Pendleton Centers. Specific issues reported by departments under review included lack of access to student transcripts, unacceptable delays in producing transcripts for Marines enrolled at Camp Pendleton, and continuing enrollment system malfunctions. IRC also recommended that the College identify ways to offer general education courses that include a lab component at all of the centers (D.6-7).

In an effort to address IRC recommendations, the centers applied for Partnership for Excellence funds. Funding was approved for the following improvements: a Camp Pendleton Counselor/Financial Aid Counselor; student hourly tutors at the Escondido Center; an Academic Technology Support Specialist; part-time classified positions at the Pauma and Escondido Centers; an hourly staff position at the Escondido Center library; and development of a Child Care Center at the Escondido Center (D.6-8).

Educational Television administers a \$8.5 million grant to host the California Community College Satellite Network and a \$11.5 million grant for E-Conferencing services. Progress reports are provided bi-weekly to the Vice President of Instruction, as well as to the Chancellor's Office. An annual budget and work plan is also required by the Chancellor's office.

Special programs, including Community Services, Worksite Education, and ROP are included in the Institutional Review process, and participate in master planning and reporting functions. Community Services and Worksite Education operate as small businesses within the constraints of the California Education Code, bargaining agreements, and local policies and procedures, and have been successful in generating sufficient income to cover expenses and expand their offerings to business and the community.



Palomar College under contract with the San Diego County Office of Education offers a variety of occupational programs through the Regional Occupational Program (ROP). All courses, with the exception of cosmetology and culinary arts, are subject to the rigor and scrutiny of the Palomar College curriculum review and institutional review processes and are internally articulated, which allows students the option of taking them for credit. Every course offered through ROP has been approved by San Diego County ROP and the California State Department of Education. Additionally, the San Diego County ROP, which includes 22 secondary and post-secondary districts, is fully accredited by WASC (D.6-9).

**Plan:**

No action needed.

***D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.***

**Description:**

Distance Learning at Palomar College is guided by the Information Technology Strategic Master Plan (ITSMP) 2000-2005, based upon the California Community College Technology II Strategic Plan 2000-2005 (Tech II). These documents share a common vision, the use of "technology to enable our students and communities to be successful in a knowledge-based society by providing universal access to quality learning" (D.7-1).

The underlying philosophy expressed in the Information Technology Strategic Master Plan is: "to embrace the use of information technology District-wide as we go about fulfilling the college's promise to our students and communities that we will use all the tools at our disposal to provide the best learning opportunity possible while serving as responsible stewards of public resources" (D.7-1).

The ITSMP empowers campus committees and groups to coordinate the implementation and revision of the Plan, to ensure the delivery of appropriate distance education programs. Chief among these committees is the Technology Committee, which reports its recommendations to the Educational Master Plan Committee (EMPC). The infrastructure for distance education courses is provided jointly by Information Systems [IS] and Education Television (ETV). The Academic Technology Group (ATG) provides training for faculty in the use of technology and software necessary to deliver distance education programs to the community. This includes the creation and maintenance of campus and faculty web sites. Central to the online educational program is the maintenance by ATG of the Blackboard Course Management System. ATG also works with ETV to deliver Telenet classes to the community.

**Analysis:**



Online courses are approved and scheduled through the same processes as other courses offered by the College. Online course proposals must be approved by the discipline prior to submission to the Curriculum Committee for final approval. Beyond this process, there is no institutional plan for online course approval. At the present time, each department develops and offers online courses based on a faculty request, the need for additional sections, and/or to offer students an alternative learning method. Although faculty intending to use the Blackboard system have a training requirement prior to implementation, departments are not required to notify Academic Technology of their plans to offer courses in an electronic format, nor are instructors required to obtain the approval of ATG before their online course goes "live". Some faculty develop their own web page for instruction and do not use the Blackboard system (D.7-1).

The Academic Technology Group (ATG) provides technical support and faculty training for many levels of both distance education and the use of technology in face to face classes. Additional ATG positions have been created over the past three years to provide more support services and training for online instruction. A faculty member serves as the Academic Technology Coordinator (80% release time). The Coordinator supervises the AT Lab and Classroom, which has 75 computer workstations and provides an environment for online class orientations as well as training for faculty in the use of software suitable for their online courses, including Microsoft FrontPage, PowerPoint, and the Blackboard system. An Academic Technology Supervisor maintains the College home page as well as the ATG web site, with various levels of training information for faculty and staff, and also maintains the servers for academic computing uses.

Online faculty drawn from the permanent and adjunct faculty receive professional development credits to participate in Blackboard workshops, and permanent faculty often receive 20% release time to develop an online course using Blackboard. ATG also provides assistance to students who experience difficulty using the technology required for distance education. There is currently no assessment to determine if students have the technical skills needed to successfully use the technology involved in their course work. There is also no process for evaluating faculty technical skills appropriate to distance education before they are allowed to offer online classes (D.7-1).

The Computer Science Information Services (CSIS) department uses a separate web page and support services for their Computer Science courses. The department reportedly receives an overwhelming number of phone calls each day with questions and concerns regarding their online courses. The volume of calls has resulted in the hiring of a part-time employee to assist with the workload. If CSIS were to coordinate support services by providing Academic Technology a list of classes and links for their online classes, students could access online course information from one central area (D.7-2).

Educational Television developed and maintains a website designed to support Telenet students and to provide access to the course outlines and materials online. A course evaluation survey is posted on the website for students to complete and forward to the

ETV office. The surveys are tabulated by hand and require a great deal of time. A more efficient process needs to be developed online that will tabulate the data and track responses (D.7-3).

Developing an educational plan that includes only online courses is difficult for students. The College is unable to ensure that students can complete their general education requirements online in a timely matter or assess the level of satisfaction among students and faculty.

Currently, there is no evaluation or assessment of the courses offered electronically, apart from regular faculty evaluation of the course, which provides results only to the individual instructor. There is a need for a method to assess learning outcomes for distance education students, and to determine the level of student satisfaction. There is also a need for a process to ensure that courses offered in electronic format adhere to the Accrediting Commission for Community and Junior Colleges (AACJC) adopted policies (D.7-4).

**Plan:**

The Assistant Superintendent/Vice President for Instruction, in conjunction with the Curriculum Committee, will develop and publish a comprehensive plan for the development, coordination, scheduling, delivery, and evaluation of online classes.

The College will support free wireless Internet access in the College library and other feasible locations.

***D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.***

**Description:**

Palomar College does not offer curricula in foreign locations to students other than U.S. nationals.

**Documentation Reference:**

- |           |   |
|-----------|---|
| A.1-1     | Palomar College 2001-2002 Catalog, Section 1 – General Information, p.12                    |
| A.1-2     | Noel-Levitz Survey, Fall 2001: Student Satisfaction Inventory                               |
| A.1-3     | Interview with Marty Furch, Associate Professor, ESL/VESL                                   |
| A.1-4     | Interview with Mollie Smith, Interim Director, Vocational Programs                          |
| A.1-5     | Input from Judy Fish, Director, Regional Occupational Program                               |
| <br>A.2-1 | <br>Discussion with Pat Schwerdtfeger, Interim Dean, Media, Business and Community Services |

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- A.2-2 Noel-Levitz Survey, Fall 2001: Student Satisfaction Inventory  
A.2-3 Input from Loren Lee, Professor, Economics, History and Political Science  
**A.2-4 Scheduling Experiment conducted by Jennifer Paris**  
A.2-5 Discussion with Mark Vernoy, Interim Dean, Human Arts and Sciences
- A.3-1 Interview with Sara Thompson, Associate Professor, Life Sciences  
A.3-2 Input from Loren Lee, Professor, Economics, History and Political Science  
A.3-3 Interview with Wilma Owens, Interim Dean, Vocational Technology  
A.3-4 Interview with Jan Rightmer, Counselor and Articulation Officer  
**A.3-5 Interview with Monika Brannick, Associate Professor, Mathematics and Faculty Co-Chair of the Curriculum Committee**
- A.4-1 Noel-Levitz Survey, Fall 2001: Student Satisfaction Inventory  
A.4-2 Distance Learning Form  
A.4-3 Palomar College Professional Development Directories for 2001-2002  
A.4-4 Input from Marlene deLeon, Staff Assistant, Educational Television
- A.5-1 Input from Judy Eberhart, Dean, Counseling, Guidance and Career Development  
A.5-2 Noel-Levitz Survey, Fall 2001: Student Satisfaction Inventory
- B.1-1 Interview with Monika Brannick, Associate Professor, Mathematics and Faculty Co-Chair of the Curriculum Committee  
B.1-2 Palomar College 2001-2002 Catalog (throughout)  
B.1-3 Palomar College Class Schedule, Fall 2001  
B.1-4 Noel-Levitz Survey, Fall 2001: Student Satisfaction Inventory  
B.1-5 Palomar College 2001-2002 Catalog, Section 7 – Program and Course Offerings, p. 71
- B.1-6 Program Form (A.A. Degree/Certificate Program – New/Change/Deletion)  
B.1-7 Course Outlines of Record (specific to application)  
B.1-8 Library/Media Review Form  
B.1-9 Interview with Mike Rourke, Dean, Mathematics/Natural and Health Sciences
- B.2-1 Palomar College 2001-2002 Catalog, Section 7 – Program and Course Offerings, pp. 66-240  
B.2-2 Palomar College 2001-2002 Catalog, Section 6 – Transfer, Degree and Certificate Requirements, pp. 48-63  
B.2-3 Input from Judy Eberhart, Dean, Counseling, Guidance and Career Development  
B.2-4 Noel-Levitz Survey, Fall 2001: Student Satisfaction Inventory

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- B.3-1 Palomar College 2001-2002 Catalog, Section 7 – Program and Course Offerings, pp. 66-240
- B.3-2 Palomar College Faculty Manual 2001-2002, p. 97
- B.3-3 Handbook for Adjunct Faculty 2001-2002, p.18
- B.3-4 Report of Survey for Institutional Self-Study for Accreditation, Palomar College Office of Institutional Research and Planning
- B.3-5 Course Outline of Record
- B.3-6 Interview with Mark Vernoy, Interim Dean, Human Arts and Sciences
  
- B.4-1 Palomar College 2001-2002 Catalog, Section 6 – Transfer, Degree and Certificate Requirements, p. 59
- B.4-2 2002 Palomar College WASC Self-Study, Standard Four: Educational Programs, Provision C: General Education
- B.4-3 Interview with Cheryl Takala, Academic Evaluator/Advisor, Admissions and Records
- B.4-4 Interview with Monika Brannick, Associate Professor, Mathematics and Faculty Co-Chair of the Curriculum Committee
- B.4-5 Interview with Jan Rightmer, Counselor and Articulation Officer
- B.4-6 Palomar College Occupational Advisory Committee Handbook
  
- B.5-1 Palomar College 2001-2002 Catalog, Section 6 – Transfer, Degree and Certificate Requirements, pp. 59-60
- B.5-2 Course Outline of Record – English 100
- B.5-3 Report of Survey for Institutional Self-Study for Accreditation, Palomar College Office of Institutional Research and Planning
- B.5-4 Palomar College 2001-2002 Catalog, Section 5 – Academic Regulations and Standards, p. 40
  
- B.6-1 Interview with Wilma Owens, Interim Dean, Vocational Technology
- B.6-2 Research in Brief: Vocational Education Graduate Survey, Office of Institutional Research and Planning
- B.6-3 Vocational and Technical Education Act Report and Indicator Descriptions and Methodology for the California Community Colleges, California Community Colleges Chancellor's Office, 2002
- B.6-4 Input from Judy Fish, Director, Regional Occupational Program
- B.6-5 Interview with Karie Lord, Student Employment Services Coordinator
  
- C.1-1 Palomar College 2001-2002 Catalog, Section 6 – Transfer, Degree and Certificate Requirements, pp. 48-62
- C.1-2 Palomar College web site – catalog: [www.palomar.edu/catalog/](http://www.palomar.edu/catalog/)
- C.1-3 Interview with Jan Rightmer, Counselor and Articulation Officer
  
- C.2-1 Guidelines for General Education
- C.2-2 Title 5, California Code of Regulations
- C.2-3 General Education-Breadth-Requirements – Executive Order No. 595

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- C.2-4 Curriculum Course Form
- C.2-5 Palomar College 2001-2002 Catalog, Section 9 – Glossary and Terms, p.259
  
- C.3-1 Palomar College 2001-2002 Catalog, Section 6 – Transfer, Degree and Certificate Requirements, p. 62
- C.3-2 Palomar College 2001-2002 Catalog, Section 6 – Transfer, Degree and Certificate Requirements, pp. 59-62
  
- C.4-1 Interview with Jan Rightmer, Counselor and Articulation Officer
- C.4-2 Palomar College 2001-2002 Catalog
  
- D.1-1 Curriculum Committee Guidelines
- D.1-2 Institutional Review Guidelines
- D.1-3 Report of the Institutional Review Committee to the Educational Master Planning Committee, May 5, 1999
- D.1-4 Interview with Monika Brannick, Associate Professor, Mathematics and Faculty Co-Chair of the Curriculum Committee
- D.1-5 Fall 2001 Curriculum Committee Report
- D.1-6 1999-2000 Annual Institutional Review Committee Report
- D.1-7 2000-2001 Annual Institutional Review Committee Report
  
- D.2-1 Curriculum Committee Guidelines
- D.2-2 Assessment of Learning Project (ALP) web site:  
<http://www.palomar.edu/alp>
- D.2-3 Fall 2001 Curriculum Committee Report
- D.2-4 Palomar College Faculty Manual 2001-2002, p. 69-71
- D.2-5 Interview with Katheryn Garlow, Professional Development Coordinator
- D.2-6 Interview with Ann Voth, Tenure and Evaluations Coordinator
- D.2-7 Interview with Tim Ulman, Chair of Foreign Languages Department
- D.2-8 Institutional Review Guidelines
- D.2-9 Educational Master Plan Strategic Goals
- D.2-10 Report of Survey for Institutional Self-Study for Accreditation, Palomar College Office of Institutional Research and Planning
  
- D.3-1 Curriculum Course Form
- D.3-2 Palomar College Faculty Manual 2001-2002, p. 97
- D.3-3 Palomar College 2001-2002 Catalog, Section 5 – Academic Regulations and Standards, pp. 38-42
- D.3-4 California Education Code
- D.3-5 Palomar College 2001-2002 Catalog, Section 9 – Glossary and Index, p. 259
- D.3-6 Assessment of Learning Project (ALP) web site:  
<http://www.palomar.edu/alp>

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- D.4-1 Palomar College 2001-2002 Catalog, pp. 43, 48-63
- D.4-2 Counseling Department web site:  
<http://www.palomar.edu/counseling/services.html>
- D.4-3 Articulation Office web site:  
[http://songs.palomar.edu/articulation/index\\_alt.html](http://songs.palomar.edu/articulation/index_alt.html)
- D.4-4 Transfer Center web site:  
<http://www.palomar.edu/counseling/transfercenter>
- D.4-5 Interview with Wilma Owens, Interim Dean, Vocational Technology
- D.4-6 Information provided by Patricia Roberts, Articulation Assistant
- D.4-7 Interview with April Woods, Transfer Center
- D.4-8 Project Assist web site: <http://www.assist.org/>
- D.4-9 Input from Judy Eberhart, Dean, Counseling, Guidance and Career Development
  
- D.5-1 Annual Distance Education Report
- D.5-2 Interview with Wilma Owens, Interim Dean, Vocational Technology
- D.5-3 Input from Mike Arguello, Academic Technology Coordinator
- D.5-4 Input from Marlene deLeon, ETV Staff Assistant
- D.5-5 Distance Learning Form
- D.5-6 Interview with Teri Safranek, Manager, Worksite Education
- D.5-7 Interview with Theo Brockett, Manager, Community Services Program
- D.5-8 Provided by Ron Haines, Director, Disabled Student Services & Programs
- D.5-9 Interview with Judy Fish, Director, Regional Occupational Program
  
- D.6-1 Palomar College Faculty Manual 2001-2002, p. 3
- D.6-2 Curriculum Committee Guidelines
- D.6-3 Interview with Teri Safranek, Manager, Worksite Education
- D.6-4 Interview with Theo Brockett, Manager, Community Services Program
- D.6-5 Educational Television Institutional Review Report
- D.6-6 Curriculum Course Form
- D.6-7 Institutional Review Report, 1999-2000
- D.6-8 Partnership for Excellence Recommendations, 1999-2000
- D.6-9 Interview with Judy Fish, Director, Regional Occupational Program
  
- D.7-1 California Community College Technology II Strategic Plan 2000-2005
- D.7-2 Input from Mike Arguello, Academic Technology Coordinator
- D.7-3 Input from Marlene deLeon, ETV Staff Assistant
- D.7-4 Accrediting Commission for Community and Junior Colleges Policy on Distance Learning



## STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

*The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.*

*5.1: The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.*

### **Description:**

Palomar College has a rich tradition in providing a multitude of programs and services to ensure students have equal access and ample opportunity to participate in an environment that promotes student success. The mission of Palomar College has key components-empowerment, learning, evaluation, discovery, and growth-that further the purpose in promotion of student success.

Palomar College admissions policies and procedures, consistent with the institutional mission and Title 5 regulations, are clearly articulated and approved by the Palomar Community College District Governing Board, and are contained in Governing Board Policy 400 published in the *Palomar College Faculty Manual* (5.1-1). The college mission statement together with the college's admission policies published in the *Palomar College Catalog* (5.1-2) and the *Palomar College Class Schedule* (published three times a year), Escondido Center Class Schedule, also published separately (5.1-3, 4, 5, 6). This information is also available in electronic format on the Palomar College homepage: <http://www.palomar.edu> (5.1-7). An online application form is available as well as the standard paper form. The college's admission policies are also in the *Palomar Student Guidebook*, which is an externally published guidebook for students circulated by the Office of Student Affairs. Members of the Counseling Department also publicize the admissions policies in materials utilized in on-going recruitment efforts. Materials are also sent to principals and guidance counselors from local feeder high schools (5.1-8, 9, 10).

### **Analysis:**

The Noel-Levitz Student Satisfaction Inventory administered in Spring, 2001, asked students to respond on a 1-7 scale (strongly disagree to strongly agree) to the following items:

- "Admissions counselors respond to prospective students' unique needs and requests." (M = 4.68, SD= 1.48)
- "Admissions counselors accurately portray the campus in their recruiting practices." (M = 4.74, SD=1.31)
- "Admissions staff are knowledgeable." (M = 5.05, SD=1.41)

- “Policies and procedures regarding registration and course selection are clear and well-publicized.” (M = 5.31, SD= 1.41)

Overall, students were greatly satisfied with these services as evidenced in high scores to these questions (5.1-11).

In an attempt to facilitate greater student understanding of the services provided by the admissions and counseling staff, a virtual tour was instituted by the department in the summer of 2001 and is now available through the college website.

*Palomar College Class Schedules* are now being produced with a welcome letter from the college president in English and Spanish. Additionally, there is a Spanish-language information page in the class schedule produced in an attempt to ensure this information is available to Spanish speaking constituencies in the community.

**Plan:**

The Marketing Communications Department will ensure that admission policies are well publicized to all populations in a variety of formats and media.

***5.2: The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.***

**Description:**

Palomar College provides access to its instructional programs and student services through a variety of ways. Information about Palomar College is distributed throughout the community utilizing various publications. The Marketing and Communications Department ensures that every home in the district receives a current class schedule. In Fall, 2001, a marketing postcard was created to encourage an increase in student enrollment. The postcard contained key information for potential students. This innovative marketing approach was successful as over 200 calls were received weekly by the Marketing department following this mailing (5.2-1). The *Palomar College Class Schedule* (5.2-2) is distributed to all feeder high schools and public libraries within district boundaries and is mailed to anyone upon request. Palomar College participates in a variety of community events and is also part of a higher education consortia which promotes college programs. Most recently, a congratulatory letter written by the Superintendent/President went to 9500 high school seniors within the district. Included in this letter was an admissions packet, scholarship information, and assessment/orientation dates. It is worthy of note that a majority of district high schools now have through their websites hotlinks to the Palomar College homepage.

Continuous recruitment efforts are conducted by various campus constituents. According to the Assessment/School Relations Coordinator, the department administers over 150 group assessment, advisement and orientation sessions for new students. The STARS Program (assessment and orientation) evaluates each Spring over 2,000 students from 36 high schools. Five parent orientations (one in Spanish) for incoming students are offered. Additionally, a high school administrators' luncheon and a high school counselor's luncheon are held at Palomar College each year. Outreach efforts are also conducted by on site visitations at local high/middle schools. The University Link Program was instituted in Spring, 2001. This program targets high school seniors entering Palomar College and guarantees admission to the University of California at San Diego (UCSD). The Palomar PEER Ambassador program students visit local high schools and participate in other student outreach efforts. Outreach efforts that target first generation students, disabled students, international students, re-entry students are also conducted (5.2-3).

The matriculation process at Palomar College is designed to assist the student in attaining desired educational goals. Palomar College implements a carefully monitored matriculation plan which includes seven essential elements: admissions, assessment, orientation, counseling/advisement, student follow-up, coordination and training, and research and evaluation (5.2-4). In addition to the matriculation plan, an *Orientation Guide* is distributed to all prospective students who attend the student orientations. Orientation is not mandatory; however, students are highly encouraged to attend. Students are provided with detailed information concerning academic requirements, counseling/advisement services, and a variety of information that pertains to attendance at Palomar College. The *Orientation Guide* is also available in the Assessment Department (5.2-5).

Palomar College provides information regarding its programs, admissions policies, graduation requirements, social and academic policies, student conduct standards, and complaint and grievance procedures through the *Palomar College Catalog* (5.2-6), the *Palomar College Class Schedule*, *Orientation Guide*, *Palomar Student Guidebook* (5.2-7), various brochures, the college's homepage (<http://www.palomar.edu>), and in person. The *Palomar College Catalog* is available on the web for free downloading from the college's homepage and is available for purchase at the Palomar College Bookstore. Each department annually receives a copy of the college catalog.

Students can apply in person at the San Marcos Campus, any of the Education Centers, or online at [www.palomar.edu](http://www.palomar.edu). Following completion of the college application, Phone And Register (PAR) is made available for students to register. The system allows convenience in registering for classes, adjusting class schedules, or to research class availability.

The Office of Student Affairs provides the free *Palomar Student Guidebook* to students each semester. It contains graduation requirements, transfer requirements, and admissions guidelines. Additionally, students can find information on student support programs, scholarships, student clubs, honor societies, and other pertinent information.

**Analysis:**

In addition to the class schedule, the catalog, and college website, information about the programs, and classes at the college is imparted to students at public counters in the Student Services Center. The Admissions Office, typically the initial entry point to Palomar College, provides a variety of services to students both on and off campus. In Fall, 2001, the Admissions Office processed 16,422 applications (5.2-8). During peak application times, students can leave voice mail for admission's personnel. Admission personnel monitor the line and unanswered messages are forwarded to the Admissions supervisor for action. Service hours have recently been expanded, 7:30 a.m. – 7:00 p.m. Monday – Thursday, 7:30 a.m. – 4:00 p.m. on Friday and 9:00 a.m. – 12:00 noon on Saturday, reflecting the needs of the student body. In Fall, 2001, 48.6% were day students, 26.9% were evening students, and 24.5% were both day and evening students (5.2-9).

The information on admissions policies, graduation requirements, social and academic policies, student support programs, refund policies, student conduct standards, and grievance procedures are reviewed and updated by each department prior to the publishing of the succeeding edition of the *Palomar College Catalog*.

Student Services personnel evaluate the whole student and attempt to anticipate his/her needs. Staff working in the Admissions, Financial Aid, Counseling, and Student Support Programs areas routinely refer students to each other's programs when the need arises. Staff in these areas also make student referrals to various instructional departments as well.

The *Palomar Student Guidebook* is made available throughout the semester in public displays areas on campus such as Health Services and the cafeteria. It has become a valuable source of information for students and enables them to become knowledgeable about the programs and activities available at the college. The student code of conduct, students rights and responsibility are a highlight in the publication. Policies and procedures for dealing with student complaints, refund request, and holds on records, are in place via the Student Services Division.

The Admissions staff are informed and aware of college policies regarding student complaints. If a student voices concerns about staff, they are referred to the appropriate supervisor to discuss the matter.

Refunds are handled via an in-person form on the San Marcos campus. The Admissions Supervisor who oversees the handling of refunds requires this documentation before a refund can be issued. Holds are placed on the records of students who have outstanding balances from past semesters. It is necessary for students to make payment arrangements in order to have the hold against their records lifted to allow current semester registration. Once a payment agreement has been made between the college and the student, it is retained and monitored for compliance (5.2-10).

Information about student conduct and student discipline is included in the college catalog, the student handbook, and on the college's homepage. This includes *The Student Code of Conduct*, criteria for discipline and academic performance. Other campus departments also maintain links to the Student Code of Conduct on their individual department sites. This information is interpreted and enforced by the Director of Student Affairs with assistance, when necessary, by Palomar College Police. The Office of Student Affairs is located in the Student Union building. An attempt is made to staff the office continually during hours to answer student questions and concerns (5.2-11, 12).

Results of the Noel-Levitz Student Satisfaction Survey conducted in Spring, 2001, indicated that improvement could be made in the areas of Admissions, Financial Aid, and Academic Advising/ Counseling. As a result of this survey, the various areas of the Student Services Division began to work more closely together. One difficulty that currently exists is that a student cannot get all his/her needs met in one physical location. In fact, student support services are provided in eight separate locations on the San Marcos campus. Many of these areas are significant distances from one another. It is confusing for students to know where to go to have a particular need met, even once they have been specifically referred. In addition, campus signage is difficult to find and further makes identification and location of specific services confusing for students.

**Plan:**

Student Services will develop a comprehensive plan for a one stop center for the delivery of student services.

***5.3: The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.***

**Description:**

Palomar College empowers students to undertake a variety of programs through its vast array of support programs and services.

Palomar College has been successful in assisting students through services provided and support programs offered to complete their educational goals. This is evidenced in the number of students who have received degrees and certificates and who have transferred from this college to four-year programs. In 2000-01, 1032 AA degrees, 447 Certificates of Achievement, and 57 Certificates of Proficiency were awarded. In addition, 849 students transferred to CSU campuses and 162 students transferred to UC campuses (5.3-1).

A variety of services are offered through the support programs for students attending Palomar College. Each of the support programs works in collaboration to recognize and address the specific needs of the students. Through an array of avenues, Palomar has been



successful in offering its services to students and prides itself on the quality of service that is being delivered.

The Counseling, Guidance, and Career Development programs at Palomar College provide academic advisement, career guidance, and individual/personal counseling. General orientation and assessment sessions are offered frequently for prospective students. Eligibility tests in reading, English, and math are provided along with a general overview of the college, its programs and services. Individualized counseling sessions are utilized to develop student educational plans to ensure graduation and transfer requirements are accurately covered. The Career Center provides a variety of resources to assist students with career and life planning (5.3-2). A Student Employment Coordinator offers individual and group sessions for job preparation and targeted employment. Two career/job fairs are offered each year. Recently, a Counseling 80 class, "Introduction to College," was developed for students who are new to Palomar College or who are experiencing academic difficulty. The Transfer Center offers detailed and extensive university information regarding transfer requirements to four-year universities locally and out-of-state.

Students with diverse, unusual, or particular needs are served by a variety of programs. The Disabled Student Programs and Services (DSPS) provides specialized counseling, services, and instruction for students with disabilities. The Adapted Computer Lab offers computer-assisted instruction and specialized adaptive technology. Alternate Media requests (audio-tape; large print; braille; tactile graphics) are available upon request. Extended Opportunities Programs and Services (EOPS) provide free benefits and services for students who are educationally and financially disadvantaged (5.3-3). TRIO/Upward Bound programs serve high school students in preparation for college and also students from low-income families to assist with successful college transition and/or transfer (5.3-4). CalWORKS provides qualified students the opportunity to improve job skills while working at least part time and going to school (5.3-5).

Palomar College offers supplemental help services such as the English writing lab; Math Center and Tutoring Center. These programs offer students assistance in several academic subjects offered by the college (5.3-6).

The Financial Aid and Scholarship programs offer students options for financial assistance and have scholarship availability by electronically forwarding information to all student services professionals (5.3-7).

Health services are made available to enrolled students and offer a variety of low-cost services. Health counseling and education are also offered along with the availability for physician visits (5.3-8).

The Office of Student Affairs handles students who have questions or concerns related to their rights and responsibilities. Student discipline and the district's free speech policy and Student Union usage are also handled by the Student Affairs Office. Co-curricular



activities and leadership development opportunities are facilitated and encouraged to promote students' outside the classroom experiences at Palomar College. The International Student Office, Study Abroad Services, and Veterans' Services offer specialized services and assistance to students. The Child Development Instruction and Services Center provides services to 150 children ages 18 months to five years of age. Childcare services are offered to children of Palomar College faculty, staff, students and community members. As of Spring, 2000, services for children also exist on the Escondido campus.

Palomar College's athletic programs provide opportunities each year to about 500 student athletes. Palomar has gained a reputation as a successful starting point for athletes planning to transfer. According to the Athletic Advisor, the transfer rate for student athletes is 92 percent for four-year schools of which 80 percent go to Division 1 programs. The transfer rate of nine-out-of-10 for athletes is high and part of this success is the sweeping number of sports that Palomar College offers for a community college. Several students opt to attend Palomar College to enhance academic skills prior to transferring to a university. Palomar's academic advisement for student athletes plays a crucial role, with an in-house computer lab and tutorial services available. A mandatory freshman orientation is conducted during summer months and addresses NCAA legislation, COA eligibility, basic learning skills, and college resources (5.3-10).

#### **Analysis:**

Student services programs are reviewed every three years. Results of the program review are utilized for planning and decision making to the programs and services offered. For example, as a result of the Disabled Student Programs and Services (DSPS) review in Fall, 2001, the department found that several survey participants, as part of the program review, remarked on the low number of accessible restrooms. Although one of the commendations found that the Director of Facilities and ADA Coordinator of Facilities has "an exceptional understanding of access issues and has a specific plan for addressing the ADA compliance issues campus wide." (5.3-11). The Extended Opportunities Programs and Services (EOPS) is currently scheduled for program review in the Spring, 2002, semester.

During the Matriculation Site Visit in March, 1996, the team noted that Palomar College demonstrated that its matriculation processes are clearly exemplary. Of particular note were the procedures for using multiple measures in the placement of students in courses. Although the overall evaluation of the team was positive, four recommendations were made (Insert reference doc CCC tech asst report here). In response to the team's recommendations, Palomar College has completed a number of activities to address noted issues. Specifically, Inter-rater reliability and the integrity of the prompts studies for ESL Writing Sample placement procedures have been conducted. In 1996 the STEL assessment instrument for ESL placement was discontinued and replaced by the CELSA, which is on the Chancellor's list of approved assessment instruments. In 1999, a non-credit Matriculation Coordinator was hired and is located in the ESL department. In

2000-01, counselors formed a design team to work with matriculation to develop customized educational plan screens and panels to address the migration from legacy/Reflections to Peoplesoft software. 1,958 Education Plans were entered between October and April 26, 2001. The "Early Alert" system that was in place in 1999 has been replaced by the new automated "Early Alert" System that is a web-based e-Service system for faculty (5.3-12).

Since the last accreditation site visit, the bookstore operations have been evaluated for level of services to students and faculty and staff. In 1997-98, the bookstore was remodeled to improve service to students. In 1998, the decision was made to release a request for proposal (RFP) to outsource bookstore operations. In November of 1999, the Follett Corporation essentially assumed running operations in its entirety. This includes staffing and ensuring all Education Centers are maintained and that a high level of service to students continues. The increased availability of used textbooks for students has been a positive addition since Follett has assumed management. (5.3-9).

**Plan:**

The V.P. of Student Services will develop a comprehensive plan to facilitate both the financial and institutional support the San Marcos campus and all Palomar College Centers.

***5.4: The institution involves students, as appropriate, in planning and evaluating student support and development services.***

**Description:**

In accordance with the California Education Code, it is the policy of Palomar Community College to provide students with the opportunity to participate effectively in college governance by involving them in the planning and evaluation of student support and development services. Student representatives are given a voice to address issues and are encouraged to serve on college-wide committees including but not limited to:

- Educational Master Planning Committee
- Facilities Planning Committee
- Staff Planning Committee
- Resource Allocation committee
- Academic Review Committee
- EOP&S Advisory Committee
- Matriculation Committee
- President's Advisory Council
- Scholarship Committee
- Strategic Planning Task Force
- Safety & Security Committee
- Curriculum Committee

- Faculty Senate
- Faculty and Staff Diversity Committee
- Hiring Committees

Through the Associated Student Government (ASG), students have an opportunity to participate in student government at Palomar College by participating as representatives to ASG Standing Committees. ASG committees are open for student participation. These committees are:

- ASG Budget Committee
- ASG Policy Committee and Procedures
- ASG Legislative Committee
- ASG Program and Publicity Committee
- ASG Inter-Club Council
- ASG Special Committees

ASG struggles with getting students involved. The level of student interest in being involved in committees is inconsistent. Students seem to be interested in participating on a food or party committee verses on a budget committee. (doc?)

The ASG President is the voice of the students and is in a position to make strong recommendations to the college administration and to the governing board regarding policies and procedures that affect the student body. In addition, the ASG President is automatically elected as the student trustee and in this capacity, serves on the college's Governing Board. By being able to cast an advisory vote, the ASG President is in a position to articulate the needs of all students for appropriate student services. The Governing Board listens to the student trustee and considers the student position voiced in that capacity by the ASG President. (doc?)

#### **Analysis:**

There is always an open door for communication so students may voice their opinions with the ASG President and members. The Vice President of Student Affairs has recently set up an email account at the home of the ASG President so that students can communicate with that individual their opinions and comments on campus matters. All ASG members make themselves visible, approachable, and available to all students. One way that this is accomplished is that when on campus, the ASG members always wear an I.D. badge and make it a practice to approach students and enquire if the student needs any help. The ASG makes a sincere attempt to have the ASG office staffed at all times so that there is someone there to answer student questions and refer students to other student services as needed. Continued efforts are needed to get more students involved in ASG and would increase the diversity of opinions and backgrounds that are expressed in planning and evaluation of services. To assist in this effort, Palomar College has historically offered leadership classes every semester for those in student leadership such as student government, clubs, and committees.

The ASG President indicated that serving on campus committees gives students the opportunity to work closely with Palomar staff and programs and this contributes to the better understanding of the importance of student involvement in the planning of campus services. Student input is strongly encouraged at Palomar and the resulting ideas are respected and considered by the College (5.4-1).

The programs listed below were asked if and how they involve students in the planning and evaluation of their programs. Those programs are listed with their responses.  
Counseling Center: Accepts input from students on a voluntary basis by providing brief surveys to be completed by students after each center visit (5.4-2).

Admissions & Records: Uses an ASG student representative to give input on planning & scheduling future registrations. Also uses on-line surveys located on the college web page to allow students to give input regarding planning & scheduling future registrations (5.4-3).

Reading Center: Conducts surveys when the student completes the 60-hour program & the surveys are evaluated each semester by staff. Ideas received in this way are incorporated to improve the program (5.4-4).

Tutoring Center: Conducts surveys at the end of each semester. Promotes student awareness and input by giving class presentations, circulating flyers, placing signs on campus, setting up display tables at college days, and attending student workshops (5.4-5).

Health Services: Gives evaluation forms to all students who visit for an appointment. Has integrated with a Marketing class to help with the planning in Health Services. Includes members of the Nursing and EMT programs in health promotions such as blood drives and breast cancer awareness presentations. Sets up display tables at college days and circulates bookmarks with health education material. Has run an annual Health Fair in the past (5.4-6).

Career Center: Gives evaluation forms to students when they visit the center & evaluates the results of the evaluations once each semester in Spring and Fall (5.4-7).

TRIO: Sends evaluation forms to students at the end of each semester along with a postage-paid envelope for their return (5.4-8).

EOP&S: Conducts an annual survey of the program & provides a suggestion box on-site for student use. Results are reviewed at monthly staff meetings (5.4-9).

DSPS: Employed a consulting group for a survey in Fall, 2001. Conducted an external program review through the California Community College Chancellor's Office. Faculty in the DSPS program are reviewed every three years (5.4-10).

Cafeteria: Employs almost exclusively student staff in line positions. This is seen as a win-win situation as students must be enrolled in at least six units to be eligible. There is currently a Task Force in place to receive student input as well.

Child Development Center: Allows students who are parents of children enrolled in the Center to participate in the Parent Advisory Committee, hiring committees, and the annual review for the state funding process.

Palomar College does include the student viewpoint in its publications and the atmosphere at the college is open for student participation in the planning and evaluation of student support programs at the college. This makes a good model and teaches students that success is best when shared.

**Plan:**

The Director of Student Affairs will develop a plan to increase student involvement.

*5.5: Admissions assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.*

**Description:**

The purpose of the assessment process is to assist with accurate course placement for students during the registration process. New students are assessed in mathematics, reading, and English using either the ASSET (paper & pencil) test or the COMPASS (computerized) test. Each instrument used has at least one additional "multiple measure" automatically factored into the raw score prior to placement determination. ESL students are placed into general ESL classes by taking the Combined English Language Skills Assessment (CELSA) test and into academic ESL writing classes by taking the ESL Writing Assessment. All of these tests are on the California Community Colleges Chancellor's list of approved instruments.

**Analysis:**

Assessment of mathematics, English/ESL, and reading seems to be working well. Over 7,500 students took the ASSET test between July 1, 1999 and June 30, 2000. Six thousand eight hundred and thirty took the ASSET or COMPASS test between July 1, 2000 and June 11, 2001. Many other students were assessed in the sense that assessment looked over transcripts, test results from other colleges, or counselor recommendation. COMPASS, a computerized assessment program has been implemented in the Career Center, Escondido Business lab, and at Camp Pendleton. Additionally, a Memo of Understanding was passed by the Board of Trustees to create a partnership with the Escondido Charter High School. This has allowed the COMPASS assessment testing to be delivered directly to the school. Students will now be able to do an online application, take the assessment and view the on line orientation from their school. Preliminary



studies over a three-year period showed that 7,292 students took the English ASSET in 1997-98. Of those, 3553 (48%) took an English class and of those, 3,367 students or 95% took the recommended class (5.5-1).

The computer-generated COMPASS test, with on-line orientation, is now used in several satellite locations, making it more convenient for students to receive their initial assessment. Students with concerns about their placement in mathematics and English are directed to the specific department where they can make arrangements to re-test. In mathematics, the computerized version of the College Placement Test, ACCUPLACER, is used; in English, a student who initially placed with ASSET is given COMPASS (or vice versa) to re-test. The ESL Department has completed local validation studies of the ESL Writing Assessment, and the department is currently in the process of locally validating CELSA. All instruments and practices are regularly reviewed to ensure that they minimize test bias.

**Plan:**

The Counseling Department will investigate and implement a variety of assessment tools.

**5.6: *The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location of delivery method.***

**Description:**

Palomar College provides an array of support services to students on the San Marcos campus and at the college centers of Escondido, Mt. Carmel, Poway, Pauma Valley, Ramona, Borrego Springs, Fallbrook, and Camp Pendleton. A description of services and instructions on how to access them is published in the *Palomar College Class Schedule* (5.6-1), which is widely distributed three times a year; the college catalog which is published once a year; and on the college's website for electronic, on-demand access. In addition to providing information on services offered at each college center, the website enables students to access and submit electronic applications; participate in an orientation; view posted grades and cumulative grade point average, pay bills, and utilize other electronic services ([www.palomar.edu/5.6.2](http://www.palomar.edu/5.6.2)). Members of the military may pay their bills in person at Camp Pendleton and at the Fallbrook College Center.

**Analysis:**

Although access to services across the board improves as the college expands its use of technology as a delivery mode, the word "comprehensive" can be used to describe the services available at the San Marcos site only. The following grid is a visual listing of major on-site services at all district locations:



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Location	Admissions	Tutoring	Counseling	Fin. Aid	Orientation	Health Services	EOPS	DSPS	Veterans	Library
San Marcos	X	X	X	X	X	X	X	X	X	X
Escondido	X	X	X	X	X	X	X	X		X
Camp Pendleton	X	X	X	X	X					
Mt. Carmel	X	X(on-line)	X(cyber)	X	X					
Poway	X	X(on-line)	X(cyber)	X	X					
Fallbrook	X	X(on-line)	X(cyber)	X	X					
Pauma	X	X(on-line)	X(1 x month)	X(1 x month)			X			X
Ramona	X	X(on-line)	X(cyber)	X	X					
Borrego Springs	X									

To address the needs of students who meet specific income and/or ability requirements, the institution has varied strategies and programs to ensure adequate accessible, and reliable services. Disabled students can receive special assistance and adaptive equipment in many labs on the San Marcos campus (5.6.3). Most counselors at the Escondido College Center are bilingual (English/Spanish). Upward Bound, a program to address the needs of low-income youth, is housed at the Escondido College Center. GEAR UP, a partnership of the college and the San Marcos Unified School District works with at-risk youth and their families. TRIO and EOPS are federal and state-funded programs (respectively) that exist to provide adequate support services for economically disadvantaged students.

**Plan:**

The V.P. of Student Services will develop a plan to provide comprehensive services.

*5.7: The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.*

**Description:**

Palomar College's policy on diversity (5.7-1) states in part that the College "recognizes and appreciates the benefits of a diverse campus community and values the individual distinctions of its staff and students." *The Palomar College Class Schedule* also publishes the ways in which the institution complies with the Americans With Disabilities Act (ADA) and publishes an Equal Opportunity Policy and a Sexual Harassment Policy.

**Analysis:**

In the Noel-Levitz Student Satisfaction Survey, students responded to the following statements:

- The college shows concern for students as individuals.
- Faculty are understanding of students' unique life circumstances.
- Faculty are fair and unbiased in their treatment of individual students.

In these and similar statements, students' responses reflected satisfaction with the College's actions and policies of inclusiveness.

Members of the Vanguard Learning Team have identified strategies to address the needs of a student body with a wide range of needs (5.7-2). The institution is especially concerned with those students who seem to enter the college without the skills to compete successfully. Other strategies in place to address the diversity of the student population are congruent with those addressing Standard 5.6. To address the needs of students who meet specific income and/or ability requirements, the institution employs varied strategies and programs to ensure adequate, accessible, and reliable services. Disabled students can receive special assistance and adaptive equipment in many labs on the San Marcos campus. Most counselors at the Escondido College Center are bilingual (English/Spanish). Upward Bound, a program to address the needs of low-income youth, is housed at the Escondido Center. GEAR UP, a partnership of the College and the San Marcos Unified School District works with at-risk youth and their families. The TRIO program is a federally-funded program that helps enable the College to provide adequate support services for economically disadvantaged students. The EOPS program, funded by the State of California, also provides assistance to low-income students at the College.

**Plan:**

The Dean of Student Support Services will work toward the goal of achieving an equal level of support for all students enrolled in the college.

**5.8:** *The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.*

**Description:**

The Office of Student Affairs provides support for over thirty different clubs and organizations on campus. Clubs sponsored include:

- Anime
- ASID Student Chapter
- Associated Student Government
- EOPS
- Gay and Straight Alliance
- Honor Society Alpha Gamma Sigma
- International Club
- International Honor Society/Phi Theta Kappa
- MEChA
- NASA
- Personal Growth Club
- Phi Rho Pi (Speech and Debate Society)

- Pre-Med Society
- Students for Life

Students are encouraged to develop their uniqueness and enhance their skills through club participation. The student fee and the Associated Student Government budget fund treasuries for all the student organizations.

**Analysis:**

The Office of Student Affairs of Palomar College provides strong encouragement for students to participate in extra-and co-curricular activities such as clubs. These organizations are differently oriented from one another and are interest-based for the most part. The diversity of all these clubs fosters the development of students' intellect, ethics, and personality, and, according to the Director of Student Affairs there is a discernable connection between students' extra-and co-curricular activities and their academic success. Therefore, there is a connection between these activities and the student's success in life. Support of additional activities is recommended to strengthen the previously mentioned connection. Each organization and club has faculty advisors who serve as mentors and role models to guide members and make suggestions.

**Plan:**

The Office of Student Affairs will explore opportunities for student increased participation in co-curricular experiences at all educational centers of Palomar College.

***5.9: Student records are maintained permanently, securely and confidentially with provision for secure backup of all files, regardless of the form in which those files are maintained.***

**Description:**

The Admissions and Records Office maintains all student records. These records include records of completed on-campus coursework and current registration documents as well as student transcripts from other institutions. The Admissions and Records Office maintains student records in a permanent, secure and confidential manner as outlined below.

Records from periods prior to 1983 are stored on microfilm which is housed in a vault as well as in paper copy which is also housed in a vault. Records for periods since 1983 are stored electronically on the college computer system. The system stores backup data for all enrollment transactions as well.

In the storage of student records, Palomar College adheres to regulations set by the United States' Family Rights and Privacy Act (FERPA). The College also adheres to regulations set forth in Title V of the California Education Code.

Official transcripts that arrive at Palomar College are directed to the Records Office. They are maintained in individual student files to which only authorized personnel have access. The flow of transcripts between the Records Office and other departments is securely controlled by the Records Office. To ensure the security of these records, the Records Office requires that a written request be made for all such records. Upon receipt of the request, the Records Office will retrieve the files and deliver them to the appropriate individual in the requesting department.

Many programs within Student Services maintain their own student records. Every effort is made to keep the information in those records secure and confidential (doc).

**Analysis:**

The College purchased and began implementation of the PeopleSoft system to keep records in 1999. This change from the Reflections software previously used has given the College greater security in terms of access to student records and files. The new program has allowed the Admissions and Records Office to have tighter control over access to student records both in terms of who has access to the files and what level of access is granted. This has enhanced the security of student records as well as enhancing the integrity of the records maintained in this way.

Palomar College's Director of Enrollment Services stated that policies and procedures of the Admissions and Records Office are compliant with the guidelines set forth in the California Education code (5.8.1). All other programs in the Student Services Division also comply with guidelines set forth in the California Education Code.

**Plan:**

No action needed.

***5.10: The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.***

**Description:**

Palomar College performs a continual process of evaluation of the appropriateness, adequacy, and effectiveness of its student services. This is accomplished through an ongoing process of evaluation by the implementation of three-year master plans, an annual accomplishments and review document, and intermediate progress reports. Findings of these efforts and recommendations are utilized to effect improvement of operations on an ongoing basis. In addition to the self-assessment of the programs of Student Services, the California Community College Chancellor's Office conducts external assessments for Disabled Students Programs and Services (DSPS), Extended

Opportunity Programs and Services (EOPS), Financial Aid Office, Matriculation, and Cooperative Agencies Resources for Education (CARE).

Information obtained from these reviews is also utilized for planning and budget requests and/or changes in the offering of resources and delivery of services to students served by the Palomar Community College District.

**Analysis:**

Campus-wide surveys such as the Noel-Levitz Student Satisfaction Survey and the Institutional Priorities Survey were conducted during the Spring, 2001, semester. Results from the surveys have been thoroughly discussed in the Strategic Planning process currently underway. Feedback from this process will be included in the creation of the three-year unit plans.

The DSPS program underwent evaluation conducted by the California Community College Chancellor's Office in Fall, 2001. The EOPS/CARE programs are scheduled for on-site visits from the California Community College Chancellor's Office during Spring, 2002. Recommendations and commendations from these external program reviews will be used to improve program effectiveness. The Matriculation Advisory Committee and the Registration Committee also contribute to ongoing evaluation and improvement for students (5.10-1, 2).

**Plan:**

No action needed.

**Document List**

- 5.1-1 Palomar College Faculty Manual
- 5.1-2 Mission Statement, Palomar College Catalog
- 5.1-3 Admission Policy, Palomar College Catalog
- 5.1-4 Admission Policy, Palomar Class Schedule
- 5.1-5 Admission Policy, Spanish version, Palomar College Schedule
- 5.1-6 Palomar College Class Schedule, Escondido
- 5.1-7 Admissions Policy, Palomar College Website
- 5.1-8 Admissions Policy, Palomar College Student Guidebook
- 5.1-9 Email correspondence, Diane McAllister, Assessment Coordinator re: admissions policies in outreach
- 5.1-10 Letter (copy) sent to Feeder High School re: Recruitment
  
- 5.2-1 Interview Darla Wilson, Director of Marketing Communications
- 5.2-2 Fall 2001 Class Schedule
- 5.2-3 Interview Diane McAllister, Assessment School Relations Coordinator
- 5.2-4 Palomar College Matriculation Plan

- 5.2-5 Orientation Guide
- 5.2-6 Palomar College Catalog
- 5.2-7 Palomar College Student Guidebook
- 5.2-8 Email, Rick Gommel, Systems Module Functional Specialist
- 5.2-9 Palomar College Factbook
- 5.2-10 Petition for refund form
- 5.2-11 Student Code of Conduct
- 5.2-12 Palomar College Website/Homepage, Student Services.
  
- 5.3-1 Email correspondence, Office of Research/Planning, Transfer rates
- 5.3-2 Career Center brochure
- 5.3-3 EOPS Brochure
- 5.3-4 TRIO Brochure
- 5.3-5 CalWORKS brochure
- 5.3-6 Tutorial Center brochure
- 5.3-7 Financial Aid brochure
- 5.3-8 Student Health Services, bookmarks
- 5.3-9 Interview (phone) Michael Schaeffer, Manager Bookstore
- 5.3-10 Palomar College Athletics Newsletter, Email response, Steve White, Athletic Counselor, Telescope article on Palomar College Athletics
- 5.3-11 DSPS Program Review Report
- 5.3-12 Matriculation Technical Assistance Report (1996), Matriculation 2000-2001 Annual Report
  
- 5.4-1 Interview with ASG Senator, Leo Melena and ASG President, Sean Weimer
- 5.4-2 Interview, Counseling Department Secretary
- 5.4-3 Interview, Director of Admissions/Records, Herman Lee
- 5.4-4 Interview, Director Reading Center, Stan Levy
- 5.4-5 Interview, Director of Tutoring Center, Ruth Barnaba
- 5.4-6 Interview, Director of Health Services, Jayne Conway
- 5.4-7 Interview, Director of Career Center, Maria Miller
- 5.4-8 Interview, TRIO, Dan Dryden
- 5.4-9 Interview, EOPS, Director Suzanne Gavin
- 5.4-10 Interview, DSPS, Counselor, Lori Waite plus DSPS 2001 Program Review
  
- 5.5-1 2001-2001 Annual Report Matriculation Document
  
- 5.6-1 Palomar College Class Schedule
- 5.6-2 [www.palomar.edu](http://www.palomar.edu), Interviews with Janet Hoffman (Camp Pendleton Manager); Norma Bean (Director Escondido Center/Extended Education); Lise Telson (Student Support Services); and Suzanne Gavin (Director, EOPS)
- 5.6-3 Interviews, Ron Haines (DSPS Director); Suzanne Gavin (EOPS Director); Anne Reiss (Faculty Computer Aided Drafting)
  
- 5.7-1 Palomar College Policy on Diversity



5.7-2 Vanguard College objectives

5.8-1 NO DOCUMENTATION CHECK OFFICE OF STUDENT AFFAIRS

5.9-1 Interview, Director Enrollment Services, Herman Lee

5.10-1 Email correspondence, Lynda Halttunen, Director of Matriculation

5.10-2 Email correspondence, Herman Lee, Director of Enrollment Services

## STANDARD SIX: INFORMATION AND LEARNING RESOURCES

*Information and learning resources and services are sufficient in quality, depth, diversity, and correctness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.*

*Information and learning resource improvements made since Palomar's 1996 accreditation include:*

- *An Information Technology Strategic Plan has been developed (6.0.11).*
- *Palomar has been designated as 1 of 12 Vanguard Colleges in the nation (6.0.15).*
- *The Academic Technology Group has been created (6.0.12).*
- *The Escondido Center Library has expanded in scope of service and in space allotted (6.1.5).*
- *A state of the art Online Database has been developed (6.0.9).*
- *Partnership for Excellence funds have been awarded to purchase new library materials (6.0.7 and 6.1.5).*
- *Bibliographic Instruction has been designed (6.0.21. and 6.1.6).*
- *Vacant positions have been filled and an additional Library Media Tech III position has been added and filled. (6.0.5).*
- *A Coordinator of Technology Training position has been added (6.1.7).*
- *Open Computer Labs have been expanded (6.0.28 and 6.0.29).*

*6.1 Information and learning resources and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs and degrees wherever offered.*

### **Description:**

The Library Media Center (Library) is one of the largest libraries in North San Diego County housing over 134,000 books, periodicals, videos, CDs, DVDs, and audiocassettes. The library has nearly 44,000 square feet of space including seating for 426 patrons. Patrons include college students, faculty, staff, and community members.

The Library offers a wide variety of library services, resources, and equipment. The Library utilizes the SIRSI Unicorn integrated library information system, which enables the library to provide comprehensive, integrated, on-line automated library services district-wide. It provides a "virtual learning resources center." The system includes the following modules: public access library catalog, cataloging, circulation, serials, and reserves.

The library catalog, WebCat, is a computerized index of the books, media (videos, sound recordings, etc.), periodical titles, and reserve materials in our collection. WebCat is accessible from all computers in the Library and it can be accessed from any computer with Internet connectivity.

The circulation department provides direct services to patrons including checkout of library material, missing book searches, and renewals. Information about instructor reserves, nursing reserves, legal reserves, and interlibrary loan items are available at the circulation desk.

The San Marcos library holdings include more than 125,000 volumes with subject strengths in art, music, history, science and literature. San Marcos Library currently subscribes to 523 magazines, journals, and newspapers. The Escondido Center currently subscribes to 31 periodicals. There are 943 current and archived periodicals in the collection. Thousands of periodical abstracts and articles are available through online periodical databases and online bibliographic search systems. Access is available to journals, magazines, and newspapers (print or microfilm), which are located in other San Diego and Imperial County Libraries that can be searched through the California Digital Library. The library also houses a microfilm collection, which includes archived editions of newspapers and other periodicals.

The Escondido Center Library collection consists of more than 7,000 items including reference and circulating book collections; plus a basic collection of current newspapers and periodicals; CDs, videocassettes, audiocassettes, CD-ROMs, and a recently added collection of DVDs. A FAX machine provides a direct link to the San Marcos campus library for document delivery and for ordering library materials from the main library collection. Materials requested from the San Marcos campus library generally arrive within 24 hours.

Links to full-text or partial versions (table of contents and abstracts) of some periodicals are available directly via the Internet. These may include periodicals published on the Internet and those that duplicate portions of printed periodicals.

The Library has a rare book collection. These rare and often irreplaceable books do not circulate but are available for use at the circulation desk.

The Learning Resource Center houses the multimedia collection. This collection includes audio and videocassettes, DVDs, music CDs, CD-ROMS, and microscopes. The Learning Resource Center contains copies of all the videos for each of Palomar College's ETV courses. Televisions, VCRs, and DVD players are available for use in the center.

Through an agreement with the San Diego County Office of Education (SDCOE), faculty can access over 2500 additional video titles. Faculty may also request videos be purchased for this collection that would not ordinarily be available in the LRC.

Inter-library loan allows patrons the ability to access library collections all over the nation for their research needs. Patrons can request a book, magazine, video, etc. from libraries anywhere in the world. Depending upon the policy of the lending institution, either the physical material or a copy of an article will be made available.

The library serves as a learning laboratory for students in Palomar's Library Technology program: Library Technology AA/Certificate (6.1.13).

Other Library services include providing computers for Internet access, printers, maps, photocopiers, library orientation tours, calculators, and services for disabled persons. The Library has an Instructor Reserve section where instructors can keep materials for their students.

### **Analysis:**

The Library constantly strives to maintain its reputation as one of the largest libraries providing a wide range of high-tech services to the patrons of the North County area. The library strives to support all areas of instruction. Subject areas covered by the book collections include major holdings in literature, religion, history, life science, geology, nursing and business with recent additions to the mystery book and Spanish collections. The periodical and book collections of library materials rank equally with colleges of similar dollars expended per FTES (Appendix 1. Expenditure Data for California Community college Libraries (6.1.9). However, the Library has had difficulty keeping its collection in compliance with American Library Association (ALA) standards. Palomar has had parts of its book collection since the early 1950's. This fact, plus years of limited funding, has resulted in the average copyright date of an item in the collection of 1971. The collections in some disciplines are more current. For example the average date of publication for Nursing is 1993 and Business is 1983.

Partnership for Excellence (PFE) funding was used to enhance the collection and to purchase electronic databases. PFE and general fund budgets allowed the Library to add 7,903 volumes in 2001 (6.0.19) despite having the state significantly cut expenses for library materials by 67%. As with print resources, the Library continually seeks new sources of electronic information relevant to student needs. In the fall of 1999, the Library received \$65,000 from PFE to subscribe to online databases (6.0.7). In the fall of 2000, an additional \$15,000 was allocated from TTIP funds (6.3.1) to augment this budget. With these combined funds, the Library subscribes to 19 databases (6.0.9). Online database purchases have brought the collection more in line with the standards because most items in the www library collection are now available. Nearly all of these databases can be accessed from off-campus, via password, for members of the entire Palomar College community.

Improvements in our integrated library system keep student and patron records current and immediately available. These upgrades also improve reporting, allow for better back

ups, better programming and system diagnostic reports, as well as more assistance in troubleshooting.

Finally, the Library's access to resources is increasing because of affiliations with the North County Higher Education Alliance, San Diego and Imperial County Community College Learning Resource Collaborative, San Diego and Imperial County Disaster Relief Network, San Diego Office of Education (interlibrary loan), and Tierra del Sol Region of Library of California. Each of these resources enables patrons to keep pace with literature search and learning demands that may reach beyond the boundaries of Palomar College in San Marcos.

Other library enhancements and improvements since the last self-study include the following:

- The Library is participating in a pilot program to enhance library support of distance learners. One result is the "Ask a Librarian" program
- The Library has a web site (6.0.8).
- The Library instituted an FAQ web which manages online questions and Information directed to the library.
- The Library staff have received 40 new computers and campus-standard work stations.
- The Library has instituted a "troubleshooting" matrix which established a more formal mechanism for staff to report problems and receive follow-up (6.1.11).
- The Library has an electronic reserve system.
- The Library at the Escondido center has increased seating for students and increased shelving space.
- The Learning Resources Collection has been increased, adding DVD titles and CDs as well as enhancing the foreign language materials.
- The Escondido Center Library continues to offer nearly every service available at the Library Media Center with over 7,000 circulating volumes and with some increases in space due to PFE grant dollars. This past year it offered 64 classes in library research orientation affecting over 1500 students (6.0.27 and 6.1.5).

Finally, the results of a Noel-Levitz Student Satisfaction Inventory reveal that the Library resources and services are adequate (6.0.16). Palomar ranked higher in this inventory item than the national group of community colleges. However, the Institutional Self-Study (6.0.17) revealed that there are not adequate levels of library and learning resources available at all of the college centers.

**Plan:**

The Library will develop a plan for enhancing the numbers of volumes to keep pace with the Association of College and Research Libraries and American Library Association collection standards.

## **6.1 Instructional Support:**

### **Description:**

Ongoing instructional support leads to access to knowledge and information. These services are provided by several departments: the Library Media Center, the open computer labs, the Academic Technology Group, and Audio Visual Department.

### **Analysis:**

The Library has many resources to assist in the research process. There are direct services at the reference desk, as well as the online "Ask A Librarian" link, and an automated frequently asked questions service. Self-help resources are available on the library website. The "Ask a Librarian" help page provides a phone number for distance learners and those students enrolled in off-campus coursework. The library website <http://www.palomar.edu/library/> (6.0.8) has direct links to the library catalog and online databases. The Library Research Guides page provides links to high-quality online resources which are selected and monitored by library professionals.

The Library sponsors several open workshops throughout the year at which students may sign-up to learn about library resources such as searching the catalog, searching the Library's online databases, or using the Internet for library research. Class orientations conducted by a Librarian are available upon request by faculty. In 2000, the San Marcos library staff provided 204 library orientation sessions to 4,739 students. In 2000, 64 library orientation/information classes involving 1,521 students were taught at the Escondido Center. Library staff conducts 4 information competency workshops every semester for faculty and they present at faculty orientations (6.0.21). These information competency workshops provide the faculty with tools to help them build information competency into their courses. Information skills emphasized include locating, retrieving, analyzing and managing information (6.1.6). Library staff also offer an hour-long workshop (on a drop in basis) once a week on research skills.

An Academic Technology Group survey conducted in August of 2000 indicated that 73% of the faculty were aware on the online journals and the periodical database subscriptions (6.7.6). However, only 30% have received training on the online research databases. The survey also indicates that internet assignments are used in 57% of the faculty's classrooms.

The staff provides instruction in the Redesigned Library Technology AA/Certificate program (the only one in San Diego County). This program provides training in skills, attitudes, and knowledge leading to a Library Technical Assistant Certificate, a certificate with applications in many occupational areas (6.1.13).



The Reference Desk, which is staffed every hour that the library is open, provides library patrons the opportunity to speak with a reference librarian to obtain assistance with their projects, ask questions, find material, get help with online databases, etc.

Students find the Library website to be very useful. A hit counter recorded nearly 200,000 hits on the Library home page in the last year (6.0.9). Heavily used resource pages include the Library Home Page, Internet Subject Links, the Library Help page and the Library research guide.

#### Learning Resource and Computer Labs Instructional Support

In recent years the term "learning resources" has become synonymous with many kinds of technologies. Palomar College has made progress keeping pace with these technologies with 48 computer labs, housing close to 1,105 computers. These are PC and MAC labs available throughout the Palomar campus centers. The labs have lab managers, an average of 20-30 computers with Microsoft Windows 98 or 2000, Microsoft Internet Explorer 5.5, MS Office, and Adobe Acrobat loaded. Some specialty labs have graphics software or business software. Most labs have a scanner and a printer available (6.0.28 and 6.0.29).

The Academic Technology Group has played an important role in promoting access to knowledge and information through the use of technology both within the Palomar College community and to outside groups. Most significant is the assistance offered to faculty in the development of course related computer applications. ATG offers 30-40 classes per semester and a summer technology institute in the Microsoft Office Suite software as well as FrontPage, Blackboard, and the latest technologies in streaming video, etc., to all college campus faculty, staff, and administration. Courses in The Microsoft Office Suite are also offered by the ROP faculty each semester at both the San Marcos and Escondido campuses. At this time, ATG supports 2 computer labs and these labs both have waiting lines during busy periods (6.0.11).

The Audio Visual (AV) department provides technical equipment and information support for Palomar College. The demand for DVD, CD, and video services has significantly increased. However, there has not been an increase in staff nor in equipment. AV staff are available to troubleshoot or instruct in the use of AV equipment from 7 am to 10 pm Monday through Thursday, and 7 am to 3 pm on Friday. They also set up equipment for special events such as PA, video recording and computer and data projectors.

#### **Plan:**

Consider standardizing the computer lab hardware, software, and support services to increase the access and use of all the labs.

Study the feasibility of setting up a 24 -computer lab station designed as an "advanced" lab for research and development, and to increase the training staff (6.0.12).

Continue to study expanding instructional support to adjunct faculty: online/electronic services, support, computers, and email accounts.

Continue to study expanding instructional support to students: online/electronic services, support, and email accounts.

## **6.1 Technological Support**

### **Description:**

Rapid changes in technology require continual support and planning from the District and from divisions. Technology support and training for faculty, staff and students at Palomar is facilitated by several departments: Library technical support, Audio Visual support and service, the Academic Technology Group (ATG), Information Services (IS) and open computer learning labs. The Information Technology Master Plan (6.0.11) has established the blueprint with their shared common vision: to "use technology to enable our students and communities to be successful in a knowledge-based society by providing universal access to quality learning."

### **Analysis:**

The AV Department is housed on the first floor of the Library in room LL107. They maintain, deliver, and set up faculty and staff requested instructional equipment. They also provide technical support to instructors, staff, and students and training on all types of AV equipment, from new to older equipment. They also schedule AV equipment (1,500 equipment items were scheduled last year), repair campus AV equipment, install AV equipment (14 new installations last year), and duplicate non copyrighted video tapes (1,500 duplications last year), TV college tapes, and tapes for staff. In addition, they also provide assistance on operations and setting up for special events (20 special events plus 5 orientations)(6.0.26). The District does not have a plan for regular upgrades and replacement of instructional equipment.

### **Academic Technology Group: Lab and Services**

The function of the Academic Technology Group is to guide, encourage, and support the academic community by providing access to computing and information resources. The AT computer classroom and the AT computer lab exist to facilitate student, faculty, and staff awareness and use of computer technology. Academic Technology offers the following services:

- AT Lab (a 30-computer classroom lab and a 44-computer public lab plus tutorials)
- AT Web Sites (create and maintain web sites)
- College Web Services (maintain the main administrative web server)
- Instructional/Administrative Web Materials (Faculty and staff web sites)
- Online College (50 online classes)
- Student Web Server (configured and administered a student projects web server)
- Training (conduct 30-40 training courses for faculty and staff)
- Technical Support (technical support to users of Office 2000 and XP suites)
- NetG Program (self-paced instructional materials program)
- Right Now Web (frequently asked questions service)
- WebBoard (online discussion and chat)
- Media Services (streaming media servers)
- Server Administration (administration of network for servers)

The ATG group served approximately 7,000 students in their public lab and over 300 faculty and staff in their computer classroom lab. They provide extensive technology support to campus departments and individuals needing help with web sites, electronic forms and other types of support for projects. A log from the group indicates that their web servers receive 25 million annual inquiries.

This department plays a key role in District implementation of information technology by providing the necessary infrastructure. They are responsible for planning, installing, and maintaining the telecommunication infrastructure through out the college centers. They provide technical assistance for all of Palomar's computer and phone services. They have services for technical help, programming queries, and telephone needs. As of Fall, 2001, there are full time faculty, adjunct faculty, and classified staff that do not have network-compliant computers and therefore do not have e-mail accounts. At this time, only a few students in specialty classes have access to e-mail provided by Palomar College. Most do have email of their own. A recent Student Services survey indicates that over 60% of our students have their own computers with Internet access (6.1.8).

Palomar College has expanded the numbers of open computer labs. The computer labs all have lab managers and most labs have an assistant in the lab to help with software and support questions (6.0.28 and 6.0.29). The Noel Levitz Student Satisfaction Survey indicates that the education centers do not have adequate technical support during their hours of operations (6.0.16).

**Plan:**

Enhance the educational delivery systems by providing more information and training on the latest technologies, i.e. video conferencing.

Enable more technological support for all of the college centers, adjunct faculty, and students by providing help desk service from 7 am to 9 pm.

*6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.*

**Description:**

Selecting acquiring, organizing, and maintaining the District's educational equipment and materials is structured so that guidance is provided from the Technology Master Plan, the Library's acquisition staff, and the Library's Learning Resource Center, by the Information Services Department and by the Academic Technology Group. The Faculty Manual on page 97 and 98 (Educational Materials) provides guidance on the selection, acquisition, organization, and maintenance of the equipment and materials (6.2.2).

Recognizing the role that technology can play in support of student learning, the Educational Master Planning Committee (EMPC) on March 6, 1996, created a Technology Planning Task Force with a mission to develop a comprehensive Technology Master Plan. This plan calls for phased increases in personnel and a program to train information technicians and staff. The plan also calls for providing faculty with the professional development and other resources needed to take full advantage of these new tools to reach the District's goals of enhanced learning and sustainable growth. It also calls for a commitment to budget for upgrade and replacement of hardware and software. The emphasis of the 1998 plan has changed: the Palomar College Information Technology Strategic Plan (2002-2005) has an emphasis of implementing necessary changes that have been identified to make use of information technology to enhance student learning and to integrate District management procedures with the new administrative software packages (PeopleSoft). "The underlying philosophy for the plan, then, is to embrace the use of information technology District-wide as we go about fulfilling the college's promise to our students and communities that we will use all the tools at our disposal to provide the best learning opportunity possible while serving as responsible stewards of public resources" (6.0.11).

**Analysis:**

The Technology Planning Task Force membership ensures faculty involvement. This committee recommends information technology policy, procedures, training, acquisitions, and implementation based on the best advice available from internal and external sources. They also recommend the use of information technology among all members of the college community.

The Information Services (IS) Department plays a key role in District implementation of information technology (6.2.1). They provide the infrastructure necessary to transmit

voice, video, and data across the campus and to the educational centers, support existing administrative programs, and implement new management software as it becomes available. They participate in the coordination and implementation of standardized hardware and software for all District users of information technology. All District computers are recommended, organized, and maintained through this department.

IS maintains a software/electronic system for organizing the location of approximately 3,900 District computers. The Network Manager stated that the maintenance of the servers and computers is handled by the District contract with the Dell Corporation. The IS technicians handle work orders dealing with the maintenance and repairs not covered by the Dell contract (6.2.5). IS maintains the systems at all college sites. There is a technician assigned weekly to respond to request from all sites (6.2.4).

Since Sept 11, 2001, the IS department has instituted an emergency data back-up procedure.

The Library follows the guidelines in the Faculty Manual (6.2.2) to establish policies and procedures for selecting, evaluating, and withdrawing learning and information resource materials and services. To ensure that appropriate materials are available to faculty, staff and students, the Library's Acquisitions Department coordinates the continuous evaluation of the collection (6.2.3). To ensure faculty involvement, each librarian serves as a liaison to several campus departments, encouraging faculty to participate in the process of systematically reviewing materials and requesting those that best meet their needs. Requests are submitted to the Acquisitions Librarian. Decisions consistent with current budgetary limitations are made in consultation with the librarian and the department concerned. The procedures actively encourage input from faculty, library staff members, and students. This acquisition process has met the instructional needs of faculty in their efforts to support student learning.

A department developing a new course reviews the relevant collection with the library staff. Recommendations of the instructor and the reviewing librarian regarding the adequacy of the collection to support the new course are documented and used in making collection development decisions. The Curriculum Committee requires documentation from the Library Media Center that current resources have been reviewed before a new course is approved.

The Learning Resource Center provides a variety of resources to assist faculty in developing curricular materials. Computer systems are available to develop multimedia course materials. A library of print material, such as the Chronicle of Higher Education and other periodicals and books relevant to instruction, is available.

Audio Visual ensures that equipment, including portable computers, video, and digital cameras, is available for short-term loan. They also provide technical support to instructors, staff, and students. The Media Equipment Supervisor annually assesses the



equipment needs of the Audio Visual department and for the District. The Media Equipment Supervisor develops a 3-year plan for the AV department.

Faculty and staff are informed of new developments in learning technologies by Professional Development workshops and computer mentoring activities throughout the year (6.0.33).

The processes and procedures as detailed above have met the instructional needs of faculty to foster and support educational programs and student learning.

**Plan:**

Develop innovative methods to increase faculty awareness of involvement in library acquisitions as well as discards relevant to their discipline.

***6.3 Information and learning resources are readily accessible to students, faculty and administrators.***

**Description:**

Palomar College provides campus information and learning resources at three of its nine locations. It provides digital resources to support students, faculty, and staff at all our locations and for our distance education students who may be working from home. Access to information and learning resources are provided by the following: Library Media Center, Escondido Center Library, the Pauma AA'Alvikat Library at the Pauma Center, the online resources, Academic Technology Resource Center, the Audio Visual Department, and the computer learning labs.

The Library Media Center is located on the San Marcos campus in a 3-story structure containing nearly 44,000 square feet of floor space. This building is shared by the Library, the Tutoring Center, the Academic Technology lab and classroom, the Audio Video Department, the Adapted Computer Training Center, and the President's office.

**Analysis:**

Qualified librarians and library media technicians are available to assist students and faculty with library resources including periodicals, reference materials, online databases and the book collection during service hours. The Library is open and provides service 6 days per week for a total of sixty-six and one half hours/week during the fall and spring semesters.

Hours vary for Intersession and summer sessions. The Information Technology Strategic Plan has placed a high priority on expanding on-campus computer lab hours to encourage the use of labs during non-traditional hours (6.0.11).



In Spring, 2001, a new Bibliographic instruction area with 14 computers (2 more to be added Spring, 2002) was added to the 12 research computers located on the second floor of the library (6.0.21). One of these computers is fully accessible to students with disabilities with the following specialized software installed: JAWS, Zoomtext, Kurzweil 3000, and Naturally Speaking (6.3.11).

Physical Access to the Library is available by wheelchair accessible ramps. A specially cued elevator access is available to the 2nd and 3rd floors. The Noel-Levitz Student Satisfaction survey indicated that there were an adequate number of study areas on campus (6.0.16).

In 1999, the Chancellor's Office of the California Community Colleges adopted the Distance Education: Access Guidelines for Students with Disabilities (6.3.9). Subsequently, the budget was augmented by approximately \$30,000 each year for the next 5 years to complete captioning the collection (6.3.4).

At present there are 5,117 videos in the collection of which 282 are captioned commercial videos in the Library Media Center collection with an additional 101 Broadcast masters of telecourses produced through Educational Television (6.3.5). Subscriptions to 19 different databases expand the library resources and are available to all students, faculty, and staff from campus and off-campus computers (6.3.9).

Escondido Centers Ernest J. Allen Library is located in the Palomar College Escondido Center. The 1,500 square foot facility houses a full-service academic library serving 7,000 students (6.3.6). Patrons of this library have access to a full complement of resources including access to the same research databases available in the Palomar College Library as well as document delivery and intra-library loan.

The Library is open six days a week in the fall and spring semesters for a total of 66.5 hours. Hours vary during intersession and summer sessions (6.0.27). The library is wheelchair accessible.

Nearly every service available for students and faculty at the Library Media Center is available at the Escondido Center Library. One of the nine computer stations provided by DSPS is accessible with the following software: Kurzweil 3000, Jaws, and Zoomtext. Direct access to the material from the main campus library is available via fax. Requested materials generally arrive within 24 hours.

Pauma AA`Alvikat Library is located at the Palomar College Pauma Center. The recently remodeled library houses 8 computers provided by a Hewlett Packard Digital Tribal Library Program Grant (6.3.7). The Pauma AA`Alvikat Library provides student access 13 hours per week. Ten hours is served by Palomar College staff and four hours by tribal employees.

Online resources constitute a growing portion of the collection. These resources serve our distance education programs as well as students enrolled in classes on campus. Most online resources are generally available 24 hours/day, 7 days/week from computers with internet access anywhere in the world.

In an effort to increase resources and maintain current materials, the Library currently subscribes to 19 electronic databases (6.0.9). Membership in consortiums and partnerships with other institutions increase the available resources. The Library needs to explore ways to publicize its resources and encourage more faculty to make use of online research databases available for the students.

Academic Technology Group (ATG) administers the activities of the Academic Technology Classroom and the Academic Technology Computer Lab. The computer lab has over 300 tutorials available on the 44 computers located on the first floor of the library. Lab hours coincide with the library's hours of operation. Access for students with low vision is available on all 44 computers through Zoomtext, a screen enlargement application (6.0.12).

The ATG staff provides a wide range of services beyond maintaining the AT classroom and open lab. A major part of these services include training for faculty and staff covering the Office applications, Outlook, and FrontPage.

Research and development is included in the responsibilities of ATG. Through their efforts research and testing of new technologies is done and recommendations made for district implementation. An Academic Technology Survey conducted in August of 2000 revealed that 85% of the faculty have an email account and that 85% of them make the email address known to their students. Eighty-nine percent believe that the email account increases their effectiveness as teachers. This survey revealed that there is a need for more faculty training in the areas of web development, online research databases, use of teleconferencing, use of computer tutorials, and use of technology to improve student learning (6.7.5). The study revealed a need to identify opportunities for current and entering students to gain access to basic information technology skills and then provide the necessary computer and information literacy courses.

The ATG computer lab is open to all students for 66.5 hours per week. The students frequently wait in long lines to access computers. Access for students with disabilities is limited to screen magnification. Students requiring other types of technologies are limited to the Adaptive Computer lab (6.3.14).

The Audio Visual Department (AV) provides equipment, instruction and other services to faculty, administrators, and campus departments and presentation software for classes, workshops, lectures, and other programs (6.0.26).

A Supervisor plus two full-time staff/classified members and one hourly employee provide many services to the campus including: audio visual equipment distribution,

duplication of non-copyrighted videos, transfer of slides to digital format, service and repair of AV equipment, and installation of equipment in permanent locations (6.3.12). There are data projectors, television, and VCRs permanently installed in many classrooms (6.3.13).

During the past year the department staff has permanently installed TV/VCRs and data projectors in many classrooms (6.0.20). The staff keep the AV equipment running through on-site maintenance and repair at a savings to Palomar College.

Audio Visual services are available:

Monday - Thursday	7:00 AM - 10:00 PM
Friday	7:00 AM - 3:00 PM

Use of equipment for weekend classes requires special arrangements.

Services provided through AV continue to expand; however, the staffing has not changed. Access to AV services is limited for faculty teaching weekend courses. Faculty requesting AV equipment may need to pick up the equipment Friday afternoon and return it by Monday morning. In addition to delivery issues, the small staff also results in lack of technical support when the equipment doesn't work. This department is understaffed to meet the increased need for equipment distribution and technical support services for faculty and student access to audio and video.

The Information Technology Strategic Plan addresses these issues and recommends increasing the number of multimedia classrooms (data projectors, VCRs, digital video disc players, speakers and overhead projectors).

Palomar College has 48 computer Labs with 1,105 computers (PC and MAC) available at our San Marcos, Escondido, Camp Pendleton, Pauma Valley, and Mt. Carmel locations. Most labs support the instructional programs of a particular department and have limited availability (6.0.28 and 6.0.29). The college provides four open labs where students and community members may work. The Institutional Self-study revealed that faculty feel there are not adequate levels of learning resources and computers labs at all the centers (6.0.18). The District should assess the need and feasibility of mobile labs using laptops and wireless connections. This would enhance technological access to all education centers, all faculty, and all students (6.0.28 and 6.0.29).

**Plan:**

Palomar College will evaluate space for additional computers and other alternatives such as installation of a wireless network (6.0.12).

Palomar College will study the feasibility of increasing Library hours to cover evening and weekend college courses.

Palomar College will study the feasibility of expanding computer lab hours of operations to accommodate evening and weekend college courses.

Palomar College will study the feasibility of increasing Audio Visual support to the Escondido Center as well as to evening and weekend courses.

Palomar College will increase the number of computers accessible to students with disabilities to 10% as outlined in the Telecommunication and Technology Infrastructure Program (TTIP) (6.3.1).

Palomar College will consider posting the hours of operation for all learning and open computer labs.

Palomar College will establish a written plan including timelines for captioning the video collection in collaboration with Library, Educational Television and DSPS.

The District will develop a college wide plan covering accessible web design as outlined in the Distance Education Guidelines (6.3.3, 6.3.2).

***Standard 6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of technology to student learning.***

**Description:**

Support and training to users of information and learning resources at Palomar College are provided for by the following departments: the Library Media Center, the Academic Technology Group, the Audio Visual Department, Information Services, Human Resource Services, Professional Development and various consortiums provide auxiliary resources. The Library Media Center maintains branches at the main campus in San Marcos, at the Escondido College Center, and at the Pauma College Center.

**Analysis:**

Library Media Center Librarians will increasingly function as facilitators, enablers, and teachers to transmit information to users. The Library Media Center is managed by the Director of the Library Media Center and the Library Media Center Manager. Seven full-time certificated staff work in the Library Media Center at the San Marcos campus: a Public Services Librarian, two instruction librarians, a systems/electronic service librarian, an Acquisitions Librarian, and a Cataloging Librarian. Administrative staff in the Library Media Center consists of the Library Media Center Manager, the Library Public Services Supervisor, the Library Systems Coordinator, and the Supervisor of Library Fiscal Services. Seventeen classified staff work at the San Marcos Library Media Center: four Senior Library Media Technicians, ten full-time Library Media Technicians II, one part-time (40%) Library Media Technician II, one Library Media Technician I,

and a full-time Administrative Secretary. Currently, a part-time (10%) Library Media Technician II position is unfilled.

A certificated Lead Branch Librarian oversees the Escondido and Pauma College Centers. Two classified staff are employed at the Escondido College Center, one full-time Senior Library Media Technician and one part-time Library Media Technician II. The Library Media Center also employs several support workers: four student hourly employees, seven adjunct (part-time) librarians who divide time between the San Marcos and Escondido branches, and two short-term hourly workers. As managers of information and knowledge, the certificated library staff is involved in all aspects of the Palomar campus community by serving on campus committees (6.4.1) and by holding memberships in local, state and national professional organizations (6.4.2). These affiliations provide them with knowledge management skills to keep current in all facets of the information chain.

The Library Media Center is somewhat understaffed according to standards stated by the Association of College and Research Libraries (ACRL) (6.0.0). The minimum suggested requirement for total full time, permanent staff is 49.5 for a campus with 17,000+ FTE students. In comparison, Palomar College currently employs a total of 31 full time, permanent staff and 2 part time, permanent staff. Two part time positions, one 10% Library Media Technician II position at the San Marcos campus and one 25% Library Media Technician I position at the Pauma center are currently unfilled. The standards call for a higher number of staff in media in colleges that have large Learning Resources Centers. Palomar does not have one, so the actual number should be approximately 36.

In order to provide better service and more encompassing support to library patrons, at Escondido and Pauma, the Senior Library Media Technician position should be reclassified to a supervisory role, and the 40% Library Media Technician II, be reclassified to a 100% position. The Library Media Center Three-Year Plan for 2000-2003 indicates the need to increase the 25% Library Media Technician I position at the Pauma Center to a 40% position.

The Academic Technology Group employs 8 full-time staff. Administrative staff consists of the Faculty Academic Technology Coordinator and the Academic Technology Supervisor. (6.4.1). The classified staff consists of three Academic Technology Support Specialists, a Media Specialist, an Instructional Computer Laboratory Technician, and Instructional Support Assistant I. Four student hourly workers provide support in the Academic Technology Computer Lab. Currently, a 45% clerical support position remains unfilled. The ATG staff assists students, instructors, and staff in utilizing the College's computing and information resources. The ATG has received grants to foster staff development, and the staff attends Information Technology industry conferences and seminars to keep updated and receive training on industry changes. The ATG is also understaffed.



The Media Equipment Supervisor oversees all staff in the Audio-Visual department. Classified staff in this department consists of two Media Technicians. The Supervisor and the Media Technicians attend workshops, seminars, and conferences to ensure currency in their fields.

Information Services provides technical assistance for all of Palomar's computer and phone services (6.2.1). The Manager of Network and Technical Services oversees the hiring and training of the Network Specialists and Technicians. The team, consisting of a Senior Network Specialist, 3 Network Specialists and 2 Network Assistants and 4 Technicians, a Telecommunications Tech, 2 Support Specialists, and 2 Telephone Operators are cross trained to handle any service calls for technical help, programming queries, and telephone needs. The team attends workshops, seminars, and conferences when Staff Development funds are available.

Certificated and classified staff in the Library Media Center attend Professional Development courses at Palomar College as well as on- and off-campus workshops and conferences to enhance their knowledge base. Over 60% of Library Media Center staff is cross-trained to assist in areas of the library other than their own during times when the library is short-staffed, and the library conducts staff workshops when information systems in the library are updated or changed. They also exchange functions on a per-semester basis to learn one another's duties. Formal procedures and communication workflows have been developed to troubleshoot library computers.

The Library Technology Program and Bibliographic Instruction classes and tours are offered upon request by the Bibliographic Instruction librarians to enhance students' information competency. They present 4-5 professional development workshops to faculty every semester on web searching skills and creating library assignments and workshops to incorporate information technology into the classrooms. Staff schedule open workshops throughout each semester to introduce students, staff, and faculty to the use of the library's electronic resources (6.4.3). Patrons with individual research requests receive the assistance of professionally trained reference librarians. Instructor reserve and film booking, reserve hold, and inter-library loan services are readily available to students, staff, and the community. One of the Vanguard Learning Project strategies promoted incorporating information literacy and competency standards into the curriculum. This will increase the student's skills in locating, using, and evaluating information. One of the activities under this strategy was to develop a stand-alone three-unit information literacy class. In addition to in-person services, many services are available online through the library website.

Audio/Visual employees assist instructors by making equipment available for use in the classroom as needed. They train small groups and individual staff on the use of computers, data projectors, video and still cameras, as well as other audiovisual equipment. They also set up equipment for on-campus events for staff and students. The Media Equipment Supervisor teaches Professional Development classes relating to multimedia.



Academic Technology group (ATG) staff provide server administration to the College network, which hosts the College's website. They design and maintain the College's website, and offer services to individual staff and departments for creating and maintaining their own websites; they also host student web pages. Professional assistance is offered to staff and students who use computers in the Academic Technology Group lab. Staff training in various computing topics is offered through the ATG lab/Professional Development office. Training is also available on-demand for various departments. Technical support for Microsoft Office products is also available. The College's online college program is administered through Academic Technology Group.

ATG staff administers the College's "RightNow" website, which allows the public to view frequently asked questions in various departments. The Academic Technology survey conducted in August of 2000 revealed a need for more training and workshops to increase faculty awareness in web boards, chat rooms, web page development, streaming video technologies to enhance their teaching. ATG is investigating the possibility of providing a learning track so faculty can become "online" instructors. This would be a credit class leading to certification.

Human Resources (HR) provides training by hosting the Classified Staff Development Day, an annual event attended by most classified staff. The program varies from year to year with workshops and seminars offered in technology, personal safety, and personal issues. HR also has a Professional Growth Program for classified staff and administration. Most recently, this department has supported a new position: The Technology Training Coordinator (6.1.7).

Professional Development provides workshops and in-service training for faculty and staff (6.1.13). The Fall, 2001, brochure included over 80 workshops or conferences and 35 self-designed activities. 100% of the full time faculty and 90% of the adjunct faculty participate in these activities. New faculty and new department chairs are offered programs. In addition, the Professional Development office hosts 2 websites to facilitate training. They provide online guidance and training on the college's policies and procedures.

Palomar College belongs to consortiums to extend the opportunities for learning and learning resources. North County Higher Education Association (NCHEA) provides workshops and training on a quarterly basis. This consortium between Palomar, Mira Costa, and California State University San Marcos (CSUSM) colleges hosted 87 workshops for the 2000-2001 year (6.0.32). SDICCLRC, SILDRN, San Diego Office of Education (Interlibrary loan), and Tierra del Sol Region of Library of California are all library consortiums enabling greater access to learning and resource materials (6.3.8).

One of NCHEA's projects was to help launch the ON-TAP online tutoring for student learning. Palomar is working to expand this project. The instructional support and training opportunities are offered through these "cafeteria style" offerings. These

opportunities are offered at varying times during the day and on the weekends to affect all members of the Palomar community.

According to results of the 2001 Noel-Levitz Student Satisfaction survey, (6.0.16) students think that Library Media Center staff are helpful and approachable, and that academic support services adequately meet their needs. This same survey indicated that the academic support services adequately meet the needs of the students. The Escondido library users have commented that library staff are helpful, and administrators at the Escondido center have used the library staff as an example of quality public service. The Library Systems Coordinator was named Classified Employee of the Year in 2001. The faculty respondents to The Survey for Institutional Self-Study for Accreditation (6.0.17) agreed that the Library Media Center and the AudioVisual department have professionally qualified staff that is adequate and appropriate for their needs.

Faculty respondents identified room for improvement in terms of providing Library Media center staff at more convenient times, increasing the hours of operation of computer labs at the Escondido center, and providing more professionally qualified staff in the computer labs at the Escondido center.

Students have indicated that the ATG lab and the lab staff have been extremely valuable. Palomar College faculty and staff report that Professional Development workshops conducted by the ATG are useful, and the web resources developed by the department are widely used, both internally and by other institutions. ATG staff creates most of the web content that Palomar College presents to the world, and therefore are the college's primary means of communication. Their servers receive "millions of hits per year" which far outpaces any other means of published communication representing the college.

**Plan:**

Palomar College will fill open positions in both the Library Media Center and Academic Technology Group to increase needed support.

Palomar College will develop a plan to fill new positions to bring staffing levels closer to ACRL standards.

Palomar College will provide the necessary on going training that is needed for Library, AudioVisual, Academic Technology Group, and Information Services staff.

***Standard 6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security and improvement of its information and learning resources.***

**Description:**

Information and learning resources are distributed to various divisions in Instruction.

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The Library Media Center (including Audio/Visual services) is administered by the Office of Instruction. The Palomar College Foundation and The President's Associates funded Library Automation for \$50,000 per year from 1995-1999 for a total of \$250,000. There is no on-going support for this project.

The Academic Technology Group, though located on the first floor of the Library building, reports to the Dean of Arts and Languages Division. The T-TIP funds are also managed by Dean Jackson.

The funds to maintain, staff, and upgrade the 48 computer labs which house 1,105 computers are distributed mainly through the departments that sponsor them. This means that most student use labs are single rather than multi-use with limited functionality. There are no funds set aside in advance for hardware, software, and infrastructure replacement.

The Teaching Resource Center is supported primarily by Professional Development funds. In 2001-02 the Library has the following budget (6.0.6):

	General Fund	Partnership for Excellence Funding	Library Technology Funding	Pay for Print	TTIP Funding	Total
Library	\$1,985,687	\$204,584	\$4,254			\$2,194,525
Audio/Video	\$183,054					\$183,054
Academic Technology Group	\$363,258	\$135,420		\$10, 318		\$508,996
T-TIP Funds					\$655,708	\$655,708
Total						\$3,542,283

**Analysis:**

In community colleges, library budgets have not kept pace with the costs of materials. As prices for books and materials have soared, library budgets have declined. "Library budgets and expenditures of educational and general expenditures had declined from a high in 1974 of 4.04 percent to a low in 1990 of 3.20 percent (6.5.1). This same scenario has occurred at Palomar.

Significant new funding was provided for the library in 1999-2000. The Library received \$88,500 in one-time funds and \$37,500 in on-going Partnership for Excellence funds to improve library services to the education centers. An additional \$5,000 in on-going funding was provided for library automation and information technology training. In addition, an academic technology support specialist position was funded (\$50,000 on an

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on-going basis) and \$65,000 was awarded (also on-going) for on-line databases. The Library web page was translated into Spanish for an additional \$5,000.

The Library has participated in the request for additional funds through the established district planning and resource allocation processes and has received a proportionate share of Partnership for Excellence and Instructional Equipment funds.

Staffing levels are below ALA standards. Palomar College served 17,127 full-time equivalent students at its nine locations in the 1999/2000 academic year. This table compares the current library staffing levels with ALA standards extracted from Appendix 5 Title 5 regulations: Program-Based Funding Standards (6.0.1). 1999/2000 Academic Year: 17,127 FTES ALA/ACRL-AECT Minimum Standards for Libraries (Modified)

	17,000 FTES College	Palomar College Library
<b>STAFF</b>		
Faculty Librarians, FTE	10	6 Regular and 3 FTE Adjunct
Support Staff, FTE	19	18
Media Librarians, FTE	4.5	1
Media Support Staff, FTE	16	5
<b>MATERIALS</b>		
Periodicals	1,200	900
Volumes	155,000	125,234 San Marcos + 7,040 Escondido
Video/Film	3,250	5,117
Other	20,000	3243

**Plan:**

Palomar College will establish a realistic ongoing budget to assure ongoing maintenance and improvement of library facilities, equipment and holdings.

Palomar College will increasing the budget line item for new and replacement book purchases to provide a library collection that meets the needs of faculty and students

Palomar College will increase Library funding to include a budget for Audio Visual repair and maintenance.

Palomar College will establish a centralized budget to fund replacement and purchase of hardware and software.

Palomar College will investigate a plan to move all information and learning resources into one division which would be a more efficient utilization of district resources.

*Standard 6.6 - When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible and utilized.*

**Description:**

Since Palomar College is unable to acquire all the resources it would wish to provide, the decision was made to network with other libraries to work collaboratively to meet patron's needs. No library can possibly provide all services to all users. Palomar College develops partnerships, articulations, agreements and linkages with other educational institutions and organizations. Resources are enhanced by institution or individual memberships in the many associations (6.6.1).

**Analysis:**

Palomar College augments its resources by collaborating with other libraries. All of the agreements with these organizations are reciprocal and ensure good library practices.

These resources are enhanced by membership in the following associations (6.3.8):

- North County Higher Education Association (NCHEA) - This membership offers Palomar College students access to library resources at Mira Costa College and California State University San Marcos (6.0.12).
- San Diego and Imperial County Community College Learning Resource Collaborative (SDICCLRC) - provides collective buying power for database subscriptions (6.6.2).
- San Diego County Office of Education - county wide film booking service.
- Tierra Del Sol Region of Library of California (Region V) - This membership will have tremendous future benefit as the consortium develops inter-library loan agreements with private and corporate libraries.
- San Diego and Imperial County Disaster Relief Network (SILDRN) - association in this network provides assistance to member libraries in protecting resources (book collection, video tapes, etc) in the event of a disaster.

The Palomar College Library Media Center has a written Memorandum of Understanding with the SDCCCLRC (6.6.2). The Library has a formal written agreement with the San Diego County Office of Education (6.6.1). There is an authorization for Governing Board approval to procure an agreement with the Library of California. (6.6.3). These agreements provide students and teachers with learning materials, and access to various online databases.

**Plan:**

Palomar College should pursue the consortium benefits through SILDRIN.



*Standard 6.7 - The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.*

**Description:**

The Library Media Center's 3-Year Plan sets goals centered on 1) creating and maintaining an adequate and effective learning environment for students, faculty and community members; 2) providing a collection of resource materials, print and electronic, adequate to support the academic programs and to foster student learning; and 3) making the collection widely accessible (6.0.2). A major goal is to increase the budget for purchasing books and materials to keep pace with the needs of Palomar College users of learning and information resources and services.

The College has well-established policies and procedures for evaluating and withdrawing learning and information resource materials and services. The Library's Acquisitions Department coordinates the continuous collection evaluation. Each librarian serves as a liaison to several campus departments, encouraging faculty to participate in the process of systematically reviewing materials and requesting those that best meet their needs. (6.0.24). Requests are submitted to the Acquisitions Librarian. Decisions consistent with current budgetary limitations are made in consultation with the librarian and the department concerned. The procedures allow input from faculty, library staff members, students, and community patrons.

Faculty members may review collections at their discretion to identify obsolete material and to make recommendations to discard (6.7.1). Professional development credit is offered to faculty who assess library holdings in their discipline. According to the Professional Development office records, approximately 6-10 faculty members each semester complete this assessment (6.7.2).

A department that is developing a new course reviews the relevant collection with the library staff. Recommendations of the instructor and the reviewing librarian regarding the adequacy of the collection to support the new course are documented and used in making decisions consistent with current budgetary limitations. The curriculum committee requires documentation from the Library Media Center that current resources are sufficient before a new course may be offered.

The Library staff provides library orientation sessions, an information competency program (6.0.21), and instruction in the Library Technology AA/Certificate program (the only one in San Diego County). They evaluate each session upon completion. They have conducted two faculty surveys to obtain information regarding their programs. The faculty felt the content was relevant and that there was evidence of application of information.



The Learning Resource Center provides a variety of resources to assist faculty in developing curricular materials. Computer systems are available to develop multimedia course materials. A library of print material, such as the Chronicle of Higher Education and other periodicals and books relevant to instruction, is available. Equipment, including portable computers, video, and digital cameras, is available for short-term loan. Faculty and staff are informed of new developments in learning technologies by Professional Development workshops and computer mentoring activities throughout the year.

The Information Technology Master Plan recommends information technology policy, procedures, training, acquisitions, and implementation based on the best advice available from internal and external sources. This committee (composed of faculty and staff) ensures compliance with state information technology guidelines, promotes effective relationships to promote use of information technology among all members of the college community, and recommends district standards for hardware, software, licensing, training, and infrastructure. This committee serves as coordinator for District groups involved with information technology (6.0.11).

It is the function of ATG staff to guide, encourage, and support the academic community in the use of computing and information resources. The AT Computer Classroom and AT Computer Lab exist to facilitate student, faculty, and staff awareness and use of computer technology. As such they are constantly evaluating and planning for the adequacy and effectiveness of the college's learning and information resources and services. AT fulfills this function by offering AT labs, web sites, college web services, instructional/administrative web materials, online college, a student web server, training, technical support, the NETg program, Right Now Web, WebBoard, streaming media services, and server administration. In addition AT manages the college home page.

ATG continues to participate in the creation of computing and other technical standards for the campus including standards for online instruction and access to Palomar Resources. Part of ATG's responsibility is to research new technologies and recommend their implementation within the district. Current research in the area of wireless devices is the first step in planning for establishing wireless labs. Past research and development projects have recommended security templates for labs, District imaging software, web scripting applications, and specific academic software applications (6.0.12).

Computers and software in the 48 computer labs are adequate with new computers and up-to-date software added on a regular basis to meet the high standards set by Palomar's Information Systems Department (6.0.28 and 6.0.29).

#### **Analysis:**

Board policy authorizes librarians, administrators, faculty members, and members of the college community to take part in the process of selecting learning and information resource materials (6.2.2). Librarians work with departments and faculty to determine needs for new materials. Recommendations for new acquisitions are received from

instructional departments. When a department advises the Library of new releases within their discipline, the Library staff makes recommendations for acquisitions. Librarians and faculty are participating in an inventory to evaluate the condition, currency, and accuracy of information contained in the collection. This system of evaluation works well because of the participation of educated, informed librarians and faculty who are in touch with their student's needs and the library's collections (6.7.1).

Recommended materials are purchased and added to the collection. Budget constraints could result in unfilled acquisition requests (6.7.1). Current budget figures for periodicals, databases, and other technology are adequate; however, the budget figure for books is low and not adequate to keep up with demands. For example, the average copyright date of books is now late 1970's to early 1980's. Budget levels have remained constant for the past several years without built-in increases needed to keep pace with the soaring cost of books. The budget levels do not reflect reality in replacement costs. Ability to plan and maintain a current collection is handicapped by lack of funds.

In addition to limitations on acquisition of new materials and learning resources imposed by budgetary constraints, lack of space also complicates planning for growth, access, and service to students, faculty, and the community. Currently the library's physical space is inadequate and limited to around 44,000 square feet of which approximately one-third is devoted to other uses. The library is often filled to capacity and crowded with students. A preliminary proposal for additional space has been submitted to the state (6.7.1).

In order to assure that outdated books and books in bad repair are eliminated from the collection, it is necessary to constantly inventory the shelves. An extensive weeding project was conducted in Fall, 1999. Over 2,000 items were withdrawn from the collection. The reference collection was the focus of review with recommendations for replacement, updating and discarding. Plans are in place for the weeding of the circulating book collection for the 2001-2002 academic year.

Palomar faculty, staff, and administration participated in the web-based Survey for Institutional Self-Study for Accreditation, Palomar College Institutional Research and Planning. Learning and information resources at college center libraries were identified as less than adequate and an area of challenge (6.0.17).

The Escondido Center Library is Palomar College's first branch library. Plans for expansion of this library's collection and learning resources have been realized using funds from the library materials budget and the PFE grant. Quality materials have been added to the collection, a standing order list to update standard reference tools has been established, and a collection of classic cinema titles on DVD has been purchased (6.0.27).

At the Pauma AA'Alvikat Library, PFE funding has allowed updating of standard reference sources and provided for additional books, periodical subscriptions, and videos to support classes at the Pauma Education Center. Useful reference materials from the San Marcos campus library and Escondido Center Library collections have been sent to

Pauma. The lead librarian has created a proposal with recommendations for the new library and is consulting with the tribe regarding grant proposals, possible donors, and assessing library services (6.0.27).

The Academic Technology Group (ATG) evaluates the effectiveness of ATG resources and services by administering survey and questionnaire instruments to students, faculty, and staff and by observing and analyzing server log data. Recognizing the technological demands the 21st century workplace will make on students, ATG is committed to discovering and applying new technologies in order to prepare students for their lives after Palomar. The ATB Technology Survey conducted in August of 2000, revealed that 91% of the faculty plans on implementing technology-assisted instruction into their teaching and that 93% of them feel that this will improve student learning.

North County demographic projections indicate increased demand will be made on District resources. ATG is planning to meet this increased demand by judiciously increasing ATG resources - both in terms of equipment and human resources (6.0.12).

**Plan:**

The Library Media Center space will be expanded per the preliminary proposal for additional space that has been submitted to the state.

The Library Media Center will continue to actively pursue and utilize funds available through grants, Partnership for Excellence Funds, and other sources.

Increased faculty involvement in review and assessment of library resources and collections will be encouraged. Forms and a standard process will be created for this purpose. More communication regarding professional development credit for this participation might also be beneficial.

Continuing studies to expand learning resources and services at college centers (Escondido and Pauma) will remain a priority.

Budget funds for ATG will be expanded to facilitate future testing, research and development.

ATG will continue efforts to meet its goal of developing an Advanced Technology Center that would test and demonstrate new technology.

ATG will continue efforts to meet its goal of designing a plan that will permit coordination and collaboration among existing computer labs.

The Library Media Center and the Academic Technology Group will implement plans to collect data and report on the effectiveness of and user satisfaction with services offered.

DOCUMENTATION FOR STANDARD #6

Document#	Document Description	Date/Year
6.0.0	ACRL Standards	Current
6.0.1	Appendix 5: Title 5 Regulations: Program Based	Funding Standards Budget Act 95-96
6.0.2	Library's 5-Year Plan	2000-2003
6.0.3	Library's 3-Year Equipment Plan	2000-2003
6.0.4	SIRSI Report	1/02
6.0.5	Organization Chart	2001
6.0.6	Library Financial Statements for TTIP, Library, Lib Tech, Academic Technology and Audio Visual	Fiscal Yr 2002-2001
6.0.7	Library Partnership for Excellence Grants	1999-2002
6.0.8	Palomar College Library Website (excerpts)	1/02
6.0.9	Palomar College Database Subscriptions	2001-2002
6.0.10	Palomar College Database Usage Statistics	2000-2001
6.0.11	Information Technology Strategic Plan	2000-2005
6.0.12	Academic Technology Institutional Review	10/01
6.0.13	Governing Board Manual Excerpt from "Operations Committee Structure Chart"	7/01
6.0.14	Institutional Review Excerpt from Website "Units Scheduled for Review" Library Media Center	2003-2004
6.0.15	Palomar Colleges Vanguard Learning Objectives	1/02
6.0.16	Noel-Levitz Student Satisfaction Inventory	2001
6.0.17	Survey for Institutional Self-study for Accreditation	1/02
6.0.18	Institutional Research Department Excerpt on "Standard #6-Information and Learning Resources"	2/02
6.0.19	Annual Report, Library Cataloging Dept Byung Kang, Cataloging Librarian	2000-2001
6.0.19	Annual Report, Library System and Other	
6.0.20	Electronic Services Tamara Weintraub, Electronic Services Librarian	2000-2001
6.0.21	Annual Report, Bibliographic Instruction Carolyn Funes, Bibliographic Instruction Librarian	2000-2001
6.0.22	Annual Report, Public Services Alexis Ciurczak, Public Services Librarian	2000-2001
6.0.23	Annual Report, Public Services Peggy Nimmo	2000-2001
6.0.24	Annual Report, Acquisitions Carolyn Funes, Temporary for Judy Cater, Acquisitions Judy Cater, Acquisitions Librarian	2000-2001 1999-2000
6.0.25	FILLIR (Film-Interlibrary Loan-Instructor Reserves) Statistics	2000-2001
6.0.26	Annual Report, Audio Visual Tamara	2000-2001

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6.0.27	Weintraub, Electronic Services Librarian Annual Report, Escondido Center Library Dan Arnsan, Director	2000-2001
6.0.28	Palomar College Computer Lab Excel Spreadsheet	Revised 2/02
6.0.29	Palomar College Computer Lab Description Document	Revised 2/02
6.0.30	General Library System and Electronic Resource Statistics	2000-2001
6.0.31	Library Promotional Brochures and Informational Materials	
6.0.32	Library Bill of Rights	
6.0.32	Professional Development Workshops and Events Brochure	2001
6.1	Sufficient Resources	
6.1.1		
6.1.2	Interview with Katherine Gannett, Manager Library	
6.1.3	Memorandum with Dan Arnsan, Manager Escondido Library	
6.1.4	Interview with Carolyn Funes, Tamara Weintraub and Jennifer Paris, Librarians	
6.1.5	Partnership for Excellence Report - Escondido Center Library	1999-2000
6.1.6	Bibliographic Training Curriculum Materials	
6.1.6	Technology Training Coordinator – Job Announcement	12/01
6.1.8	Information Services Website	
6.1.9	California Community College Library Acquisition Needs	1995-1996
6.1.10	Communication-Email from Terry Gray, Academic Technology Group	
6.1.11	Library Troubleshooting Matrix	
6.1.12	NCHEA Annual Report	2000-2001
6.1.13	Library Technology AA/Certificate	
6.2	Selections and Maintenance of Resources	
6.2.1	Information Systems Organization Chart	3/02
6.2.2	Faculty Manual Excerpt: Educational Materials	2001
6.2.3	Communication with Judy Cater, Acquisition Librarian	12/01
6.2.4	Interview with Jose Vargas	3/02
6.2.5	IS Work Order Procedures	
6.3	Resources are Accessible	

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6.3.1	Telecommunications and Technology Infrastructure Program (TTIP)	2000-2001
6.3.2	Distance Education: Access Guidelines for Students with Disabilities	8/99
6.3.3	Report of the Disabled Students Program and Services Review	2001
6.3.4	DSPS Funding Summary	2000-2001
6.3.5	Interview with Dr. Mozes - Captioned Videos	2/02
6.3.6	Interview with Dan Arnsan - Student Services at PCEC	2/02
6.3.7	Interview with Dan Arnsan - Resources at Escondido Center Library & Pauma	2/02
6.3.8	Interview with Katherine Gannett – Library Memberships	2/02
6.3.9	Interview with Katherine Gannett and George Mozes	12/01
6.3.11	Interview with Ron Haines, Director, DSP&S	1/02
6.3.12	Interview with Lee Hoffmann – AudioVisual	2/02
6.3.13	Spreadsheet: Equipment in Classrooms	
6.3.14	Table Depicting Computer Labs with Specialized Software to Support Student with Disabilities	
6.4	Qualified Staff	
6.4.1	Email Communication with Chris Bundy –Librarians on Committees	2/02
6.4.2	Email Communication with Katherine Gannett – Institutional Memberships	3/02
6.4.3	Academic Technology Organization Chart	12/01
6.5	Financial Support	
6.5.1	Libraries and the NII <a href="http://www.ifla.org/document">http://www.ifla.org/document</a>	3/02
6.6	Agreements with Other Institutions	
6.6.1	Interview with Dr. Mozes on Other Institutions	
6.6.2	Email Communication with Chris Bundy on SDICCLRC	3/02
6.6.3	Memorandum to the Governing Board: Authorization for Membership in the Library of Congress	
6.7	Evaluation	
6.7.1	Interview with Dr. Mozes	12/01
6.7.2	Email Communication with Terry Gray-Web Survey	1/02
6.7.3	Memorandum from Terri Canela	1/02
6.7.4	Email Communication with April Woods	12/01



## STANDARD SEVEN: FACULTY AND STAFF

*The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.*

*A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.*

### **Description:**

In Fall, 2001, Palomar College employed 1,624 people. There were 303 full-time faculty, 807 part-time faculty, 43 professional employees, 25 full-time certified administrative employees, 16 classified administrative employees, 349 full-time classified employees and 81 part-time classified employees (A.1-1). These employees served 27,904 students enrolled at Palomar College during Fall, 2001 (A.1-2).

Current employees are qualified by appropriate education, training, and experience to support Palomar's programs and services. Position announcements for faculty, classified staff and administration specifically state the basic function of the position, the representative duties, knowledge, abilities, education, and experience necessary to perform the job effectively (A.1-3). Positions are created and employees are hired according to the Educational Master Plan and Planning Process and the departments' short and long term planning goals (A.1-4).

### **Analysis:**

Palomar College's faculty and staff are well qualified to support its programs and services. The Noel-Levitz Student Satisfaction Inventory administered Spring, 2001, revealed positive information regarding student satisfaction about faculty. According to the survey, students are satisfied with the knowledge faculty members have in their fields. Students were also satisfied with the quality of instruction they received in most of their classes. According to the same survey, students were satisfied with the overall instructional effectiveness at Palomar College. Students were also satisfied with the knowledge Palomar's Admissions staff exhibits. Students were somewhat satisfied with the academic support services on campus (A.1-5).

In a recent Institutional Study, faculty members were somewhat satisfied with the human resources they have to establish a learning environment that will meet students' needs. However faculty members were very satisfied with the qualifications of the information and learning resources staff on campus.

### **Plan:**

The College will continue to hire qualified faculty and staff.

**A.2** *Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.*

**Description:**

Minimum and preferred qualifications are publicly stated for all classified and administrative positions. Faculty positions have prescribed state minimum qualifications. (A.1-6). Position announcements state specific job duties and responsibilities that accurately reflect what the employees will perform once hired (A.1-7).

Palomar advertises its positions in a wide range of publications. It advertises in local newspapers (*The San Diego Union Tribune* and *The North County Times*), *The Chronicle for Higher Education* and <https://www.higheredjobs.com/>. To reach a more diverse group of candidates, positions are also advertised in targeted statewide and national publications such as *Black Issues in Education*, and *Hispanic Outlook in Higher Education*, as well as the *California Community College Diversity Registry*. Job announcements are also advertised to current employees of California Community Colleges, California State Universities, University of California schools and Cal State schools (A.1-8).

Palomar College strives to meet the institution's policies on non-discrimination, affirmative action, and diversity goals as addressed in the *Faculty and Staff Diversity Plan of 1994* (A.1-9). Once a position is advertised, human resources looks for a diverse applicant pool. If a diverse applicant pool is not achieved, the position will be advertised again to try and achieve a diverse applicant pool (A.1-10).

**Analysis:**

The hiring processes at Palomar College are consistently reviewed and revised (A.1-11). Hiring committee members are trained in search and selection processes and procedures to ensure that committees treat all applicants equitably (A.1-12).

Palomar College has a very active Faculty and Staff Diversity Committee. The Committee sponsors Palomar's participation in the California Community College Job Fairs held twice a year. The events are held to encourage minority candidates to become a part of the California Community College System (A.1-13).

The Committee has also been involved in a campus "Speak Out" program which encourages discussion between students, faculty, and community members. The program focuses on diversity and prejudice in schools and society in general. The committee also

regularly discusses how the college can better educate faculty, staff and students in the values of diversity (A.1-14).

**Plan:**

Palomar College will continue to review its hiring processes to ensure that all applicants are treated equitably.

Palomar College will examine ways to improve recruitment of faculty and staff.

Palomar College will also encourage the Faculty and Staff Diversity Committee to continue its work on campus and in the community.

*A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.*

**Description:**

Palomar College has established hiring criteria for all faculty positions that focus on a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. This selection criterion also looks for candidates to be committed to full participation in department activities and the shared governance process of the College. Candidates must also meet minimum qualifications set by state organizations. An affirmative action officer reviews these qualifications (A.1-15).

Faculty applications are reviewed for evidence of teaching or instructional expertise and letters of recommendation (A.1-16). Where educational backgrounds differ from stated qualifications, the applicants' degrees are reviewed to determine equivalency (A.1-17).

Faculty members are selected through a hiring committee process. Committees include faculty members who are experts in the discipline, a member from outside of the department and an affirmative action representative. The committee members develop job related interview questions, determine the subject matter and format of the teaching demonstration and interview all selected candidates (A.1-18).

**Analysis:**

Responses from a Hiring Practices Policy Survey conducted Fall, 2001, resulted in some dissatisfaction among full-time faculty regarding some of the current hiring procedures. The biggest concern had to do with the opportunity to ask follow-up questions during the interview process. The current policy restricted committee members from asking follow-up questions. Most of the survey respondents felt that the opportunity to ask follow-up

questions would greatly improve the hiring process. Many of the survey respondents also felt the current interviewing environment is somewhat sterile and impersonal (A.1-19).

There are concerns about the number of part-time faculty versus full-time faculty at Palomar College. In Fall 2001 there were 303 full-time faculty members and 807 part-time faculty members employed at Palomar College (A.1-20). Palomar College is far from reaching the 75/25 full-time/part-time faculty ratio recommended by AB1725 (A.1-21). However 30 full-time faculty members were added in 2001. This was the largest increase in full-time faculty employment in over 10 years (A.1-22). This is definitely a move in the right direction. Palomar's student population is very diverse. During the Fall, 2001, semester 36.5% of students were ethnically diverse (American Indian, Asian, Black, Hispanic, Filipino). Caucasian students made up 54.1% of the student body. However the make-up of our faculty, administrators, and staff is not as diverse. 83.2% of Palomar's full-time faculty and 82.7% of our part-time faculty are white (A.1-23).

However, there has been an increase in ethnically diverse employment in other areas. There has been an increase in minority employment in full-time educational administrative, full-time classified administrative, full-time classified nonadministrative and full-time professional nonfaculty.

Although there should be some effort to raising these numbers, students are not unsatisfied with current lack of diversity. In the Noel-Levitz Student Satisfaction Inventory, students were satisfied with Palomar's commitment to under-represented populations (A.1-24).

**Plan:**

Palomar College will review its faculty interviewing policies and consider adding follow-up questions and improving the interview environment.

Palomar College will create a long-term plan designed to make progress toward achieving the 75/25 full-time/part-time faculty ratio.

Palomar College will strive to hire a faculty as ethnically diverse as our student body.

***A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

**Description:**

All degrees held by full-time contract faculty and administrative staff are listed in the current Palomar College Catalog, which is updated annually.

**Analysis:**

Employees of the Human Resources Department ensure that all degrees are from accredited institutions during the screening process. Degrees from non-U.S. institutions have their equivalency determined prior to completion of the hiring process by the American Association of Collegiate Registrars and Admissions Officers, in conjunction with a review by appropriate college personnel (A.1-25).

**Plan:**

Palomar College will continue to ensure that all U.S. degrees are from institutions accredited by recognized accrediting agencies and degrees from non-U.S. institutions are recognized only if equivalence has been established.

*B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.*

**Description:**

Evaluation policies at Palomar are designed to assess systematically the job performance of the three major employee groups: classified staff, administration, and faculty. Board Policy 190 briefly states that policies affecting classified staff represented by CCE/AFT and those affecting the Administrative Association are addressed within their respective handbooks. (7B1.1). New hires in the administrative association and classified units go through a probationary period in which their immediate supervisor can evaluate their performance several times during the first year of employment and, thereafter, on an annual basis (7B.1.2 and 7B.1.3). Within executive administration, the college president is the primary evaluator of the college vice-presidents. The president's recommendations regarding an extension of the vice-presidents' three-year contracts are submitted to the governing board on an annual basis. In turn, the governing Board exclusively evaluates the college president each year of a multiyear contract (7B.1.4). The Faculty Senate, within the last 2 years, has ceased its own performance review of executive administration (7B.1.5).

Board Policy 173 addresses the evaluation of all faculty: probationary, tenured, temporary and part-time. The Tenure and Evaluations Review Board (TERB), whose members are appointed by the Faculty Senate chosen from the faculty at-large, guides the process. Probationary faculty will navigate their way through a four-year evaluation process which, if successful, will lead to the granting of tenure. During the fall semester of each year, they will be evaluated by their students and by members of their tenure and evaluations review committee. In the spring semesters for their first three years, only student evaluations will occur. Librarians and counselors, who legally possess faculty status, are evaluated according to a similar format and the same timetable. Tenured faculty face periodic review every three years. Temporary faculty are evaluated at least once during the first two semesters of employment and, afterwards, every three years.



Part-time faculty are evaluated during the first semester of their employment then every three years thereafter. While student evaluations are almost exclusively used, part-time faculty may request that their classes also be evaluated by a classroom visitation although no college-wide policy requires classroom visitation to evaluate part-time faculty at this time (7B.1.6).

**Analysis:**

Some campus leaders express concern about the thoroughness of the evaluations process due to the lack of formal evaluations training and the large number of personnel evaluated (7B.1.7). Regarding the systematic evaluation of faculty, virtually all are evaluated each year in accordance with review procedures pegged to each individual's hire date. TERB tabulates student evaluations, reviews classroom visitation forms, and returns the results to the appropriate faculty chairs. Evaluation follow-up is the responsibility of the evaluations committee chairs or the department chair (7B.1.8). Systematic appraisal of faculty who teach on-line classes is in its initial stage. TERB has developed an experimental student evaluations form modified for use by on-line students (7B.1.9).

**Plan:**

Classified staff and administrative association leaders express a need for evaluations training for supervisors so that all may systematically evaluate personnel according to more standardized criteria. Seminars offered within the college professional development program would foster greater discussion and understanding of the evaluations process (7B.1.9). The on-line student evaluations form needs additional review to determine its appropriateness (7B.1.10).

***B.2 Evaluation processes seek to assess effectiveness and encourage improvement.***

**Description:**

The administrative Association recently developed a new evaluation instrument that consists of twelve questions related to effective job performance. Evaluatees are ranked on a five-point system that ranges from strong to weak on administrative performance in areas such as budgeting, judgment/decision making, and supervisory skills. Evaluators may comment after each question, though this is only required if rankings are below a satisfactory level. Evaluatees are also required to identify their own yearly goals and objectives (7B.2.1).

Administrators are evaluated solely by their superiors in the bureaucratic pyramid; those with whom they work as peers or those whom they supervise are not participants in the formal process (7B.2.2). Supervisors are expected to meet with evaluatees to discuss the results of the evaluations process. Currently, the college president develops presidential job performance criteria in collaboration with the governing board (7B.2.3).



The classified staff unit is, likewise, utilizing a relatively new performance instrument. It consists of four parts. The first part is a template on which major job duties and responsibilities can be listed for each job performed. Space is provided so that supervisors can comment on the progress and performance level of each duty listed. Both the employee and the supervisor initial each duty described and each comment included. Part B consists of eight questions that focus on quality of work, reliability, and job knowledge, among others. Supervisors rate each evaluatee on a five-point scale ranging from exceptional to unsatisfactory for each question asked. Part C is an overall rating using the same five-point scale. Part D provides an opportunity for supervisors and evaluatees to write their comments and for the supervisors to recommend additional training (7B.2.4). As with administrators, classified staff are evaluated by immediate supervisors, and others with whom they work have no direct input. Evaluatees meet with their supervisor to discuss the results of the evaluation (7B.2.5).

#### **Analysis:**

The evaluation format used for administrative associate and executive administration includes several questions that are actually question clusters containing multiple facets of a specific performance skill. For example, one question cluster entitled “supervisory skills” includes all the following skills under one umbrella question: “fosters a consistent productive work environment, builds morale, counsels ... and evaluates staff accurately, stimulates staff to excel, delegates and assigns tasks appropriately, listens and considers the points of view of others, and functions well in a multicultural environment,” among others (7B.2.6). Despite the range of this single question, the evaluator uses one five-point scale to rate all aspects simultaneously. Regarding the evaluation of the college president, the new practice involves the president and the governing board determining evaluation “methods and processes appropriate to the district environment” rather than relying on a standardized mode (7B.2.7).

#### **Plan:**

HR will review the new evaluations forms for classified staff and administrative employees to determine their effectiveness.

***B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.***

#### **Description**

The instruments used to evaluate probationary, tenured, and temporary faculty include a combination of student evaluations and classroom visitations together with committee evaluation of professional development contracts, professional growth plans, and course materials such as syllabi and tests (7B.3.1) (7B.3.2). Professional development contracts and formal growth plans provide records of scholarship and display effort to maintain currency

within a discipline. Similar performance criteria for librarians and counselors are also in place (7B.3.3).

**Analysis:**

TERB, in consultation with the Faculty Senate and now in coordination with the Palomar Faculty Federation (PFF), determine evaluation practices and standards. There are currently 13 standards of performance or benchmarks that primarily measure teaching effectiveness or address several issues related to institutional service. Eleven of these criteria specifically address faculty teaching effectiveness. Faculty are rated regarding creating a classroom learning environment that is active, engaging, and respectful of cultural, ethnic and racial diversity. Further, faculty are expected to possess a "depth of academic preparation" and "subject area competency." They are judged on their ability to "demonstrate effective communication skills" and to maintain an atmosphere of "fairness with clearly stated grading policies and reasonably prompt evaluation of student work." Regarding the service criteria, faculty also must demonstrate "commitment to the College community" by participation at department and campus meetings and "abiding by the standards of academic freedom." (7B.3.4).

Virtually 100% of faculty scheduled for evaluations are evaluated each year (7B.3.5). There is, however, some faculty concern about the lack of an appropriate appeals process should issues arise during the tenure or periodic peer review process (7B.3.6). Regarding the structure of periodic review for tenured faculty, the College tradition follows the American Association of University Professors (AAUP) best practices standards that require faculty themselves to take the leadership role in evaluations. The primary guiding principle that underscores post-tenure review is faculty development, says the AAUP (7B.3.7).

**Plan:**

Examination of the current due process procedures to determine their adequacy is an issue that needs further discussion and possible adjustment.

***C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.***

**Description:**

Comprehensive professional and staff development programs are available for all employees. These programs have broad-based support from the classified staff, the faculty, the administration, and the Board of Trustees. The Staff Development/ Training Committee is responsible for making recommendations for annual staff development funding expenditures from state development funds. The committee is co-chaired by the Vice President Human Resources and the Professional Development Coordinator.

The Professional Development Office provides an 80% faculty coordinator with reassigned time and a classified assistant with 100% assigned time (C.1-1). This budget supports self-designed activities, workshops, seminars, mini-conferences, innovative projects, teacher exchanges, study circles, training and retraining activities, orientations, video/teleconferences, and teaching resources (C.1-2,3,4). A booklet is published each year by the Professional Development Office that describes and lists all of the activities for the coming year (C.1-5).

Faculty Professional Development activities are proposed by each faculty member annually. Individual contracts for meeting these activities are signed by the faculty members. The Professional Development Coordinator oversees the contracts and reporting procedures (C.1-6).

The Classified Staff Development budget is administered by the office of Human Resources and is distributed through the Vice Presidents and Deans by department for classified staff. Staff Development funds are distributed by the Staff Development Advisory Committee which is co-chaired by the Assistant Superintendent/Vice President for Human Resources and the representatives from the classified union. Classified Staff Development is handled mostly on the one-day Classified Staff Development Day held each spring break. Other uses of the Classified Staff Development Fund include the Professional Growth Program for classified staff. This program was first approved by the college in January, 1973. In January, 1988, the Professional Growth Program for Classified Employees in the CCE/AFT bargaining unit was approved by the Governing Board. Criteria for eligibility in the Professional Growth Program are provided in the contract for classified employees in the bargaining unit (C.1-7).

In January, 1988, the Professional Growth Program for Classified Employees in the Administrative Association was approved and implemented. The guidelines for these employees are provided in the Administrative Association Handbook (C.1-8).

Staff development workshops are offered for the administrative group throughout the year. The workshops are a result of a mutually agreed upon process between the district and the Administrative Association.

#### **Analysis:**

The faculty Professional Development program is working very well at the college (C.1-9). The Three-Year Faculty and Staff Development Plan, submitted to the California Community Colleges chancellor's Office in July, 2001, clearly describes the goals/objectives, activities, timelines and outcomes of the faculty staff development program. Budget detail in this plan summarizes planned expenditures for the staffing and support services needed (C.1-10). There is clear evidence in this three-year plan of faculty involvement as evidenced by the membership in the Professional Development Review Board that develops the plan (C.1-11). The need assessment is also distributed in a paper

format, as well, to make sure that all faculty, including adjunct faculty, can participate (C.1-12).

**Plan:**

Palomar College will continue to support a faculty member to serve as the Professional Development Coordinator and to provide a 100% assistant to insure continuity and adequate support for the program.

*C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.*

**Description:**

Both the professional development plans for the classified staff and the Administrative Association were negotiated with their respective groups as part of the formal negotiation or meet and confer process. For changes to occur to those plans, the district and the individual groups would need to present the item changes at a session of the bargaining process. So, in that sense, there is no formal evaluation or planning process outside the collective bargaining process.

The college does offer some true staff development workshops for the administrative group throughout the year that are mutually planned by the district and the administrative group. These workshops are evaluated by the managers that attend, and the feedback is reviewed by the district and the Administrative Association to determine how the workshops were perceived. The workshops for the Classified Staff Development Day are planned by a committee made up of classified and management staff, and each workshop is evaluated at the end of the session by the attendees. The following year's staff development program is planned using the evaluation of the previous year's activities.

**Analysis:**

There is regular, annual needs assessment in developing the annual activities for faculty in this plan. Needs Assessment Forms are distributed and compiled by the faculty staff development coordinator and used to determine topics, training activities and time duration for the faculty staff development program (C.2-1). Opportunities are extended to the administration and classified staff to participate in faculty staff development activities on a space available basis. Substantial effort is made to disseminate all faculty staff development program information to the adjunct faculty. A Review Board meets regularly to review and plan future activities. There is ample evidence to demonstrate that the college provides adequate support for the program as evidenced by the Professional Development Coordinator (C.2-2). An 80% staff development faculty coordinator and a full time classified staff assistant have the primary responsibility for program coordination. There is a systematic method used for evaluating the effectiveness of professional developmental activities (C.2-3,4,5). A sample of workshops and training

activities are evaluated for effectiveness by using a variety of on-line evaluation instruments. All faculty and staff are informed of activities through electronic communication. Adjunct faculty also receive hard copies of all program information. The professional development coordinator is involved in other related college training activities such as participation on the Board of the North County Higher Education Alliance (NCHEA) and working with the Vice President of Instruction to plan faculty orientations (C.2-6). The Professional Development Coordinator is evaluated annually (C.2-7).

The classified staff organize an annual Staff Development Day to provide topics and workshops of interest to their group. A committee works with the Vice President of Human Resources to determine the content of their staff development day. All contract classified staff are actively encouraged to attend the day's events and the college offers the opportunity to use the entire day for attendance and participation. The classified staff evaluate workshops at Staff Development Day looking at how well the activities achieved the desired outcomes. Invitations are provided to the administration and the Governing Board to attend. The annual event regularly has over 90% of classified staff attendance and participation.

The Administrative Association works with the Vice President of Human Resources to plan their unit's annual staff development activities. Topics are determined by formal polls and questionnaires given to members of the group. Opportunities are provided for classified and senior/executive administrative staff to attend the activities. Regular evaluation occurs to determine the effectiveness of workshops/activities. An annual budget for the staff development annual activities is developed working in consultation with the Vice President of Human Resources. Invitations to attend are also provided to the Governing Board.

**Plan:**

The college will continue to directly involve staff in the planning and evaluation of their respective staff development programs.

***D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.***

**Description:**

The Palomar College District has Governing Board approved policies and administrative employment procedures, available through Human Resources, for ensuring fairness in all employment practices. The Palomar College District procedures for the recruitment, screening, selection, hiring, training, and evaluation of all contract and adjunct faculty, contract staff and administrative personnel are administered fairly by the Employment Services and Human Resources staff. The staff follows the policies of the employee associations' handbooks, Palomar College District Governing Board policies, and written



procedures established and distributed to all employees by the HR Division (D.1-1,2,3,4,5,6,7).

**Analysis:**

A primary example of fairness in procedures is the work of the Palomar College District Employee Hiring Committees. These are comprised of staff from the department which is seeking to fill a position and includes members from outside the department or area and sometimes outside the campus. One of the committee members can also be an ex-officio person who serves in the role of facilitator and timekeeper, to ensure fairness and consistency in each interview and the entire process (D-8).

Prior to recent changes stemming from Proposition 209 and other State mandates, the facilitator also served as an Affirmative Action representative, to ensure fairness for all candidates in this regard. Today, these issues are still of concern to the facilitator, yet all committee members share the same values for fairness and adhere to standards for ensuring fairness for all applicants and interviewees.

Some administrative and or faculty positions have required representation and the employee associations serve as a mechanism for filling the various groups' representation.

**Plan:**

The Palomar College District Human Resources Division will formalize more standard procedures into written documents (e.g. Search Committee procedures and Evaluation procedures).

The Palomar College District Human Resources Division will provide more forms and written policies on the Human Resources web page.

*D.2 The institution regularly assesses and reports its achievements of its employment equity objectives, consistent with the institutional mission.*

**Description:**

An annual district affirmative action report is compiled which assesses and communicates the Palomar College District's affirmative action plan and employment processes and outcomes. The report, which comes from the Vice President of Human Resources, is submitted to the Chancellor's Office (D.2-1).

This report includes information on applicant pools and hiring outcomes according to ethnicity, age, military Veteran status, and gender for contract faculty, administrative, and classified staff. The report also contains recommendations for improving the hiring of underrepresented faculty and staff. Campus goals and objectives for contract faculty,



administrative, and classified staff are updated annually and derived from the input of the report. The Palomar College mission to achieve representative diversity in students, staff, and faculty can be assessed through the report, annually, and used as a tool to improve diversity objectives.

**Analysis:**

Given the age and expansiveness of the Palomar College mission statement, it has been more nebulous and multi-directional. Thus the efforts of all divisions and departments to follow the mission of the Palomar College District are typically on target. A review of employment equity objectives consistent with the institutional mission, via alignment with the newly revised statements and the Palomar College District's mission, will provide a better assessment of accomplishments and areas for annual improvement.

**Plan:**

The Divisions and Board of Palomar College District will continue to assess its annual achievements and educational equity/affirmative action goals.

The Palomar College Human Resources will provide more campus information about employment achievements, especially with equity objectives.

The Office of the President/Superintendent of the Palomar College District will lead strategic planning efforts to revise the district's mission, vision, and values statements.

*D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.*

**Description:**

Palomar College District policies and procedures, especially those that affect college personnel, are available for general information and review, including on line via the Palomar College website – Human Resources homepage (D.3-1). All policies and procedures are developed through the shared governance process, with input from all or pertinent personnel constituent groups and District associations (D.3-2). The Palomar College Governing Board policy manual contains board policies and administrative regulations governing all categories of District personnel (D.3-3). These policies are systematically developed according to the process and procedures delineated in the manual. The manual provides a history of policies and changes, so the information is quite clear and easily accessible.

The personnel policies and procedures are also available in the Administrative Team Handbook, Handbook for Adjunct Faculty, Faculty Manual, and the Classified Employee Handbook (D.3-4) and provided, with training. Each new employee upon employment is

provided with copies of the appropriate handbook. The Governing Board Policy Manual and Employee Association Handbooks are available in Division Offices, offices of all managers, and on line at the Palomar College home page. All changes to these policies and regulations are reviewed, and submitted to the governing board for approval.

The Palomar College District faculty unionized, as the Palomar College Faculty Federation, in December, 2000. Future contracts will be negotiated and initial processes will include rulemaking for these negotiations. Until the negotiation of the first contract, the 2001-2002 Faculty Manual is in effect.

**Analysis:**

The personnel policies and procedures for Palomar College District employees are well articulated throughout all constituent handbooks and are presented to new employees at orientation.

Personnel policies and procedures are systematically developed through a negotiation process. According to the President of CCE/AFT, there is concern in how policies are administered due to the language utilized in policy development; this leads to individual interpretation of policies (D.3-5).

**Plan:**

Palomar College Handbooks will continue to be updated and printed on a regular basis.

Palomar Community College District will maintain opportunities for the Governing Board and all employee groups to have access and communication to ensure personnel policies and procedures are equally administered.

*D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.*

**Description:**

Personal files of college personnel are securely maintained in Human Resources Department on the San Marcos campus of the Palomar College District. Files are made available for inspection only according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his/her designated representative, the appropriate supervisor/administrator, and Human Resources department staff. (D.4-1).

**Analysis:**

When personnel files are requested within the Human Resource Services Department, reasonable efforts are made to accommodate requests while ensuring security and

confidently of records. Human Resources Services staff are always present while records are being reviewed. The current process for handling records has worked well for several years. It could be further refined by designating a single individual who would be responsible to both pull and re-file these records. This would ensure records are neat, orderly and accounted for at all times (D.4-2).

**Plan:**

The Palomar College District will continue current procedure for ensuring security of personnel files.

The Palomar College District Human Resources Division will consider methods for maintaining consistency in personnel file access.

**Documentation for Standard Seven**

- |        |  |
|--------|--|
| A.1-1  | Factbook (www.palomar.edu/factbook) Institutional Research and Planning  |
| A.1-2  | Factbook (www.palomar.edu/factbook) Institutional Research and Planning  |
| A.1-3  | Sample copies of job announcements from human resources  |
| A.1-4  | Palomar College 2000-2001 Educational Master Plan and Planning Process document  |
| A.1-5  | Noel-Levitz Student Satisfactory Inventory Campus Report Spring 2001 Institutional Self-study                            |
| A.1-6  | 2000-2001 Faculty Manual BP-174  |
| A.1-7  | Sample copies of job announcements from human resources  |
| A.1-8  | B.P. CCE/AFT-8 Palomar Council of Classified Employees Handbook  |
| A.1-9  | Interview with Nancy Horio, Supervisor Employment Services, Human Resources (2/12/02)                                    |
| A.1-10 | Palomar Community College District Faculty and Staff Diversity Plan  |
| A.1-11 | Interview with Nancy Horio, Supervisor Employment Services, Human Resources (2/12/02)                                    |
| A.1-12 | Interview with Nancy Horio, Supervisor Employment Services, Human Resources (2/12/02)                                    |
| A.1-13 | Selection Committee Training handout – Human Resources   |
| A.1-14 | E-mail from Jack Miyamoto, Assistant Superintendent/VP Human Resources and Member, Faculty and Staff Diversity Committee |
| A.1-15 | E-mail from Jack Miyamoto, Assistant Superintendent/VP Human Resources and Member, Faculty and Staff Diversity Committee |
| A.1-16 | Faculty Manual BP 1.1  |
| A.1-17 | Faculty Manual 174 Faculty Hiring Procedures   |
| A.1-18 | Faculty Manual 175 Guidelines for establishing Equivalency   |
| A.1-19 | Selection Committee Training handout – Human Resources   |
| A.1-20 | Hiring Practices Policy Survey – Fall 2001   |

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- A.1-20 FactBook (www.palomar.edu/factbook) Institutional Research and Planning
- A.1-21 Faculty Manual 174 Faculty Hiring Procedures
- A.1-22 FactBook (www.palomar.edu/factbook) Institutional Research and Planning
- A.1-23 FactBook (www.palomar.edu/factbook) Institutional Research and Planning
- A.1-24 Noel-Levitz Student Satisfactory Inventory Campus Report Spring 2001 Institutional Self-study
- A.1-25 Interview with Nancy Horio, Supervisor Employment Services, Human Resources (2/12/02)
- B.1.1 "Palomar College Governing Board Manual." Revised July 1, 2001. p. 55.
- B.1.2 "Administrative Team Handbook." Updated October, 1995. p. 14.
- B.1.3 "Classified Staff Handbook."
- B.1.4 Interview with Jack Miyamoto, Vice-President of Human Resources. February 13, 2002.
- B.1.5 Review of minutes from Faculty Senate meetings.
- B.1.6 Palomar College Faculty Manual, 2000-2001 Edition. pp. 68-82.
- B.1.7 Interviews with Mike Dimmick, President of the CCE-AFT and with Molly Smith, President of the Administrative Association. February 12, 2002 and February 20, 2002 respectively.
- B.1.8 Interview with Anne Voth, Director of the Tenure and Evaluations Board. February 5, 2002.
- B.1.9 *Ibid.*
- B.1.10 *Ibid.*
- B.2.1 "Palomar College District Administrative Employees Evaluation Form."
- B.2.2 Interview with Molly Smith, President of the Administration Association. February 20, 2002.
- B.2.3 Amador, Sherrill. "An Analysis of Selected California Community College Chief Executive Officers' Perceptions of the Effectiveness of District Governing Board Evaluation Policies and Practices." A doctoral dissertation prepared for the School of Education, University of San Diego. p.146-147.
- B.2.4 "Palomar College Performance Evaluation."
- B.2.5 Interview with Mike Dimmick, President of the CCE-AFT. February 12, 2002.
- B.2.6 Palomar College District Administrative Employees Evaluation Form."
- B.2.7 Amador, *op. cit.* p. 146.
- B.3.1 "A Guide to Faculty Professional Development." Fourth Edition. Fall, 2001.
- B.3.2 "Palomar College Tenure and Evaluation Professional Improvement Form."
- B.3.3 Palomar College Faculty Manual, 2000-2001 Edition. pp. 68-82.
- B.3.4 "Standards of Performance for Faculty." As listed in the Palomar College Faculty Manual, 2000-2001 Edition. pp. 66-67.
- B.3.5 Interview with Anne Voth, Director of the Tenure and Evaluations Board. February 5, 2002.
- B.3.6 Discussions with Palomar Faculty Federation members. Spring, 2002.
- B.3.7 American Association of University Professors. "Post-Tenure Review: An

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AAUP Response.”

- C.1-1 Guide to Faculty Professional Development
- C.1-2 Staff Development Funding
- C.1-3 Professional Development Workshop
- C.1-4 The PostScript
- C.1-5 Steering Toward Success
- C.1-6 Professional Development Contract
- C.1-7 Interview, Dr. Jack Miyamoto, Assistant Superintendent/Vice President  
Human Resources and Affirmative Action
- C.1-8 Administrative Association Handbook
- C.1-9 Enrollment Report of participants in sponsored Professional Development
- C.1-10 Three Year Faculty and Staff Development Plan
- C.1-11 Professional Development Review Board Memo
- C.1-12 Needs Assessment Form
  
- C.2-1 Needs Assessment Program
- C.2-2 Interview, Kathryn Garlow, Professional Development Coordinator
- C.2-3 Workshop evaluation
- C.2-4 Palomar College Orientation Evaluation
- C.2-5 Palomar College Adjunct Faculty Orientation, Evaluation Form
- C.2-6 NCHEA Event, The Courage to Teach
- C.2-7 Professional Development Coordinator
- C.2-8 Three Year Faculty & Staff Development Plan, 2001-04
- D.1-1 Palomar Community college District Administrative Team Handbook  
(Updated 10/1995).
- D.1-2 Palomar Community College District Handbook for Adjunct Faculty  
2001-2002.
- D.1-3 Palomar Council of Classified Employees Handbook (CCE/AFT)
- D.1-4 Palomar College Position Announcement “Instructional Dean”
- D.1-5 Palomar College Position Announcement “Senior Accounting Assistant”
- D.1-6 Palomar College Position Announcement “Teacher”
- D.1-7 Palomar College Position Announcement “Assistant Professor”
- D.1-8 Interview, Nancy Horio, Supervisor Employment Services
  
- D.2-1 Palomar College District Affirmative Action Plan
  
- D.3-1 Palomar College Website [www.palomar.edu](http://www.palomar.edu) (Human Resources)
- D.3-2 Email responses, Mollie Smith (President, Administration Association),  
Steve Spear (Faculty Rep)
- D.3-3 Palomar Community College District governing Board Manual
- D.3-4 Faculty Manual
- D.3-5 Email response, Mike Dimmick, President CCE/AFT
  
- D.4-1 Interview, Nancy Horio, Supervisor Employment Service

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D.4-2 Interview, Donna Boughn, Manager, Human Resource Services



## STANDARD EIGHT: PHYSICAL RESOURCES

*The institution has sufficient and appropriate physical resources to support its purposes and goals.*

*8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.*

### Description:

The San Marcos campus is comprised of 55 permanent buildings, and 70 Connex/storage sheds on 200 acres with 451,880 assigned square feet. Palomar has 18 parking lots with 4,109 spaces. The Escondido campus is comprised of 3 main buildings on 8 acres with 42,7111 assigned square feet. The Escondido Center was once a shopping center and has been remodeled to accommodate our instructional programs (8.1-1).

The following charts summarize capacity of net, existing, on-campus, assigned, square footage by instructional type at both the San Marcos campus and Escondido Center where capacity/load ratios are available.

Table 8.1 – 1 Assigned SF San Marcos Campus

Type of Space	Assigned SF	Fall 2001 Capacity/Load Ratios
Classroom	50,917	88%
Laboratories	129,723	70%
Office	72,271	84%
Library	40,102	63%
AV/TV	3,837	21%

Table 8.1 – 2 Assigned SF Escondido Campus

Type of Space	Net Assigned SF	Fall 2001 Capacity/Load Ratios
Classroom	26,906	301%
Laboratories	8,894	43%
Office	3,653	520%
Library	8,783	60%
AV/TV	739	48%

Since the last accreditation report was completed in 1996, many capital improvement projects have been undertaken to maintain and enhance the existing campus buildings and instruction space as part of the State scheduled maintenance program. They are summarized in the Facilities Operations Report. In addition, many capital improvements have been made under a District "Facilities Capital Improvement" program administered through a shared governance process (8.1-2). No new buildings, for either classroom, office or storage space, however, have been built since 1996.

Over the next several years construction projects have been planned and are at some point in the State or District funding queues. They are summarized in the 2001-2005 Five Year Construction Plan. The following chart gives them in order of their District assigned priority.

Table 8.1 – 3 Planned Building Priorities

Project	Projected Occupancy	Square Footage	Funding	Cost
High Technology laboratory/classroom building	2004/2005	67,535	State	\$34,096,000 (est)
Student Union Addition	2002/2003	16,650	NonState	3,371,000
Instruction Complex Renovation (CH, LS, ES buildings)	2005/2006	1,429	State	6,439,000
Learning Resource Center Addition	2005/2006	15,000	State	6,659,000
Southern Education Center (otherwise called the "Poway" Center)	2006/2007	20,000	Shared	30,400,000
Fallbrook Educational Center	2008/2009	19,000	Shared	23,700,000
ADA Phase I	2002/2003	N/A	State	1,421,000

Upon completion of the High Technology lab/classroom building, departments currently housed in the CH, LS, and ES buildings will relocate to the new building. The vacated space will be renovated, creating an opportunity to relocate programs housed in temporary buildings into permanent space.

The San Marcos campus maintains over 125 landscaped acres. The mission of the grounds service is to: "provide the safest, most aesthetically pleasing, educationally oriented park-like atmosphere that allows for an excellent learning environment for students, staff, and the community" (8.1-3).

Palomar College successfully completed a two-year, \$10 million infrastructure replacement project at the San Marcos campus. Infrastructure needs for the next 20 years will be easily met. The project included infrastructure for five future buildings. Major utility systems were upgraded: main domestic water, main fire water, main irrigation water, sanitary sewer, storm water drainage, natural gas distribution, high voltage electrical distribution, telecommunications, pathway lighting. The campus benefited from the project through the replacement and improvement of pedestrian walkways and campus landscaping.

Palomar provides physical resources for the District's growing Districts Distance Education Programs. Educational Television offers 37 courses through television classes ("telecourses"), Telenet, and interactive video classes. Distance Education Classes are available to students from Palomar College via cable television, satellite direct broadcast service (DISH Network), Instructional Television Fixed Service (ITFS), videoconferencing, and the Internet.

Educational Television downlinks off-satellite upon request educational and professional development television programming and special event satellite teleconferences for Palomar College administrators, faculty, staff, students, local community, and other California Community Colleges. In addition, Educational Television has the capability to uplink educational programming and data to the Escondido campus, 108 California Community Colleges, or any other CCCSAT affiliate throughout the nation.

Live interactive video classes or group meetings can be conducted from the San Marcos or Escondido campus through videoconference technology. Instructional Interactive video classes are conducted from Escondido to sites at Camp Pendleton, Warner Springs, Borrego Springs, and under special arrangement to the San Diego District Attorney's Office.

The online college has grown dramatically from 2 class sections offered over the Internet in the Fall of 1998, to over 90 sections being offered in the Spring of 2002. The ability to deliver courses over the Internet is a direct result of implementation of the 1998 "Technology Master Plan" (8.1-4) and the creation of the Academic Technology Group (8.1-5) that maintains and administers the various technical aspects of the online college. The online college leverages the computing assets managed by the Academic Technology Group (web servers, database servers, ftp servers, etc.) to offer a wide range of electronic media to support this educational model.

In accordance with its technology master plan, the District has worked diligently over the past five years to put into place a highly reliable, high speed networking infrastructure on the main campus. The San Marcos campus has 55 buildings connected to its Local Area Network (LAN) by fiber.

Administrative computing is supported by 35 Dell servers. These provide data housing, email, web services, e-services for students and faculty and application servers, such as Structured Query Language (SQL), Oracle, People Soft, Exchange and other applications. The Information Systems department is responsible for full implementation and management of network traffic. Internet is ubiquitously available on campus. One hundred percent of staff and student accessible computers have access if desired.

#### **Analysis:**

Analysis of the capacity/load ratios presented in tables 8.1-1 and 8.1-2 above (Assigned Square Footage at the San Marcos and Escondido campuses) shows that classroom space,

laboratory, library and AV/TV space falls short. On the San Marcos campus, office space is also insufficient. Current enrollment projections shows that the population base in all service areas will increase dramatically over the next fifteen years. In the "Report of Survey for Institutional Self-Study For Accreditation," presented by the Office of Institutional Research and Planning, the institution was rated poorly by faculty with respect to adequacy of classroom space, laboratory space, and resource planning (8.1-6).

Questionnaire results sent to academic chairs, especially chairs of high-enrollment, general education departments, consistently reported a shortage of classroom space. Two factors seem to be at work: an actual shortage of space for specific departmental needs and the desire of faculty and students to be on campus at certain "prime" times, and not at others, when adequate space would be available.

Scheduling classroom resources most efficiently, that is, best matching class size to room capacity at a convenient time, is an ongoing problem for the college. Currently the process occurs manually, for the most part. It is a labor intensive process, requiring lots of human communication, administrative intervention and conflict resolution. The results are not ideal. Various departments have historically "homesteaded" certain classrooms (i.e., obtained priority preferences). These rooms continue to be assigned to certain departments whether they best fit the needs of the classes held there or not. Best fit between class enrollment size, instructional equipment and AV resources, and classroom location is not always achieved (8.1-7). An effort is under way to develop standardized scheduling parameters to make the scheduling effort less burdensome and more effective.

An equally important consideration is the adequacy of the space that is assigned for classroom use. It is sometimes the case where classroom resources, such as audio visual equipment and laboratory tables, are not assigned to classes that need them, while classes not needing them are held in rooms that have them. Further, a consistent complaint of various departments is that the rooms need painting, are not attractive, in some cases have air quality issues, and in general are not as conducive as they could be to student learning.

The college, in its best efforts to fulfill its mission, has done what it can with "temporary" classroom space and space allocated in the best possible manner given the contingencies of trying to administer many large and growing educational offerings in an aging facility. Once begun, programs have become popular and have expanded, without, in many cases, adequate funding to house them properly, leaving the college to cope with what we have.

The reported shortage of laboratory space on the San Marcos campus (Table 8.1-1 above) will be mitigated by the construction of the High Technology Laboratory/Classroom Building. The very significant laboratory space shortage reported for the Escondido Center is to be expected. The Escondido Center is a relatively small, remodeled shopping center where laboratory facilities are, for the most part, not available at all. Therefore most wet lab classes cannot be taught there.

Office space on the San Marcos campus is a problem. In response to questionnaires sent out by the Standard 8 committee chair to academic and administrative departments, it was common for departments to report a shortage, and often a pressing shortage, of office space (8.1-8).

For example, in the English department: "During this semester, we have two second-year full-time instructors who do not yet have permanent offices, nor have I received any word that this situation will change. In addition, we are hiring three new instructors for 2002-2003, and as far as I know there are no offices for them either. Even more important, perhaps, we have absolutely no facilities for our 55+ adjunct instructors. These instructors teach more than half of our writing classes, and yet they have no place to hold student conferences."

The example of the English department is typical, especially with reference to adjunct instructors. Some departments have worked out an office sharing arrangement between adjuncts and full-time instructors. Others have not. The Escondido Educational Center has a small area that provides desks and very limited computer resources for adjuncts. The San Marcos campus has no such area. This makes it very difficult, if not impossible, for adjuncts to hold student conferences or to take advantage of the technology resources (computers, web-based systems, online databases, administrative systems) in which the District has so heavily invested. Private offices for the large number of part-time faculty at the college is just not feasible (8.1-9), but a common area with shared resources would certainly help.

Administrative departments also report office space shortages. The Information Systems department reports "6 people sharing offices designed for one," (8.1-10) and Fiscal Services reports desk sharing among full-time employees and student employees having to sit on the floor to do work during registration periods (8.1-11). Along with a lack of office space, a common complaint is lack of storage space for office supplies and files.

Another special problem related to office space is the case of grant programs awarded to the college, where offices are located off campus (the GEAR UP program and CCCSAT programs, for example). Generally, office space for grant programs is adequate, but no provision has been made for the "regularizing" of this office space once the grant money which currently pays the rent, expires. In the words of one program director: "If the college is going to write grants, and make commitments for space, which they should, then they need to find space on campus to house the personnel that come along with the grant funding" (8.1-12).

Table 8.1 – 1 shows that there is a moderate problem with assigned library space on the San Marcos campus, and a very serious problem at the Escondido Center. This is confirmed by the standards for library seating and space published by the Association of College and Research Libraries. "Student seating should approximate a minimum of 10% of the FTE enrollment" (8.1-13). The following are the facts:



Table 8.1 - 8 Library Seating/FTES Comparison

Library	Library Square Feet	FTES	Number of Student Seats
San Marcos Campus	39,925	17,736	426
Escondido Center	1,995	2,205	35

Clearly there is a serious seating shortage at the Escondido Center. While on the San Marcos campus the proposed LRC addition will mitigate the seating problem; there is no plan in place to solve the problem at the Escondido Center. Furthermore, stack space for circulating and reference volumes is also very sub-standard at the Escondido Center library. While it is true that the Escondido Center library is a “branch” library, where standards may be interpreted differently than for main campus libraries, still it should be clear that the physical resources dedicated to library seating and stacks is inadequate, as is student seating and study space in general at the Escondido Center.

Table 8.1 – 1 indicates a serious shortage of AV/ETV space on the San Marcos campus and a less serious shortage on the Escondido campus. Clearly, there is a need to find more space for these operations and this equipment. Educational Television reports a serious lack of production space (8.1-14). Furthermore, the Escondido Center does not have an AV department, and therefore distribution of AV equipment is not efficient, storage is inconsistent, and the equipment is at risk of theft.

The Room Use Summary Report (8.1-15) indicates that only 801 square feet on the San Marcos campus and 146 square feet of the Escondido Center campus are dedicated to Health Services. For a college of over 30,000 individuals, any of whom might need health services, this is a very small allotment of space. On the San Marcos campus “the lobby area [47 square feet] is very cramped due to the number of students needing medical attention. It is very difficult to accommodate students/staff in wheelchairs” Furthermore, the doctor does not have an office, exam rooms do not have sinks, the treatment area is too small and is used for many simultaneous purposes, and “There is only one sink that serves as a ‘dirty’ and ‘clean’ area” (8.1-16). The space devoted to Health Services at Escondido Center, where over 6,000 students may congregate at peak times, is extremely small.

Palomar College consistently fields championship and nationally recognized athletics teams. Current athletics fields, however, are “old and need refurbishing” (8.1-17). The relocation of the baseball field is a pressing need, in order to expand the soccer, softball and football fields and address safety concerns of baseballs hit onto Mission Road.

Questionnaires sent to academic and administrative departments noted a high incidence of “aesthetic” problems on the San Marcos campus. The need for new paint, cleaning, new carpeting, new furniture and general refurbishing and remodeling is felt widely. Most staff is proud to work at Palomar College, and want their surroundings to reflect their commitment to excellence.



It has often been observed that the numbering of buildings is inconsistent and non-intuitive. It has also been pointed out that there is a lack of good signage directing visitors to campus locations. A comprehensive look at building numbering and signage on campus would help students and visitors find their destinations (8.1-18).

Space rented at the educational centers (with the exception of Escondido and Camp Pendleton) is generally adequate, but certain spaces, such as laboratory space for science classes, cannot be arranged, either because it is not available or too expensive to create. Therefore lab-based science classes cannot be taught at the centers. At Camp Pendleton classroom space is based purely on the good will of the individual military units. It is a mutually beneficial arrangement, but it is not unusual to lose classroom space at the last minute and, in general, classroom space at Camp Pendleton is "very fluid" (8.1-19). One advantage of holding classes at Mr. Carmel high school is that most of the rooms are equipped with TV/VCR combinations. However, Palomar is not permitted to use the science labs at that campus (8.1-20) or at any of the high school campuses where educational centers are located. Access to computing resources at most of the centers also restricts the type of classes that can be offered (8.1-21).

Generally speaking grounds at Palomar College are excellent. A staff of 8 are charged with maintaining the landscaping over 125 acres on the San Marcos campus. This is a small staff for such a large area, especially in view of the amount of turf, shrubs and trees, but they do an outstanding job. Due to the lack of adequate level of staffing, there are several areas that are not addressed at the level of performance the department would like to achieve.

The district completed a \$10,000,000 infrastructure replacement project in 2000. All major utilities were replaced. Inadequate water, sewer, and electrical systems were replaced with systems that will accommodate current capacity with room for growth. New pedestrian walkway and lighting corrected deficiencies along main walks. Infrastructure at the Escondido Center was not included as part of the San Marcos campus project. Serious issues exist at the Escondido Center with regard to available electrical power, and with the HVAC system. The 20-year old system at the Escondido Center is inadequate and frequently fails. In most of the Center the electrical system is "maxed out." According to the director, "not one more computer can be plugged in" (8.1-23). A new, additional transformer is desperately needed.

Educational television facilities and equipment are in excellent repair. It would be beneficial to the district if greater use could be made of existing teleconferencing equipment. The Educational Television department reports problems in scheduling available classrooms to conduct class lectures and assessments (8.1-24). Wherever possible, assessment for ETV classes should to be moved to the Internet to help resolve this problem and to enhance the attractiveness of these courses as truly "distance" education classes. Furthermore, greater use of streaming capabilities for video on the web as an alternative delivery method for "telecourses" should be explored.

The Academic Technology Group maintains 15 servers, many of which are leveraged to support, at least in part, the online college. In Fall, 2001, 97 online classes, 189 traditional classes, and another 189 developmental classes are being used through the Blackboard course management system. Several other online classes and many in-person classes are supported by the other servers maintained by Academic Technology. The primary online class server could adequately handle twice as many classes, with no real increase in expense to the District except for a small amount of human technical support. The District ought to maximize the investment it has already made in this very expensive technology by offering more online courses, where academically appropriate.

While the online college has been a great success and grown rapidly, use of hybrid-model classes that meet both online and in-person, leveraging the technology developed for the online college, have not been adopted. Institution of these types of classes where academically appropriate, planned intelligently, could maximize use of classroom resources while taking advantage of the already significant investment in technology.

As the use of technology has increased, servers have been installed throughout campus. Most are located in areas that were not designed for such a use therefore, many are located in areas without adequate temperature controls.

Overall, the college has done an excellent job in implementing its online programs. Equipment and technical support are very good. The more online classes and electronic enhancements to in-person classes that are offered, the greater benefits the District will reap for its very significant investment in technology.

The network on the San Marcos campus is well designed, reasonably secure, and very reliable. The same can be said of the telephone system, though there will certainly be advantages and economies in taking advantage of voice-over-IP convergence. As the District comes to rely more heavily on remote computing, online and web-enhanced classes, and telecommuting, the network will need to be made more reliable by adding firewall, router, VPN, and dial-up redundancies. Another important need is to provide a centralized solution for District data-backup needs. Currently backup is performed to tape, is not complete, and not all data can be duplicated from off-site tapes.

The network at Escondido Center, where over 6,000 students attend, is less reliable and suffers from speed problems both internally and with its connection to main campus. More bandwidth is needed to Escondido. A 300MB file that takes 38 seconds to copy across the LAN at Escondido Center could take as long as 30 minutes to copy to [the San Marcos] campus (8.1-25).

As noted, some progress in modernizing AV equipment has been made, but Palomar has nothing like the "smart classroom" described in the States Technology II plan (8.1-26), which specifies a overhead, digital projection unit, high-quality speakers (no attention has been paid to speakers on the San Marcos or Escondido campuses--where they exist they

are of very poor quality), large screen, mixing panel, custom equipment cart, PC, lighting system, VCR, and (we would add) DVD and video capture/playback/stream capabilities.

**Plan:**

The VP of Instruction will implement an automated class scheduling system and develop strategies to make scheduling easier, taking advantage of existing rooms and times when classrooms are less heavily used.

The Director of Extended Studies, Escondido Center and the Dean of Media, Business, and Community Services will develop strategies for providing a laboratory experience to students enrolled at the College Education Centers.

The Governing Board will move forward with plans to develop comprehensive education centers that will best serve the needs of the residents in the District.

The District will devise a plan to find office space for current full-time, contract faculty who do not have offices, and a strategy for providing adequate office space and access to District computing resources for part-time faculty.

The District will proceed with plans to seek funding for the Learning Resource Center expansion in the San Marcos Center campus library and develop a plan to increase floor space, stack space, and space for student seating in the Escondido Center library, which has a serious space shortage.

The District will establish a task force to recommend standards for campus building numbering and signage, and then act upon recommendations to renumber buildings in an intuitive manner and create visitor friendly campus signage.

The Director of Facilities will seek solutions to the Electrical and HVAC issues at the Escondido Center.

The Director of IS will investigate the possibility of taking advantage of the economies and functional utility of convergence technologies using voice-over-IP rather than a pbx style telephone system. If warranted, a strategy to implement voice-over-IP ought to be implemented.

The technology committee will develop a way to enhance the technical and reliability of the network system.

***8.2 The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.***

**Description:**

The management, maintenance, and operation of physical facilities at Palomar College are performed primarily by the Facilities Departments including Building Services, Custodial Services, Grounds Services, Environmental Health & Safety, and Warehouse Services. Maintenance services are provided only at the San Marcos campus and the Escondido Center.

The Facilities Departments provide a number of service programs that serve the needs of our students, staff, and community: the Preventive Maintenance Program, the Work Request Program, and the Fleet Vehicle Program. The Facilities Department provides construction services divided into the following areas: State 5-year Capital Outlay Plan, State Hazardous Substance Removal Program, State Scheduled Maintenance Program, State Capital Outlay Program, and Facilities Capital Improvement Plan. Additionally, the Environmental Health & Safety Department provides a large number of training, service, and evaluation programs (see 8.2-1 for details on all these programs).

**Analysis:**

The Building Services Department provides a wide range of services with staff levels that are very low. Compared to other similar institutions, additional journey level positions in the technical trades have been added since the last self-study.

Building Services provided responses 7 days a week, 365 days a year.

When surveyed (8.2-2), faculty and staff were not critical of the maintenance and operations of the physical resources of the campus, but neither did they rate it as a strength. Many faculty and staff, however, have expressed concern regarding the general cleanliness of classrooms, office space, and especially restrooms.

Custodians at Palomar clean 28,000 – 32,000 square feet per 8 hour shift. The national average is 20,000 square feet per 8 hour shift (8.2-3). In addition to their cleaning assignments, they also do event setups, furniture moves, and respond to emergencies. With current staff levels in Custodial Services, only a cursory cleaning of each area can be accomplished.

Ongoing concerns with the indoor air quality of the library, prompted a decision to hire an outside contractor to clean the library. According to the library staff, “The situation with the outside vendor has been problematic from the start both with quality and quantity of cleaning. The library administration and staff would like to see custodial contract be brought back onto campus with the idea that Palomar employees cleaning the library will have a greater sense of accountability for doing an acceptable cleaning job” (8.2-4). The library estimates that 1.75 full-time equivalent custodial positions would be required to achieve this objective.

The need for preventive maintenance versus emergency repairs is clear. The Facilities Department's Preventive Maintenance program covers all repairs and servicing to existing physical resources, including servicing of heating, ventilation, air conditioning equipment; windows, doors, locks, hardware, ceilings, floors, and walls; in-depth custodial cleaning, and grounds maintenance on the exterior landscaping. All of these services are covered by the Facilities repair and maintenance budgets. Current staff levels and workloads only allow for preventive maintenance on each building and the surrounding grounds twice a year.

The Facilities Department maintains a fleet of vehicles that can be used for travel, field trips, material transport, and athletic events. The Fleet Vehicle Program has encountered some problems. Vehicles with high mileage are among the fleet and no replacement funds exist. There have been insufficient funds to maintain the vehicles; some repairs have had to be deferred for three to six months, until the new budget year.

Vacant positions in the Facilities Department continue to be an ongoing problem. As of Fall, 2001, there are six vacant positions within the various areas of the Facilities Department.

**Plan:**

The Facilities Department will receive adequate resources (funding, staff etc) to provide the level of service that is expected of them.

The District will study the impact of bringing the library custodial services back "in house."

***8.3 Physical facilities at all locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security and a healthful environment.***

**Description:**

Most areas of the San Marcos and Escondido campuses are accessible under Phase I of the ADA guidelines. The areas which are not currently accessible have been identified in Palomar College's ADA Survey (8.3-1).

Since the initial ADA survey was conducted, access to technology for students and staff with disabilities has become a focal point. The number of computers that are adapted for use by students with disabilities has increased throughout the college including Palomar's Escondido Education Center.

Campus parking lots are under the supervision of the Campus Police Department, with planning being handled through the Facilities Planning Committee. An updated survey



of Campus Parking Lots was conducted in February, 2000 (8.3-2). There are a total of 4,109 parking spaces. The breakdown is as follows:

Table 8.3 – 1 San Marcos Parking Spaces By Type

Type Designation	Number
Staff	589
Student	3,296
Visitor	50
Handicapped	76
Motorcycle	76
DSPS	22
20 min. spaces	51
Wellness	25

Seventeen thousand, one hundred and nine students attend the San Marcos campus. There are 849 full-time faculty/staff, 875 adjunct faculty, and 325 short-term employees at the San Marcos campus (8.3-3). There is an obvious discrepancy in the number of parking spaces available to the number of staff and students who require parking.

The Safety and Security Committee (8.3-4), chaired by the Manager of Environmental Health and Safety, examines the operation of Palomar College with respect to safety and security.

Palomar College's comprehensive disaster preparedness plan (8.3-5), applies the principles of SEMS (Standardized Emergency Management System) and the concept of ICS (Incident Command System) to effectively coordinate the use of Palomar College and community resources to protect life and property following a major natural or accidental disaster at the San Marcos campus and/or at the Escondido Center.

Emergency Procedures (8.3-6) and Emergency Evacuation Routes are visibly displayed in all classrooms, offices and areas where college activities take place at the San Marcos campus and at the Escondido Center.

The College Safety Manual (8.3-7) includes an overview of policies, practices, and procedures that comply with current State and Federal regulations and are designed to help maintain a safe and healthy working and learning environment. Modern-day references to electromagnetic fields, chemical hazards, blood-borne pathogens and indoor air quality are included in the District's Exposure Control Plan. The District provides educational and training programs designed to prevent injuries and accidents, to identify unsafe working conditions and practices and to promote safety awareness. The Environmental Health and Safety Department has been instrumental in establishing a model for Hazardous Waste handling, disposal, and removal.

The Director of Facilities oversees good housekeeping practices, general maintenance of grounds and equipment and provides electronic communication in the form of "trench-



side chats" and monthly reports (8.3-8) with current and future construction and renovation plans for the San Marcos campus and for the Escondido Center.

Palomar College has completed several projects/ventures to provide access and a safe and healthy learning environment:

- The utility infrastructure replacement/upgrade project.
- Renovations to HVAC system in Human Resources.
- Development of a Bio-hazardous Waste Storage area at the Escondido Center.
- Safety information that is now readily accessible on-line at Palomar College's website in the Environmental Health and Safety Department.
- The purchase of a software program to assist in the development of customized safety inspection sheets.
- The ADA Phase I project

A great deal of money and time has been spent on the long-standing employee complaints about air quality in the San Marcos campus library building. After several exhaustive studies, the latest completed by Applied Toxicology of Vista, California, in 2001, no definite causal toxins have been found and the results of the latest study, as with all previous studies, was inconclusive. Since employee complaints follow no definite pattern and cannot be assigned an exact cause, the Library Air Quality Task Force, working under the assumption that certain employees are displaying hypersensitivity to air which most employees find healthful, have planned to purchase filters for certain defined areas of the library. An analysis will be conducted to assess the effectiveness of the filters (8.3-9).

The Palomar College Police Department (PCPD) has been in existence for two years. In partnership with the Palomar College community, it is committed to providing a safe and secure educational environment. The PCPD is empowered in accordance with and pursuant to section 830.32 (a) of the California Penal Code and fully subscribes to the standards of the California Commission on Peace Officer Standards and Training. They receive the same basic training as city and county peace officers throughout the state, with additional training to meet the unique needs of the Palomar campus environment. The department handles all patrol, investigation, crime prevention education, and related law enforcement duties for the campus.

The primary jurisdiction of the Palomar College Police Department includes the areas of the San Marcos campus and Escondido Center. Jurisdiction also includes other grounds or properties owned, operated, controlled, or administered on behalf of the Palomar Community College District as outlined in the California Education Code Section 72330. Four Star Private Patrol, Inc. provides the on-site security personnel for the educational programs located on properties other than Palomar's main campus and the Escondido Center; the PCPD has a supervisory role.

The Palomar College Police Dept. Dispatch Center is staffed 24-hours a day by trained public safety personnel. The Dispatch Center and the offices of the Chief of Campus Police are located at the off-campus Safety Center, which is about 5 minutes from the San Marcos campus and approximately 15 minutes to the Escondido Center. All emergencies can be handled through the 2289 phone number. There is a mobile unit also available for emergencies (8.3-10).

**Analysis:**

Improving campus-wide access for students and staff with disabilities is an on-going goal for the college (8.3-11). With the college's physical and infra-structure improvements has come improved access. The Office of Civil Rights and, more recently, an evaluation team appointed by the Chancellor's Office have evaluated access on Palomar's campus (8.3-12). Findings were that Palomar College is facing a variety of economic, political, environmental, and space challenges that are likely to continue for many years to come. Fortunately for students with disabilities, the Palomar campus is mostly accessible.

Issues which were identified as concerns were as follows:

- 1) Equity of access does not exist when TTY service is not available throughout the campus.
- 2) Signage throughout the campus is not always appropriate and/or accessible.
- 3) There are many inaccessible restrooms.
- 4) Only four of the forty + computer labs are equipped with software necessary to absorb the graduates of the Adapted Computer Center.
- 5) An overriding concern is the lack of adequate space, appropriate space to support the provision of services by DSP&S. Examples of how the space issues impact the services offered to students with disabilities are as follows: Identifying adequate testing sites is sometimes impossible and training through the Adapted Computer Training Center is severely hampered by noise and other interruptions. This lack of space negatively impacts the way services are being delivered and affects the overall performance of DSP&S.

Students and staff identify parking as one of the major access issues and barriers to growth on campus. There are few possibilities of increased parking, Palomar's San Marcos campus is landlocked, so there is little room for expansion of parking.

Parking structures have been considered, but they are costly. The average cost is between \$1500 and \$2000 per space in a regular parking lot; in a parking structure the average cost is \$10,000 per space. Strategic class scheduling is one of the management strategies proposed. It has not been easy to implement because preferred class times, for both students and faculty, are morning and early afternoon. Another strategy has been to place a high-rise lookout station in the middle of the parking lot so that the Police Officers can

communicate with staff from facilities on the ground to help to manage the parking situation at peak times. Along with this communication system, a shuttle system has been tried. Nothing has really solved the problem (8.3-13).

The solution most relied on to manage the barrier to access and growth issue has been to increase the number of education centers located in others areas of the district where parking is available. A traffic consultant will be hired to make recommendations for safer drive-in access and possibly parking solutions.

The Palomar College District Emergency Plan has been established to address the needs of the college community in a natural disaster or technological incident. This plan will require training, frequent practice drills and full co-operation from all Palomar College personnel at every level and every site.

The Safety and Security Committee has been instrumental in streamlining campus emergency reporting procedures. The Emergency Procedures Reference Guide has been revised and upgraded and includes emergency measures for use at the Escondido Center. The colorful flipchart will be posted in all classrooms, in all department offices and at the education centers. A first aid flipchart guide prepared by the College Health Services will be included as an addendum in the first aid section of the Emergency Procedures. All employees will receive a copy via email and a guide will be accessible on the Environmental Health and Safety website. The Safety and Security Committee has steer-headed proposals to address risk management, acts of violence, environmental and sanitary issues, a policy for transportation of ill or injured individuals, guidelines for dealing with threats or acts of violence (8.3-14), designated smoking and no smoking areas on campus and hand washing signs that are now posted in all the restrooms in San Marcos and at Escondido. The membership and representation of this committee needs to be broader in scope. Several key district areas are not included in the committee structure.

Interview and survey evidence suggests that the campus is generally safe (8.3-15). All calls for law enforcement assistance at the San Marcos campus and at the Escondido Center go directly to the Campus Police Department's Dispatch Center by dialing 2289. The college's newly formed Dispatch Center with access to the 911 system and staffed 24/7 by trained public safety personnel evaluates the calls, dispatches an officer to the scene and/or redirects the call.

The District has been successful in improving its facilities to create a more healthful and safe environment. The completion of the infrastructure replacement has significantly reduced power outages and sewer backups. A new pathway/sidewalk lighting system was designed and installed. The new system includes a higher security lighting level, pole lights with direction signage arms, new electrical wiring and control systems. This project also included redesigned pathways/sidewalks for pedestrian travel. A number of the older sidewalks were cracked, broken or raised which created safety hazards. The newer sidewalks are wider allowing for less congestion and have eliminated the trip/fall hazards. The District is also addressing requests by students, staff, and the community

for improving signage. Lettering has helped distinguish one building from another but they are difficult to find and there still remains a lack of highly visible building identification.

The Facilities Department has a number of service programs to serve the needs of our students, staff, and community. The Emergency and Repair Call program provides for coverage 24/7, 365 days a year. The Preventive Maintenance Program covers any and all repairs to the existing physical plant to include servicing of all heating, ventilation, and air-conditioning equipment; windows, doors, locks, hardware, ceilings, floors and walls; safety checks for fire extinguishers, in-depth custodial cleaning; and grounds maintenance on the exterior landscaping. An average of 417 items a month are identified as in need of repair/replacement but the department is only able to complete an average of 236 of these items due to low staffing levels, insufficient funding and a very heavy overall work load. Projects are developed and submitted annually to the State Scheduled Maintenance Program for funding. Some buildings or parts of buildings are in excellent condition; others continue to be in great need of renovation. A major concern in the laboratories in the Chemistry Department is the plugging of old and deteriorating pipes which prevent adequate pressure and volume flow for the emergency eyewash stations to operate properly. Another health concern is the condition of the majority of the college bathrooms. Problems include lack of cleanliness, poor ventilation, broken fixtures, poor lighting and an overall run-down appearance. Outdated construction materials, new fixtures including hot water and wheelchair access are issues that are being addressed as upgrades/renovations/replacements projects are initiated.

The Facilities Department is funded at about 50% of the average for other colleges comparable in size. As a result, the Department usually expends the supply and repair budgets before it can get through a full planning cycle which impacts the level of quality provided.

Problems have arisen with individuals making unauthorized duplicate keys or loss of keys. The District is in the process of changing the San Marcos campus and the Escondido Center to a high-security lockset program, which will eliminate the duplicate key problem, replace aging locks, and increase efforts to maintain building security.

The Environmental Health and Safety Department (EHS) has a number of programs and services that directly address environmental health and safety issues. The College Safety Manual exists to provide guidance to all employees to ensure good health and safety practices. The Injury and Illness Prevention Plan is a written safety program designed to identify person(s) responsible for the plan and their responsibilities. These include procedures for identifying hazards, investigation of occupational injuries and illnesses, communication on occupational health and safety issues, compliance with health and safety practices and procedures, correction of unsafe conditions, training and documentation. The department relies on the Facilities Preventive Maintenance inspections as the primary source for safety inspections. As well, other departments on campus and the education centers are encouraged to conduct their own inspections.

Education programs, routine inspections, and employee training have been restricted by limited staff, limited funds, limited time. The EHS has added one fulltime staff member.

The EHS initiated several Indoor Air Quality studies to identify areas affected by poor ventilation and to procure funding. Several buildings at the San Marcos campus as well as the building at the Escondido Center have Indoor Air Quality (IAQ) problems exacerbated by aging HVAC systems and, to some extent, by increased occupancy loads, building use changes, insufficient funds and a lack of skilled facilities personnel which decreases the level of quality services and response time. Procedures have been instituted to address staff IAQ issues and resolutions. Other programs offered by the EHS include ergonomic worksite evaluation, cart driver training, OSHA/Safety training and Hazardous Materials Management training. Recommendations for alleviating or reducing bad air include the use of air cleaners using hypoallergenic filters and scheduled maintenance for HVAC systems and custodial intervention on a regular basis. Laws, regulations, codes are all becoming more restrictive. These changes require new technology, additional training, increased labor costs, and higher levels of supervision to ensure the changes are implemented and put into use.

Custodial Services also set up events, move furniture, and respond to emergency cleanups (8.1.a.1). They do an adequate job providing cleaning services to offices, classrooms, and restrooms considering the shortage of staff and limited time. As a result, cleanliness issues continue to be an ongoing problem. Classrooms are in need of paint, rugs need shampooing and in most cases, replacement.

Enrollment at the Escondido Center has tripled since the last accreditation period. The increase in instructional and student support programs, and occupancy levels without additional maintenance support at the Center has resulted in deterioration to the physical presence of the converted building. The electrical capacity of the building is maximized, impacting the ability of the Instructional programs to expand. The HVAC system is the original building system and is inadequate for current use. Lack of temperature control is a problem, contributing to Air Quality issues raised in the building.

Security is inconsistent. The lack of a sworn police officer has raised concerns about confidentiality, safety & security for both staff & students. The use of Student workers who receive no formal training, have limited equipment, have a high turnover rate, are instructed to "observe and report" only, creates a sense of false security. Communications during emergencies seem to be a problem as well as the response time. The District has developed a partnership with the City of Escondido Police Department. This affiliation has helped in creating a visible presence of law enforcement.

Evening and weekend security at Escondido is contracted out to outside agencies whose reliability has proved negligible and unreliable. Four other Education Centers have private security coverage 4 days per week, 4 hours a day.



In general, there is a feeling of safety and security on campus (8.3-16). To aid in this process, the Campus Police maintains an informative website on campus security (8.3-17). Hopefully this sense of security will not be compromised by the fact that the Campus Police are now housed off campus which is a concern expressed by some.

Hiring sworn officers has been a priority of the Campus Police Department. The hiring in progress has taken a long time, and the Escondido Center, specifically, is in need of a sworn officer.

The link between the Police Academy training program and the recruitment of Campus Police Officers is a strength and should help to facilitate the hiring process. Because completing the background checks required for hiring new Campus Police Officers is a long process, hiring Palomar Academy trained officers, who have already had the in-depth background investigation, should facilitate the process. This hiring process may need to be streamlined if more officers will be needed in the future to manage the increased workload generated by the recently passed state law requiring that sex offenders who are enrolled in community colleges must register with Campus Police. Increased staffing requires a healthy budget and that is another concern.

Concern over budgetary issues were reported by both the Chief of Police and others (8.3-18). The Chief of Police's concern revolves around limited fiscal resources in general. Others that were interviewed were concerned about the possible conflict of interest. There is a built-in increase in monies available to the Campus Police budget the more tickets that are written. In view of the very limited number of parking spaces available to staff and students and the large number of vehicles on campus, the appearance of a conflict of interest is very strong. Long-term funding for the Campus Police will require administrative attention.

The library houses not only a collection valued at over \$7,000,000.00, but also a large number of computers, expensive file servers, printers, microfilm readers, valuable AV equipment, and a number of other specialized adaptive computing equipment, yet it is protected by the simplest of locks on its external back doors (especially the back door). Sliding glass front doors on level 1 and 2 can be pushed open even when locked. Furthermore, the alarm system on interior doors is in disrepair. The District could suffer enormous and irreparable loss of assets if the security risks in the library building on the San Marcos campus are not addressed.

**Plan:**

Facilities Planning Committee will provide guidance for improved signage.

The Technology Planning Committee will evaluate access to technology for students with disabilities and include recommendations for improvement in the Technology Master Plan.



The Facilities Master Plan will identify adequate space for DSP&S' s needs.

The Facilities Master Plan will address the parking problem on the San Marcos campus.

Adequate resources will be provided to meet the safety training needs of the district.

The Superintendent/President will ensure that the comprehensive Emergency Plan is fully operational and functioning.

The District will continue to evaluate the effectiveness of its security force and their function to ensure the safety and security of all its occupants and structures.

The District will investigate the restructuring the Safety and Security Committee to a campus-wide membership/representation that includes the Education Centers.

The Director of the Library will implement a security review of the San Marcos Campus Library building.

***Standard 8.4 Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.***

**Description:**

Selection and recommendations for replacement of equipment generally occurs at the departmental level. Certain departments, such as Information Systems, Academic Technology, Audio Visual, etc. make recommendations on behalf of the entire District. Departments submit 3-year plans to the Vice-presidents in which they detail equipment needs. Vice-presidents then apply budgeting standards to prioritize and approve purchases.

The District owns 2,980 computers, used for academic classroom instruction, faculty and staff support, administrative computing, and data services (8.4-1).

The following charts show the number of computers available to students in labs on the San Marcos and Escondido Center campuses, and at the other centers where District computers are available to students. When the computers referenced below are not being used for public access, they are being used for either classroom use, or for discipline specific lab time.

Table 8.1 – 4 Instructional Lab Computers

Location	PC	Mac	Total	Total Public Hours/Week
San Marcos Campus	703	211	914	7,854

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Escondido Campus	126	49	175	3,132
Camp Pendleton Center	53	0	53	1,696
Pauma Center	14	0	13	455
Totals	896	260	1,156	13,128
Percentages	76.4	23.6		

In addition to the approximately 1,650 computers identified above for academic use, the District has provided approximately 1,330 computers to meet administrative computing needs. The computers, both academic and administrative, are for the most part modern and fully powered.

**Analysis:**

Office machines, duplicators, fax machines, printers and other business equipment are generally very modern. The printing and duplicating center on campus is known as Print Services. Staff can access Print Services with ease. It provides single color and a two-color printing press, digital and analog copy equipment. The copy equipment consists of five digital machines that are all networked, one analog machine and one color copier. Comet Copy also works with individual departments which have a need for a copy machine. The department may lease or purchase a machine and then Comet Copy services the machine, i.e. paper, toner, service, this provides a lower per copy rate than if each department had their own service contract.

Funding for Instructional Equipment traditionally has been a 75/25 split between the state and Palomar College. The state's contribution varies from year to year. Palomar consistently budgets its "25%" share. Additional funding for various types of equipment is generated through various grants.

The District has made a very substantial investment in technology over the past five years, but funds are not in place to cover total cost of ownership, that is, funds that address refresh of the technology, both hardware and software (see section 8.1.d above). Neither is there a fund in place to specifically address equipment failure, even though technology is purchased with known specifications for "mean time before failure" data (8.4-2).

A fixed asset inventory is maintained for all items with a value of \$1,000 or more; all computers and all firearms regardless of value. Since the last accreditation a barcode system has been implemented, and a thorough physical inventory has been completed. Problems with inventory tracking occur when departments fail to follow inventory control procedures.

Funds to replace equipment continue to be insufficient to meet the needs of the District. The lack of an effective equipment plan continues to hinder the academic departments from fulfilling their goals. In particular, a computer refresh rate of 3 years and software refresh of 1 year has been recommended in the District Technology Master Plan (8.4-3)

but so far funding has not been identified. Equipment maintenance and replacement continue to be a major problem due to lack of funding.

**Plan:**

The Vice Presidents will implement the Technology plan which includes a computer hardware and software "refresh" program and an AV equipment refresh program.

*Standard 8.5 Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.*

**Description:**

Formal planning for facilities, technology, and equipment replacement occurs within two governance committees. A Technology Planning Task Force created by the Educational Master Planning Committee completed the Technology Master Plan in May 1998 (8.5-1). Since 1998 the Director of Information Services and the Dean of Arts and Languages have met periodically with Instructional and Information Services technical staff to develop information technology applications in compliance with the master plan. The plan was updated in March, 2000 (8.5-2). No formal technology planning group existed until the Technology Planning Committee was approved by the President's Advisory Council in December, 2000.

Remodeling projects are determined on the basis of need and funding sources. Such projects are addressed on an ad hoc basis by the Director of Facilities and not through formal committee action.

**Analysis:**

The Facilities Planning Committee, chaired by the VP of Finance and Admin Services, has the major responsibility for planning and approving major construction and remodel projects. A facilities master planning task force met and produced a facilities plan identifying future building sites, new, improved pedestrian walkways the initial project proposal for the High Tech Laboratory/Lecture Building. The High Tech Laboratory/Lecture Task Force is currently completing construction documents.

While the District has a Facilities Master Planning Manual, a Five-Year Construction Plan, a Three-Year Operational Plan for Facilities, and annual space utilization reports, better coordination between Instruction and Facilities planning is needed.

The District develops and submits a 5-year Scheduled Maintenance Plan. Projects funded by the State Program tend to be larger projects. Equipment replacement and maintenance are addressed on an as needed basis and based on State funds. Projects are often suspended when there is limited funding. The Director of Facilities provides

periodic progress reports, "trench side chats," to update the campus community on construction and remodeling projects.

A grant from the Chancellor's Office funded the planning for an updated Information Technology Plan that conformed to State guidelines for community college use of information technology and proposed a standing technology planning group. The Palomar College Information Technology Strategic Plan 2000-2005 Plan was accepted by the Educational Master Planning Committee (EMPC) in the Spring of 2000 and approved October 26, 2000.

**Plan:**

The Strategic Planning Task Force will complete the Palomar College Strategic Plan by May, 2002. The Educational and Facilities Master Plan Task Force will produce an educational and facilities master plan through 2023 by June 2003.

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## STANDARD NINE: FINANCIAL RESOURCES

*The Institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.*

### *9.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.*

Strategic planning at Palomar College is currently being reviewed and revised through the newly organized Strategic Planning Council; its first meeting was April 2, 2002. The information below describes the financial planning process as it existed since the mid-term accreditation report.

#### **Description:**

Financial resource allocation is one component of a comprehensive process that includes a staff compensation plan, the budget development process, and strategic planning. The annual budget development process depends on careful planning at all levels of the District, beginning at the department level, to ensure the College's continued efficiency. The Educational Master Planning Committee (EMPC), with campus wide representation from the other planning committees (Partnership For Excellence Task Force, Staff Priorities Committee, Facilities Planning Committee, Technology Committee, and Institutional Review Committee) is responsible for developing a three-year strategic plan for resource allocation which is consistent with the District's mission and vision statements and planning goals and objectives. Its primary goal is to maximize the quality and efficiency of the operation of the College in support of teaching and learning.

The Resource Allocation Committee establishes the guidelines for the preparation of the unrestricted budget. The committee reviews the proposed restricted and unrestricted budgets in open hearings prior to making recommendations. The committee is responsible for developing a five-year Resource Allocation Plan, based on the Educational Master Plan, with the cooperation of the Educational Master Planning Committee.

The Partnership for Excellence Task Force (PFE) evaluates proposals to be funded with PFE funds in relation to the proponent's 3-year plan and the stated goals of the partnership for excellence. Recommendations are forwarded to the Educational Master Planning Committee and the Staff Priorities Committee.

The Staff Priorities Committee annually prioritizes requests for new and expanded staff positions. This committee also reviews and revises the criteria for creating new positions and the increase, reduction, or reassignment of existing positions.

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The Facilities Planning Committee (FPC) generates the Twenty-Year Facilities Master Plan which provides the basis for the facilities component of the Three-Year Educational Master Plan. FPC develops policy and plans to improve the quality and effective use of college facilities. It also develops the Scheduled Maintenance Plan and the Five-year Capital Outlay Plan. It reviews requests for changes to the physical plant and evaluates the resulting impact on the operations of the College.

**Analysis:**

The Educational Master Planning Committee guides the development of a resource allocation plan, considers input from the Institutional Review Committee prior to making budget recommendations, and considers recommendations from the Partnership for Excellence Task Force for related expenditures. Alternative, creative methods of budgeting are encouraged and proposed to the EMPC.

The first year of the five-year Resource Allocation Plan becomes the annual unrestricted and designated budget.

The Partnership for Excellence Task Force reviews the successful completion of funded projects and makes recommendations for extension of funding when appropriate.

The Facilities Planning Committee recommends and reviews environmental impact studies in accordance with the guidelines of the California Environmental Quality Act of 1970.

**Plan:**

No action needed.

*A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.*

The nature of community college funding causes some variability in financial resources from year to year as State and local funds vary with the economy. The two major District funding sources, amounting to 72.89 percent of the total budget, are State general apportionment, based on FTES, and local property taxes. The remaining revenue is generated by the following:

- resident and non-resident enrollment tuition
- the District's portion of cost of living adjustment (COLA) funds
- the District's portion of growth funds as made available by the State





- a number of student fees (parking, health services, Student Center, Student Representation, Student Activity, Student Palomar Identification Card/PIC, international student)
- the Wellness Center fees
- private gifts and grants
- the California State lottery
- federal, state, and local grants including Vocational and Applied Technology Educational Act (VTEA); Community Education, Worksite Education, and the California Community College Satellite (CCC-SAT) grant
- one-time funds (money available for only one year)
- surplus funds within a designated account
- external funding sources
- the Palomar College Foundation
- reallocation of existing monies contained in funding categories.

In addition, students who are foreign residents or citizens of foreign countries are charged capital outlay fees for capital development projects of benefit to international students.

#### **Analysis:**

Annual and long-range financial planning at Palomar College has been conservative. Planning for future growth and replacement of capital resources is an ongoing process, but the continuing awareness of the varying limitations of financial resources has resulted in conservative financial planning. Capital projects are not undertaken until the funds are identified and available. This approach has mitigated potential impacts during times of limited resources.

#### **Plan:**

Financial planning will be linked to the District's strategic plan.

#### ***A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.***

Capital projects must be reviewed by the Facilities Planning Committee and approved by the Educational Master Planning Committee. The requesting unit must identify a potential funding source. Associated costs of the project (equipment, assigned time, remodeling, etc.) must also be considered in its evaluation.

Program funding is based on institutional guidelines and State formulas that determine the amount of state apportionment from changes in workload measures such as credit and non-credit FTEs, headcount, and facilities square footage. Revenues fluctuate with changes in these measures and force changes in budgeted expenditures accordingly.



In years when there are changes in state apportionment, reallocation is carried out according to unit master plans. Institutional Review reports may be used to reallocate funds.

**Analysis:**

The involvement of all sectors of the College and careful consideration of program priorities have led to annual and long-range capital plans that support Palomar's educational objectives. The resulting plans have led to efficient use of physical facilities. The Facilities Planning Committee has been an effective body for developing and reviewing long-term capital plans and overseeing capital projects. It was responsible for the College's \$11 million infrastructure overhaul that was completed ahead of schedule and with a minimum of inconvenience. During the 10 months of work, campus personnel were kept informed of progress and given work schedules that allowed staff to mitigate related problems.

**Plan:**

No action needed.

***A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.***

The Educational Master Planning Committee (EMPC) develops a list of priorities that drive the resource allocation process and they are reviewed annually. These priorities include, but are not limited to, the following areas:

- Staff Compensation
- Innovation
- Equipment upgrading and replacement
- Facilities renovations and improvements
- Additional staff
- Infrastructure enhancement
- Major projects

**Analysis:**

The guidelines and formulas appear to work well as tools to distributing program funds. Consistent adherence to what is usually considered as fair guidelines has fostered an acceptance to a long established approach. The resource allocation process is based upon published standards and criteria developed by the EMPC. A successful proposal for resource allocation will

1. Promote student learning and student success
2. Be consistent with the College's Vision, Mission, and Values statements
3. Be consistent with the College's Educational Master Plan
4. Maintain a strategic focus that includes evaluation of the costs and



- benefits of a project over its lifetime
5. Have positive and measurable impacts on students, faculty, staff, and/or the community (9A.1).

The Educational Master Planning Committee appears to be effective regarding objectives one, two, and three above. These objectives are considered by the diverse membership in its entire decision making. Objectives four and five above are considered informally, i.e., members do not review all explicit costs and benefits, but have implicit estimates of the costs and benefits of a project in mind when making allocation decisions. The difficulty in accomplishing objectives four and five are primarily related to measuring impacts. Many programs have impacts that are difficult to quantify.

**Plan:**

No action needed.

***A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.***

As stated in A.1, the annual budget development process depends on careful planning at all levels of the District to ensure the College's continued efficiency. Departments begin the process by developing their three-year plans; faculty and staff have input into this process. The three-year plans are forwarded to the Division Deans or directors where the plans are discussed in an open forum among the departments within the division; requests are prioritized. The Deans then present the plans to their Vice-Presidents where discussion and prioritization is completed. In addition, all campus staff, including students, have appropriate representation on the various planning committees.

**Analysis:**

There are many opportunities for participation in the budget process. In a recent survey conducted in preparation of this self-study, 110 respondents indicated they did not perceive opportunities for participation as an area of weakness/problem. On a scale of 1 – 7, this question received a 4.5.

**Plan:**

No action needed.

***B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.***

**Description:**





Methods for reporting financial information are clearly delineated. Financial reports are routinely distributed and reviewed at the operational and higher levels. Budget information is accessible online to all staff.

**Analysis:**

Current financial information is available to every budget manager through Peoplesoft and the District's website. The Board of Trustees receives monthly and quarterly financial reports. Also, every employee has access to timely electronic budget information on the web site. Implementation of Peoplesoft has allowed for further strengthening of financial management and control mechanisms.

In response to Y2K concerns, the district implemented a new record keeping system, Peoplesoft, in record time. A steering committee (Operational Systems Advisory Committee) with representatives from all areas using Peoplesoft reviews the status of implementation and recommends priorities. Training of all users is a major concern; a training coordinator has been hired.

**Plan:**

The Training Coordinator will thoroughly train college staff on the new PeopleSoft Version 7.5 and its implementation.

***B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.***

**Description:**

The District's financial records, including those of the Palomar College Foundation, the President's Associates, Food Services, and, internal control processes, are audited annually by an independent certified public accountant, Vicenti, Lloyd & Stutzman LLP. Since the Fall, 2000, semester, Follett, an independent company, has managed the student bookstore. The ASG receives \$35,000 a year from bookstore profits. This is the third year of the three-year agreement between the District and Follett to keep Palomar College staff employed in the bookstore. The \$350,000 per year the District receives from Follett that is supposed to offset the cost of a student computer lab and the student center is scheduled to be re-negotiated in the near future. The college bookstore has its own auditor; this audit report is then given to the District's auditor for review. Ticket sales from athletic and performing arts events are deposited in separate student trust fund accounts and are used to supplement other funds for these events. The audit report presented at the December 12, 2001, Board Meeting concluded that the District's financial statements are fairly presented and follow generally accepted accounting principles and was unanimously accepted by the Governing Board.



**Analysis:**

The auditor faulted the District for some improper documentation and practice for the way it documented work hours of employees who are paid from more than one source; the way it counted students who had dropped courses; the untimely way student fees were collected; and that accounts payable were not properly accrued when the fiscal year ended on June 30, 2000. It is the second year in a row that the external audit has questioned the documentation of time worked by employees funded from multiple sources.

**Plan:**

The District will conform to the standards required by the independent auditor in all its financial processes and reporting/documentation.

***B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.***

**Description:**

Financial programs are strictly administered in accordance with the appropriate Federal, State, District, or funding agency regulations. Additionally, numerous internal financial oversight controls have been established in District policy and are administered carefully. Among these are oversights of financial aid, external funding, contracts and auxiliary organizations.

**Analysis:**

Annual auditing procedures are followed for the areas stated. The District has been successfully applying for grants from public sources for many years as a result of work done by individual faculty, staff, administrators and departments. These grants varied in size and duration from small to multi-million dollar awards. In Fall, 2000, the District hired a full-time evening program administrator tasking that person also with the coordination of grant activities. The position was eliminated after one year; as a result, there is a lack of direction in pursuing new grants. Currently, there is no position at the college that is in charge of identifying, applying, managing, evaluating, and reporting grants

**Plan:**

Through its planning process, the District will investigate the feasibility of creating a grant administrator position to coordinate/oversee all grant activities.



***B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.***

**Description:**

The District participates in a wide variety of activities and efforts to raise funds to support programs and services. The Advancement Office focuses on private sector resource development. Individual faculty and staff as well as departments focus on public sector grants.

**Analysis:**

The District was successful in contracting with companies and agencies (for example the energy purchasing contract) resulting in substantial financial savings.

The Palomar College Foundation provides grants, allocations, and scholarships for Palomar College students through special fundraising events and activities, private donations and charitable trusts, gifts, and donated equipment and materials. The President's Associates also provides funds for instructional programs. On the average, the District receives around \$1.7 million from private sources.

**Plan:**

No action needed.

***B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.***

**Description:**

In 1997, the position of Counsel for Contracts and Special Projects was originated. This position is unique in that the lawyer is not only an employee of the District, but a client as well; his ability to create and manage the inside contract work adds a greater sensitivity and integrity to the institution. The Governing Board passed a resolution to delegate the power to contract to the Superintendent/President; the Superintendent'/President then delegated the power to contract to the Vice-President of Fiscal Services, the Director of Purchasing, and the Counsel for Contracts and Special Projects. Some of the agreements handled by the Counsel include Memorandums of Understanding (MOUs) with the Marine Corps and local school districts; facilities use agreements with business and industry; and, consulting contracts, Request for Qualifications (RFQs), with engineers, architects, construction managers, and environmentalists.

Purchasing terms and conditions conform to District policies, state laws, and standard procurement guidelines. Contracts are entered through a bid process.





**Analysis:**

All bids follow a bidding process within the competitive bidding limit required by state law and the Governing Board must ratify contract agreements within 60 days. At the end of a project, a Notice of Completion is signed by the Superintendent/President and then filed with the County Recorder's Office. The Board ratifies and approves about 500 contracts per year.

Existing purchasing policies in procuring items from vendors is successful; having the general campus community follow correct purchasing procedures continues to be a challenge. Institutionalizing a credit card procedure with Office Depot for the purchase of supplies has eliminated many of the problems associated with routine purchases.

The Audit Report found the District to be in compliance with all of its contracts; there were no audit exceptions in the report.

**Plan:**

The Purchasing Department will increase the implementation of E-Commerce purchasing.

***B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.*****Description:**

The Assistant Superintendent/Vice President of Administrative Services publishes the status of the Unrestricted General Fund to the campus community monthly through a general email; the campus community can then respond or comment to the information. A Revenue Report is prepared comparing the budget to what has been expended and what is left unencumbered. The President and Vice Presidents receive a monthly running summary of the Unrestricted General Fund—Remaining Balance.

**Analysis:**

Although PeopleSoft has the capability for an automated financial information system, it is not presently being utilized. Therefore, there is not a formal evaluation or feedback procedure of the financial management process at this time.

**Plan:**

The Director of Information Services will implement push technology within the PeopleSoft Version 8 to improve the evaluation of the financial management system.

***C.1 Future obligations are clearly identified and plans exist for payment.***



**Description:**

Potential funding sources for capital projects and their associated costs (equipment, assigned time, remodeling, etc.) must be identified by the requesting unit and are then evaluated by the Facilities Planning Committee and approved by the Educational Master Planning Committee.

**Analysis:**

Although the District designates funds for retiree benefits, there is no amortization plan to meet the needs of increasing benefits costs. In the Fall 2001 semester, the demolition of the old Student Center and the building of the new center began. This \$2.9 million expenditure was approved by a student referendum and will be financed with a small surcharge on student fees. The newly formed Educational and Master Planning Committee is discussing the feasibility of expanding current Education Centers and whether the District can tolerate the operational costs.

A science/technology building has been a campus priority for several years. Preliminary plans have been made and are moving forward with funding provided through the State. There is agreement among the planning committees that no obligations will be incurred until the \$29 million project can be paid for with state building funds or a local bond issue.

**Plan:**

No action needed.

**C.2    *The institution has policies for appropriate risk management.*****Description:**

The District provides a comprehensive risk management program for full-time contract employees, including major medical, dental, vision, long-term care, life insurance, long-term disability, PERS and STRS, prescriptions, self-insurance agreements, and managed health care programs. The District participates in a statewide Association of Community Colleges joint powers agreement for property and liability coverage. In addition, the District provides a health plan for students; students pay a mandatory \$12 health fee for this coverage.

**Analysis:**

Even in the face of rising health care costs, the District continues to pay the full premiums for this benefit coverage and retirement benefits for current full-time employees. Currently, the District does not have a plan for addressing the amortization



of health benefits for retirees although money has been set aside. Every three years the District is audited as to how it is meeting this future obligation and suggestions are made.

**Plan:**

The Assistant Superintendent/Vice-President of Administrative Services will develop an amortization plan to address the increases in health care costs for retirees.

**C.3    *Cash flow arrangements or reserves are sufficient to maintain stability.***

**Description:**

The District currently holds a seven percent reserve, well above the recommended three percent reserve by the Chancellor's Office. The Governing Board has requested a five percent reserve.

**Analysis:**

For the past three years the District has carried over a \$10 million beginning balance to each fiscal year. The 2000-2001 beginning balance was approximately \$20 million or 20 percent of the total budget including both unrestricted and restricted accounts; approximately \$5 million is in unrestricted accounts, of which \$3.5 million is in reserves. The District participates in tax anticipation notes which also give it an additional reserve. If needed, the District signs an agreement with the County to draw upon the county reserves; these monies are paid back at zero percent interest.

**Plan:**

No action needed.

**C.4    *The institution has a plan for responding to financial emergencies or unforeseen occurrences.***

**Description:**

The Resource Allocation Plan includes a section entitled "Emergency Situations Impacting the Budget." In this section the President is authorized to convene an Emergency Response Team consisting of the President, Vice-Presidents, and Presidents of each employee group which is empowered to make short-term fiscal decisions in the best interests of the District in responding to the emergency.

**Analysis:**

Fortunately, the District has not had to implement emergency procedures in recent years so the plan has not been tested.





**Plan:**

No action needed.

**DOCUMENTATION FOR STANDARD 9**

A.1-1 Educational Master Plan / Resource Allocation Plan, June 19, 2001

A.2-1 Budget Development Procedures, Spring 2001

Email from Jerry Patton regarding the percentage of contribution from state apportionment and property taxes for FY00-01 to the Unrestricted General Fund, December 12, 2001

A.3-1 Facilities Master Plan

A.4-1 Educational Master Plan / Resource Allocation Plan, June 19, 2001

A.5-1 Palomar College Governance Structure Current and Proposed, November 7, 2000

A.5-2 Report of Survey for Institutional Self-Study for Accreditation, January 7, 2002

B.1-1 Budget Planning Binder, FY 2000-2001

B.1-2 Email from Don Sullins, Director Information Services, regarding Information Services update, December 3, 2001

B.1-3 Food Services Profit and Loss Statement, July 2000-June 2001

B.1-4 Food Services Balance Sheet, June 30, 2001

B.1-5 Interview summaries with Kiely Keane-Alt, Manager Fiscal Operations; Michael Rourke, Dean Math/Natural and Health Sciences; and Jack Miyamoto, Assistant Superintendent/Vice-President Human Resource Services

B.1-6 Three Budget and Detail Activity Reports sorted by departments, for Fiscal Periods 01-05

B.2-1 Report on Audit of Financial Statements and Supplementary Information Including Reports on Compliance, June 30, 2000

B.3-1 Child Development Center Financial Statements, June 30, 2001

B.3-2 Foundation and Advancement Overview, Spring 2000

B.4-1 Foundation and Advancement Overview, Spring 2000



B.5-1 Interview with Ken Jay, Director Business Services, April 19, 2002

B.5-2 Interview with Ben Echeverria, Counsel Contracts and Special Projects, April 22, 2002

B.6-1 Interview with Jerry Patton, Assistant Superintendent/Vice President of Administrative Services, May 8, 2002.

B.6-2 Example of Unrestricted General Fund remaining balances as of October 19, 2001 (this document is emailed monthly to the campus community)

C.1-1 Interview with Jerry Patton, Assistant Superintendent/Vice-President Administrative Services, February 26, 2002

C.2-1 Association of Community Colleges Joint Powers Agreement

C.3-1 Report on Audit of Financial Statements and Supplementary Information Including Reports on Compliance, June 30, 2000

C.4-1 Resource Allocation Plan, "Emergency Situations Impacting the Budget"



Interview with Ben Echeverria, Counsel Contracts and Special Projects, April 22, 2002

- 9B.6 Interview with Jerry Patton, Assistant Superintendent/Vice President of Administrative Services, May 8, 2002.

Example of Unrestricted General Fund remaining balances as of October 19, 2001  
(this document is emailed monthly to the campus community)

- 9C.1 Interview with Jerry Patton, Assistant Superintendent/Vice-President Administrative Services, February 26, 2002

- 9C.2 Association of Community Colleges Joint Powers Agreement

- 9C.3 Report on Audit of Financial Statements and Supplementary Information Including Reports on Compliance, June 30, 2000

- 9C.4 Resource Allocation Plan, "Emergency Situations Impacting the Budget"

## STANDARD TEN: GOVERNANCE AND ADMINISTRATION

*The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the Board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

*A.1. The governing board is an independent policy-making board capable of reflecting the public's interest in board activities and decisions. It has a mechanism for providing continuity of board membership and staggered terms of office.*

### **Description:**

The Governing Board values and supports shared governance. It establishes broad institutional policies, approves the purposes of the institution, and responsibly manages available fiscal resources. There is a clear differentiation between the policy-making function of the board and executive responsibilities.

The board, consisting of five public members and one student member, is the final authority for governance in the district. The five public members are elected at large to four-year staggered terms of office by the voters of the district. Because of the untimely death of one of the newly elected board members, the board elected to make a provisional appointment to fill the vacancy. The provisional appointment continues for a two-year period, at which time a general election will be conducted to fill the remaining two-year term of office (A.1.1). The student member is elected by the students to a one-year term as the Associated Student Government president and governing board student trustee. Beginning in 1992, the student trustee has had an advisory vote in the decisions of the board. Representatives from the Faculty Senate, the Faculty, the Palomar Faculty Federation, CCE/AFT, and the Administrative Association are represented at each Board meeting.

All Governing Board meetings are open to the public and adhere to the open meeting Brown Act of the State of California. Board meetings are held on the second Tuesday of each month. Closed session follows the open meeting as needed and is held in accordance with Government Code, Sections 54950-54961. The Board agenda is widely disseminated to local news media and libraries; it is also posted throughout the college campus and on the college web site. The agenda is distributed to college administrators, faculty representatives, classified staff representatives, and student representatives. The agenda is also available to anyone who requests to be added to the distribution list.

### **Analysis:**



Board members provide leadership in long-range planning. The Board holds the superintendent/president responsible for the day-to-day operations of the college. With regard to increasing its capability of reflecting the public interest, the board has held its meetings at various education centers of the college at various times during the year. Board meetings are usually held once a year at the Palomar College Escondido Center as well as at one or two other education centers.

Additionally, the board agenda is sent out to interested parties, both in the community as well as within the district, in sufficient time to comply with the Brown Act and to allow the public an opportunity to review the contents of upcoming board agendas. The board also invites public comment on agenda items before action is taken, and it sometimes defers action on an item until broad consensus on the matter is reached. Each board agenda offers a time for public comment.

The Board makes available to each employee group and the Faculty Senate a seat at the board table. The board also places on each agenda a time for the groups to report individually on matters of interest to both the board and the employee group.

The current make-up of the Board has both a gender and ethnic representation. The five-member board has one female member and one member from an underrepresented ethnic group. The student trustee has an advisory vote and is able to comment on each agenda item, providing the student trustee a strong voice for the district's diverse student body.

**Plan:**

No action needed.

*A.2. The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.*

**Description:**

The roles of the Governing Board and administration are clearly defined in the Governing Board Policies and Administrative Procedures Manual. The board is responsible for selecting and evaluating the superintendent/president, adopting the annual budget, and approving curriculum and the Educational Master Plan for the district. Committed to the concept of shared governance, the board approved the district's current mission and vision statements in 1992.

The Governing Board is presented annually with a financial audit report prepared by the externally contracted auditors, conforming to the California Community College Chancellor's Budget and Accounting Manual, the California Code of Regulations, Section 58300, and California Education Code, Section 84840.

Board members customarily direct questions to any individual or constituency they choose. Their questions or concerns are communicated to the superintendent/president, who consults with the President's Advisory Council, the vice presidents, the Faculty Senate, and the appropriate individual or group for a response. Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Governing Board relies primarily on the advice and judgment of the Faculty Senate on academic and professional matters.

The Governing Board, annually at its retreat held prior to the fall semester, establishes board goals for the year. These goals are aligned with the district's mission statement. The superintendent/president reports annually to the board on the district's progress in the attainment of board goals.

The Governing Board assesses its performance by using individual evaluations, which are discussed at the Board's annual retreat.

Board policies lay out the principles governing Palomar Community College District's academic standards and fiscal practices. The board's role in confirming the appointment of contract academic and administrative positions, as well as selecting and evaluating the superintendent/president, is underscored by the fact that none of these decisions is official until approved by the board.

**Analysis:**

The governance structure organization addresses the need for both long-range planning and immediate decision-making. Currently, the superintendent/president is providing leadership in developing a new strategic planning process for the district. The process began in September, 2001, with over 70 representatives from faculty, classified, and administrative staff taking part. The district's new Educational and Facilities Master Plan is scheduled for completion in June, 2003. The District recently revised its current vision, values, and mission statement to reflect the intent of this new plan.

**Plan:**

The Governing Board should continue to encourage open discussions with the academic leaders of the college in order to stay abreast of all critical issues that arise. Additionally, the board should continue the open discussion and public reporting of the District's fiscal condition.

***A.3. The Governing Board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The Governing Board regularly evaluates its policies and practices and revises them as necessary.***

**Description:**

The board delegates authority to the superintendent/president, who in turn shares that authority as appropriate through the process of collegial governance. Committees function to provide guidance and assistance to committee chairs and administrative staff in order to accomplish a particular objective. Open lines of informal and formal communication at Palomar College are intended to promote broadly based decisions, resulting in sound educational policy.

The Governing Board provides for representation from a diverse range of six recognized constituencies at Palomar College: the students, the Faculty/Faculty Senate, the CCE/AFT bargaining unit classified staff, faculty bargaining unit (PFF), Administrative Association members, senior and executive administration, as well as members of the public. The board accepts testimony from individuals, a committee, or a delegation on matters of interest to the public, and within the jurisdiction of the board (A.3.1).

The planning process begins at the department or program level, with short-term and long-range planning the responsibility of the Educational Master Planning Committee, and the four planning committees that report to it. The Educational Master Planning Committee, in consultation with the other planning committees, develops and publishes strategic three-year institutional goals and objectives and a common format for three-year plans, as well as timelines for submission of unit plans (A.3.2).

Four planning committees operate under the direction of the Educational Master Planning Committee: Staff Priorities, Student Services Planning, Facilities Planning, and Technology Planning. Planning committees typically address issues that affect the entire campus and have long-term implications. Operational committees are those charged with developing policy and procedure affecting the routine operation of the college. These committees exist as a result of law or Governing Board policy or as deemed functionally appropriate by the administration. Tasks assigned to operational committees are relatively narrow in scope but are guided by goals established at the planning level of the governance structure (A.3.3). The work of the planning committees provides direction for the operational committees (A.3.4).

The responsibility of planning committees is to develop strategies, concepts, and policies that reflect the purpose of the college and chart its course for the future. The planning committees also may develop more specific goals supporting the institutional goals. The Educational Master Planning Committee reviews and accepts, amends, or requests revision of goals developed by the planning committees and distributes all approved goals to the divisions and departments as strategic guidance to be used in developing their own three-year plans.

Divisions and departments develop their three-year plans to include operational objectives, activities, and resources required, created in alignment with broader institutional goals, and forward them to their vice presidents. Each vice president develops an integrated three-year plan in consultation with the divisions and departments

and forwards this plan to the Educational Master Planning Committee. The Educational Master Planning Committee in turn forwards to the appropriate planning committees the components of the unit plans for review.

Each planning committee reviews the plans it receives only for coherence and consistency with the strategic three-year institutional goals and objectives published by the Educational Master Planning Committee (EMPC) and those of the units, divisions, and departments. The planning committees consult with the units, divisions, and departments when necessary. They then forward to the EMPC the original unit plans, along with any proposed modifications and conclusions from their review.

EMPC reviews and accepts, amends, or requests revision of the components of the plans forwarded from the vice presidents. The draft document is then “sun-shined” to employee groups. Input from the “sun-shining” process is reviewed and acted upon by the Educational Master Planning Committee before being forwarded to the President’s Advisory Council and to the Governing Board for approval. The Educational Master Planning Committee publishes the Educational Master Plan.

Citizens or organizations of the district direct policy proposals to the superintendent/president of the college in his/her capacity as secretary to the Governing Board. By law, any citizen or member of any organization may submit institution-wide policy proposals directly to the board. However, it is not desirable for every policy proposal to be so submitted.

The Institutional Review committee develops the methodology and processes by which all programs, functions, and services are reviewed and develops specific criteria and procedures for evaluating these. The committee gathers data, performs reviews, develops findings, and makes recommendations, with decisions made by majority vote. Reports, evaluations, and recommendations are submitted to the President’s Advisory Council and Educational Master Planning Committee (A.3.5).

The Governing Board conducts an annual self-evaluation. The evaluation instrument addresses board organization and leadership; policy development and review; community relations and district advocacy; board and superintendent/president relations; and standards for district and college operations and performance. Open-ended comments and narrative feedback are encouraged (A.3.6).

**Analysis:**

The governing board is effective in representing a broad range of constituencies through operational and planning committees. All programs and services at Palomar College are reviewed periodically to evaluate their efficiency, effectiveness, and alignment with the college’s mission statement, vision statement, and the Educational Master Plan.

Shared governance at Palomar College has expanded the range of faculty, staff, and student decision-making power. Currently, it is widely agreed that the term “participatory” rather than “shared” governance better describes the process intended, with Palomar College faculty, staff, and students generally in agreement that governance allows for participation in decision making at every level. Ultimately, liability remains with the Governing Board (A.3.7).

At Palomar College, group decision-making has resulted in complaints about perceived lack of representation, particularly by adjunct faculty, and the commitment of time required for committee representation. The sheer number of planning committees and the multi-layered requirement of review, acceptance, amendment, and requests for revision have slowed the process of decision-making to unacceptable levels. There is the sense that committees lack clear goals, that “special interest” groups can dominate policy formation, and that, after “lengthy and arduous discussions and meetings, the administration simply does what it intended to do in the first place” (A.3.8).

Although there appears to be broad support for the concept of shared governance at Palomar College, the mechanics of implementing the policy have not yet been defined. Creating and endorsing a spirit of collegiality among all groups concerned with providing quality education, participatory or shared governance is in the best interest of the institution and its students.

**Plan:**

The college will urge cooperation among faculty, staff, and deans to ensure participation in governance, without impairing the effectiveness of their units.

The SPC will streamline the process of review of board policies.

***A.4. In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.***

**Description:**

The Governing Board of the Palomar Community College District conducts a national search, inviting applications and nominations for the position of superintendent/president. This process includes establishing a screening committee comprised of representatives of the various campus constituencies as well as the College’s Foundation. The group screens and interviews all qualified candidates. The board interviews the finalists and ultimately selects and approves the contract for the superintendent/president. Upon recommendation of the superintendent/president, the board also approves contracts for the other executive administrators as well as senior, educational, and classified administrators.



The board evaluates the superintendent/president through “an ongoing and systematic process conducted both informally and formally” (A.4.1). Formal evaluation occurs annually and is the responsibility of the governing board.

The process is as follows: The superintendent/president provides a draft proposal of goals and objectives, and the board provides suggested revisions. The goals and objectives are agreed to in a closed session meeting of the Governing Board in June. The board then evaluates each goal and objective using the scale of (1) below expectations, (2) meets expectations, (3) exceeds expectations. Comments to substantiate ratings are provided by the board. At a closed session in January, the board reviews with the superintendent/president the progress on each goal. At a closed session in April, the superintendent/president provides a self-evaluation on the goals, objectives, and outcomes. The board provides feedback and evaluation. The superintendent/president receives a written evaluation by the governing board no later than May of each year.

**Analysis:**

The board has been thorough in its selection and evaluation of the superintendent/president and in confirming the appointment of other major academic and administrative officers. The district engaged in a national recruitment to fill the position of superintendent/president. All constituent groups – faculty, administrators, classified staff, students and community members – participated in the process. All finalists participated in a question-and-answer forum, which was open to the public. The process was well received by the campus community.

**Plan:**

No action needed.

***A.5. The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or bylaws. The board acts in a manner consistent with them.***

**Description:**

The Governing Board Policy Manual, available on the Palomar College web site, provides faculty, staff, students, and the public a framework for college governance and administration. The policies set forth in the manual define the roles of the board and administration, and include a description of the governance structure, code of ethics, reporting relationships, representation, and committee composition (A.5.1).

Subject to the Education Code of the State of California, rules prescribed by the Board of Governors of the California Community Colleges and all applicable local, state, and federal statutes, the provisions of the manual may be changed by action of the Governing



Board through a majority vote of members, if one month's advance notice is given of intent to change policy, or by unanimous vote of all members present at any regular meeting.

The Palomar Community College District directs an annual self-evaluation of the board. The goals of self-evaluation are to clarify roles, to enhance harmony and understanding among board members, and to improve the efficiency and effectiveness of board meetings. The ultimate goal is to improve college operations and policies for the benefit of the students and employees of Palomar College and the citizens of the Palomar Community College District. The evaluation instrument is completed by each individual board member, discussed at an annual board retreat, and maintained in the district office (GB 7-18-95) (A.5.2).

**Analysis:**

The board acts in a manner consistent with published policy and with widely accepted ethical standards. All matters pertaining to board operation and assessment of the Governing Board's performance are specified and published in the Governing Board Policy Manual (A.5.3).

**Plan:**

No action needed.

***A.6. The governing board has a program for new member orientation and governing board development.***

**Description:**

New governing board members receive an orientation from the Community College League of California. The superintendent/president and executive administrators also provide board members an orientation specific to Palomar College. All candidates for Governing Board receive an orientation packet that contains literature published by the league as well as information pertinent to Palomar College (A.6.1).

In addition, board members attend conferences for individual professional development and then share the information among themselves. They also learn about Palomar College by attending campus events and through Board presentations provided by various faculty and administrators throughout the year.

**Analysis:**

Since the Board is responsible for policy-making at Palomar College, it is imperative that new members become informed contributors immediately upon assuming their role. This was especially important recently when a newly elected trustee passed away and a board-

appointed trustee took his place. Recognizing the importance of having informed board members, the college provides its trustees an orientation, both from a state perspective and from the local perspective. However, the campus orientation could be more thorough and more frequent. As a trustee expands his/her knowledge and understanding of the campus community and college operations, he should receive adequate training to address this new level of understanding. Trustees also should know the provisions of the Ralph M. Brown Act.

**Plan:**

Periodic professional development will be provided for all board members.

***A.7. The Board is informed about and involved in the accreditation process.***

**Description:**

The Governing Board approves the budget, the appointment of the liaison, and the appointment of the three co-chairs and their re-assigned time. The liaison provides board members with a thorough orientation concerning Institutional Self-Study as well as periodic updates of the accreditation process and progress (A.7.1). Board members review, respond to, and approve the Self-Study before it is presented to the accreditation team.

**Analysis:**

During the writing phase of the Self-Study, some standard committee members interview Board members as a part of the data collection process. Therefore, board members are active participants in the process.

**Plan:**

Board members will be invited to participate as standard committee members.

***B.1. The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.***

**Description:**

The superintendent/president (chief executive officer) provides effective leadership in shared governance to create a climate and structure for the collegial planning and operation of the college. The purpose of the college's governance structure is to share the responsibilities of governance and to involve staff and students in planning and operating the college. Because college and district administrators are held accountable for their actions and decisions, governance committees serve as advisory bodies. A detailed

description of the governance structure, reporting relationships, representation, and committee composition is found in the Faculty Manual.

Dr. Sherrill L. Amador, Palomar Community College District's chief executive officer, came to the district as its superintendent/president in July, 2001. The superintendent/president is hired and evaluated by the Governing Board. The Governing Board delegates authority to the superintendent/president who, in turn, shares that authority as appropriate through the process of shared governance. The superintendent/president sets overall direction and is responsible for providing a climate for correct and ethical decision-making and for the execution of policies established by the board. The superintendent/president refers to policy manuals and confers with attorneys in implementing statutes, regulations, and board policies. She administers the college economically, collegially, and efficiently in the best interests of the students and the residents of the district.

The superintendent/president chairs the President's Advisory Council (PAC), which serves as a campus-wide forum to exchange information and advises the superintendent/president on matters of policy, procedure, and practice. PAC reviews material to be considered by the Governing Board, provides for the exchange of information among campus constituencies, and advises the superintendent/president on operational policy, procedures, and practices. The Faculty Senate makes recommendation on all academic and professional matters, which are reviewed by the superintendent/president before being presented to the Governing Board.

**Analysis:**

Until the arrival of Dr. Sherrill L. Amador, the District's current Superintendent/President, it was generally thought that the college's planning process was cumbersome and ineffective. In theory, it is inclusive and comprehensive. In practice, it is unwieldy and time-consuming while not producing consistent, coherent plans clearly connected to college goals and measured by outcomes. Connecting budgeting to planning has been difficult for all except operational needs because the plans are vague and unspecific. Only Partnership for Excellence budgeting has been tied to specific outcome, yet without specific data to support the linkage (B.1.1). The superintendent/president has begun the process of creating a strategic plan by identifying commonly held goals and objectives through a survey of the entire staff.

**Plan:**

Strategic plan implemented fall 2002.

***B.2. The Institutional Chief Executive Officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.***

**Description:**

The Resource Allocation Committee, Finance, Administrative Services develop the Resource Allocation Plan. It is approved by EMPC. This plan addresses the budget needs of every segment of the college. The committee develops the plan based on the Educational Master Plan, under the guidance of the EMPC. Faculty and representatives from Student Services, Human Resources, the Administrative Association and the classified unit serve on the Resource Allocation Committee. The vice president, Finance and Administrative Services, chairs the committee. The recommended annual budgets are forwarded to the superintendent/president and President's Advisory Committee, with copies going to EMPC. After reviewing the budget, the superintendent/president submits the budget to the Governing Board for consideration.

The procedures, which the superintendent/president must follow, are based on Education Code, Title V, and federal and state laws. Each administrator, starting with the superintendent/president, is responsible for conforming to these regulations and laws. Board policies are developed within the same framework and provide administration with further direction.

**Analysis:**

The district employs an attorney to assist the chief executive office in ensuring that the college is complying with Title V and other state and federal laws. Annually, the board guarantees compliance with the codes and business practices by hiring outside auditors. In addition, the committees in place assist the chief executive officer in managing resources, implementing priorities controlling budget and expenditures, and ensuring the implementation of statutes, regulations and board policies. According to individual comments in the institutional Self-Study Survey results, budgetary allocation is one of the major challenges of the college (B.2.1).

**Plan:**

The Superintendent/President will ensure the Resource Allocation Committee should be directed to fund the priorities that are identified as part of the strategic three-year plan and one-year implementation plans.

***B.3. The institution is administratively organized to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management, which make possible an effective teaching and learning environment.***

**Description:**

The purpose of the Palomar College governance structure is to share the responsibilities of governance and to involve staff and students appropriately in the planning and operation of the college. Committees exist to formalize collegiality, facilitate

communication, develop effective plans and processes, and provide input to guide the college toward its goals.

The governance structure is organized on two levels: planning and operational. This two-tiered governance plan reflects the need for both long-range planning and immediate decision-making.

Four planning committees operate under the direction of the Educational Master Planning Committee: Staff Priorities, Student Services Planning, Facilities Planning and Technology Planning. Operational committees are those charged with developing policy and procedure affecting the routine operation of the college. These committees exist by law, Governing Board policy, or as deemed functionally appropriate by the administration. Tasks assigned to operational committees are relatively narrow in scope and are guided by goals established at the planning level of the governance structure (B.3.1).

The executive administration consists of the Superintendent/President, the Assistant Superintendent/Vice President of Instruction, the Assistant Superintendent/Vice President of Student Services, the Assistant Superintendent/Vice President of Finance and Administrative Services, and the Assistant Superintendent/Vice President of Human Resources. Senior administrators include five academic deans and two Student Service deans. Together, they assist the superintendent/president in making governance decisions and recommendations to the Governing Board.

The President's Advisory Council (PAC) meets twice a month to advise the superintendent/president on recommendations of the planning and operational committees, resolve conflicts in policy, procedure, and practice, exchange pertinent information, and establish its own time-limited task forces for in-depth studies. PAC is made up of the superintendent/president (chair), the executive administrators, Faculty Senate president, Faculty president, a co-chair of the Palomar Faculty Federation, president of CCE/AFT, president of the Administrative Association, Child Development Instruction and Services Center representative, and president of the Associated Student Government.

#### **Analysis:**

Administration has provided leadership that has made possible an effective teaching and learning environment. In a recent Noel-Levitz survey administered to 2,500 students, the Palomar faculty received high marks in such categories as teaching effectiveness, caring about success, availability after class, and mastery of subject matter (B.3.2). Students also appreciated the wide variety of courses offered and the chance to grow intellectually. Other examples of administrative leadership include Palomar's selection as one of twelve Vanguard Colleges in North America and selection as host of the Statewide Telecommunications Network for Distance Learning (CCCSAT). Further administrative leadership was demonstrated when administrators worked cooperatively, demonstrating

teamwork at its finest, during the replacement of the entire physical infrastructure of the college in 1997–1999.

**Plan:**

No action needed.

*B.4. Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.*

**Description:**

College policy for administrative hiring is reflected in Board Policy 26 (92-15546). Palomar College is committed to hiring qualified individuals who best meet the needs of the district. The Palomar District has established the following criteria for all administrative positions:

Sensitivity to and understanding of the diverse academic socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Minimum qualifications in accordance with Educational Code section 87356. All minimum preferred qualifications are reviewed by the vice president for Human Resources for potential adverse impact.

Commitment to full participation in the shared governance of the college (GB 3-9-93 rev. 6-9-98).

The Governing Board formally evaluates annually the superintendent/president. In addition, the Faculty Senate provides information in the form of an evaluation of the superintendent/president to the Governing Board.

The superintendent/president evaluates executive and senior administrators on a regular basis. The Faculty Senate also provides an evaluation of administrative staff to the superintendent/president. Additionally, supervisors write an annual evaluation for classified and educational administrators.

**Analysis:**

Processes for hiring and descriptions of duties and responsibilities of administrators and managers are stated both in board policy and administrative regulation (B.4.1).

**Plan:**

No action needed.



***B.5 Administration has a substantive and clearly defined role in institutional governance.***

**Description:**

The governance structure provides for representation from students, faculty, bargaining unit classified staff, Administrative Association (A.A) members, and senior and executive administration. The Administrative Association is comprised of confidential employees, supervisors, and classified and educational administrators. An A.A. representative serves on all shared governance committees and on most operational committees and task forces. Administrators are charged with implementing policy in accordance with Board policy. In addition, 27 committees exist to formalize collegiality, facilitate communication, develop effective plans and processes, and provide input to guide the administration toward its goals. All committees serve as advisory units to senior- and executive-level administrators. The Governing Board is the final authority for governance at Palomar College.

**Analysis:**

Through the shared governance process, administrators consider input and recommendations of committee members and forward them to the superintendent/president and executive administration for consideration. According to the Institution Self-Study Survey, one of the greatest challenges of Palomar College is the planning and decision-making process. Some of the problems noted are lack of communication, lack of understanding of processes, insufficient feedback, imbalance of representation on some committees, inordinate number of committees, and excess time to get things done (B.5.1).

**Plan:**

No action needed.

***B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.***

**Description:**

The Faculty at Palomar College is an organization of all contract academic personnel whose primary function is to teach in the classroom rather than perform administrative, managerial, or clerical support. The Faculty, through its Constitution, established the Faculty Senate as its representative body to deal with all academic and professional matters, as defined by the Board in BP 4.5, and including academic standards and practices, fiscal management, and operational efficiency (B.6.1). The Faculty Senate

appoints faculty to governance committees and develops policy for the Faculty, such as the hiring policy and procedures (B.6.2). The Faculty conducts meetings once a month, and the Faculty Senate meets once a week during the academic year (B.6.3).

The Faculty are represented by Palomar Faculty Federation (PFF), an affiliate of the California Federation of Teachers, on all salary, benefits, and working conditions issues. PFF has a Constitution and will hold its first elections in February, 2002 (B.6.4).

Regular participation by all faculty in the governance, operation, and representation of the college is encouraged and is the intent of BP 154.12 regarding service responsibility (B.6.5). At least one-half of the service points earned must be earned through participation in designated governance activities outlined in the Service Point Guidelines Chart (B.6.6).

All faculty are invited to participate in institutional review of their particular department. In addition, six faculty members serve on the Institutional Review Committee. There are 21 faculty on the Curriculum Committee, including one faculty co-chair; the other co-chair is the vice president of Instruction (B.6.7). The faculty manual determines the number of faculty on hiring committees for the various vice presidents; the number of faculty on hiring committees for deans is determined by the number of departments served by that dean in cooperation between the vice president of Instruction, the superintendent/president, and the Faculty Senate (B.6.8). Hiring committees for new faculty positions are determined by the appropriate department. Currently Palomar College has 310 full-time faculty and 807 adjunct faculty.

#### **Analysis:**

Based on the Self-Study survey on a 7-point scale, faculty and staff rated as 3.97 the following statement; "I believe I have a part in the decision-making process at Palomar" (B.6.9). Unfortunately, only 108 full-time faculty and 18 part-time faculty took part in the survey, and this response includes other staff as well. All full-time faculty were invited to participate; however, only 299 of the 807 adjunct faculty were invited to participate.

The Palomar College Faculty unionized in December of 2000. The initial impetus for the change came from adjunct faculty, and many full-time faculty were unhappy at the change (B.6.10). Based on the survey conducted during the Fall, 2001, semester, there is still some resentment from faculty against other faculty stemming from the arguments over whether we should have a union. Based on comments to the self-study survey open-ended questions, some faculty believe that the union has created an adversarial atmosphere between faculty and administrators; others believe having a union will improve faculty's condition (B.6.11).

The college has not done all that was suggested by the 1996 Self-Study Accreditation, namely "Palomar College should develop a system to augment 'Board Policy 154.21' and

to promote faculty accountability for the process.” As part of the Load-Banked Leave process, faculty are required to earn 7 service points (earned by committee participation) before taking a Load-Banked Leave (B.6.12). This will be more difficult as the college streamlines its governance process and reduces the number of committees, thereby creating fewer opportunities for faculty to serve on committees.

Based on the self-study survey, despite the fact that all faculty can get involved in governance committee work, many faculty do not believe they do have a strong voice in governance issues (B.6.13).

**Plan:**

The Faculty Senate will review procedures for committee appointments to ensure widespread participation in shared governance.

***B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.***

**Description:**

The Faculty Constitution is published in the Faculty Manual (B.7.1). This document defines and outlines responsibilities of faculty and the duties of elected officers representing faculty in both the Faculty and the Faculty Senate. The Faculty Senate consists of 24 members: the Faculty Council – the president, vice president, secretary, and past president of the Senate and president, vice president/secretary, and past president of the Faculty—and 16 other elected faculty, with staggered two-year terms. Each year, one-half of the senators are up for election (B.7.2).

The Faculty Senate regularly communicates to all faculty, including adjunct faculty, through distribution of approved minutes of the Faculty Senate meetings, through “Motions” which are abbreviated minutes containing only actions taken by the Senate, and through announcements which can be sent via email to all permanent and adjunct faculty or included with distribution of the motions (B.7.3). The Senate also regularly “sun-shines,” all important new or revised policies or procedures or changes in the governance structure; when documents are “sun-shined,” all faculty have the opportunity to comment on the proposed actions contemplated by the Senate or other governance committees. Minutes and important documents being “sun-shined” are posted on the Faculty web page (<http://www.palomar.edu/facultysenate/>).

The Faculty Senate formulates policy on academic and professional matters and provides advice on these matters to the Governing Board (B.7.4). The Senate has the legal option of sending recommendations defined as academic and professional matters directly to the board; however, the Senate usually reviews such recommendations with the

superintendent/president (or the vice president of Instruction in the case of curriculum matters) before presenting them to the board. To aid in this endeavor, the Senate has set up the Curriculum Committee to handle the first two identified academic and professional matters: "Curriculum, including establishing prerequisites and placing courses within disciplines" and "Degree and certificate requirement" (B.7.5). The Curriculum Committee periodically sends proposed changes, additions, or deletions of classes or programs to the Senate for approval.

**Analysis:**

Within the last year, the Governing Board did not take the recommendation of the Faculty Senate on an academic and professional matter, namely the creation of a University Studies Program. As part of the process, the Faculty co-chair of the Curriculum Committee and the Faculty Senate president provided information to the board about the curriculum process so that they would see the extensive representation by faculty on both the Curriculum Committee and the Faculty Senate and the fair process used to make important academic and professional recommendations.

Because of the recent unionization of faculty at Palomar College, the Faculty will determine in Spring, 2002, if it wants to continue to have an official parent organization to the Faculty Senate called the Faculty. The Constitution will be revised in all mandatory ways caused by the recognition of the Palomar Faculty Federation as the official bargaining unit for the faculty as well as on any other issues that the faculty vote to change (B.7.6).

**Plan:**

The Faculty will revise its Constitution to reflect the official recognition of the Palomar Faculty Federation and in any other ways agreed upon by the faculty.

***B.8. The institution has written policy, which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning and special purpose bodies.***

**Description:**

The Governing Board Manual outlines written policies identifying the faculty's participation in governance (B.8.1). The introductory paragraph states, "This plan attempts to provide appropriate representation for each constituent group" (B.8.2). In the next paragraph, the purpose of the governance structure is clearly focused upon "collegiality, shared governance, cooperation, and collective effort" (B.8.3). Delineation of the faculty's role is found in the committee structure section of the Governing Board Manual (B.8.4). In addition, if the President's Advisory Council establishes a special purpose task force, faculty can request and appoint appropriate representation.

**Analysis:**

The administration has provided considerable institutional support for faculty participation in college governance. The Faculty Senate receives 1.4 percent contract re-assigned time to carry out the business of the Faculty and the Faculty Senate. In addition, the Tenure and Evaluation coordinator, the Professional Development Coordinator, and the Academic Technology Coordinator receive 80 percent contract re-assigned time and the faculty co-chair of the Curriculum Committee receives 40 percent contract re-assigned time (B.8.5). The above positions are selected by the Academic Senate and approved by the Governing Board.

**Plan:**

The district will support faculty governance.

***B.9. The institution clearly states and publicizes the role of staff in institutional governance.***

**Description:**

Staff participate in institutional governance by representation in the following two organizations: (1) the Administrative Association (AA), composed of confidential employees, supervisors, and classified and educational administrators, and (2) the Council of Classified Employees/American Federations of Teachers (CCE/AFT), composed of those employees not belonging to or represented by the Administrative Association.

Recognition of employee organizations is found in the Governing Board Policies and Administrative Procedures Manual (B.9.1). Upon recommendation by both the CCE/AFT Executive Council and the Administrative Association Executive Council, classified and administrative employees serve on all planning and operational committees.

The respective presidents of the CCE/AFT and the Administrative Association attend pre-board meetings, Governing Board meetings, and the President's Advisory Committee (PAC) meetings. The president of the CCE/AFT is allowed up to two hours per week of release time to conduct business for the CCE/AFT. Additionally, designated representatives of the CCE/AFT are granted up to a maximum of five consecutive days of reassigned time to attend training sessions sponsored by the CCE/AFT.

**Analysis:**

As shown by the survey for Institutional Self-Study for Accreditation, college staff find working through the maze of various committees makes getting things done quite time-



consuming; however, it is widely believed that the process is effective in giving different groups and individuals a voice in shared governance activities (B.9.2).

The District provides web site space for A.A. and CCE/AFT members that offers any time, any place access to information about institutional governance participation possibilities for their membership. The CCE/AFT web site also provides a membership feedback area that supports another venue for shared governance input.

**Plan:**

Staff should monitor the amount of time needed for quality shared governance participation and report these findings at the end of every semester to the superintendent/president. Members should investigate methods to improve communication by continuing to develop more shared venues for information, and opportunities for responses on their web sites as well as through the use of the Internet and e-mail. The A.A. should implement a membership feedback area on their web site to enhance the exchange of information.

***B.10. The institution clearly states and publicizes the role of students in institutional governance.***

**Description:**

Palomar College students are represented through the elected student government, the Associated Student Government (ASG). The ASG operates under a Constitution and by-laws, which establish that a president, four vice-presidents, and eleven senators are elected with staggered terms each semester. The ASG meets weekly to conduct its business. The ASG assists students in working within the college framework, provides a learning experience in participatory governance, and represents student interests on college committees.

The ASG is recognized as the representative body of students to offer opinions and to make recommendations to the administration of the college and to the Governing Board. ASG is primarily concerned about policies and procedures that have the potential to significantly affect students. ASG appoints members to all governance committees and the curriculum committee. The ASG president sits on the Governing Board as a student trustee with an advisory vote, and a representative of the ASG is invited to attend the Faculty Senate meetings.

The director of Student Affairs is responsible for facilitating student involvement in the institutional governance process. He instructs the ASG members in parliamentary procedure and leadership processes.

**Analysis:**



Student government faces a problem of rapid turnover of students, which makes it difficult to convince students to participate, even to the point of voting (B.10.1). Traditionally there is a very low turnout for ASG elections. Palomar College has the added challenge of a student population that faces family responsibilities and economic burdens that limit the number of hours students can spend on the campus outside of the classroom (B.10.2). The college administration is well aware of the problems surrounding student participation in shared governance; however, there continues to be a commitment to student participation throughout the governance structure (B.10.3).

**Plan:**

ASG, the Director of Student Affairs, the administration, and the faculty will develop a comprehensive public information campaign that will encourage more student participation in ASG.

**STANDARD TEN DOCUMENTATION**

- A.1-1 Government Code 1770, California Education Code 5090
- A.3-1 Faculty Manual, 2001, p. 17
- A.3-2 Faculty Manual, 2001, p. 3
- A.3-3 Governing Board Manual, Updated August, 2001, p. 5
- A.3-4 Faculty Manual, 2001, p. 3
- A.3-5 Faculty Manual, 2001, p. 7
- A.3-6 Palomar Community College District Annual Self-Evaluation instrument, approved October 23, 2001
- A.3-7 Shared/Participatory Governance, A Position Paper, by the California Community Colleges Classified Senate (4CS), 14 October 1999; [http://www.smc.edu/csenate/position\\_papers/shared\\_governance.htm](http://www.smc.edu/csenate/position_papers/shared_governance.htm)
- A.3-8 Report of Survey for Institutional Self-Study for Accreditation, prepared by Palomar College's Office of Institutional Research and Planning, January 7, 2002, p. D-55
- A.4-1 Governing Board Policy, 7.03
- A.5-1 Governing Board Manual, Updated August, 2001, p. 5
- A.5-2 Faculty Manual, 2001, p. 16
- A.5-3 Faculty Manual, 2001, p. 15
- A.6-1 Orientation packet:
  - "Board Candidate Information" brochure, Community College League of California
  - "California Community College Pocket Profile" brochure, Community College League of California

DRAFT  
10 September 2002

Excerpts from 2000 Trustee Handbook, Community College League of California:

The California Community Colleges  
Governing Board Roles and Responsibilities  
“Palomar College 2005: A Shared Vision” – Palomar College Vision Statement  
Faculty Manual  
Code of Ethics – Palomar Community College District Governing Board  
Map of San Diego County School and Community College Districts  
The Year in Review  
State of the College Report  
Adopted Budget  
Sample Agenda of Board Meeting  
Sample Minutes of Board Meeting  
Class Schedule  
College Catalogue

- A.7-1 Lutz, Diane. Assistant Superintendent/Vice President, Instruction, and Self-Study Liaison. Interview conducted by Standard 10 Committee, 4/10/02.
  
- B.1-1 Citation needed (Sherilyn Hargraves to provide)
  
- B.2-1 Citation needed (Becky McCluskey to provide)
  
- B.3-1 Governing Board Manual, Governance Structure Pgs. 10 - 39
- B.3-2 Available in Research and Development Office (newspaper article included in documents submitted).
  
- B.4-1 Available in Office of Human Resources (Job descriptions included in documents submitted).
  
- B.5-1 Citation needed (Becky McCluskey to provide)
  
- B.6-1 Faculty Manual, p. 14.
- B.6-2 Faculty Manual pp. 29-30.
- B.6-3 Faculty Manual, p. 130, 133.
- B.6-4 PFF Constitution, p. xxx
- B.6-5 Faculty Manual, p. 23.
- B.6-6 Faculty Manual, p. 61.
- B.6-7 Faculty Manual, pp. 5-6.
- B.6-8 Faculty Manual, pp. 47-48.
- B.6-9 Self-study Survey, pp. Xxx
- B.6-10 Governing Board minutes, April/May 2000
- B.6-11 Self-study Survey, pp. Xxx
- B.6-12 Faculty Manual, p. 62.

- B.6-13 Self-Study Survey, pp.
- B.7-1 Faculty Manual, pp. 129-134.  
B.7-2 Faculty Manual, p. 132.  
B.7-3 Sample of minutes of Senate; sample motions  
B.7-4 Faculty Manual, p. 14.  
B.7-5 Faculty Manual, p. 14  
B.7-6 Source to come
- B.8-1 Governing Board Manual, pp. 1-2.  
B.8-2 Governing Board Manual, p. 1  
B.8-3 Governing Board Manual, p. 1  
B.8-4 Governing Board Manual, pp. 6-39.  
B.8-5 Source to come.
- B.9-1 Source to come.  
B.9-2 Source to come.
- B.10-1 Bishop, Bruce. Director of Student Affairs. Interview conducted by Standard 10 Committee, 4/10/02.  
B.10-2 Bishop, Bruce. Director of Student Affairs. Interview conducted by Standard 10 Committee, 4/10/02.  
B.10-3 Bishop, Bruce. Director of Student Affairs. Interview conducted by Standard 10 Committee, 4/10/02.



To: Strategic Planning Council  
 From: Institutional Review Committee  
 Date: September 17, 2002  
 Subject: 2000-2001 Annual Report

The Institutional Review Committee (IRC) has completed its third full year of work. We applaud the departments reviewed for the exceptional work they do on behalf of our students. Here are a few representative examples of the outstanding accomplishments of our colleagues:

- Custodial Services Department for the remarkable amount of service that they deliver given the current level of staffing. In addition to cleaning 50% more square feet per custodian than the statewide average, they provide timely set ups for special activities (graduation ceremonies, job fairs, ASG special events, blood drives, faculty orientations, staff development activities, and other special functions).
- Speech Communication/Forensics/ASL for its excellent community outreach through its "Great Debates", "Evening of Reading", public readings, and speech and debate tournaments.
- Human Resource Services for the progress that has been made in streamlining and formalizing procedures within the department.

A tremendous amount of effort was again spent in the institutional review process. All concerned with this effort deserve recognition for their efforts.

### Summary of Committee Activities

The committee took action on 31 college departments this year. Nineteen were scheduled for institutional review in 1999-00, Table 1. The remaining twelve departments were carried over from the 1998-99 academic year, Table 2.

**Table 1. Departments Scheduled for Review 1999-2000**

Department	Status	Function/Funding Recommendation
Academic Technology Group	Completed	Increase
Administrative Services Office	In review	No Recommendation
American Indian Studies Department	Completed	Maintain
Athletics	Submitted Late <sup>1</sup>	Not Yet Reviewed
Bookstore	Removed From List <sup>2</sup>	N/A
Chemistry Department	In review	No Recommendation

Communications Department	In review	No Recommendation
Community Services	Completed	Increase
Custodial Services	Completed	Increase
English as a Second Language Department	Completed	Increase
Extended Opportunity Programs & Services	In review <sup>3</sup>	No Recommendation
Food Services	Submitted Late <sup>4</sup>	Not Yet Reviewed
Human Resource Services	Completed	Increase
Nursing Education	Completed	Increase
Physical Education Department	Self-study Not Received	No Increases in Funding or Function until the self-study is completed
Public Safety Programs	Submitted Late <sup>5</sup>	Not Yet Reviewed
Research and Planning	Postponed 2002-03 <sup>6</sup>	No Recommendation
Speech Communications/Forensics/ASL	Completed	Increase
Student Activities	In review	No Recommendation

<sup>1</sup> Received October 23, 2001

<sup>2</sup> The bookstore is no longer a college department and was not reviewed.

<sup>3</sup> EOPS was rescheduled so institutional review coincides with external accreditation.

<sup>4</sup> Received November 13, 2001

<sup>5</sup> Received July 25, 2002.

<sup>6</sup> Research and Planning Department was rescheduled to accommodate reorganization of the department.

**Table 2. Departments carried over from 1998-1999**

Department	Status	Function/Funding Recommendation
Art Department	In review	No Recommendation
Building Services	Completed	Increase
Business Education Department	Completed	Maintain
Community Education Department	Self-study Not Received <sup>1</sup>	No Increases in Funding or Function until the self-study is completed
Fiscal Services	Completed	Maintain
Human Arts and Sciences Division Office	Completed	Maintain
Information Services	Self-study Not Received <sup>2</sup>	No Increases in Funding or Function until the self-study is



		completed
Mathematics Department	Completed	Increase
Performing Arts	Self-study not Received <sup>3</sup>	No Increases in Funding or Function until the self-study is completed
Reading Services	Completed	Increase
Tutorial Services	Completed	Increase
TRIO	Completed	Suggestions Forwarded

<sup>1</sup> Community Education Department was scheduled for institutional review last year but did not submit its self-study. The Committee rescheduled the self-study to May 2001 but the document has not yet been submitted.

<sup>2</sup> Information Services did not submit self-study this year nor did the department request an extension. The department was granted extensions each of the last two years to accommodate PeopleSoft implementation.

<sup>3</sup> Performing Arts Department was scheduled for institutional review in 1999-2000 but the department was inadvertently omitted from the notification list. Consequently the Department was not aware it was scheduled for review. The Committee requested a self-study from Performing Arts Department in November 2000. The Department requested and was granted a delay until May 2001 but the self-study document has not been received.

## General Trends

There were a number of significant challenges commonly reported by departments under review. Often these challenges are outside the ability of individual departments to control. They include:

- Each non-academic unit should adopt widely recognized professional performance standards.
- Lack of adequate space is a significant problem throughout the district. This issue arises in many ways:
  1. Severe shortage of classrooms, particularly in the morning and evening
  2. Departments that have specific needs for their classes are unable to find suitable classrooms (i.e. lack of data projectors for classrooms used for speech courses and lack of laboratory facilities at centers)
  3. Lack of adequate office space
  4. Insufficient number of parking spaces
  5. Insufficient storage space
- The college should increase average WSCH/FTEF, currently 425.

*now closer  
to 460  
Chancellor  
expects 525*

- Several departments reported difficulty understanding and managing budgets for faculty and staff with split contracts (i.e. working for two or more departments).
- More and better training for college employees is **urgently needed**. Regular systematic training needs to be provided for all new employees and for continuing employees who move into new positions or who are assigned additional responsibilities.
- The college needs to better support Custodial Services.
- The college should increase funding for supply and equipment budgets to keep pace with inflation. (There has been no significant increase in supply or equipment budgets for at least five years. During this same period the consumer price index has risen 10.3%, see U.S. Bureau of Labor Statistics Consumer Price Index website at <http://www.bls.gov/cpi/>.)
- Institution should budget for regular upgrade or replacement of obsolete technology.

### Specific Recommendations

This section contains the committee's specific recommendation for each department we reviewed. These recommendations were made following considerable interaction with each department. Once the department submitted its self-study, committee members reviewed the document. Next, committee members met with representatives of the department to ask questions, to clarify issues identified during the preliminary review, and to accept additional input. The department is given the opportunity to respond to issues raised at this meeting. Then the Committee completes its review and prepares its final recommendations. Finally the recommendations were shared with both the department and with the department's supervisor.

### Departments Scheduled for Review 1999-2000

#### Academic Technology Group

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for Academic Technology Group. We offer the following specific recommendations:
  1. Funds are needed for expansion. Currently ATG is sharing space in the Library. Productivity would be greatly enhanced by expansion of its facilities to allow space appropriate to the function.
  2. Funding for technology support staff is critical to keep salaries competitive and maintain quality of staff.
  3. Establish a research and development budget that would allow this program to test and demonstrate new technology that could better serve the campus community.

- B. Institutional Review Committee wishes to commend Academic Technology Department for:
1. A well-constructed report, impressive in its clarity and detail.
  2. Operational management and maintenance of Palomar's online college program
  3. Establishing and maintaining a computer lab that serves as a classroom and training center for students, faculty and staff.

### **Administrative Services Office**

Administrative Services Office has requested review be postponed for one year. No recommendation will be available until the review process is completed.

### **American Indian Studies Department**

- A. Based on the self-study and supporting documentation, we recommend **maintaining** the current level of funding and function for American Indian Studies Department. We offer the following specific recommendations:
1. Develop courses preparing students to be advocates in tribal courts.
  2. Develop courses in casino management.
  3. Develop goals that are quantifiable and collect and maintain data that clearly demonstrate their progress toward achieving those goals.
- B. Institutional Review Committee wishes to commend the American Indian Studies Department for:
1. Their work with local Indian tribes, managing education centers on local reservations and coordinating the courses offered there, tailoring the course and workshop offerings to reflect tribal needs and concerns.
  2. The faculty's service to the local Indian community as consultants and board members, hosting workshops, conferences, and art exhibits.

### **Athletics**

Athletics submitted its self-study too late to be included in this year's reviews. No recommendation will be available until the review process is complete.

### **Bookstore**

The Bookstore is now managed by an independent vendor. This department will be removed from the list of departments scheduled for review.

### **Chemistry Department**

Chemistry Department is in review. No recommendation will be available until the review process is completed.

**Communications Department**

Communications Department is in review. No recommendation will be available until the review process is completed.

**Community Services**

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for this department. We offer the following specific recommendations:
  - 1. The department requires dedicated classrooms and computer labs to successfully meet community needs for courses.
  - 2. Community Services needs better cooperation from academic departments who see their services as competition.
  - 3. The department needs better office facilities.
  - 4. Compile demographics on students to better tailor programs to student needs.
  - 5. Regular surveys of instructors to identify trends, areas needing improvement, and support for requests.
- B. Institutional Review Committee wishes to commend the Community Services Program for:
  - 1. Offering an impressive number of courses to meet the needs of a diverse community.
  - 2. Developing successful partnerships with departments on campus as well as off campus.
  - 3. The unit provides a very positive interface with the community.

**Custodial Services**

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for this department. We offer the following specific recommendations:
  - 1. Increase staffing levels to allow Custodial Services to be at the State Standard of 20,000 sq ft. per custodian.
  - 2. Consider the possibility of increasing Custodial Services visibility on campus by scheduling more daytime hours and changing the shift of the evening workers.
  - 3. Institute an ongoing campus wide education campaign aimed at increasing the levels of support for our custodial staff by administration, faculty, staff, and students with regard to assuming some responsibility keeping our campus clean and debris free in an effort to reduce pest problems.

4. Institute an ongoing campus wide education campaign aimed at increasing the awareness of how personal hygiene and other personal habits may increase the incidence of disease transmission. This would increase the level of safety for everyone on campus.
  5. Establish a budget for regular replacement of equipment.
  6. This unit should initiate a campus wide discussion regarding the level of service expected by and supported by the college. It is remarkable that they accomplish as much as they do given the level of staffing.
- B. Institutional Review Committee wishes to commend the Custodial Services Unit for:
1. Their set ups for special activities: graduation ceremonies, job fairs, ASG special events, blood drives, faculty orientations, staff development activities, and other special functions.
  2. Responding to requests quickly despite severe staff shortages
  3. An inventive plan for a substitute custodial program.

### English as a Second Language Department

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for the English as a Second Language Department. We offer the following specific recommendations:
1. ESL requires better classrooms.
  2. ESL and Counseling should work more closely to improve student placement and insure student success.
  3. ESL needs new overhead projectors and new whiteboards in their classrooms.
  4. The FT/PT ratio of faculty in the ESL department is too low (approximately 20%).
  5. Full-time faculty should be hired for this program.
  6. Establishing a timeline for achieving some of their stated goals.
- B. The Institutional Review Committee wished to commend the ESL department for the following:
1. An outstanding job in evaluating their program, developing long-term goals and making progress to achieve them.
  2. Their thorough surveys of students, contract and adjunct faculty.
  3. An outstanding job establishing and maintaining excellent community contacts.



### Extended Opportunity Programs & Services

The EOPS review was rescheduled to coincide with external accreditation. The department is in review. No recommendation will be available until the review process is completed.

### Food Services

Food Services submitted its review too late to be included in this year's review. No recommendation will be available until the review process is completed.

### Human Resource Services

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for Human Resource Services. We offer the following specific recommendations:
  - 1. Investigate remodeling of the existing facility to improve space usage and provide adequate storage areas,
  - 2. Re-evaluate the unit's supply budget needs taking into account the forms and information now available on the unit's website.
  - 3. Continue to formalize the unit's feedback processes, and
  - 4. Work with the college to try to formalize a process for dealing with non-instructional technology needs (replacement of outdated computer equipment).
- B. The Institutional Review Committee wishes to commend Human Resource Services for:
  - 1. The excellence of its self-study document.
  - 2. The progress that has been made in streamlining and formalizing procedures within the unit.
  - 3. Human Resource Services is to be commended for the completeness, clarity, and prompt response to requests for additional information or clarification.

### Nursing Education

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for this department. We offer the following specific recommendations:
  - 1. The department is in need of permanent facilities to meet square footage and physical plant needs according to nursing standards. Additional space for storage is also required.
  - 2. The department requires support to hire one additional full time instructor. Stable, knowledgeable full time instructors are needed not only for instruction but also for maintaining relationships with outside clinical sites needed to maintain the success of the program as well as community contacts.



3. The department requires additional funding because supplies critical to the program have increased in cost. Additionally, the department needs to replace computer programs that have become inoperable with Windows 2000.
  4. The department desperately needs collegial support to maintain national accreditation. They must achieve a reduction in required program units (from 77-83 to 60-72) by the next accreditation review visit (2007). Although the department submitted rationale for having more than the maximum allowable units, the accrediting board still requires a reduction in units. Maintaining national accreditation is fundamental to the program.
- B. The Institutional Review Committee wished to commend the Nursing Department for the following:
1. Maintaining an outstanding student pass rate of both the program and the NCLEX-RN. Between 90-100% of the Palomar nursing graduates pass NCLEX-RN the first time. The average for the state of California is 70.6%.
  2. Providing a program from which 90% of students obtain employment within six months of graduation.
  3. Remaining responsive to the needs of the community.
  4. Providing a very detailed and thorough self-study.
  5. Developing a master calendar to plan and track progress for the department.

### **Physical Education Department**

Physical Education Department was scheduled to submit its self-study in November 2000 but did not do so. The department was reminded to submit its self-study by November 30, 2001. The self-study document has not yet been received. Institutional Review Committee recommends that Physical Education Department receive **no increase in funding or function** until it submits its self-study.

### **Public Safety Programs**

Public Safety Programs submitted its self-study too late to be included in this year's review. No recommendation will be available until the review process is completed.

### **Research and Planning**

Research and Planning requested and was granted a one-year postponement of their review. No recommendation will be available until the review process is completed.

**Speech Communications/Forensics/ASL**

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for this department. We offer the following specific recommendations:
1. Add contract faculty positions in both Speech and ASL to improve the ratio of contract faculty to adjunct faculty.
  2. Thorough analysis of the Department's budget to assure adequate funds for necessary materials and activities.
  3. Assessing the Department's needs with regard to technology in the classroom.
  4. Develop a plan to insure funding of the ASL laboratory technician position when VTEA funding is no longer available.
  5. The Department should institute a survey process and surveys should be conducted on a regular basis.
- B. Institutional Review Committee wished to commend the Speech/Forensics/ ASL Department for:
1. Its innovative approach to obtaining transportation for its forensics and debate teams.
  2. Its excellent community outreach through its "Great Debates," "Evening of Reading," public readings, and speech and debate tournaments.

**Student Activities**

Student Activities is in review.

**Departments carried over from 1998-1999****Art Department**

Art Department is in review. No recommendation will be available until the review process is completed.

**Building Services**

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for Building Services Department. We offer the following specific recommendations:
1. Building Services should establish a follow-up procedure to insure that jobs are done to the satisfaction of the "customer".
  2. Building Services should develop a job-tracking system that allows the end user to easily check the status of a particular work order. Such a system

would allow the department to track the service it provides and thus better justify requests for additional resources for the department.

3. The Department speaks to the need to establish an acceptable "standard of quality" throughout its self-study. The committee encourages the department to follow through and develop its own internal quality standards.
- B. Institutional Review Committee wishes to commend Building Services Department for:
1. Its contribution to the successful completion of the campus infrastructure project.
  2. Its user satisfaction survey.
  4. Use of the work-release program to supplement its staff and provide additional support to the college.

### **Business Education Department**

- A. Based on the self-study and supporting documentation, we recommend **maintaining** the current level of funding and function for Business Education Department. We offer the following specific recommendations:
1. Using current enrollment numbers and data concerning reporting and documentation requirements, the College should evaluate the need for release time for a Paralegal Studies Coordinator.
  2. If it has not already done so, the Business Education Department should work with Institutional Research and Planning to assure that data being collected and supplied is in a form that allows the department to measure progress toward meeting its goals.
  3. The College should assess the current situation in the Business Education Computer labs with respect to staffing levels and open laboratory hours to assure that these needs are being adequately met.
  4. The Business Education Department should work with the College to establish a plan for regular replacement of technology.
  5. The Business Education Department should formalize its feedback process.
- B. Institutional Review Committee wishes to commend the Business Education Department for:
1. Their demonstrated commitment to keeping their program offerings realistic, relevant, and current in order to better support the needs of the local business community.
  2. Their commitment to meeting the diverse needs of the student population by providing alternate modes of learning including ETV, online, open-entry/open-exit, weekend, and early or late start courses.
  3. Their Articulation agreements with high schools and 4-year colleges.

### Community Education Department

Community Education Department was scheduled to undergo institutional review in November 1999 but did not submit its self-study. A reminder that institutional review was delinquent was sent to the Manager Community Education Programs in April 2000. At the request of the department, Institutional Review Committee extended the deadline for submission to May 2001. A second reminder that institutional review was delinquent was sent to the Manager Community Education Programs in October 2001 requesting the self-study by November 30, 2001. The self-study has not been submitted as of June 1, 2002. Institutional Review Committee recommends that Community Education Department receive **no increase in funding or function** until it submits its self-study.

### Fiscal Services

- A. Based on the self-study and supporting documentation, we recommend **maintaining** the current level of funding and function for Fiscal Services Department. We offer the following specific recommendations:
  - 1. Adopt widely recognized professional performance standards.
  - 2. Develop ongoing, timely training in Finance PeopleTools (and related software) for the campus community.
  - 3. Develop ongoing customer satisfaction surveys and use the results of those surveys to improve service.
  - 4. The committee recognizes that there have been dramatic changes in Fiscal Services since the self-study document was prepared. In particular, inadequate staffing was cited in the self-study. During the past year, several new hires have occurred. We recommend that the department reevaluate its allocation of funding and staffing in light of those changes.
- B. Institutional Review Committee wishes to commend Fiscal Services Department for:
  - 1. Working harmoniously in cramped quarters and for coping with constantly changing computer software and systems.
  - 2. Its staff development and training efforts for Fiscal Service employees.

### Human Arts and Sciences Division Office

- A. Based on the self-study and supporting documentation, we recommend **maintaining** the current level of funding and function for the Human Arts and Sciences Division Office. We offer the following specific recommendations:
  - 1. The Division is in need of facilities, particularly faculty and adjunct office space.
  - 2. The Division requires support to adequately staff and replace retired faculty and improve upon the full-time to part-time instructor ratio.

3. Improve the class scheduling process to limit class cancellations and increase offerings of high demand classes.
  4. Support efforts to offer shorter classes and modularized classes to better serve the community.
  5. Create a standard way to obtain feedback from your students and instructors so that an on-going database can be created and referred to.
  6. Continue to accommodate and encourage staff to obtain training needed to perform their jobs efficiently.
- B. The Institutional Review Committee wishes to commend the Human Arts and Sciences Division for the following:
1. Development of a training program in response to the Native American Graves Protection and Repatriation Act (1992) to establish procedures for handling inadvertent finds of human remains, grave goods or sacred objects on building sites across the United States.
  2. Participation in the regional Mentor Teacher Program in collaboration with CSU San Marcos and Mira Costa College.
  3. Supporting the Physical Education Department in coordinating blood pressure screening for students.
  4. Supporting collaborative teaching efforts including Learning Communities.

### Information Services

Information Services has not submitted a self-study. Information Services was originally scheduled to complete institutional review by November 1999. The department requested and was granted a one-year postponement due to the PeopleSoft implementation. In November 2000 the department again requested and was granted a one-year postponement due to the PeopleSoft implementation. A reminder that institutional review was delinquent was sent to the Director of Information Services in April 2000 and again in October 2001. The self-study has not been submitted as of June 1, 2002. Institutional Review Committee recommends that Information Services receive **no increase in funding or function** until it submits its self-study.

### Mathematics Department

- A. The committee recommends that funding to the Mathematics Department be **increased**. The college should look into providing the department with:
1. Office space in Escondido to house some of their full-time faculty
  2. More administrative assistance
  3. More dedicated math classrooms at the San Marcos campus
  4. Additional storage space at the San Marcos campus

- B. The Institutional Review committee wishes to commend the Math Department for the following:
1. A concise and clear report
  2. Meeting the needs of a huge and diverse student body
  3. Dedication to innovative curricula and teaching methods

### Performing Arts

Performing Arts was scheduled for institutional review in 1999-2000 but the department was inadvertently omitted from the notification list. Consequently the department was not aware it was scheduled for review. The committee requested a self-study from Performing Arts Department in November 2000. The department requested and was granted a delay until May 2001 but the self-study document has not been received. Institutional Review Committee recommends that Performing Arts receive **no increase in funding or function** until it submits its self-study.

### Reading Services

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for Reading Services Department. We offer the following specific recommendations:
1. Clarify the department's goals.
  2. Develop measurable objectives.
  3. Assign a member of the full-time faculty to coordinate the reading program at the centers.
    - a. Offer the reading program at Camp Pendleton.
    - b. Develop a process for identifying areas needing improvement.
    - c. Identify specific staff development needs and develop activities to address identified needs.
    - d. Define student success and develop processes to use departmental measures of student success to improve the reading program.
- B. Institutional Review Committee wishes to commend the Reading Services for achieving:
1. A high student retention rate,
  2. Exemplary student recruitment efforts, and
  3. Community contacts including its regular contacts with the Literacy Counsel, Escondido Library, and San Diego Literacy Network Providers.



## Tutorial Services

- A. Based on the self-study and supporting documentation, we recommend **increasing** the current level of funding and function for Tutorial Services Department. We offer the following specific recommendations:
  - 1. Tutoring requires state of the art technology to better serve the students it serves. Currently the unit receives hand-me-downs and cannot offer the same level of technology at the Tutoring Center as the student receives in class.
  - 2. Tutoring requires additional staff to better serve students by increasing operating hours and tutors available to students seeking assistance.
  - 3. Tutoring Services should identify resources to implement their Technology Plan.
  - 4. Tutoring Services has successfully partnered with specific Departments but needs to expand partnerships with other critical departments on campus.
- B. The Institutional Review committee wishes to commend Tutoring Services for the following:
  - 1. Offering a wide range of academic and skill development programs designed to assist Palomar Students succeed.
  - 2. Staff extremely committed to enhancing student learning.
  - 3. Making a positive contribution to student retention at Palomar College.
  - 4. Being very responsive to student needs.

## TRIO

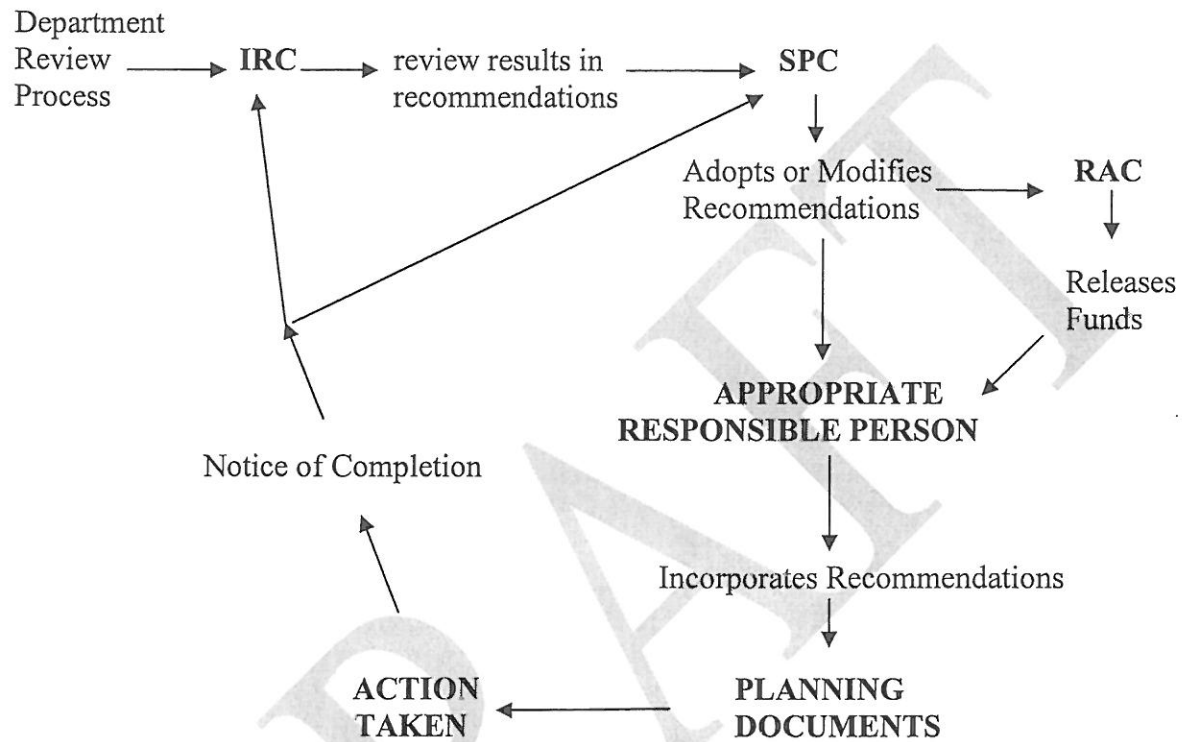
- A. Because this department is supported by Federal grants and receives no direct support from Palomar College, this committee can make no specific recommendations. However, we offer the following suggestions:
  - 1. Additional office space is needed for two employees who currently share a one-person office of only 106 sq. ft. More room is also needed for counseling of students and to conduct workshops.
  - 2. Additional computers are needed to support the two full-time counselors.
  - 3. Funding is needed to provide low-income students with books.
- B. Institutional Review Committee wishes to commend TRIO/SSS for:
  - 1. A thorough and clearly written self-study.
  - 2. Continuing to request additional funding from outside sources to deal with a limited budget.

3. Working closely with other departments on campus to assist students with their work and successfully transfer to four-year universities.

**2000-01 Committee Membership**

Member	Representing
Alex Cuatok (Fall)	Administrative Association
Larry Koziarz (Spring)	
Beth McConnell	CCE/AFT
Chris Hall	CCE/AFT
Nimoli Khurana	Faculty
Mary Perry	Faculty
Beth Lowe	Faculty
Lori Graham	Faculty
Lisa Cecere	Faculty (Co-Chair)
Kelley Hudson-MacIsaac	VP Finance & Administrative Services
Donna Baughn	VP Human Resource Services
Mike Rourke	VP Instruction (Co-Chair)
Bruce Bishop (early Fall)	VP Student Services
John Woods (late Fall)	
Lise Telson (Spring)	

**DRAFT  
INCORPORATION OF  
INSTITUTIONAL REVIEW INTO  
STRATEGIC PLANNING**



## **BACKGROUND**

At a recent meeting with our state financial analyst, the Child Development Center staff learned that according to ED Code 8468.9, **"The cost paid by the state for each child served by a contracting agency... shall not exceed the fee paid by families of non-subsidized children for the same service offered by the contracting agency."**

By offering the sibling discount, our fees drop below the state reimbursement rate.

- At this point in time, the sibling discount affects approximately 10 families.
- The cost of this change in policy will effect each family differently, depending if they are receiving services 5 days a week, 2-3 days a week, and if they are full-time or part-time.
- The current full-day rate is \$27.00 and the half-day rate is \$18.00.
- If the Center continues to offer the 10% sibling discount (\$2.70 a day for full-time and \$1.80 a day for part-time), then the state will adjust and lower our contract funding accordingly.
- At the current enrollment, if the state would lower the reimbursement rate to match our sibling discount, the Center contract would be adjusted to approximately \$9,300 lower.
- The Parent Advisory Council (PAC) approved of these changes at the August 6, 2002 meeting.

Secondly, the fees the Center charges for services must also match the daily reimbursement rate.

- Currently the Center's contract for the state daily reimbursement rate is \$25.54 for full-day services (9 hours), and \$17.56 for half-day services (4 hours).
- The Center currently charges \$27.00 for 9 hours and \$18.00 for 4 hours.
- As the state periodically offers colas and/or changes in the daily reimbursement rates, the Center (referring to both San Marcos and Escondido) will have to adjust the parent fees in order to be in compliance with the state rate.
- The Parent Advisory Council (PAC) approved of these changes at the August 6, 2002 meeting.

Lastly, when the College and Center negotiated with the state for the initial child development contracts, the contract amount for the full-day rate only was substantially lower than what the state will reimburse other centers.

- At the recent meeting stated above, the Center staff learned that the College/Center will be able to re-negotiate the daily state reimbursement rate to the current level reimbursed to other centers.
- The Center will have to wait until February 2003 until this change can be requested.
- The current daily reimbursement rate the Center receives is \$25.54 for full-time services. The standard daily reimbursement rate is \$27.59 for full-time services.
- If the Center is granted the standard rate, the parent fees would need to be increased by \$.59 a day.

- When colas affect the standard daily reimbursement rate, the Center fees would have to increase accordingly.
- This would affect all full pay parents at both Centers.

### **BOARD RECOMMENDATIONS**

- 1.) Eliminate the 10% sibling discount at the Child Development Centers, effective November 1, 2002.
- 2.) Within thirty days from notification from the state, the Centers will automatically adjust parent fees, full and part-time, of non-subsidized children to match the state daily reimbursement rate received for subsidized children. (Any fee increases will be rounded up to the nearest \$.50 increment.)

**DRAFT**

**Palomar Community College District  
Board Policy 7120**

**Recruitment and Selection****(Replaces existing BP 174)**

mission, vision, & values  
The Palomar Community College District recognizes that excellence in student learning and student success requires that faculty, staff, and administrators have a clear understanding of the goals of the institution as well as a commitment to achieving those goals. Additionally, the District seeks to employ highly qualified faculty, staff, and administrators who are sensitive to and understand the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the student population in such a way that effective student learning results. *and commitment to*

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria:

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with Board policies and procedures regarding the Faculty Senate's role in local decision-making. *elects*

*upon the advice & judgment of the Fac Sen on Academic & Prof. matters. Fac. hiring is an Acad & Prof. matter.*  
The criteria and procedures for hiring classified employees shall be established after affording the CCE/AFT an opportunity to participate under the Board's policies regarding local decision-making.

The criteria and procedures for hiring administrative and supervisory employees shall be established after affording the Administrative Association and the Supervisory/Confidential Association, as appropriate, an opportunity to participate under the Board's policies regarding local decision-making.

*Education Code Section 70902(d);*

*Education Code Section 87100 et seq.*





## GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by Sherrill L. Amador, Ed.D.					Date September 13, 2002		
Proposed Name of Requested Group Legislative Advocacy Task Force							
	Council		Committee		Subcommittee	X	Task Force
Action Requested:			X	Add		Delete	Change
<b>Role, Products, Reporting Relationships:</b>  A work group with the task of defining a permanent legislative advocacy committee structure, with role, products, and relationship by November 15. The emphasis of the committee's role will be on local, state, and federal legislation and budgets which have impact on the Palomar Community College District.							
<b>Meeting Schedule:</b> September 27, 10 a.m. to 12 p.m. October 8, 10 a.m. to 11:30 a.m. (if needed)							
<b>Chair:</b> President							
<b>Members:</b> One representative from Faculty Senate One representative from CCE/AFT One representative from ASG Chief Advancement Officer Director, Public Information Director, Marketing Communications							

Reviewed by Strategic Planning Council:

Comments:

9/17/02

First Reading

9/17/02

Approved/Denied