



STRATEGIC PLANNING COUNCIL AGENDA

Date: March 1, 2005
Starting Time: 2:00 p.m.
Ending Time: 4:00 p.m.
Place: SU-18

CHAIR: Deegan

MEMBERS: Akins, Barton, Bishop, Charas, Cuaron, Dimmick, Dowd, Frady, Gordon, Halttunen, Ivey, Jay, Kelber, Kovrig, Madrigal, McCluskey, Miyamoto, Newmyer, Owens, Snow, Snyder, Townsend-Merino, Versaci, Waite

RECORDER: Ashour

| | Attachments | Time |
|---|-------------|---------|
| A. <u>MINUTES</u> | | 2 min. |
| 1. Approve Minutes of February 15, 2005 | | |
| B. <u>ACTION ITEMS/SECOND READING</u> | | 8 min. |
| 1. Accreditation Progress Report | Exhibit B1 | |
| C. <u>ACTION ITEMS/FIRST READING</u> | | 30 min. |
| 1. Counseling Services Division | Exhibit C1 | |
| 2. SSPC Governance Structure | Exhibit C2 | |
| 3. Use of District Facilities – BP 550 | Exhibit C3 | |
| D. <u>DISCUSSION/INFORMATION ITEMS</u> | | 40 min. |
| 1. Bond Election Consultant (Deegan) | | |
| 2. Strategic Plan (Deegan) | | |
| 3. Task Force Procedures (Merino) | Exhibit D3 | |
| 4. Textbook Scholarships Update (Deegan) | | |
| 5. Priority List Guidelines (Madrigal) | | |
| 6. FSTF Mid-Year Report | Exhibit D6 | |
| E. <u>REPORTS OF PLANNING COUNCILS</u> | | 20 min. |
| 1. Administrative Services Planning Council – Joe Newmyer | | |
| 2. Human Resource Services Planning Council – Jack Miyamoto | | |
| 3. Instructional Planning Council – Berta Cuaron | | |
| 4. Student Services Planning Council – Joe Madrigal | | |
| F. <u>REPORTS OF CONSTITUENCIES</u> | | 20 min. |
| 1. Administrative Association – Ken Jay | | |
| 2. Associated Student Government – Paul Charas | | |
| 3. Confidential/Supervisory Team – Jenny Akins | | |
| 4. CCE/AFT – Becky McCluskey | | |
| 5. Faculty Senate – Katie Townsend-Merino | | |
| 6. PFF/AFT – Rocco Versaci/Perry Snyder | | |
| G. <u>OTHER ITEMS</u> | | |



**STRATEGIC PLANNING COUNCIL
MEETING MINUTES
March 1, 2005**

The regular meeting of the Palomar College Strategic Planning Council was held on Tuesday, March 1, 2005, in SU-18. The meeting was called to order at 2:00 p.m. by Mr. Robert P. Deegan.

ROLL CALL

Members Present: Akins, Barton, Bishop, Charas, Cuaron, Deegan, Dimmick, Dowd, Gordon, Ivey, Jay, Kelber, Kovrig, Madrigal, McCluskey, Miyamoto, Newmyer, Townsend-Merino, Waite
Members Absent: Frady, Halttunen, Owens, Versaci
Guests: Doran, Wick
Recorder: Josie Silva

A. MINUTES

1. Approve Minutes of February 15, 2005

MSC (Dowd/Bishop) to approve the minutes of February 15, 2005, with revisions

B. ACTION ITEMS/SECOND READING

1. Accreditation Progress Report

MSC (Cuaron/Kovrig) to approve the Accreditation Progress Report and submit to the Board for final approval prior to submission to ACCAC. **(Exhibit B1)**

Ms. Cuaron presented the final draft of the Accreditation Progress Report.

C. ACTION ITEMS/FIRST READING

1. Counseling Services Division Strategic Plan 2004-05 (Exhibit C1)

Mr. Madrigal introduced Mr. Jose Fernandez, Counseling Department Chair, who gave a report on the Strategic Plan for the Counseling Department.

After a brief discussion, it was agreed this item should have been submitted as an information item.

2. SSPC Governance Structure Change

Mr. Madrigal submitted changes to the governance structure of the Student Services Planning Council. **(Exhibit C2)** The changes reflected were division/department name changes. This item will be brought back for the second reading.

3. Use of District Facilities-B.P. 550

Mr. Newmyer submitted a draft of the proposed changes to BP 550 for the first reading. This item will be brought back for the second reading. **(Exhibit C3)**

D. DISCUSSION/INFORMATION ITEMS

1. Bond Election Consultant

Mr. Deegan explained that the Board has given him the go ahead to explore the bond issue further. He would like to form an ad hoc committee consisting of one representative of each constituent group to be involved in the screening and interviewing of bond consultants. A notice will be sent to all group leaders asking for the name of their designee.

2. Strategic Plan

Mr. Deegan reported that plans are underway for Strategic Plan 2008. Michelle Barton explained that a special meeting will be held on Tuesday, March 29, specifically devoted to Strategic Plan 2008. This will give us an opportunity to see where we are today, and to move forward to identify some of the activities that can be incorporated into the Strategic Plan 2008.

3. Task Force Procedures

Mr. Deegan reported that in order to form a task force, the procedures would be the same as forming any other governance committee. The Governance Structure Form should be used to process the request for forming the task force with final approval by SPC. **(Exhibit D3)** Definitions of Governance Structures will be provided at the next meeting.

4. Textbook Scholarships Update

Mr. Deegan stated he was not able to follow through on this issue, but will bring information for the next meeting.

5. Priority List Guidelines

Mr. Madrigal stated that since guidelines are not available to assist planning councils in preparing their priority lists, he would like to request that guidelines be formulated. Dr. Dowd suggested that FSTF could prepare guidelines to aide planning councils in prioritizing their lists. After a lengthy discussion, it was suggested by Mr. Deegan that Mr. Newmyer, Dr. Dowd, and Ms. McCluskey meet to review division budgets, review cuts that were made, and recommend a fair formula for the division of the money. Each planning council is to submit to SPC two priority lists: one list that is impacted District wide; the other list that is impacted Division wide.

6. FSTF Mid-Year Report (Exhibit D6)

Since the FSTF report was never officially approved by SPC, Mr. Deegan requested that this item be discussed at the next meeting so that SPC can review, discuss concerns, and officially adopt the *Ten Guiding Principals of Budget Development*.

E. REPORTS OF PLANNING COUNCILS**1. Administrative Services Planning Council**

Mr. Newmyer reported that he met with the Fund Raising Group that initiated from SPC. There will be another meeting in the near future. He also said ASPC met and discussed indirect costs rates.

2. Human Resource Services Planning Council – HRSPC did not meet.**3. Instructional Planning Council**

Ms. Cuaron reported that IPC discussed the timeline for establishing priorities for faculty positions for Fall, 2006. Also discussed was the process for establishing pending priorities for the one-time funds that are available. They then listened to a presentation from the Technology Master Plan Task Force Group. Ms. Cuaron announced that IPC is looking for a member for the Police Advisory Task Force.

4. Student Services Planning Council

Mr. Madrigal reported that Bonnie Dowd and Don Sullins gave an informative presentation to SSPC on the Technology Master Plan Survey. Other issues discussed at SSPC were the Student Services one-time money requests and the Counseling Services Division Strategic Plan.

F. REPORTS OF CONSTITUENCIES**1. Administrative Association – no report****2. Associated Student Government**

Neil Kovrig reported that ASG recently completed its Black History month celebration. He announced that Women's history month celebration will take place on March 16, and preparations for Spring fest are underway. Mr. Kovrig further stated that ASG is currently working on revising its bylaws.

3. Confidential/Supervisory Team – no report**4. CCE/AFT**

Chris Wick reported that Classified Staff Development Day will be held March 23, and thanked the Foundation, Mr. Deegan, and the committee for their help.

5. Faculty Senate

Katie Townsend-Merino reported that Michele Barton gave an informative report to the Senate. She also said that the Faculty Senate will be working with PFF in forming a joint council to transition because there are mutual areas that overlap.

6. PFF/AFT – No report**G. ADJOURNMENT**

There being no further items, the meeting was adjourned at 4:00 p.m.

Cuervo/Kovig

B.1.

Palomar College Progress Report

April 2005

Recommendation #1

The college should carefully structure its employment procedures to ensure recruitment and hiring efforts that result in further diversification of the staff with an emphasis on full-time faculty in particular. (2.6,7.A.3, 7.D.1)

During the 2003–04 academic year, Palomar College hired 16 new full-time faculty. Of that number, 25% ($n = 4$) were from under-represented groups. While the percent of underrepresented applicants and interviewees has remained relatively constant, except for the anomaly in the 2002–03 academic year, which may be a result of the small number of faculty hired that year, the percent of those from underrepresented groups who have been hired has increased, see Table 1.

Table 1—Percent Under-represented applicants, interviewees and hires

| Year | # of positions | # of applicants | % under-represented applicants | % under-represented interviewees | % under-represented hires |
|-------|----------------|-----------------|--------------------------------|----------------------------------|---------------------------|
| 00-01 | 31 | 1,028 | 20.9% | 25.1% | 9.7% |
| 01-02 | 12 | 470 | 18.3% | 22.6% | 16.7% |
| 02-03 | 4 | 23 | 8.7% | 13.3% | 25% |
| 03-04 | 16 | 984 | 20.5% | 18.5% | 25% |

To ensure recruitment efforts that may result in the hiring of a more diverse full-time faculty, Palomar has initiated, and remains committed to, the following strategies:

- Continue to increase the college's awareness of the benefits of hiring a more diverse faculty and staff. We have added the goal of increasing the diversity of faculty in the College's Strategic Planning Process.
- Continue to attend job fairs and will continue to target advertising to specific colleges and universities, as well as local and national professional organizations that serve ethnically diverse candidates (including Camp Pendleton).
- Begin advertising new faculty positions earlier in the year so competitive diverse candidates will still be in the job pool when the hiring process begins.
- Continue to offer professional development workshops to improve the application/interviewing skills of our adjunct faculty, a logical source of many diverse applicants. This will increase their competitiveness in the hiring process. The first workshop was held in Fall 2004 and a second is scheduled for Spring 2005.
- Continue to add the ethnic breakdown of the current student population to recruiting materials, and develop new recruiting brochures depicting more diversity in the College while also marketing the diversity of our local area in our recruiting materials.
- Continue to update the Palomar and Human Resources web pages featuring more photographs that include ethnically diverse students and staff. A web page entitled "Faces of Palomar" is under development and will reflect the diversity of students, faculty, and staff.

- Continue to establish partnerships with community college teacher training programs for underrepresented candidates (e.g., SDICCA) and to participate in community outreach efforts with our membership in the Higher Education Recruiting Consortium (HERC).
- Continue to improve the selection committee training materials. Emphasize the need to include diverse members on each selection committee to reflect the diversity on campus. This could increase the desire of ethnically diverse candidates to want to teach at Palomar. We also train selection committees in cultural differences in approaches to the interview process.

Summary:

Palomar is making gradual progress in diversifying its full-time faculty. The College has carefully structured its employment procedures to ensure recruitment and hiring efforts that may result in further diversification of the staff with an emphasis on full-time faculty in particular.

Recommendation #2

Given the relative newness of the strategic planning process and the plans to re-establish the institutional review process, within two years the college should evaluate the effectiveness of the institutional review process, modifying, as appropriate, and linking it to strategic planning and the resource allocation process. This will greatly assist the college in assuring that its long-term educational and facilities planning efforts are updated. (3.B.3, 3.C.3)

Based on the WASC report of 2003, the newly-formed Strategic Planning Council (SPC) charged the Institutional Review Committee (IRC) with evaluating and modifying the process to address the concerns about effectiveness and links to planning. As a result of its evaluation, IRC proposed that Palomar College make the changes described below. The Strategic Planning Council approved the new process and the College began implementing it in 2003-04.

The new process includes four key changes.

- First, the review process is an annual event for every program instead of the previous cycle of once every 5 years. This allows a timely evaluation, particularly important for disciplines that change rapidly or for departments that experience internal change. It also provides the divisions with the capability to look at all areas together when prioritizing needs and allocating resources each year.
- Second, the review process is based on a simplified and standard set of questions and data which is established at the beginning of the cycle by the planning councils. This allows for continuous updating of the type of information gathered each year. For example, the new institutional review forms ask programs/departments to identify one student learning outcome and describe how it is assessed. This addresses a major college-wide movement to define student learning outcomes.
- Third, the review process is expertise-based. With the new process, the program or department reviews are now evaluated by the division deans/directors in consultation with the department chairs. Previously, individual members of IRC evaluated the reviews. The deans/directors then write an area report which is sent to the appropriate planning council (e.g., Instructional Planning Council).
- Fourth, the review process is integrated into the planning council structure of the College. As mentioned above, at the beginning of the review cycle, each planning council defines the data that their respective programs/departments will use when completing their

annual reviews. When the reviews are completed, planning councils evaluate area reports made by the division deans/directors.

The planning councils incorporate the needs identified through the institutional review process when generating priorities to pass on to the Strategic Planning Council and, if necessary, to the Revenue Allocation Committee. Further, the Strategic Planning Council can consider the results of the divisional institutional reviews when developing the Institution's Annual Implementation Plan (a component of the Strategic Planning Process). Thus, the review process is now linked to Palomar College's strategic planning and resource allocation process.

After the first year of implementation, IRC held focus groups to evaluate the effectiveness of the new process. In general, departments/programs appreciated the new forms and process and felt that the revised process encouraged compliance. Based on specific feedback from the focus groups, Institutional Research and Planning is adding data to allow for the evaluation of trends. Further, the IRC has recommended strengthening the feedback loop from the planning councils to departments/programs to inform them about how the completed reviews and reports are used in the planning and resource allocation process.

Additional plans which the college has developed:

As the College completes several cycles of this new process it is expected that slight modifications will be needed to strengthen and increase its impact. The IRC is tasked with providing training on the process, monitoring the effectiveness of the process, and recommending improvements to increase its effectiveness, if needed.

Summary:

Palomar College, through its IRC, has evaluated the effectiveness of the institutional review process and modified it based on this evaluation. Further, the process is now linked to the strategic planning and resource allocation process of the college. The new process is an annual, expertise-based process for each department or program. The needs and the progress of each area are presented to the appropriate planning councils by the division dean or director. The planning councils use the information in sending reports to the Strategic Planning Council and, if necessary, to the Revenue Allocation Committee.

Recommendation #3

The college has begun to develop processes for measuring student learning outcomes and should integrate into its formal methods of review of academic programs and certificates the creation and evaluation of student learning outcomes on a course, program, and degree/certificate level. (4.B.3)

Fall, 2003

- Palomar College established a Learning Outcomes Task Force. This was a 31-member task force, co-chaired by the college President and the Faculty Senate President. All college constituent groups, including students, were represented.
- From within the larger Task Force, a small working group was established to work with the co-chairs on a proposed organizational structure to formalize our college's approach to learning outcomes.
- The products of the work of the Task Force and small working group were the revision of the college's Principles of Assessment (attachment #1) and a Governance Structure Group Request (attachment #2), establishing a Learning Outcomes Council (LOC) which would be guided by a Coordinating Committee.
- The faculty co-chair reported to the LOC about a review of core skills developed by the Curriculum Committee. In this request, department chairs and program directors were

asked to consider the ways in which a number of core skills are assessed in their disciplines (attachment #3). This information has helped the Coordinating Committee imagine how the college might begin thinking about "skills" and "concepts" or "knowledges" in different ways.

- Concurrent with these activities, the Institutional Review Committee, whose task is to oversee program review in instructional and non-instructional programs, began to discuss the relationship of institutional review/program review to learning outcomes.

Spring, 2004

- Institutional resources were identified, including reassigned time for the faculty co-chair and faculty coordinating committee members. Administrative support and commitment to a faculty-driven process were identified as essential elements.
- The Task Force continued to refine its products and to shepherd them through the formal governance process. The proposed organizational structure of the Learning Outcomes Council and the Coordinating Committee were approved by the Faculty Senate, the Instructional Planning Council, the Curriculum Committee, the Strategic Planning Council, and they were finally endorsed by the Governing Board.
- In Spring 2004, the Curriculum Committee recommended the adoption of CurricUNET, an automated curriculum management system. The system will allow for the inclusion of learning outcomes for every course offered on campus.
- The Institutional Review Committee completed its work on the revision of the Data Collection Form (attachment #4) to include a new request: that departments and programs "identify one learning outcome that has been incorporated in one course in the program." Additionally, they were asked to identify a measure by which that learning outcome had been assessed.

Fall, 2004

- The LOC and the Coordinating Committee began meeting regularly at the start of the semester. The faculty co-chair addressed the faculty and administration at the Fall Plenary Session, identifying student learning outcomes as among the most important initiatives for the college and encouraging participation in the dialogue.
- The LOC meets once a month, and the Coordinating Committee meets three times a month. The attention has been almost exclusively on dialogue, more often called conversation or discussion. These meetings have resulted in an enthusiastic and sometimes intense exchange of ideas about how the college will "develop processes for measuring student learning outcomes." This has been an essential element of what is hoped will eventually be considerable integration of these ideas.
- The college funded the Coordinating Committee's participation in the AAHE/WASC "Workshop on Assessment" in October. The committee members became better informed about the larger context of assessment and its relationship to the new accreditation standards. The experience allowed for team-building, which has resulted in gained momentum and enthusiasm for the work. Most importantly, the team project which was generated at the conference outlines a one-year plan, "Conversation, Information, Preservation" for engaging the entire campus in a focus on student learning outcomes (attachment #5).
- The LOC invited the chair of the Nursing program to share some of the details of that program's response to accreditation requirements which have been in place for some time. The remarkable success of the Nursing program and its approach to learning outcomes and assessment suggests that much can be learned from many other programs on our campus, most of them in vocational and technical areas, which are accountable to various accrediting bodies.
- The faculty co-chair of the LOC and Coordinating Committee developed a presentation, "Student Learning Outcomes: an Invitation to an Important Conversation," which was

presented to the Governing Board in November. This same presentation has been given to the Faculty Senate, the Chairs and Directors group, and several planning councils.

Spring, 2005

- The Coordinating Committee offered a presentation and facilitated discussion of student learning outcomes at the Adjunct Faculty Spring '05 Plenary Session.
- A web-site has been established for the purpose of posting information, articles, and ideas about learning outcomes and assessment.
- The Coordinating Committee has created a newsletter intended to inform and entertain colleagues with glimpses into work relating to student learning outcomes.
- The college library has established a collection of materials dedicated to student learning outcomes and assessment.
- The members of the LOC have begun to recruit interested students who might benefit from participation in this process. An invitation was extended to future teachers and any other students who might experience this as a significant learning opportunity. It is hoped that these students will serve as ambassadors and information-gatherers for this campus-wide initiative.
- The faculty co-chair of the LOC joined representatives of the Vocational/Technical division for a workshop on Program Improvement and Assessment in February, 05.

Additional plans which the college has developed:

- The one-year plan for "Conversation, Information, and Preservation," developed by the Coordinating Committee and endorsed by the LOC, has been incorporated into the Professional Development Spring 2005 schedule (attachment #6). The entire campus community is invited to participate in a series of eight forums, which will facilitate discussion of student learning outcomes.
- In order to reach out to faculty who do not teach at the San Marcos campus, the LOC will offer additional forums at night and at the college's largest education center in Escondido.
- In addition to the more formal environment of the forums, plans are underway to organize an informal gathering off-campus in order to engage faculty and staff in conversations about this initiative.
- The LOC will act in support of a project called "Campus Explorations." This will operate as a campus-wide learning community, focusing on a particular theme and offering connected occasions for students, faculty, and staff – interdisciplinary discussion sections, guest speakers, performances, etc.
- The Coordinating Committee will ask student journalists from *The Telescope*, our campus newspaper, to help spread the word about the campus-wide attention to student learning outcomes and about the role students play in contributing to those outcomes.
- The LOC will request that individual faculty members begin to share their ideas, methods and plans at council meetings, and every effort will be made to create an environment in which many will be willing to participate.

Summary:

In considering this recommendation, the LOC agreed to begin with a strong acknowledgement that the assessment of learning outcomes has always been successfully undertaken by the faculty here at Palomar College. In this spirit, numerous campus constituents have worked diligently to respond in a meaningful, authentic way to this recommendation. As a first step, Palomar has begun to formally record the methods by which outcomes are measured and student success is achieved. One of the significant challenges at Palomar College was to establish an environment in which we could engage in healthy collegial debate about trends in assessment and performance reporting. The LOC will continue to encourage dialogue and to focus on communication, seeking broad participation. Preparing the ground for truly transformative change

in the area of learning outcomes will no doubt prove worthwhile for our students and our community.

Recommendation #4

The college should develop mechanisms to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up following college policy or contract provisions. (7.B.1, 7.B.2)

The Human Resources Planning Council has developed procedures to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up complying with college policy or contract provisions. Human Resources will implement follow-up procedures that will include notification to the employee being evaluated, as well as to the employee's supervisor/manager, so that timely completion of the evaluation is more likely to occur.

The Human Resources Department is currently discussing these procedures with the constituent group representatives so that the procedures may be implemented during Spring/Summer 2005. Included in these discussions will be consideration for the frequency of the evaluation cycle that ensures timeliness of feedback to the employee. Once in place, extensive training will be conducted for all those responsible for completing evaluations of all classified staff and administrators/managers.

New procedures regarding the evaluation of part-time faculty are included in a new contract between the and the Palomar Faculty Federation. Pending ratification of this contract and adoption by Palomar's Board of Governors, these new procedures will be implemented no later than Fall 2005. The new procedures clearly define a timeline allowing for regular evaluations, personnel and faculty responsible for the evaluation, and the evaluation cycle.

Summary:

The Human Resources Department will implement these procedures by Fall 2005 to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up, complying with college policy and contract provisions.

Recommendation #5

The college should ensure the planning and resource allocation process effectively address the need for equipment replacement to meet the educational and student services needs of the college. (6.2, 6.5, 8.1, 8.3, 8.4, 8.5, 3.B.3, 9.A.1, 9.A.3)

To address this recommendation, the Strategic Planning Council (SPC) convened an Equipment Replacement Task Force in Spring 2004. The Task Force recommended an Equipment Replacement Procedure that was approved by SPC and provides for general funding allocation for equipment replacement based upon eligibility, priority and critical or safety needs.

Through extensive work of the Fiscal Stability Task Force convened in Summer 2004, Palomar College is fully analyzing its budget development and allocation process. The Task Force is still meeting and will be making final recommendations to SPC this Spring 2005. It is anticipated that one of the recommendations from the planning councils to SPC will be to ensure a budget line item allocation for equipment replacement and repair and for the purchase and maintenance of site software licenses. This recommendation would ensure an on-going allocation of funds to address department and division priorities in instruction and student services.

In addition, a Technology Master Planning Task Force was convened in Spring 2004 to develop a comprehensive, college-wide technology and programs services plan linked to the 20-year Educational and Facilities Master Plan. The plan will include an assessment of the current state of technology as well as recommend a long-term plan for resource allocation, including staffing levels, equipment replacement, and facilities. The Task Force will complete its work and make its recommendations to SPC during Spring 2005.

For the past two years, the State Chancellor's Office has distributed block grant funds requiring a 3:1 college match. It is anticipated that this specified funding allocation will continue and will enable Palomar College to use these funds as one resource for equipment replacement and repair. To allocate these block grant funds, each instructional division and student services area develop a prioritized list of equipment based on department priorities. To ensure that various instructional and student service needs are addressed, funds are categorized and allocated to support general instructional equipment needs and repairs, computer labs, faculty, classroom technology, and student support services. The distribution of these funds is an inclusive process among faculty, department chairs, administrators, and governance committees responsible for prioritizing and allocating these funds. This procedure is currently adequately addressing the equipment replacement needs in instruction and student services.

Summary:

Progress on this recommendation has been made over the past year and a half. Through the efforts of Palomar's shared governance process, various task force recommendations, strategies and procedures, funding sources have been identified and implemented or are under discussion. The combination of these procedures, strategies, and funding sources will ensure an on-going planning and resource allocation process that will effectively address the replacement of equipment for the instructional programs and student support services of Palomar College.

Recommendation #6

The team recommends that future retiree health and dental benefits be clearly identified and funded as a future obligation of the college. (9.C.1)

Palomar College has identified several issues concerning future retiree health and dental benefits as a future financial obligation. In the past, the college paid the total cost of the retiree medical premiums for all retirees from the Unrestricted General Fund. Palomar paid the current annual premium as a current expense employing the "pay as you go model". When additional funds were available, some funds were earmarked to offset the retiree health obligation. The balance accumulated was inadequate to catch up to the total future liability of the rising costs of medical premiums. Beginning in 2004-2005, future retiree medical benefit costs are considered part of the complete benefit package cost for each employee. Funds are now being transferred into the Retiree Medical Fund for every current employee. As the college implements this process, over \$3 million has been transferred to the Retiree Medical Fund during 2004-2005. This amount is expected to exceed the premiums paid out resulting in a balance in that fund that is expected to increase from year to year.

Although this new funding model will cover the future retiree medical benefits for current employees from this point forward, it does not address the existing liability for current retirees and for a number of long-term employees close to retirement. Through the Benefits Committee and the Resource Allocation Committee (RAC), Palomar will address the future liability for current retirees once it receives an updated actuarial study to be completed in the spring semester of 2005.

Another problem identified by the college regarding future retiree medical benefits was the practice of funding all retiree medical premiums from the Unrestricted General Fund. This was an issue because some retirees were funded 100% from categorical programs (such as EOPS or

Matriculation) their entire careers at Palomar. To address this problem, the current process of funding future retiree medical benefit costs as part of the complete benefit package is now being covered by the program that funds the employee. Categorical programs will now fund both current and future retirement benefits. This represents the true costs that should be charged to these programs.

Summary:

Palomar College has clearly identified future retiree health and dental benefits and has taken steps to fully fund the future retiree health and medical benefits of current employees. A plan to fund the future liability of current retirees and long term employees close to retirement will be developed once an updated actuarial study is completed in the Spring of 2005.

0113

COUNSELING SERVICES DIVISION
STRATEGIC PLAN
2004-05
-DRAFT-

INTRODUCTION

The Counseling Services Division conducted an inclusive annual retreat on September 24, 2004 to discuss strategic goals for the Division. One item addressed was the Palomar College Strategic Annual Implementation Plan (AIP) for 2004-05. The 2004-05 Annual Implementation Plan "STUDENT SUCCESS GOAL" lists the 2nd Objective/Activity as: **"Develop and implement a comprehensive plan to increase and improve student access and utilization of counseling services."**

Also at the September retreat staff, members reviewed detailed results presented by Michelle Barton, Director of Research and Planning, of the *Community College Survey of Student Engagement* (CCSSE.) The CCSSE was conducted in spring of 2004. At the conclusion of the retreat, it was determined that a follow-up brainstorming session was necessary. This follow-up session was held on October 13, 2004 where broad goals and Student Learning Outcomes for the Division were identified. On December 1, 2004 an additional session was held to prioritize, clarify and amplify the previously identified goals. The following goals and objectives are a result of these division-wide processes.

MISSION STATEMENT

"The Counseling Services Division provides accurate, effective and comprehensive pre and post enrollment counseling and support services to all students. Students acquire technical, personal, career, and academic knowledge and skills to successfully complete courses in an educational plan, contributing to an increase in district degree, certificate and transfer rates."

ISSUES

ISSUE 1.
Staffing:

Without sufficient Counseling Faculty to serve students, student access to timely and accurate information will continue to be an issue that will impact student success. All students require a similar level of time, resources and attention, whether full-time or part-time, and derive benefit from seeing Counselors. Requirements change frequently; on-going training is required to stay current. The last three Counselors, who have retired, have not been replaced. The Counseling Division is penalized for having an aging faculty that is retiring. The Counseling Services Division's mission and contribution to retention and the college goals requires a sustained level of effort and resources.

In December 2000 California Community College Chancellor's Office Consultation Council charged the Statewide Academic Senate to establish a Task Force to review counselor-to-student ratios. There are statewide averages, criteria and goals for the numbers of Counselors needed for the total student population.

The current statewide "average" ratio is one counselor to 1000 students (1: 1000.) A ratio of 1:900 is required to comply with Title 5 requirements. The *Carnegie Report* defines the ideal national ratio standard as 1:300, not to exceed one counselor for every 500 students.

Palomar currently has 16 General Counselors. Two FTEF teach Counseling classes within their contracts. An additional 2.2 FTEF have administrative assignments. This leaves less than 12 FTEF to provide counseling services to students. There are 6 additional Counselors in Student Services assigned to specialized programs such as EOP&S, DRC, Financial Aid, International Students and Athletics. These specialized programs serve approximately 3000 students for a ratio of counselors to students of 1:500.

Palomar College has approximately 24,000 credit students. After subtracting the 3000 students seen in specialized programs, the 12 remaining General Counselors serve 21,000 students.

This is a ratio of 1: 1750 Counselors to Students.

This ratio would be even greater (1:2333) if the 4000 non-credit students are factored into the calculation. The average student contact for a full time counselor, not teaching as part of their contract, is just under 900 per academic year which results in approximately 11,000 students served. The remaining 10,000 students are left to be served by adjunct counselors. In 2004, however, adjunct counselors were only able to see 5,000 students, leaving more than quarter of our student population NOT served.

A baseline level of counseling support is necessary to be in compliance with Title 5 requirements and effectively serve students. The **General Counseling Faculty: Long Term Hiring Plan** was approved in spring of 2004 by the Matriculation and Transfer Advisory Committee and the Student Services Planning Council.

16 to 12

PLAN:

- A. Immediately implement the **General Counseling Faculty: Long Term Hiring Plan (Appendix A.)**
- B. Immediately, create an alternative formula/process to replace vacancies and increase the number of Counseling Faculty based on: total college headcount, (not WSCH to FTEF); on statewide, national and industry standards; and NOT requiring Instructional Planning Council approval to ensure an adequate level of services to students.
- C. By January 2006, evaluate the Counseling Faculty and support staffing needs on the San Marcos Campus, the Escondido Center and all other Palomar College sites to provide equitable services throughout the District.
- D. As soon as possible, add one 18 hour Counseling Department front desk staff. Cross train all Counseling Support Staff in the areas of front desk, career, transfer, assessment and SARS operation and administrative duties.

ISSUE 2.

Counseling Services Instructional Program:

In addition to providing over 50,000 student contacts per year, the Counseling Services Division Instructional component has over 3000 WSCH and a WSCH/FTEF ratio of 420. This is in spite of the fact that the number of Counseling sections was reduced when the Chancellor's Office investigation into the regulations for teaching classes on high school campuses resulted in instructions to the Division to discontinue Counseling 110 classes at our local feeder high schools. Counseling 110 teaches College Success Skills, including time-management and study skills to help students increase their classroom performance. Counseling 110 meets the multi-cultural requirement for graduation and is transferable.

There is statistical research that validates the importance and effect of high Emotional Intelligence on student retention and persistence rates. High predictors of academic success included one's ability to cope well with personal/adjustment issues, build relationships, manage stress, develop a strong self-concept, developing one's spirituality, and managing time. The Counseling 120 course, "Quest for Identity and Life Skills" specializes in all of these factors. Therefore we intend to increase counseling course offerings and sections that address these retention and student success topics.

The Counseling Services Division Instructional component does not have access to assigned classroom space. Most Counseling classes are "orphans" and are scheduled in rooms after all other departments have finalized their schedules. This results in most Counseling classes being offered at non-prime time and often classes are competing against each other for enrollment.

PLAN:

- A. Increase Counseling Services course offerings by 20% by spring 2006.
- B. Identify and secure at least one dedicated classroom in order to offer Counseling classes by spring 2006.

ISSUE 3.

Office Standards:

The Counseling Services Division does not have sufficient office space. The space that is available is inadequate and the work environments lack ergonomic consistency and do not meet with American with Disabilities (ADA) compliance requirements. Adjunct Counselors, at times, meet with students in the hall and lack privacy and computers. The Transfer Center is cramped with an expanding population, needs additional space. Some Classified staff members do not have their own desks. Grant Funded Support Programs are farmed out around the campus and at San Marcos Middle and High Schools. Inhabiting these spaces is not guaranteed and these spaces could be lost at any time. In addition to the current lack of adequate space, there is no room for any Counseling Services Division programs to grow.

PLAN:

- A. By September 2005, work with the Manager of Environmental Health and Safety to evaluate the ergonomic suitability of individual offices.
- B. By spring 2006, bring all offices into compliance with ergonomic standards.
- C. By September 2005, review possible ways to expand space for the Transfer Center.
- D. Identify additional office space assigned permanently to the Division.

ISSUE 4.

Student Learning Outcomes:

Institutional efforts are currently moving toward identifying, measuring and improving Student Learning Outcomes. This faculty driven initiative impacts all the programs in the Counseling Services Division. The Division will engage in an on-going, self-reflective dialog and identify the Division's contribution to providing a supportive learning environment that is characterized by a concern for student access, progress, learning and success. Counseling Services Programs will enhance students: understanding and appreciation of diversity; ability to clearly and accurately think critically and communicate; ability to display competencies in information technologies; and develop characteristics of personal responsibility and decision making. We do all this not just to maintain our college's accreditation in the future, but to improve services and student success.

PLAN:

- A. Continue to create regular and planned opportunities to discuss Student Learning Outcomes at Counseling Services Division Dean's meetings.
- B. By June 2005, adopt a structure to identify and measure activities in the Counseling Services Division that contribute to improve Student Learning Outcomes. (See "**Draft Student Learning Outcome Structure**," APPENDIX B.)
- C. Annually, review, accomplishments in the Institutional Review Process. Use this feedback to make program improvements and request resources.

ISSUE 5.

Coordinated Efforts:

The Counseling Services Division has a long history of "Coordinated Efforts" and partnership both internally within Palomar College and externally with outside agencies, colleges and high schools. Counselors have been making classroom visits for decades. With a reduced number of available Counselors, this service has been severely reduced. The Division has hosted an annual High School Counselors' College Information Day for over a decade. Using Partnership for Excellence (PFE) funds a Peer Ambassador Program was developed in the Assessment and School Relations Department, where trained and paid Palomar College students made regular visits to our local high schools. This program was discontinued with the budget reductions that occurred in 2002.

Coordination with Enrollment Services and input into admissions processes, e-Services, e-mail for students, the registration processes, work-flow, appointment generation and other enrollment issues impact our ability to serve students. Certain District and/or State policies (e.g. course repetition) may be providing barriers to student achievement and success.

PLAN:

- A. Beginning in spring 2005, increase visibility of Counseling Services on campus by providing additional classroom visits and building strong relationships with other Instructional and Student Services departments.
- B. The Counseling Services Division will continue to annually sponsor High School Counselors' College Information Day in November and invite High School counselors to attend new student orientation. For those who qualify, invite them to teach Counseling classes at their high school campuses and work in the Division as adjunct counselors.
- C. Beginning in spring 2005, re-establish the Peer Ambassador Program. Ten to fifteen Peers Ambassadors will be trained in a one unit class in January 2005 and begin work with the spring 2005 STARS program in the high schools.
- D. In spring 2005, develop criteria and suggestions for an improved relationship with Enrollment Services.

ISSUE 6.

Marketing and Communications:

The Counseling Services Division was short staffed two years ago, before the three recent Counseling Faculty retirements. As the number of students needing services has grown and the complexity, and the ever changing and precise nature of transfer requirements, the information necessary to facilitate efficient course taking sequences and patterns for students has become even more critical. While immersed in the day to day volume of ever-increasing contacts with reduced resources, self-promotion of counseling services has suffered.

PLAN:

- A. Immediately work with the Marketing and Communications Office to develop a plan to increase marketing efforts to include signage that promotes year round counseling services available.

Immediately promote efforts to improve communication between the Counseling Services Division faculty and staff and Palomar College teaching faculty and with high school counselors concerning the importance of students improving their decision making skills and meeting with counselors to make Educational Plans and the consequences of random course taking patterns on successful achievement, degree and certificate completion or transferring to four year institutions.

ISSUE 7.

Research and Evaluation:

The *Community College Survey of Student Engagement* (CCSSE) was conducted in spring of 2004; resulting in an extensive amount of information including the importance and satisfaction scores with Career, Transfer and Academic Advising services in the Counseling Services Division. The results also indicate that 90% of full-time students indicate "transfer" as a goal.

PLAN:

- A. In fall 2005, work with the Research and Planning Office to better understand the results of the *Community College Survey of Student Engagement* (CCSSE) to follow up and create strategies to address student needs, using random pre and post surveys, focus groups (that may include high school students) and tracking studies of student progress, achievement and outcomes.
- B. In spring 2005 submit a Title V grant application under the *Hispanic Serving Institution* designation that may include *Puente Project*, programs and services appropriate for high risk students, with a focus on retention, persistence and outcomes.
- C. On an ongoing basis, review and submit grant applications that address student success, access, diversity, retention and persistence issues.

ISSUE 8.

Structural Improvements:

The Counseling Services Division is committed to reviewing existing structures and to examining possible changes that will improve services to students. The current structure of providing services to students is based on piece-meal regulatory requirements and historical precedent. In **ISSUE 4-Student Learning Outcomes** of this plan it was noted that the Division would “engage in an on-going, self-reflective dialog and identify the Division’s contribution to providing a supportive learning environment...” It is important to use existing and emerging data and resources to create and improve structures, programs and services that respond to and resolve current and future issues.

PLAN:

- A. Immediately review pre-enrollment/ matriculation (assessment, orientation and advisement) services to evaluate the impact/outcome on non-exempt students. Review the sequence of components presented to students to evaluate suggestions for improvement.
- B. In fall 2005, assess students’ knowledge-gain during orientation by building a series of “quizzes” into on-line orientation.
- C. Immediately establish minimum standards for Counselors when developing students’ Educational Plans.
- D. Immediately, review the needs and assignment of resources to the various sites and centers to assure equitable support staffing/counselors/cyber-counseling on the San Marcos campus at the Escondido Center and all District Education sites.
- E. Review and improve hours of operation; appointment, follow-up, walk-in variety options; and mid-semester reminder procedures and requirements (e.g. bring all previous paperwork; encourage students to work with same counselors) immediately.
- F. Review departmental procedures across the Counseling Services Division and assure that special programs are linked to counseling web pages for consistency of service delivery in fall 2005.
- G. By fall 2005, review, revise and implement a solution to the Counseling Services Supervisor position to provide better coordination of services in the Counseling Department.

ISSUE 9.

Staff Training and Working Conditions:

The Counseling Services Division Dean conducts annual planning retreats and monthly training sessions/meetings. The Counseling Department routinely meets weekly and all District Counselors are invited and encouraged to attend. The Transfer Center Director, the Articulation Officer, and the Career Center Director present updates and trainings as needed. Representatives from four year universities present changes to their requirements at least annually. Individual Counselors conduct workshops on best practices. Regardless, there is always a need for additional staff training. Before the recent round of budget reductions, there were funds to support Counselors to attend training and conferences to stay current on changes and requirements.

PLAN:

- A. Immediately identify a training agenda for all contract and adjunct District Counselors to include, but not limited to topics such as: Changing Transfer requirements; Career Planning and Labor Market information; Securing additional financial/emergency resources for students; Financial Aid updates; Personal counseling skills; identifying, referring and counseling students with learning disabilities; Budget updates and funding sources; and Details on and knowledge of special programs.
- B. Identify training and conference attendance as a priority in requesting District funds in the next budget cycle.
- C. Immediately assemble Counseling Faculty and Classified Staff *Procedures Manuals* for all departments in the Division to enable systematic cross-training and mentoring to improve the consistency of services to students.
- D. Explore, in fall 2005, the process of; a speakers bureau for counseling staff and the training of high school counselors, using the Counselors currently assigned in existing High School Liaison program.
- E. Immediately implement regularly scheduled Classified Staff meetings.

ISSUE 10.

Innovation and Program Development:

The Counseling Services Division has been on the forefront of innovation and program development, from participation with the Vanguard Team to numerous Partnership for Excellence (PFE) projects. The Matriculation, EOP&S, DRC programs are stellar and viewed as "Exemplary" by the California Community College Chancellor's Office.

PLAN:

- A. Explore new and innovative methods of providing services to students, to possibly include on-line contacts in spring 2006.
- B. Immediately begin to use Palomar.edu student e-mail addresses to communicate with students, send reminders, etc.

Appendix A

General Counseling Faculty: Long Term Hiring Plan

PALOMAR currently has 16 General Counselors. Two FTEF teach Counseling classes within their contracts. An additional 2.2 FTEF have administrative assignments. This leaves less than 12 FTEF to provide counseling services to students. There are 6 additional Counselors in Student Services assigned to specialized programs such as EOP&S, DRC, Financial Aid and Athletics. These specialized programs serve approximately 3000 students for a ratio of counselors to students of 1:500.

PALOMAR has approximately 24,000 credit students. After subtracting the 3000 students seen in specialized programs, the 12 remaining General Counselors serve 21,000 students. This is a ratio of 1: 1750 Counselors to Students. This ratio would be even greater (1:2333) if the 4000 non-credit students are factored into the calculation.

1. Comparison Colleges: Counselor/Student Ratios

| Campus | Number of Counselors | Number of Students | Counselor/ Student Ratio | |
|--|----------------------|--------------------|---|--|
| Santa Monica | 62 | 26,000 | 1: 419 | |
| DeAnza | 31.5 | 27,000 | 1: 900 | |
| American River | 23 | 28,000 | 1: 900 | |
| MESA | 21.5 | 24,000 | 1: 1116 | |
| Grossmont | 17 | 18,000 | 1: 1058 | |
| Calif C.C. Academic S RECOMMENDS Spring 2003 | | | 1: 300 and no greater than 1: 500 (1:900 for Title 5 compliance) | |

Please Note: In Categorically funded positions, with specialized services, faculty staffing ratios should be smaller than the usual college base, 1:300, in order to meet the identified student needs.

2. Range of Professional Counseling Services

Title V, Sec. 51018 Regulations articulates the Roles of Counselor as follows:

- a. academic counseling
- b. career counseling
- c. personal counseling
- d. coordination with other services...including, but not limited to, those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services.

In addition, counseling services...shall be provided to first-time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.

Title V, Sec. 55520 Matriculation Mandates defines the counseling role as providing the following services to nonexempt students:

- a. admissions process;
- b. orientation and pre-orientation services
- c. assessment
- d. counseling or advisement
- e. developing a student educational plan
- f. post enrollment evaluation
- g. referral to support services

3. Current Student Contacts and Methods of Delivery

The Counseling Department provides a comprehensive array of services to students. These services are integrated into various methods of delivery to meet departmental and student needs.

Academic, Career Transfer and Personal Counseling

Counseling services are provided 12-months a year and come in the form of appointments, drop-in counseling, workshops and orientation. The following demonstrates the approximate number of students served annually through the various counseling delivery methods in the Counseling Department ONLY:

| | |
|--|--------------|
| Student Appointments & Walk-In Advising: | 20,000 |
| Career Center Appointments: | 500 |
| Career Center | 6,000 |
| Counseling Workshops: | 200 |
| Orientations: | 10,000 |
| Parent Orientations: | 400 |
| Transfer Center Drop-In: | 3,752 |
| Transfer Center Workshops: | 580 |
| University Link Parent Nights: | 250 |
| E-Mail Advising/Cyber Counseling: | 250 |
| High School Outreach (STARS): | 2,300 |
| Classroom Visitations: | 1,500 |
| Health Services Crisis Consultations/Counseling: | 30 |
| Campus Tours: | 500 |
| Counseling Classes: | <u>3,000</u> |

Approx. ANNUAL STUDENT CONTACTS: 59,260

Program Coordination:

The development and coordination of counseling services to specialized populations is an additional variable that one must consider when discussing counseling delivery methods. The following list shows the various counseling programs dedicated to student service and program coordination.

- International Students
- Student-Athletes
- High School Liaisons
- Transfer Center Coordination

- High School Counselor's Luncheon
- Career Services Coordination
- Articulation

4. Proposed Hiring Plan

The Matriculation and Transfer Advisory Committee has endorsed a goal of achieving a Counselor to Student ratio at Palomar College of 1:900. The following table assumes no additional vacancies or retirements and zero increase in the number of student **headcount** over the next several years as the ratios are calculated.

- Hire 2 new General Counseling Faculty members each year, beginning in fall 2005 to replace three vacant positions (2 retirements in 2002-03 and 1 retirement in 2003-04.)
- A proposed General Counseling Faculty Hiring Timeline is listed below:

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|----------------------------------|---------|---------|---------|---------|
| Hire General Counselors | 0 | 2 | 2 | 2 |
| Counselors available to students | 12 | 14 | 16 | 18 |
| Counselor/Student Ratio | 1:1750 | 1:1500 | 1:1313 | 1:1166 |

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|----------------------------------|---------|---------|---------|---------|---------|---------|
| Hire General Counselors | 2 | 2 | 2 | 2 | 2 | 2 |
| Counselors available to students | 20 | 22 | 24 | 26 | 28 | 30 |
| Counselor/Student Ratio | 1:1050 | 1:955 | 1:875 | 1:807 | 1:750 | 1:700 |

Note: To reach the ideal ratio of 1:500, a total of 42 FTEF counseling faculty positions are needed, which is an increase of 30 Counselors.

APPENDIX B
COUNSELING SERVICES LEARNING OUTCOMES

| <u>Student Learning Outcomes</u> | Articulation Office | Assessment/School Relations | Career Center | Counsel-Department | Disability Resource Center | EOP&S/CARE Cal WORKs | Grant Funded Student Programs | Transfer Center |
|--|----------------------------|------------------------------------|----------------------|---------------------------|-----------------------------------|---------------------------------|--------------------------------------|------------------------|
| Communication: Students will communicate effectively in many different situations, involving diverse people and viewpoints. | | | | | | | | |
| Cognition: Students will think logically and critically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others. | | | | | | | | |
| Information Competency: Students will use printed materials, personal communication, observation, and electronic resources to find and evaluate information. | | | | | | | | |
| Social Interaction: Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values. | | | | | | | | |
| Aesthetic Responsiveness: Students will produce or respond to artistic and creative expression. | | | | | | | | |
| Personal Development & Responsibility: Students will develop individual responsibility, personal integrity, and respect for diverse people and cultures. | | | | | | | | |

02/04/05

GOVERNANCE STRUCTURE GROUP REQUEST

| | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----------|--|---|---|---------------|--|--|--|--|--------------------------------|------------------------------------|----------------------------|--|---|-------------------------|---|--|--------------------------|--|
| Request submitted by Joseph L. Madrigal | | | | | Date 3/27/02 (rev. 4/16/02, 5/7/02, 9/16/03 10/7/03), 2/15/05, 3/1/05) | | | | | | | | | | | | | | | | |
| Proposed Name of Requested Group Student Services Planning Council | | | | | | | | | | | | | | | | | | | | | |
| X | Council | | Committee | | Subcommittee | | Task Force | | | | | | | | | | | | | | |
| Action Requested: | | | Add | | Delete | X | Change | | | | | | | | | | | | | | |
| Role, Products, Reporting Relationships: <u>Role:</u> The SSPC is responsible for the development of the strategic plans for Student Services. These responsibilities include: <ul style="list-style-type: none"> • Determining the level, adequacy, and efficiency of student services necessary to support the College's strategic plan • Providing guidance, direction, and oversight to these committees/task forces: <table style="margin-left: 40px; border: none;"> <tr> <td>◦ Academic Review Committee</td> <td>◦ Bookstore Advisory Committee</td> </tr> <tr> <td>◦ DSP&S DRC Advisory Committee</td> <td>◦ Food Services Advisory Committee</td> </tr> <tr> <td>◦ EOP&S Advisory Committee</td> <td>◦ Financial Aid Advisory & Appeals Committee</td> </tr> <tr> <td>◦ International Students Advisory Committee</td> <td>◦ Scholarship Committee</td> </tr> <tr> <td>◦ Matriculation and Transfer Advisory Committee</td> <td></td> </tr> <tr> <td>◦ Registration Committee</td> <td></td> </tr> </table> • Based on plans, determine staffing needs <u>Products:</u> The SSPC will be responsible for developing and submitting to the Strategic Planning Council the following: <ul style="list-style-type: none"> • Strategic Plans for all Student Services departments • Three-year operating plans for all Student Services departments • Annual Plan and Budget for all Student Services departments • Annual Progress Report • Annual Priorities of Staffing Needs <u>Reporting Relationship:</u> Strategic Planning Council | | | | | | | | | | ◦ Academic Review Committee | ◦ Bookstore Advisory Committee | ◦ DSP&S DRC Advisory Committee | ◦ Food Services Advisory Committee | ◦ EOP&S Advisory Committee | ◦ Financial Aid Advisory & Appeals Committee | ◦ International Students Advisory Committee | ◦ Scholarship Committee | ◦ Matriculation and Transfer Advisory Committee | | ◦ Registration Committee | |
| ◦ Academic Review Committee | ◦ Bookstore Advisory Committee | | | | | | | | | | | | | | | | | | | | |
| ◦ DSP&S DRC Advisory Committee | ◦ Food Services Advisory Committee | | | | | | | | | | | | | | | | | | | | |
| ◦ EOP&S Advisory Committee | ◦ Financial Aid Advisory & Appeals Committee | | | | | | | | | | | | | | | | | | | | |
| ◦ International Students Advisory Committee | ◦ Scholarship Committee | | | | | | | | | | | | | | | | | | | | |
| ◦ Matriculation and Transfer Advisory Committee | | | | | | | | | | | | | | | | | | | | | |
| ◦ Registration Committee | | | | | | | | | | | | | | | | | | | | | |
| Meeting Schedule: Second and Fourth Wednesdays – 9:30 to 11:00 a.m. | | | | | | | | | | | | | | | | | | | | | |
| Chair: Vice President, Student Services | | | | | | | | | | | | | | | | | | | | | |
| Members: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Dean, Counseling/Matriculation Services Dean, Student Support Programs Director, Health Services Director, Athletics Director, Enrollment Services Director, Student Affairs Research Analyst Two Classified Unit Employees appointed by CCE/AFT (one from Student Services) </td> <td style="width: 50%; vertical-align: top;"> Director, Career Services or Transfer Center One EOP&S Faculty Member One DSP&S DRC Faculty Member Chair, Counseling (or designee) One Faculty member appointed by Faculty Senate from Instructional Areas One faculty member who is also on the Faculty Senate One Student appointed by ASG One CAST member from Student Services appointed by CAST </td> </tr> </table> | | | | | | | | | | Dean, Counseling/Matriculation Services Dean, Student Support Programs Director, Health Services Director, Athletics Director, Enrollment Services Director, Student Affairs Research Analyst Two Classified Unit Employees appointed by CCE/AFT (one from Student Services) | Director, Career Services or Transfer Center One EOP&S Faculty Member One DSP&S DRC Faculty Member Chair, Counseling (or designee) One Faculty member appointed by Faculty Senate from Instructional Areas One faculty member who is also on the Faculty Senate One Student appointed by ASG One CAST member from Student Services appointed by CAST | | | | | | | | | | |
| Dean, Counseling/Matriculation Services Dean, Student Support Programs Director, Health Services Director, Athletics Director, Enrollment Services Director, Student Affairs Research Analyst Two Classified Unit Employees appointed by CCE/AFT (one from Student Services) | Director, Career Services or Transfer Center One EOP&S Faculty Member One DSP&S DRC Faculty Member Chair, Counseling (or designee) One Faculty member appointed by Faculty Senate from Instructional Areas One faculty member who is also on the Faculty Senate One Student appointed by ASG One CAST member from Student Services appointed by CAST | | | | | | | | | | | | | | | | | | | | |

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

Reviewed by Strategic Planning Council:

Comments:

| | |
|---------|---------------|
| 9/16/03 | First Reading |
| 10/7/03 | Approved |
| 2/1/05 | First Reading |
| 2/15/05 | Approved |

Approved by PAC: 10/2/01



DRAFT

PALOMAR COMMUNITY COLLEGE DISTRICT

Board Policy 550: Use of District Facilities

October 1985

November 1992

November 2002

April 2003

November 2003

July 2004

September 2004

Board Policy 550

BP 550

Use of District Facilities (92-15349)

The Mission of Palomar Community College District includes service to northern San Diego County residents to provide programs in health, recreation, physical development and opportunities for athletic competition; and to serve as an intellectual, cultural, and artistic center for the people of northern San Diego County. Palomar College is an educational leader committed to quality learning. We provide our community knowledge, information, skills, and aesthetic appreciation necessary to live responsibly, effectively and creatively in an interdependent and changing world.

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

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

The California Education Code extends the power to the Governing Board of the Palomar Community College District to "grant the use of college facilities or grounds" for a variety of public uses "upon such terms and conditions as the board deems proper," subject to restrictions and limitations set by the Code. Palomar Community College instructional programs have priority in the use of Palomar Community College facilities, and student and community activity needs follow in priority.

No use shall be inconsistent with the use of the buildings or grounds for Palomar Community College purposes, or interfere with the regular conduct of instruction. (Ed Code 82531)

Palomar Community College reserves the right to deny rental of its facilities to any group, individual, or activity which, in the judgment of the Administration, is not consistent with the mission, goals, objectives and safety procedures of the institution; which could result in the destruction of property or bodily injury to participants; or which conflicts with educational activities.

Civic Center events held by organizations, clubs or association organized for cultural activities and general character building or welfare purposes or public agencies or senior citizens organizations that are held without charge or solicitation (Civic Center Act – Ed Code 38130 et seq.) Whenever any college facility or grounds is required for educational purpose, a Use of Facilities application may be denied or cancelled in accordance with Governing Board policies. Palomar Community College, at its discretion, shall have the right to cancel and terminate a Civic Center Application immediately and without notice upon its discovery of a violation of any term, condition, or provision of the permit or practice of discrimination on the part of the lessor. Should any such violation occur, the college, at its discretion, shall have the right to deny any future requests by the lessor for the use of any college property or facilities.

In recognition of the direct and indirect expenses imposed upon facilities and personnel for other than regular use, a use fee shall be charged. The Governing Board may charge a rental fee for direct costs associated with the facility use, or for fair rental value of the facility or grounds. The associated procedures specify which activities shall be charged direct costs and which shall be charged fair rental value. EC 82530 et seq., 109000 et seq., 81378; GB 10-85, GB 11-10-92

Procedure 550

550

Use of District Facilities

(New)Activities Eligible for Free Use/Civic Center Act

Civic Center events held by organizations, clubs or association organized for cultural activities and general character building or welfare purposes or public agencies or senior citizens organizations that are held without charge or solicitation (Civic Center Act – Education Code Section 38130 et seq.) Whenever any college facility or grounds is required for educational purposes, a Use of Facilities application may be denied or cancelled in accordance with Governing Board policies. Palomar Community College, at its discretion, shall have the right to cancel and terminate a Civic Center Application ~~Permit~~ immediately and without notice upon its discovery of a violation of any term, condition, or provision of the permit or practice of discrimination on the part of the lessor. Should any such violation occur, the college, at its discretion, shall have the right to deny any future requests by the lessor for the use of any other college property or facilities.

Activities Eligible for Direct-Cost Rental Fee THIS SECTION IS NOT CLEAR*

Student clubs and organizations not affiliated with Palomar Community College; fundraising entertainment or meetings where admission fees charged or contributions solicited are expended for the welfare of the students of Palomar Community College; parent-teacher's associations; school/community advisory councils; Campfire and Scout troops; senior citizens' organizations; other public agencies; organizations for general cultural activities, character building, or welfare purposes. (Ed Code 82542a) *The costs of opening and closing the facilities; cost of a Palomar Community College employee's presence during the organization's use of the facilities, if an administrator determines that supervision is needed; cost of janitorial custodial services; cost of utilities directly attributable to the organization's use of the facilities. (Ed Code 82542e)

Activities Eligible for Fair-Market Rental

Church or religious organizations for the conduct of religious services for temporary periods; entertainment or meetings where admission fees are charged or contributions are solicited and the net receipts of fees or contributions are not expended for the welfare of the students of Palomar Community College or for charitable purposes. (Ed Code 82542c) Fair-market rental value means the direct costs to Palomar Community College, plus the amortized costs of Palomar Community College facilities or grounds used for the duration of the activity authorized. (Ed Code 82542f)

Exempt Status Approval

Fee exempt organizations must obtain exemption status approval by the Palomar College Governing Board.

Gifts-in-kind NOTE: The District has no written procedures regarding this request.

{NEW} Build linkages between the global sports community and/or fee exempt organizations and Palomar Community College to facilitate the transfer of donated sports equipment to advance sport development. Participating organizations will encourage products and service donations (example: starting blocks/diving blocks for swimming pool) for sports and recreational activities that positively impact the health, social development and well being of Palomar College students. All donations must be board approved or they could be tracked by the Contracts Office and reported on a 60-day activity report. In-kind donations are not processed through the Foundation Office (they only process equipment and material donations). Volunteers who donate their time to perform any service must follow guidelines and complete paperwork to cover incidentals pertaining to the college's liability.

Fair-Market Rental Charges

Fair-market rental value means the direct costs to Palomar Community College, plus the amortized costs of Palomar Community College facilities or grounds used for the duration of the activity authorized. (Ed Code 82542f)

Certificate of Insurance

The Governing Board of Palomar Community College District requires any outside group or organization granted the use of facilities, to obtain a certificate of insurance from a liability insurance carrier. This Certificate of Insurance confirming \$1,000,000 combined single-limit general-liability coverage naming the Palomar Community College District as an additional insured and a copy of the endorsement to the policy naming the Palomar Community College District as an additional insured must be submitted to Palomar Community College for approval two weeks prior to using any Palomar Community College property. Permission to use college facilities is with the express understanding and condition that the individual or organization will assume full responsibility for any loss or damage resulting from such use and agrees to hold harmless and indemnify the District against any loss or damage claim arising out of such loss. The user shall be responsible for leaving the facilities in the condition in which they were found, including the removal of any ~~special~~ decorations or materials. Failure to do so will result in an additional charge for repair of damage and for custodial **(New)** Failure to submit the Certificate of Insurance two weeks prior to the event will be cause for cancellation of approval to use college facilities as requested.

Application and Approval Process for Use of District Facilities

The application for Use of District Facilities may be obtained in the Instruction Office or in the Office of the Director, Student Activities **Affairs (New)** or from the Palomar College Instruction Office website. ~~Any facility is~~ All facilities are subject to unavailability due to construction or repair.

Off-campus organizations should submit completed forms to the Instruction Office. After verification of availability of the facility and coordination with all staff to ensure availability of support services, the application is forwarded to the Manager, Instructional Operations and Services, for final approval and assessment of fees. Upon completion of this process, the potential lessor will be notified of the resolution of the request.

An authorized representative of the organization must return the completed forms along with the non-refundable \$50 application fee within two (2) weeks of first contact in order to officially reserve the facility. Failure to meet this schedule will result in the cancellation or rescheduling of the event. For rental of the Howard Brubeck Theatre, an additional security deposit must be paid within two (2) weeks of first completed application. ~~Cancellation: if the event is canceled no less than six (6) weeks in advance, a refund of the deposit and security fee will be made. No refund will be made otherwise.~~ Approved forms will be returned to the lessor by U.S. Mail and must be in possession of the lessor when the facility is being used. Because of the complexity of this process, a minimum of 15 working days must be allowed between receipt of the completed application and the event date. **(New)** No changes to the initial application will be accepted after approval has been granted. In the event of a cancellation of an approved Application for Use of College Facilities by the applicant, that applicant or organization may be liable for all college costs and expenses in preparing the facility for its use. Permission to use the Palomar Community College facilities is subject to cancellation by Palomar Community College for operational or physical emergency. Losses or expenses incurred by the applicant due to such cancellation are not the responsibility of Palomar Community College. In such cases Palomar Community College will make every effort to offer a suitable alternate date.

Palomar Community College Student Organizations

Palomar Community College student organizations shall be permitted use of facilities provided such use pertains to the educational, cultural or recreational activities of the College. Student organizations must follow the established application process and submit completed forms to the Office of the Director; Student Affairs {establish procedures}

Palomar Community College Department or Employee Sponsorship

After verification of availability of the facility and coordination with all staff to ensure availability of support services, the application is granted final approval by the Director, Student Activities Affairs or designee the application continues through the established process for approval. Approved forms will be returned to the lessor by U. S. Mail or by Campus Mail and must be in possession of the lessor when the facility is being used.

(New) Whenever a Palomar College Department or employee co-sponsors an event with an off-campus group, such events shall be treated as off-campus sponsored and shall be charged accordingly. Certain specialized facilities have extraordinary expenses associated with other-than-instructional uses. Such added expenses will be charged to the unit incurring the expense. Complimentary use, extended to off-campus organizations by Palomar Community College representatives, will be charged to the unit which extends the offer. A portion of rental fees may be used to offset depreciation of the facility and associated equipment.

Publicity

Palomar Community College assumes no responsibility for references to event locations announced in any medium or printed in brochures or fliers. Lessors must have approved request application forms in their possession before proceeding with publicity.

Available Facilities, Services and Equipment

While Palomar Community College is eager to accommodate all potential users, not all College facilities, services and equipment are available for use. Normally, only those facilities of a public nature can be made available. Private offices, administrative offices, storage and workrooms are never available. Science and computer laboratories are made available by special permission. The cost of supervision is passed on to the user.

Similarly, only services of a general nature are available. Palomar Community College will provide routine police supervision. College police personnel are commissioned law enforcement officers (please refer to section A for parking information).

Some College equipment is available for use. Items include slide projectors, movie projectors, TV/VCR carts, overhead projectors, theatrical lighting and sound equipment and scoreboards. Use and operation of certain equipment is limited to College personnel.

Overtime, premium time and "call back" surcharges will be made whenever applicable. To minimize personnel costs, all sponsoring groups are urged to consider their needs carefully. Personnel costs are in addition to any rental costs for the facility and equipment.

(New) Posting of Literature, Signs or Banners

Posting structures or signage may not be erected or assembled on college premises, nor may electrical, mechanical or other equipment be brought thereon unless special approval has been obtained in advance.

Food Service

Palomar Community College will provide and operate all concessions on campus. Consumption or sale of food or refreshments will not be permitted unless prior approval is given during the application process.

Americans with Disabilities Act Compliance

Palomar Community College offers all persons equal access and opportunities to participate in its services, programs and activities. The College has made every effort to accommodate individuals with special needs. Special arrangements may be necessary to supplement the accessibility of the Palomar College campus. Palomar Community College will make every effort to assist the requestor in meeting compliance standards.

Personnel

Application to use facilities automatically presumes a request by the applicant for assignment of appropriate College personnel, including police and facilities personnel. Palomar Community College shall determine the number and type of College personnel to be assigned to an event. The sponsoring organization may not designate individuals to operate College equipment or facilities where the College determines that a level of skill is needed to perform a specific function. Palomar Community College will provide a list of necessary personnel and their fees to be charged to the sponsoring organization when approval is given.

Palomar Community College employees will not be required to help load or unload non-College equipment unless specifically requested on the Use of Facilities Request Form. The sponsoring organization is responsible for all overtime charges incurred as a result of their use of College facilities.

Depending on the nature of the event, other College personnel may be necessary. It is the responsibility of the requestor to identify needs that may require additional personnel. Such personnel will be hired by the College and billed to the sponsoring organization.

Safety Regulations

The user at all times during the use and occupancy of the premises shall thoroughly comply with all ordinances, laws, and regulations affecting the use and occupancy thereof, including all state and local fire, health, and safety laws, ordinances and regulations.

Lighted candles and any devices having any form of open flame are prohibited; any material or device, which constitutes a fire hazard, is expressly prohibited.

The possession and carrying of firearms and weapons of any kind on College premises shall be prohibited, except for police officers.

Riding of bicycles, skateboards and scooters on the walkways and paths of Palomar College is strictly prohibited.

Conduct/Regulations

Palomar Community College maintains a smoke-free environment. Smoking is prohibited in all college facilities. Smoking is permitted only on blacktop areas located outside College buildings.

Eating or drinking is prohibited in all classrooms, lecture halls and the theater.

The use of decorations or application of materials to walls, ceilings, or floors is severely restricted and such uses must be on the Use of Facilities Request Form.

Adult leaders of using organizations serving minors shall remain with their group during all activities, and be responsible for the conduct of their groups.

No structures may be erected or assembled on College premises nor may any electrical, mechanical, or other equipment be brought thereon without prior written approval of Palomar Community College.

In the Event of an Emergency

Blue emergency phones are located on campus. Dial 2289 and the campus police will respond, or call 9-911.

**PALOMAR COMMUNITY COLLEGE DISTRICT
FEE SCHEDULE FOR USE OF COLLEGE FACILITIES**

NOTE: THESE FEES ARE SUBJECT TO CHANGE AT THE DISCRETION OF PALOMAR COLLEGE, AND APPLY ONLY TO ROOM RENTAL. THEY DO NOT COVER OTHER COSTS THAT MAY BE INCURRED IN SETTING UP/BREAKING DOWN THE FACILITY OR FOR ADDITIONAL SECURITY PROVIDED BY CAMPUS POLICE.

| COLLEGE FACILITY | ROOM CAPACITY | FACILITIES DEPARTMENT DIRECT COST PER USE* | FAIR MARKET VALUE PER USE* |
|--|---|--|---------------------------------------|
| STUDENT UNION – MAIN DINING ROOM STANDARD SERVICES: UTILITIES, FURNITURE, RESTROOMS (KITCHEN UNAVAILABLE) SUBJECT TO APPROVAL BY THE OFFICE OF STUDENT AFFAIRS | | \$100.00 | \$350.00 |
| STUDENT UNION – STAFF LOUNGE STANDARD SERVICES: UTILITIES, FURNITURE, RESTROOMS (KITCHEN UNAVAILABLE) SUBJECT TO APPROVAL BY THE OFFICE OF STUDENT AFFAIRS | | \$40.00 | \$150.00 |
| CLASSROOM – STANDARD STANDARD SERVICES: UTILITIES, FURNITURE, RESTROOMS | 1-60 | \$35.00 | \$100.00 |
| CLASSROOM – SMALL LECTURE STANDARD SERVICES: UTILITIES, FURNITURE, RESTROOMS | 60-99 | \$50.00 | \$150.00 |
| CLASSROOM – LARGE LECTURE STANDARD SERVICES: UTILITIES, FURNITURE, RESTROOMS | OVER 100 | \$75.00 | \$200.00 |
| DANCE STUDIO STANDARD SERVICES: UTILITIES, RESTROOMS | RECOMMEND REMOVING FROM LIST, LIMIT USE TO P.C. CLASSES/EVENTS ONLY | \$100.00 | \$250.00 |
| PERFORMANCE LAB STANDARD SERVICES: UTILITIES, FURNITURE, RESTROOMS | SAME AS ABOVE | \$50.00 ADDITIONAL COSTS FOR PIANO TUNING | \$25.00 \$150.00 |

*Additional expenses may be incurred for such items as: Staff Overtime, custodial services, security Campus Police or other services. A Use is considered to be 4 hours or less. Additional hours in one calendar day shall be charged in multiples of 4 hours.

| COLLEGE FACILITY | ROOM CAPACITY | FACILITIES DEPARTMENT DIRECT COST PER USE* | FAIR RENTAL VALUE PER USE* |
|---|---|--|---|
| GYMNASIUM (DOME) STANDARD SERVICES: UTILITIES, SCOREBOARD, RESTROOMS SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | RECOMMEND REMOVING FROM LIST, LIMIT USE TO P.E AND ATHLETIC DEPT. AND COLLEGE EVENTS ONLY | \$150.00 \$50.00 PER HOUR | \$500.00 |
| GYMNASIUM (DOME) INCLUDING SHOWER ROOMS STANDARD SERVICES: UTILITIES, SCOREBOARD, RESTROOMS, + SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | RECOMMEND REMOVING FROM LIST, LIMIT USE TO P.E AND ATHLETIC DEPT. AND COLLEGE EVENTS ONLY | \$200.00 \$75.00 PER HOUR | \$800.00 |
| POOL QUALIFIED LIFEGUARD FURNISHED BY LESSOR MUST BE IN ATTENDANCE AND IS REQUIRED TO PROVIDE PROOF-OF-INSURANCE, FIRST-AID CERTIFICATION AND CPR CERTIFICATION SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | | \$36.00 RATES PER LANE/PER HOUR | \$500.00 FULL DAY |
| FOOTBALL FIELD STANDARD SERVICES: UTILITIES, RESTROOMS SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | | \$50.00* | \$150.00 |
| TRACK STANDARD SERVICES: UTILITIES, RESTROOMS SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | | \$20.00 | \$50.00 |
| BASEBALL/SOFTBALL FIELD STANDARD SERVICES: UTILITIES, RESTROOMS SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | | \$60.00 \$50.00* | \$200.00 |
| SOCCER FIELD STANDARD SERVICES: UTILITIES, RESTROOMS SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | | \$50.00* | \$150.00 |
| TENNIS COURTS (DAY ONLY) STANDARD SERVICES: UTILITIES, RESTROOMS SUBJECT TO APPROVAL BY THE ATHLETICS DIRECTOR | | \$20 PER COURT \$30.00 PER COURT* | \$40 PER COURT \$50.00 PER COURT PER USE |
| PARKING LOTS | | \$2.00 A DAY PER SPACE | \$10.00 A DAY PER SPACE |

*Additional expenses may be incurred for such items as: Staff Overtime, custodial services, security Campus Police or other services. A Use is considered to be 4 hours or less. Additional hours in one calendar day shall be charged in multiples of 4 hours.

+NO PERSON WEARING STREET SHOES OF ANY TYPE SHALL BE PERMITTED ON THE GYM FLOOR.

PALOMAR COLLEGE THEATRE USE FEES (Review by Performing Arts)

| CATEGORY OF USE | ROOM CAPACITY | RENTAL FEE | OTHER COSTS |
|---|---------------|------------|--------------------|
| A. PALOMAR COLLEGE PERFORMING ARTS PROGRAMS (DANCE, MUSIC, THEATRE) SUBJECT TO APPROVAL BY THE MANAGER, THEATRE OPERATIONS | | NONE | CREW AND MATERIALS |
| B. COLLEGE ADMINISTRATION USE SUBJECT TO APPROVAL BY THE MANAGER, THEATRE OPERATIONS | | NONE | CREW AND MATERIALS |
| C. COLLEGE INSTRUCTIONAL OR STUDENT SERVICES PROGRAMS SUBJECT TO APPROVAL BY THE MANAGER, THEATRE OPERATIONS | | NONE | CREW AND MATERIALS |
| D. ASG SPONSORED EVENTS | | \$375.00* | CREW AND MATERIALS |
| E. PUBLIC SERVICE SAME AS ASG SPONSORED EVENTS EXCEPT WHEN ADMISSION FEES ARE CHARGED OR CONTRIBUTIONS ARE SOLICITED, IN WHICH CASE THE FEE WILL BE THE SAME AS FOR GROUPS SUBJECT TO APPROVAL BY THE MANAGER, THEATRE OPERATIONS | | | CREW AND MATERIALS |
| F. GROUPS SUBJECT TO APPROVAL BY THE MANAGER, THEATRE OPERATIONS EVENTS WILL BE LIMITED TO THOSE DETERMINED BY THE DEAN, ARTS, MEDIA, BUSINESS AND COMPUTING SYSTEMS, TO POSE NO UNREASONABLE RISK OF LIABILITY TO THE COLLEGE OR DAMAGE TO THE FACILITY OR THE EQUIPMENT AND FURNISHINGS. USE OF THE THEATRE FOR PERFORMING ARTS PROGRAMS WILL TAKE PRECEDENCE. ALL PERFORMANCE AND REHEARSAL DATES ARE SUBJECT TO AVAILABILITY OF THE FACILITY. | | \$500.00* | |

*RENTAL FEE INCLUDES 6 HOURS OF THEATRE USE INCLUDING REHEARSAL TIME. EACH ADDITIONAL HOUR OR PORTION OF AN HOUR FOR REHEARSAL OR PERFORMANCE TIME WILL BE CHARGED AT THE RATE OF \$62.50 PER HOUR FOR CATEGORIES E AND \$81.25 PER HOUR FOR CATEGORY F.

For categories A, B and C, the Manager, Theatre Operations will determine what staff is required to prepare setup and execute the program. The appropriate department, division, campus group, or other sponsor of the event will be billed at the prevailing rate for the staff required. Required crew expenses must be borne by the department requesting the facility. **{Equipment for Categories A, B, C include: house lights, standard concert lighting and two microphones – public address only}**

For categories D, E, and F, a fee will be charged to pay for the Theatre Technician, Sound Technician and Student Assistants at the prevailing wages, including overtime when applicable, as well as custodial services and security Campus Police deemed necessary by the ~~Superintendent of Buildings and Grounds~~ Director of Facilities and the Chief of Police. Required additional staffing is at the discretion of the Theatre Technician or Production Manager in consultation with the Dean of Languages & Literature, Arts, Media, Business and Computing Systems. **{Rental Fee for Categories D, E, F includes: setup, rehearsal and performance time not to exceed six hours, house lights, standard concert lighting or a maximum of 45 lighting instruments, two microphones – public address only}**

The rental fee does not include use of the Scene Shop. Additional equipment will require an additional fee. Consumable materials will be charged at replacement cost.

| CATEGORY OF USE | ROOM CAPACITY | RENTAL FEE | OTHER COSTS |
|--|---------------|---|-------------|
| BOX OFFICE SERVICE FEE BOX OFFICE SERVICE INCLUDES TELEPHONE RESERVATIONS AND TICKET SALES FROM 1-5PM, MONDAY THROUGH FRIDAY, AND ONE HOUR PRIOR TO EACH PERFORMANCE AND ARE AVAILABLE FOR THE LISTED FEE SCHEDULE | | CATEGORY A, B, C (NO FEE) CATEGORY D,E,F (\$100 PER WEEK)* *THE FEE DOES NOT INCLUDE TICKETS WHICH MUST BE PROVIDED BY THE LESSEE. | |

No cameras or other recording devices will be allowed in the theatre unless their use has been approved in advance by the Theatre Manager, the event sponsor and the performing artists as applicable.

PALOMAR COLLEGE PLANETARIUM SHOWS FEE STRUCTURE

Category of Use (submitted 7/11/02 to be in effect for the fall 2002 semester)

1. Increase the fee charges for School Shows from \$1.00 to \$2.00.
2. Increase the minimum fee charged for School Shows from \$40.00 to \$60.00. This is the fee we charge school groups that have less than 40 people attending the show.
3. Increase the Late Cancellation Fee for School Shows from \$20.00 to \$40.00. This is the fee we charge groups that cancel their reservation within two weeks of their scheduled show or do not show up at all.
4. Increase the fee we charge for the Evening Programs from \$3.00 for adults and \$2.00 for students with a PIC card and children under 12 years old to \$4.00 for adults and \$3.00 for students with a PIC card and children under 12 years old.
5. The policy of a group of 10 and over, paying in advance will still be in effect with the fee increases.
6. Initiate a Season Ticket Program for the Evening Shows as follows:
 - a. Patrons can purchase a Season Ticket Pass good for all four of the different shows that we offer during the year.
 - b. The price of the Season Ticket Pass will be \$12.00 for adults and \$8.00 for students with a PIC card and children under 12 years old.
 - c. The Season Ticket Pass is only good for the year that it was issued.
 - d. The Season Ticket Pass enables the holder to obtain a discount on the shows fees, but it does not reserve a seat for a particular show. This will allow greater flexibility for the holder to choose one of the four opportunities for that particular program. The holder must call to make a reservation.
 - e. Procedures, etc. are listed in the Planetarium Show Season Ticket Pass Program.

AUDIO-VISUAL RENTAL

Requests for A.V. services should be submitted after the Use of Facilities Application has been approved and the applicant has received notification. At that time please **contact Lee Hoffmann** in the Library, **LL 107** or at Ext. **2640**. To schedule equipment and a technician for special events please fill out the form on the Palomar website and send it to the A.V. department. A minimum of seven (7) days is required to schedule equipment and 14 days to schedule a technician. For more complex set-ups, more lead time may be needed. If a technician is required during non working hours overtime charges apply.

Items Available for Rental:

- Overhead projector
- 35mm Slide projector
- VHS playback
- 16mm projector
- Screen
- Data Projector (mega)
- Laptop computer
- Digital Camera
- CD/Cassette Player

PARKING POLICY & PROCEDURE

POLICY:

Any individual or group utilizing District parking facilities must properly display a valid parking permit or have received approval by completing an "Application for Planned Event Parking Permits" form and submitting it to Campus Police as per established procedures. Campus Police shall only issue visitor and vendor parking permits. Campus Police is the only department to approve parking on campus for any event.

PROCEDURE:

Requests for parking permits should be submitted after the Use of Facilities Application has been approved and the applicant has received notification. Application for Planned Event Parking Permits may be obtained from the Campus Police Office or by submitting an application request electronically through the Campus Police website. http://www.palomar.edu/police/event_pass.htm. The form will be required to be submitted to the Campus Police **no later than three weeks prior to the event**. This is necessary due to the amount of multiple events and the need to prioritize usage, based on the date of the request. No permits will be issued prior to the Police Department receiving payment. A 10% charge will be added to any requests received later than three weeks prior to the event.

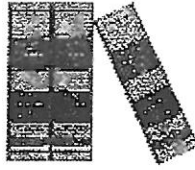
Campus Police will make arrangements for the sponsor to pick up parking permits two weeks prior to the event. This will allow the sponsor to mail or deliver the permits to attendees.

Parking fees for your event per parking space will be \$3.00 per day. Sponsors will be responsible for notifying attendees of the approved parking lot(s). All sponsors not complying with the procedure will be responsible to advise their attendees they will be required to purchase a daily parking pass from parking machines located in LOTS 3, 9 or 12 the day of the event. Purchased daily parking permits may only be used in Student/General Lots.

Regularly schedule semester events such as individual athletic events*¹ and theatre productions may be processed on one form per semester with an attached schedule. Parking enforcement will be suspended during the approval times and location. Visitor passes will be required for such events upon approval.

¹ This excludes tournaments, playoff games, championship games, etc.

APPENDIX A



EDUCATION CODE SECTION 40040 - 40046

40040. This article shall be known and may be cited as the Civic Center Act.

40041.(a) There is a civic center at each and every public school facility and grounds within the state where the citizens, parent- teachers' associations, camp fire girls, boy scout troops, farmers' organizations, school-community advisory councils, senior citizens' organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment pertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside.

(b) The governing board of any school district may grant the use of school facilities or grounds as a civic center upon the terms and conditions the board deems proper, subject to the limitations, requirements, and restrictions set forth in this article, for any of the following purposes.

1. Public literary, scientific, recreational, educational, or public agency meetings.
2. The discussion of matters of general or public interest.
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization that has no suitable meeting place for the conduct of the services, provided the governing board charges the church or religious organization using the school facilities or grounds a fee as specified in subdivision (d) of Section 40043.
4. Child care or day care programs to provide supervision and activities for children of preschool and elementary school age.
5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies.
6. Supervised recreational activities including, but not limited to, sports league activities for youths that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination.
7. Other purposes deemed appropriate by the governing board.

40041.5 Notwithstanding Section 40043, the governing board of any school district shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The governing board shall cooperate with these agencies in furnishing and maintaining such services as the governing board may deem necessary to meet the needs of the community.

40042. The management, direction, and control of school facilities under this article is vested in the governing board of the school district which shall promulgate all rules and regulations necessary to provide, at a minimum, for the following:

1. Aid, assistance, and encouragement to any of the activities authorized in Sections 40041 and 40041.5.
2. Preservation of order in school facilities and on school grounds, and protection of school facilities and school grounds, including, if the governing board deems necessary, appointment of a person who shall have charge of the school facilities and grounds for purposes of their preservation and protection.
3. That the use of school facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork.

40043. (a) The governing board of any school district shall authorize the use of any school facilities or grounds under its control, when an alternative location is not available, to nonprofit organizations, and clubs or associations organized to promote youth and school activities, including, but not limited to:

1. Girl Scouts, Boy Scouts, Camp Fire, Inc.
2. Parent-teachers' associations.
3. School-community advisory councils. This subdivision shall not apply to any group that uses school facilities or grounds for fundraising activities that are not beneficial to youth or public school activities of the district, as determined by the governing board.

(b) Except as otherwise provided by law, the governing board may charge an amount not to exceed its direct costs for use of its school facilities. Each governing board that decides to levy these charges shall first adopt a policy specifying which activities shall be charged an amount not to exceed direct costs.

(c) The governing board of any school district may charge an amount not to exceed its direct costs for use of its school facilities by any entity, including a religious organization or church that arranges for and supervises sports league activities for youths as described in paragraph (6) of subdivision (b) of Section 40041.

(d) The governing board of any school district that authorizes the use of school facilities or grounds for the purpose specified in paragraph (3) of subdivision (b) of Section 40041 shall charge the church or religious denomination an amount at least equal to the district's direct costs.

(e) In the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of the district or for charitable purposes, a charge shall be levied for the use of school facilities or grounds which charge shall be equal to fair rental value.

(f) If any group activity results in the destruction of school property, the group may be charged for an amount necessary to repay the damages, and further use of facilities may be denied.

(g) As used in this section "district costs" to the district for the use of school facilities or grounds means those costs of supplies, utilities, janitorial services, services of any other district employees, and salaries paid school district employees necessitated by the organization's use of the school facilities and grounds of the district.

(h) As used in this section, "fair rental value" means the direct costs to the district, plus the amortized costs of the school facilities or grounds used for the duration of the activity authorized.

(i) Any school district authorizing the use of school facilities or grounds under subdivision (a) shall be liable for any injuries resulting from the negligence of the district in the ownership and maintenance of those facilities or grounds. Any group using school facilities or grounds under subdivision (a) shall be liable for any injuries resulting from the negligence of that group during the use of those facilities or grounds. The district and the group shall each bear the cost of insuring against its respective risks and shall each bear the costs of defending itself against claims arising from those risks. Notwithstanding any other provision of law, this subdivision shall not be waived. Nothing in this subdivision shall be construed to limit or affect the immunity or liability of a school district under Division 3.6 (commencing with Section 810) of Title 1 of the Government Code, for injuries caused by a dangerous condition of public property.

40044. Any use, by any individual, society, group, or organization for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States or of the state by force, violence, or other unlawful means shall not be permitted or suffered. Any individual, society, group, or organization which commits any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government by force, violence, or other unlawful means while using school property pursuant to the provisions of this chapter is guilty of a misdemeanor.

40045. No governing board of a school district shall grant the use of any school property to any person or organization for any use in violation of Section 40044. For the purpose of determining whether or not any individual, society, group, or organization applying for the use of the school property intends to violate Section 40044, the governing board shall require the making and delivery to the governing board, by the applicant of a written statement of information the following form: STATEMENT OF INFORMATION The undersigned states that, to the best of his or her knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States by force, violence or other unlawful means; That _____, the organization on whose behalf he or she is making application for use of school property, does not, to the best of his or her knowledge, advocate the overthrow of the government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of his or her knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury. _____ (Signature) The school board may require the furnishing of additional information as it deems necessary to make the determination that the use of school property for which application is made would not violate Section 40044. Any person applying for the use of school property on behalf of any society, group, or organization shall be a member of the applicant group and, unless he or she is an officer of the group, must present written authorization from the applicant group to make the application. The governing board of any school district may, in its discretion, consider any statement of information or written authorization made pursuant to the requirements of this section as being continuing in effect for the purposes of this section for the period of one year from the date of the statement of information or written authorization.

40046. Written statements of information as required by Section 40045 need not be under oath, but shall contain a written declaration that they are made under the penalty of perjury, and any person so signing the statements who willfully states therein as true any material matter which he or she knows to be false, is subject to the penalties prescribed for perjury in the Penal Code.

APPENDIX B



EDUCATION CODE SECTION 82537-82548 (Use of School Property)

82537. (a) There is a civic center at each and every community college within the state where the citizens, Camp Fire Girls, Boy Scout troops, farmers' organizations, school-community advisory councils, senior citizens' organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside. Governing boards of the community college districts may authorize the use, by citizens and organizations of any other properties under their control, for supervised recreational activities. (b) The governing board of any community college district may grant the use of college facilities or grounds for public, literary, scientific, recreational, educational, or public agency meetings, or for the discussion of matters of general or public interest upon terms and conditions which the board deems proper, and subject to the limitations, requirements, and restrictions set forth in this article. (c) No use shall be granted in a manner that constitutes a monopoly for the benefit of any person or organization. (d) The use of any community college facility and grounds for any meeting is subject to reasonable rules and regulations as the governing board of the district prescribes, and shall not interfere with the use and occupancy of the community college facilities and grounds, as is required for the purposes of the community colleges of the state. (e) The management, direction, and control of the civic center are vested in the governing board of the community college district. (f) The governing board of the community college district shall make all needful rules and regulations for conducting the civic meetings and for such recreational activities as are provided for in this chapter and which aid, assist, and lend encouragement to the activities.

82542. (a) Except as provided in subdivision (b), the governing board of any community college district shall grant without charge the use of any college facilities or grounds under its control, pursuant to the requirements of this article, when an alternative location is not available, to nonprofit organizations and clubs and associations organized for general character building or welfare purposes, such as:

- (1) Student clubs and organizations.
 - (2) Fundraising entertainments or meetings where admission fees charged or contributions solicited are expended for the welfare of the students of the district.
 - (3) Parent-teachers' associations.
 - (4) School-community advisory councils.
 - (5) Camp Fire Girls, Girl Scout troops, and Boy Scout troops.
 - (6) Senior citizens' organizations.
 - (7) Other public agencies.
 - (8) Organizations, clubs, or associations organized for cultural activities and general character building or welfare purposes (such as folk and square dancing).
 - (9) Groups organized for the purpose specified in subdivision (g).
- (b) The governing board may charge those organizations and activities listed in subdivision (a) an amount not to exceed the following:

- (1) The cost of opening and closing the facilities, if no college employees would otherwise be available to perform that function as a part of their normal duties.
- (2) The cost of a college employee's presence during the organization's use of the facilities, if the governing board determines that the supervision is needed, and if that employee would not otherwise be present as part of his or her normal duties.
- (3) The cost of janitorial services, if the services are necessary, and would not have otherwise been performed as part of the janitor's normal duties.
- (4) The cost of utilities directly attributable to the organization's use of the facilities.

(c) The governing board may charge an amount not to exceed its direct costs or not to exceed fair rental value of college facilities and grounds under its control, and pursuant to the requirements of this article, for activities other than those specified in subdivision (a). Each governing board which decides to levy these charges shall first adopt a policy specifying which activities shall be charged an amount not to exceed direct costs and which activities shall be charged an amount not to exceed fair rental value.

(1) As used in this section, "direct costs" to the district for the use of college facilities or grounds means those costs of supplies, utilities, janitorial services, services of any other district employees, and salaries paid community college district employees necessitated by the organization's use of the college facilities and grounds of the district.

(2) As used in this section, "fair rental value" means the direct costs to the district, plus the amortized costs of the college facilities or grounds used for the duration of the activity authorized.

(d) The governing board of any college district which authorizes the use of college facilities or grounds for the purpose specified in subdivision (e) shall charge the church or religious denomination an amount at least equal to the fair rental value of the facilities or grounds.

(e) The governing board of any community college district may grant the use of college facilities or grounds to any church or religious organization for the conduct of religious services for temporary periods where the church or organization has no suitable meeting place for the conduct of these services upon the terms and conditions as the board deems proper, and subject to the limitations, requirements, and restrictions set forth in this article. The governing board shall charge the church or religious organization using the property for the conduct of religious services a fee as specified in subdivision (d). (f) In the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts of the admission fees or contributions are not expended for the welfare of the students of the district or for charitable purposes, a charge shall be made for the use of the college facilities, property, and grounds, which charge shall not be less than the fair rental value for the use of the college facilities, property and grounds, as determined by the governing board of the district. The governing board may, however, permit the use, without charge, by organizations, clubs, or associations organized for senior citizens and for cultural activities and general character-building or welfare purposes, when membership dues or contributions solely for the support of the organization, club, or association, or the advancement of its cultural, character-building or welfare work, are accepted. (g) The governing board of a community college district may grant the use of college facilities, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and may cooperate with these agencies in furnishing and maintaining services deemed by the governing board to be necessary to meet the needs of the community.

82544. Lighting, heating, janitor service, and the services of the person when needed, and other necessary expenses, in connection with the use of community college buildings and grounds pursuant to this article, shall be provided for out of the county or special school funds of the respective community college districts in the same manner and by the same authority as similar services are provided for.

82548. The governing board of any community college district may require any person, group, or organization granted the use of community college property pursuant to this article for the purposes of athletic activities to obtain a certificate of insurance from a liability insurance carrier and to submit such certificate to the district for approval prior to using any district property. The certificate shall evidence a minimum coverage of three hundred thousand dollars (\$300,000) for any liability for injury or damage to property which may arise out of such use of community college property. The governing board of any community college may require more than such minimum coverage.

USE OF FACILITIES AD HOC COMMITTEE

Bruce Bishop, Student Affairs
Mike Ellis, Facilities
Jo Anne Giese, Administrative Services
Robert Gilson, Performing Arts
Ken Jay, Business Services
Patrick Larmer, Performing Arts
Jerry Patton, Administrative Services
Donna Renner, Facilities
Marilyn Surbeck, Instruction
Diane Veach, Instruction
John Woods, Athletics

Writing Group Members

Jo Anne Giese
Donna Renner
Marilyn Surbeck
Diane Veach



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| GOVERNANCE STRUCTURE GROUP REQUEST |
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| Request submitted by | | | | | Date | | | |
| Proposed Name of Requested Group | | | | | | | | |
| | Council | | Committee | | Subcommittee | | Task Force | |
| Action Requested: | | | | Add | | Delete | | Change |
| Role, Products, Reporting Relationships: | | | | | | | | |
| | | | | | | | | |
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| Meeting Schedule: | | | | | | | | |
| Chair: | | | | | | | | |
| Members: | | | | | | | | |

Reviewed by Strategic Planning Council:

Comments:

_____ First Reading

_____ Approved/Denied

DRAFT

In response to several years of uncertain times, in the spring of 2004 the Strategic Planning Council (SPC) created a campus-wide constituency based task force, known as the Fiscal Stability Task Force (FSTF). FSTF has been working diligently since that time to accomplish the objectives assigned by SPC. This dedicated group of individuals consists of the broad constituency based Revenue Allocation Committee (RAC) plus two members from each of the four governance planning councils (Instructional Planning Council, Student Services Planning Council, Administrative Services Planning Council and Human Resources Planning Council.) FSTF has not operated as a decision maker but rather it has reviewed and made recommendations that impact both the on-going and one-time funds. In addition to addressing the fiscal stability of the District, its role has been one of developing processes, which consider the competing concerns of all while attaining the objectives assigned by SPC.

FSTF, the Fiscal Office and all members of the Palomar College District were surprised and somewhat dismayed when the actual FY03-04 ending balances were significantly higher than the initial projections. A significant contributing factor to the unexpected fund balance was a result of the sacrifices made by all to forego hiring personnel where needed and cutting back on spending. I applaud everyone for their efforts!

The unexpected increase in the FY03-04 ending balance provides an opportunity to address some pressing needs at Palomar College. Since the unexpected funds are one-time in nature, FSTF has recommended to SPC that any expenditures from this source should be one-time in nature as well. SPC agreed with that recommendation and therefore the Vice Presidents have been asked to submit via each Planning Council a list of prioritized needs that can be considered as one time. These requests will be provided to SPC and will be melded into a final prioritized list to be considered for submission to the Board of Trustees for approval.

FSTF has reviewed the General Fund Unrestricted and Designated Fund Balance and has determined that \$1.0 million of one time funds is available at this time. This amount has been determined based upon a recommendation that the reserve be increased to 5%. It allows for projected deficit financing for FY04-05, and is net of the estimated costs of salary settlements for all employees.

In addition, as a result of the latest actuarial study (May, 2002) the retiree medical fund is currently under-funded by just over \$27 million and may increase when the updated study is done this spring. Because the retiree medical liability is of concern to all employees, FSTF is recommending that the first \$2 million of continuation (not one-time) funds identified in the re-allocation of budget funds for FY04-05 and FY05-06 be used to offset this liability. If funds in excess of the \$2 million materialize, then RAC will review the overall budget situation and make a recommendation to SPC at that time.

FSTF has nearly completed its assigned tasks and will cease to exist by the end of February. As part of its process, FSTF developed ten Guiding Principles, which has as one of its core values a commitment to a budgeting process that is transparent and trustworthy. To that end, FSTF recommends that RAC function as a 3rd party review reporting to SPC. RAC will be tasked with identifying one time and continuation funds in the current and subsequent fiscal years and to review the fiscal records to identify additional funds that may become available in the course of the fiscal year as a result of timing or additional sources of revenues such as growth funds. If the District reaches its targeted growth it could mean an additional \$2.1 million for FY04-05, which would result in additional continuation funds.

Thank you to all for your commitment to student learning and the mission and goals of Palomar College.