STRATEGIC PLANNING COUNCIL AGENDA

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

CHAIR: Deegan
MEMBERS: Akins, Barton, Bishop, Cuaron, Doran, Dowd, Fernandez, Frady, Gowen, Halttunen, Ivey, Kovrig, Madrigal, McCluskey, Miyamoto, Plotts, Townsend-Merino, Stanley, Versaci, Waite, Wrenn
RECORDER: Ashour

		Attachments	Time
A.	**MINUTES**		5 min.
	1. Approve Minutes of October 4, 2005		
B.	**ACTION ITEMS/SECOND READING**		15 min.
	1. Accreditation Writing Team	Exhibit B1	
C.	**ACTION ITEMS/FIRST READING**		30 min.
	1. Facilities Review Committee Governance Structure Group Request	Exhibit C1	
	2. Technology Master Plan 2005 including Technology Resources Council Governance Structure Group Request	Exhibit C2	
D.	**DISCUSSION/INFORMATION ITEMS**		30 min.
	1. Review of SP 2009 Draft Objectives	Exhibit D1	
E.	**REPORTS OF PLANNING COUNCILS**		15 min.
	1. Administrative Services Planning Council –		
	2. Human Resource Services Planning Council – Jack Miyamoto		
	3. Instructional Planning Council – Berta Cuaron		
	4. Student Services Planning Council – Joe Madrigal		
F.	**REPORT FROM RAC**		10 min.
G.	**REPORTS OF CONSTITUENCIES**		15min.
	1. Administrative Association – Tom Plotts		
	2. Associated Student Government – Sam Wrenn		
	3. Confidential/Supervisory Team – Jenny Akins		
	4. CCE/AFT – Becky McCluskey		
	5. Faculty Senate – Katie Townsend-Merino		
	6. PFF/AFT – Rocco Versaci/Julie Ivey		
H.	**OTHER ITEMS**		

STRATEGIC PLANNING COUNCIL
MEETING MINUTES
October 18, 2005

The regular meeting of the Palomar College Strategic Planning Council was held on Tuesday, October 18, 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, Cuaron, Deegan, Doran, Gowen, Halttunen, Ivey, Madrigal, McCluskey, Miyamoto, Plotts, Stanley, Thompson, Townsend-Merino, Versaci, Waite
Members Absent:	Bishop, Dowd, Frady, Wrenn
Guests:	Chris Wick for Trisha Frady
Recorder:	Cheryl Ashour

A. MINUTES

1. Approve Minutes of October 4, 2005

MSCU to approve the Minutes of October 4, 2005, with revisions

B. ACTION ITEMS/SECOND READING

1. Accreditation Writing Team

A mid-term report is due March, 2006. The existing writing team lacks representation from the areas of technology and fiscal services. The previous writing team membership was reviewed. Faculty Senate will appoint the faculty representative. Discussion ensued on who should be included on the writing team. **(Exhibits B1a, B1b and B1c)**

MSCU to broaden our writing team for the progress report to include representation from the Technology Master Plan group, specifically Mark Vernoy and a second person appointed by Faculty Senate, one person from Fiscal Services, and the interim Vice President of Finance and Administrative Services.

C. ACTION ITEMS/FIRST READING

1. Facilities Review Committee Governance Structure Group Request

The request to add one senior/executive administrator from Student Services was discussed. **(Exhibit C1)** There is no representation from student services on the committee at this time. This item will return at the next meeting for a second reading/action.

2. Technology Master Plan 2005; Technology Resources Council Governance Structure Group Request

President Deegan thanked all of the members who produced the 2005 Technology Master Plan. Mark Vernoy gave a brief overview of the task force. He discussed the organization structure, budget, and innovation. The task force recommendations were discussed. The recommendation that the Technology Committee and the Computer Coordinating Committee be disbanded was debated. **(Exhibit C2)**

Dr. Vernoy presented the Technology Resources Council Governance Structure Group Request, with a suggested representation. **(Exhibit C2b)** The membership and meeting schedule were discussed. It was recommended that the name of the group be called Technology Resources Committee instead of Council. It was also recommended that the line "One Co-Chair appointed by the Superintendent/President include the words "from membership"."

This item will return at the next meeting for a second reading/action. SPC will be asked to accept the Technology Master Plan 2005 and approve the Technology Resources Committee Governance Structure Group Request.

D. DISCUSSION/INFORMATION ITEMS

1. Review of SP 2009 Draft Objectives

The timeline for SP 2009 was distributed and discussed. Handouts on objectives for Student Success, Teaching and Learning, Organizational and Professional Development, Resource Management, and Facilities Improvement were reviewed. SPC members were asked to go back to their constituent groups and share the information and get feedback. This item will return at the next meeting as an information item to discuss the feedback members received. **(Exhibits D1, D1b)**

E. REPORTS OF PLANNING COUNCILS

1. Administrative Services Planning Council – no report

2. Human Resource Services Planning Council

Jack Miyamoto reported that HRSPC met October 11. Sara Thompson discussed the process for institutional review for non-instructional programs.

3. Instructional Planning Council

Berta Cuaron reported that IPC will meet tomorrow. They plan to discuss the criteria for faculty positions. On Thursday the joint IPC/SSPC Councils will be meeting. The workgroup that was convened will be bringing back recommendations.

4. Student Services Planning Council

Lynda Halttunen reported that SSPC met on October 12. They discussed the Facilities Review Committee Governance Structure; the joint IPC/SSPC meeting; athletic assessment and institutional review. It was announced that Jim Bowen's wife recently died. Announcements of upcoming events were given.

F. RESOURCE ALLOCATION COUNCIL

Robert Deegan reported that RAC discussed the ending budgets for 2005 and the 75% return of ending balances.

G. REPORTS OF CONSTITUENCIES

1. **Administrative Association** – No report
2. **Associated Student Government** – No report
3. **Confidential/Supervisory Team** – No report
4. **CCE/AFT** – No report
5. **Faculty Senate –** No report
6. **PFF/AFT** – No report

H. ADJOURNMENT

Meeting adjourned at 3:30 p.m.

Ex 1a

COMMITTEE MEMBERSHIP LIST

Standard One: Institutional Mission

Chairperson:	Margie Adcock	Classified
	Patty Dixon	Faculty
	Bill Jahnel	Faculty
	Leo Melena	ASG
	Jay Schultz	Faculty
	Lise Telson	Administrator
	Chris Urner	Administrator
	Pat Worret	Faculty

Standard Two: Institutional Integrity

Chairperson:	Barb Kelber	Faculty
	Bill Bedford	Adj. Faculty
	Bruce Bishop	Administrator
	Judy Cater	Faculty
	Laura Gropen	Classified
	Leo Melena	ASG
	Pat Schwerdtfeger	Faculty
	Pam Webb	Classified
	Steve White	Faculty

Standard Three: Institutional Effectiveness

Chairperson:	Katheryn Garlow	Faculty
	Sue Doran	Classified
	Gene Jackson	Administrator
	Eamon Kavanagh	ASG
	Dalia Lopez	Classified
	Jerry Patton	Administrator
	Mollie Smith	Administrator
	Michelle Taramasco	Classified

Standard Four: Educational Programs

Chairperson: Judy Fish	Administrator
Michael Arguello	Faculty
Mary Dawson	Classified
Marlene DeLeon	Classified
Judy Eberhart	Administrator
Loren Lee	Faculty
Jon Panish	Faculty
Jennifer Paris	Faculty
Larry Roberts	Faculty
Becky Stephens	Faculty
Jason Terry	ASG
Diane Veach	Administrator
John Woods	Administrator

Standard Five: Student Support

Chairperson: Katherine Gannett	Administrator
Cheryl Ashour	Classified
Eloisa Castro	Classified
Robert Jones	Faculty
Tom Medel	Administrator
Carla Medina	ASG
Carol Naddi	Classified
Wilma Owens	Administrator

Standard Six: Information and Learning Resources

Chairperson: Terri Canela	Classified
Sherry Goldsmith	Faculty
Lynda Halttunen	Administrator
Shawna Hearn	Classified
Mike Rourke	Administrator
Connie Terry	ASG
Carla Thomson	Faculty

Standard Seven: Faculty and Staff

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

Standard Eight: Physical Resources

Chairperson:	Terry Gray	Administrator
	Sandra Andre	Adj. Faculty
	Phil Cerda	Classified
	Jo Ann Giese	Administrator
	Helen Johnson	Classified
	Herman Lee	Administrator
	Sue Mayfield	Classified
	Carla Medina	ASG
	Jane Mills	Faculty
	Chris Norcross	Classified

Standard Nine: Financial Resources

Chairperson:	Judy Dolan	Faculty
	Pam Kohlbry	Adj. Faculty
	Cassie Lopez	ASG
	Dennis Martinek	Faculty
	Martin Mason	Faculty
	Charles Mawson	Classified
	George Mozes	Administrator
	Mark Venoy	Administrator

Standard Ten: Governance/Administration

Chairperson:	Norma Bean	Administrator
	John Aegeter	Faculty
	Chris Barkley	Faculty
	Sherilyn Hargraves	Administrator
	Tony Lynds	Adj. Faculty
	Becky McCluskey	Classified
	Jack Miyamoto	Administrator
	Sherry Urban	Classified

Ex 16

Planning Summary

Through the self study process, district planning agendas for the next six years were identified. The new superintendent/president, Dr. Sherrill L. Amador concurrently led planning efforts that resulted in development of the Strategic Plan 2005 and the establishment of the Strategic Planning Council. These two distinct processes identified overlapping planning areas with several major themes: student success, teaching and learning excellence, organizational and professional development, facilities improvement, and resource management. Planning agendas, as identified in the *Self-Study,* will be reviewed by the Strategic Planning Council to determine institutional activities. These activities, based on district needs, will be integrated into the annual implementation plan.

Student Success

Access to courses, information, support services, and faculty members is critical to student success. The development of an Educational and Facilities Master Plan will identify facilities and locations as well as provide a plan to provide sorely needed office space. The Instruction Office in conjunction with academic departments will work to improve class scheduling thereby offering maximum flexibility and timely completion of programs or degrees. The Instruction Office will standardize and clarify all information regarding degree and certificate requirements.

Technology is an integral part to student access. Communication, registration, and support services all rely on user-friendly and reliable technologies. The Technology Master Plan provides the steps the district must take to address the plans identified in the self-study.

Teaching and Learning Excellence

Palomar College strives to provide exemplary teaching and learning environments and experiences to meet student needs through relevant curricula, innovation, partnerships, technology, research, and evaluation. Plans have been identified to improve the curriculum process, develop specific student learning outcomes, and utilize technology more effectively. Institutional Research and Planning will play a more prominent role in our planning and evaluation process. Technology must be more responsive and accessible to faculty, staff and students. The district will examine the feasibility of combining the fragmented technology areas into one cohesive department.

Organizational and Professional Development

One of the district's strategic goals is to improve internal operations through effective communication and inclusive governance structures. The Strategic Planning Council has created additional opportunities for staff and faculty involvement by the creation of Student Services Planning Council, Instructional Planning Council, Administrative

Services Planning Council, and Human Resources Planning Council. The district also supports a full-time Professional Development Office geared to faculty but including all staff. The Academic Technology Group has developed into a significant resource for professional development, providing training for a wide variety of technical, computer based needs. The recently established position technology training coordinator has already yielded positive results by coordinating all training efforts and acting as a resource for specific training needs.

Facilities Improvement

Palomar College is currently developing a new Educational and Facilities Master Plan. The master plan will serve as the roadmap for the development of new and remodeled facilities that will provide appropriate and necessary environments to support the college's curriculum. A new Student Union will be completed by March 2003. Construction is expected to begin on a new instructional building by July 2003. New project proposals are being developed to address the space issues and concerns identified in the self-study.

Resource Management

The challenge of linking Palomar's budget to planning will be met by following the Annual Implementation Plan of the Strategic Plan 2005. The annual implementation plan will be developed based on the Strategic Plan with specific activities prioritized, assigned to a specific person or group, and budgeted for implementation.

During this time of budget shortfalls, alternative funding sources are more necessary than ever. The Palomar Foundation continues to assist the district, departments, and individual student. The district must develop partnerships in order to maximize scarce state money.

Standard One: Institutional Mission

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

The Strategic Planning Council will facilitate a shared governance process encouraging participation by students, faculty, staff, community members, and the Governing Board.

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

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

Standard Two: Institutional Integrity

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

The Marketing Communications Department will propose the development of graphics standards and a style manual that will be a reference for all Palomar College publications.

The director of Student Affairs will work with Academic Technology and the Marketing Communications Department to ensure that the Student Code of Conduct is available in the *Palomar College Class Schedule* and on the college website and is referenced clearly.

Standard Three: Institutional Effectiveness

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

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

The Strategic Planning Council will require the use of IRP data and other relevant data in short-term and long-term planning and evaluation by the institution as well as by individual departments and programs.

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

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

Standard Four: Educational Programs

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

delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

The Human Resources Planning Council will develop a long-term plan designed to make progress toward achieving the 75/25 full-time/part-time faculty ratio.

Human Resources will develop a plan to provide training to assist in performance evaluations.

The Tenure and Evaluations Review Board, the Faculty Senate, and the PFF will examine current due process procedures to determine their adequacy.

In developing and/or revising personnel policies, Human Resources, in conjunction with employee groups, will use language that ensures clear understanding.

Standard Eight: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

The Educational and Facilities Master Planning Task Force will develop a comprehensive Educational and Facilities Master Plan that will provide the necessary space, programs, and services that will best serve the needs of the residents of the district.

The Technology Planning Committee will evaluate access to technology for students with disabilities and include recommendations for improvement in the Technology Master Plan.

Strategic Planning Council and the Technology Planning Committee will develop a formal planning and budgeting process for information technology to relate resource allocations to expectations and activities.

Standard Nine: Financial Resources

The Institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

Financial planning will be linked to the district's strategic plan.

Through its planning process, the district will investigate the feasibility of creating a grant administrator position to coordinate/oversee all grant activities.

The assistant superintendent/vice president for Finance and Administrative Services will develop an amortization plan for future benefits costs.

The assistant superintendent/vice president for Finance and Administrative Services will develop an amortization plan to address the increases in healthcare costs for retirees.

Standard Ten: Governance and Administration

The institution has a Governing Board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the Board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

The superintendent/president will ensure that the Resource Allocation Committee be directed to fund the priorities that are identified as part of the strategic three-year plan and the one-year implementation plan.

The Faculty Senate will review procedures for committee appointments to ensure widespread participation in shared governance.

The Faculty will revise its Constitution to reflect the official recognition of the Palomar Faculty Federation and in any other ways agreed upon by the faculty.

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.

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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, 2005.

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 Palomar College 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. 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 Spring of 2005.

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by Sherrill L. Amador	**Date** 4/1/03

Proposed Name of Requested Group
Facilities Review Committee

	Council	x	Committee		Subcommittee		Task Force

Action Requested:		**Add**		**Delete**		**Change**

Role, Products, Reporting Relationships:

Role: The Facilities Review Committee generates the 20-Year Facilities Master Plan and keeps the plan current. It develops policy and plans to increase the quality and effective use of College facilities. It recommends the Scheduled Maintenance Plan and the Five-Year Capital Outlay Plan. It reviews requests for changes to the physical plant and the impact on various operations of Palomar College. It reviews (and recommends environmental impact studies by qualified consultants if significant environmental resources are potentially endangered by proposed earth movements or alterations of the natural habitat) the impact of the environment of all proposed earth movements or alterations of the natural habitat prior to the beginning of any project, work, or activity. It recommends measures for mitigating the impact within the mandated guidelines of the California Environmental Quality Act of 1970. Decisions will be made by majority vote. The committee will utilize an agenda which identifies and separates information and action items and requires that items be identified before being moved to action.

Products

- Five-year Capital Outlay Plan
- Scheduled Maintenance Plan
- Resource impact analysis of recommended policies and plan

Reporting Relationship
Administrative Services Planning Council/Strategic Planning Council

Meeting Schedule:

4th Tuesday of every month, 2:00 – 3:00 p.m.

Chair:

Vice President, Finance and Administrative Services

Members:

- Facilities Director
- One Senior/Executive Administrator **(Instruction)**
- **One Senior/Executive Administrator (Student Services)**
- Facilities Planning Manager
- One Classified Unit Member
- Four Faculty Members from different divisions
- One Administrative Association Member
- One Student appointed by ASG
- One Confidential/Supervisory Team Member

Reviewed by Strategic Planning Council: Comments:
4/1/03 First Reading
4/1/03 Approved

TECHNOLOGY MASTER PLAN 2005

PALOMAR COMMUNITY COLLEGE DISTRICT
Robert P. Deegan, Superintendent/President

Technology Master Plan Task Force Membership

Co-Chairs

Dr. Michael T. Arguello, Professor of History
Dr. Bonnie Ann Dowd, Professor of Business and Academic Technology Coordinator
Dr. Mark W. Vernoy, Dean of Social & Behavioral Sciences

Members

Christine Barkley, Professor of English
Michelle Barton, Director of Institutional Research and Planning
Mark Bealo, Associate Professor of Graphic Communications
Mark Clark, Associate Professor of Mathematics
Steven Crouthamel, Professor of American Indian Studies
Berta Cuaron, Vice-President of Instruction
Dr. Haydn Davis, Professor of Psychology
Mike Dimmick, Senior Network Specialist, Information Systems
Judy Dolan, Professor of Business Education
Alonna Farrar, Graphic Specialist I
Terry Gray, Supervisor, Academic Technology
Lynda Halttunen, Dean of Counseling Services
Lee Hoffman, Media Supervisor
Nancy Horio, Manager, Human Resource Services
Joe Madrigal, Vice-President of Student Services
Scott McClure, Systems Program Manager, Information Services
Blaine Morrow, Director of CCC Confer and CCCSat
Joe Newmyer, Interim Vice-President of Administrative Services
Jerry Patton, Vice-President of Administrative Services
Rick Sanchez, Network Specialist, Information Services
Dr. Patrick Schwerdtfeger, Dean of Arts, Media, Business and Computing Systems
Don Sullins, Interim Director of Information Systems
Myrna Valencia, Instructional Computer Lab Technician, Academic Technology
Jose Vargas, Network Services Manager, Information Services
Tamara Weintraub, Associate Professor, Librarian

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I. EXECUTIVE SUMMARY

In the fall of 2001 Palomar College initiated a strategic planning process to establish a vision, mission statement, goals and objectives and to set priorities for action in serving the District. One of those goals was to complete an educational and facilities master plan for the District. This goal was completed in August 2003 with the publication of the Palomar Community College District Master Plan 2022. Another goal was to implement and update the Technology Master Plan. The first Palomar College technology master plan was published in 1998 and laid the groundwork for moving Palomar onto the Information Superhighway. After five years on the Information Superhighway the District realized that it needed a new roadmap, an updated Technology Master Plan.

On November 4, 2003 the Palomar College Strategic Planning Council formed the Technology Master Plan Task Force (TMPTF) to develop a comprehensive, District-wide technology programs and services plan tied to the 20-year Educational and Facilities Master Plan. This plan, the Palomar Community College District Technology Master Plan 2005, has five major sections: the Executive Summary, Background, Goals and Objectives, Situation Analysis, and Recommendations.

The *Background Section* contains necessary history and demographic information relevant to technology planning. Enrollment trends, participation rates, and free-flow analyses together indicate that the Palomar Community College District is expected to enroll nearly 50,000 students by the year 2022. The major *Goals and Objectives* of this plan included an update of the existing Technology Master Plan, a long-range technology budget plan and a review of the current committee and organizational structure related to technology in order to serve those 50,000 students. In our quest to reach those goals and objectives the TMPTF conducted a *Situation Analysis* that included a study of the current status of technology and technology planning at Palomar and the gathering of primary data on technology and technology use via campus-wide focus groups.

Based on the primary and secondary data gathered, including the suggestions from the focus groups, the TMPTF has several recommendations. The *Recommendations* include the formation of a Governance level Technology Council, the implementation of the Technology Plan, the alignment of the plan with the Strategic Plan, the creation of processes for addressing the need for proven and cutting edge technology and the organizational structure with regard to technology, the creation of specific budget lines for technology, both hardware and software, and technology support, and a commitment of funds for innovation.

The District is encouraged to continue the work of the TMPTF by approving this plan, creating the Technology Resources Council (TRC) and directing this Council to proceed with the recommendations as defined in this Technology Master Plan, and ensuring that the necessary resources are allocated to implement the recommendations presented in the Technology Master Plan 2005.

II. BACKGROUND

Introduction

The primary missions of the California Community Colleges are "to offer academic and vocational education at the lower division level for both recent high school graduates and those returning to school. Another primary mission is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement." (Chancellor's website http://www.cccco.edu) The Board of Governors provides the leadership and direction in the continuing development of the California Community Colleges to fulfill these primary system-wide missions. Through its strategic planning process however, each district establishes its own vision, mission, goals and objectives in order to fulfill the promise of opportunity for students residing in its district as defined under California's Master Plan for Higher Education.

Strategic planning is a process whereby an institution determines its long-term goals and objectives and then identifies the best approach to achieving those objectives. It is a continual process where performance is monitored against identified goals and objectives and activities are adjusted to accomplish the desired results. Increasing enrollments and decreasing funding have raised the demand and need for strategic planning in higher education, especially with regard to technology, which is constantly changing and requires significant funding commitments. Therefore, a technology plan is vital to the effective operation of the district and attainment of its strategic goals and objectives.

Strategic Planning at Palomar

In the fall of 2001 Palomar College initiated a strategic planning process to establish a vision, mission statement, goals and objectives and to set priorities for action in serving the District. The Strategic Planning Task Force was assembled in September, 2001. Individuals from all constituency groups were invited to participate in the process. Initially the Strategic Planning Task Force had 73 members. There were two primary components in the planning process:

- One component addressed the development of a vision, mission, and values for the College.
- The other component was information gathering in nature and included an internal and external scan that led to the establishment of five primary goals for the District to be accomplished over a three-year period.

In the effort to establish these five primary goals, over 350 faculty, staff, and administrators attended a half-day planning session. This planning session identified specific objectives for attainment of the College's strategic goals. The feedback gathered at this planning session was used in determining questions for a campus-wide

survey. The results of the survey were used to identify and prioritize the objectives for the strategic plan. The five primary goals focused on:

1) Student Success
2) Teaching and Learning Excellence
3) Organizational and Professional Development
4) Facilities Improvement
5) Resource Management

The outcome was the creation of the Strategic Plan 2005 (SP2005) and Palomar's current governance structure, which defines specific councils that report directly to an overall Strategic Planning Council (SPC). Palomar College established its *Vision: Learning for Success* as part of its Strategic Plan 2005. That vision continues to guide the planning process. Palomar is in the process of updating Strategic Plan 2005 and anticipates finalizing Strategic Plan 2009 in the fall of 2005.

There are two sub-goals identified in SP2005 under Resource Management relating to technology:

1) Develop and implement a long-range budget plan for computer hardware and software upgrades and/or replacement
2) Update and implement the Technology Master Plan

These sub-goals were then incorporated into the 2003-2004 Annual Implementation Plan developed by the Strategic Planning Council. As a response to this Annual Implementation Plan (AIP) the Technology Master Plan Taskforce (TMPTF) was formed.

On November 4, 2003 the Palomar College Strategic Planning Council formed the Technology Master Plan Task Force (TMPTF) to develop a comprehensive, District-wide technology programs and services plan tied to the 20-year Educational and Facilities Master Plan. This plan was to include an assessment of the current state of technology within the Palomar Community College District as well as a long-term plan for technology resource allocation, including staffing, equipment replacement, facilities, and funding that will facilitate educational and administrative innovation and learning outcomes assessment.

In order to understand the process followed by the TMPTF it is necessary to first understand the master planning process at Palomar College.

Master Planning at Palomar

On November 20, 2001 the Educational and Facilities Master Plan Task Force was approved by the President's Advisory Council. The task force was charged with developing a comprehensive District-wide educational programs and services plan tied to the 20-year facilities master plan. The goal was to produce the *Palomar Community*

College District Educational and Facilities Master Plan 2022 by June, 2003. The task force was co-chaired by a faculty member appointed by the Faculty Senate and an administrator appointed by the Superintendent/President. All campus constituency groups were represented. In addition, interested community members and at least one employee of Spencer/Hoskins Associates (a consulting group hired to assist with the development of the master plan) attended the meetings on a regular basis. All agendas, minutes, reports, presentations, and draft documents were published on the Educational and Facilities Master Plan Task Force Website http://www.palomar.edu/masterplan/ .

The *Palomar Community College District Master Plan 2022* was intended primarily to assist the Palomar Community College District in planning for the growth and change of its educational programs and facilities needs until the year 2022. This document was written for those concerned with the interrelationship between the educational process and the technology needed to support the educational process at Palomar College. Therefore, local and state planning agencies, local and state governments, local and state educational institutions, local taxpayers, and students, faculty, and staff of Palomar Community College District have found this document of interest.

Technology Master Planning at Palomar

The first Palomar College technology master plan was published in 1998 and laid the groundwork for moving Palomar onto the Information Superhighway. (The 1998 *Palomar Community College District Information Technology Master Plan* can be found on the Internet at http://www.palomar.edu/at/tmp1.htm) This master plan was developed to "Determine how the District will collect, create, access, disseminate, store, and, most important, use information to enhance student learning and what changes meeting this goal will necessitate." The plan was later updated and approved by the District's Governing Board in March, 2001. Five years later, in the year 2003, technology, and especially information technology, had changed significantly. It was now time to update the Technology Master Plan.

Following the model created for the Educational and Facilities Master Plan, the technology master planning process began with a look at district demographics and future needs. Next the task force discussed several different ways of gathering additional information on the current status of technology at Palomar.

To summarize the current technology at Palomar College, an inventory of District hardware and software was compiled. To gather data on the use of this technology, a series of focus groups were conducted with the faculty, staff, and administrators. In collaboration with the Office of Instructional Research and Planning (IR&P), the task force created a series of questions that became the basis for 11 technology focus groups. During these focus groups, over 200 Palomar College faculty, staff and administrators gave their input.

The raw data (Appendix B) from the focus groups was summarized and organized into themes by the Palomar College IR&P:

- Use of technology
- Access to technology – including purchasing and updating
- Overall assessment of technology at Palomar College
- Training and support for technology
- Technology needs and suggested areas of improvement
- Suggestions for improvement

(The focus group questions can be found in Appendix A.)

The members of the Technology Master Plan Task Force were then assigned to writing teams that reflected each of the six topic areas. The co-chairs then integrated the products from the writing teams with all of the other data gathered into one comprehensive document resulting in the *Palomar College Technology Master Plan 2005*.

Enrollment Projections and Student Demographics

The Palomar Community College District encompasses an area of more than 2,550 square miles. The size of the district and its enrollment potential should influence how Palomar plans for and uses technology to ensure student access and support. Further, student demographics should be considered when developing technology plans. This section briefly reviews the potential enrollment growth of the District over the next twenty years and provides an overview of the current student demographics.

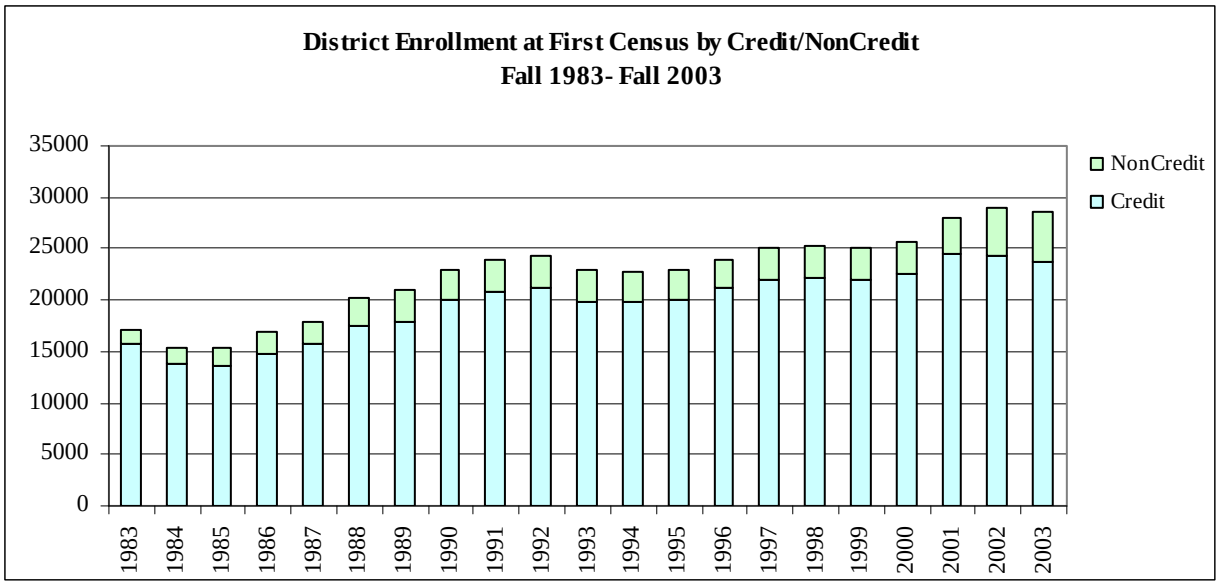
Enrollment Growth:

Palomar currently enrolls about 30,000 students each semester. In 2002, as part of the District's master planning efforts, the Educational and Facilities Master Planning Task Force completed a study of growth. One of the basic questions answered in this study was, "What will be the potential enrollment in 2022?" The four factors examined by the Task Force to arrive at an enrollment target for planning purposes include:

1) Past enrollment trends
2) Adult population projections
3) Participation rates
4) Free-flow

The outcomes of the study of growth are summarized below.

Enrollment Trends and Population Projections—The accompanying graph indicates that the total enrollment at Palomar has continued to increase over time. In the recent time period of 1998 to 2003, enrollment has increased by 13%.



A review of the forecasts completed by the San Diego Association of Government (SANDAG) reveals that the adult population residing within the District's service area will increase to almost 700,000 by the year 2020. This reflects 76% growth from the year 2000. This increase in population will result in an increasing need for a well-educated and skilled workforce. Thus, enrollment at Palomar should continue to increase over time.

Participation Rates and Free Flow—To estimate how many students Palomar might expect to serve from this increasing population, the study of growth included an examination of the participation rates within the district. California Post Secondary Education Committee (CPEC) defines a participation rate as "enrollment divided by [adult] population multiplied by 100." Basically, this number tells you how many students enroll at the district per 1,000 adults in the local population.

It is difficult to determine how participation rates will change over the next twenty years. At the time of the study, the District's participation rate was 47 per 1,000 adults in the population. For planning purposes, the District has set as its goal to increase the participation rate to 60 per 1,000.

Another factor that influences enrollment is free-flow. Free-flow is the phenomenon of students who live within the boundaries of one district while attending a community college in another district. The study of growth showed that Palomar experiences a net gain of about 480 students through free-flow.

Projected Enrollment—Using SANDAG's adult population projections, assuming a participation rate of 60 per 1,000 adults, and adjusting for free flow, the study of growth concluded that the expected enrollment at Palomar could increase by over 50% to 47,500 by 2022. Planning to accommodate this increasing enrollment is critical. As

enrollment continues to grow, the demand for the interaction and use of technology to facilitate access, instruction, and support may increase as well.

District Demographics

The accompanying table provides a demographic profile of the students attending Palomar College. The median age of our student population is 24 and the diversity in terms of ethnicity is evident. As indicated in this table, a majority of students take classes for credit. However, the noncredit population at Palomar is significant. Finally, part-time students (students enrolled in less than 12 units) make up 68% of the credit population.

Palomar College Student Demographics Census Fall 2003

Category	#	%
Gender		
Female	15,217	53.2
Male	13,380	46.8
Total	28,597	100.0
Age		
Mean	32 yrs	
Median	24 yrs	
Total		
Ethnicity		
African American	899	3.2
American Indian	352	1.3
Asian/Pac Islander	1,581	5.7
White, NonHispanic	15,339	55.4
Hispanic	6,952	25.1
Filipino	768	2.8
Unknown	2,706	9.8
Total	27,698	100.0
Credit Status		
Credit	23,813	83.3
NonCredit	4,784	16.7
Total	28,597	100.0
Full/Part-time Status Credit Students		
Full-time	7,499	31.5
Part-time	16,314	68.5
Total	23,813	100.0

Demographics and Course Taking Patterns of Online Students—In Fall 1998 Palomar College began offering instruction online (i.e. on the Internet). By Fall 2003, the college offered 145 sections of online instruction covering 70 courses within 23 disciplines. During Fall 2003, 1,724 or 6% of Palomar students enrolled in at least one online course.

In general, students who take online courses are older and have a higher cumulative GPA than students who enroll in the same courses on campus (peer courses). The percent of online students who are White, Non-Hispanic is higher than students enrolled in on-campus peer courses. Conversely, the percent of online students who are Hispanic is lower than that of their on-campus peer counterparts. Finally, online students carry a slightly lower unit load than students enrolled in on-campus peer courses.

A review of online course-taking patterns indicates that most students (80%) enroll in only one online course. Further, in Fall 2003, 68% of the students taking online courses enrolled on-campus courses as well. As the online offerings grow, enrollment in online courses will grow. However, for now, it appears that most students who enroll in online courses do so to supplement the courses that they are taking on campus.

This background information regarding the planning and governance process at Palomar College along with enrollment projections and student demographics information is the basis for establishing the goals and objectives for the Technology Master Plan.

III. GOALS AND OBJECTIVES

The following goals were identified during the initial meetings of the TMPTF.

- To achieve the mission and goals of the college as defined in the Strategic Plan
- To update the Technology Master Plan 2001
- To develop and implement a long-range budget plan for technology needs
- To ensure that an appropriate allocation of resources be included in the district fiscal plan for the implementation of the updated Technology Master Plan
- To develop and implement an environment that supports and encourages a review of the use of proven and cutting edge technology
- To review and improve upon the current committee and organizational structure with regard to technology related decision making
- To develop guidelines and support for adequate training in the use of technology in the workplace for all district employees

IV. SITUATION ANALYSIS

In an attempt to move the Task Force closer to our goals and objectives, we conducted a situational analysis that attempted to assess the current status of technology at Palomar using existing inventories and campus-wide focus groups.

Definition of Technology

For purposes of this plan, technology has been defined as anything related to electronic devices or associated software used in the performance of job-related duties in the classroom, labs or office environments.

The Current Status of Technology at Palomar College

Inventory

As might be expected, Palomar College's current technology inventory is quite massive. TMPTF requested and acquired inventory records from the District's Inventory Control Technician. The inventory records provided consisted of over 300 spreadsheet pages listing all District hardware and software as of July 2005. TMPTF then created summary spreadsheets based upon these records and information from other personnel involved in acquiring and maintaining district software and hardware inventory. The summarized spreadsheets, which are presented in Appendix C, have not been verified as to whether or not the items still exist or are in satisfactory working condition.

Organization/Support

The process by which technology decisions are made at Palomar College can be quite cumbersome and time consuming. Currently, there are several technology committees at Palomar College. Each has a defined responsibility and some meet only as needed, usually when "new" funds (e.g., Block Grant or Lottery) have been identified. The responsibilities of each are as follows:

- The Technology Master Plan Task Force which was created with the expressed task of writing a technology plan that is aligned with the college's strategic plan
- The Computer Coordinating Committee which most recently has been tasked with the prioritizing of purchase requests of new and replacement computers for faculty
- The Technology Committee which most recently has been responsible for the prioritizing of new and replacement of classroom and laboratory computers.

In addition, the Faculty Senate, due to its primary responsibility for Academic and Professional Matters, created an Academic Technology sub-committee to be responsible for the coordination of faculty interests in all areas of academic technology and to act as an advisor to the Senate on matters related to technology used in the classroom. However, this Senate Sub-committee has never been convened. Furthermore, the recent approval of the Faculty Contract includes a provision for the creation of a Joint Committee on the Impact of Technology, to consist of Palomar Faculty Federation (PFF), Faculty Senate and District manager members. This Joint Committee is expected to be created and convened during the fall 2005 semester.

Decision-making Process to Acquire Technology

Data was collected to determine the various steps involved in the actual identification of a technology need, the request, approval, purchase and implementation. TMPTF has attempted to chart the flow of these multiple stages currently used in the decision-making process with regard to technology acquisition at Palomar College. TMPTF has determined that there are basically three steps or tiers with regard to the current process of acquiring technology:

- Tier A - How/Where it Begins (identifying the need)
- Tier B - Approval Process
- Tier C - Purchase and Installation

TMPTF has created tables to present the flow within each of the three tiers, which follow this discussion. In addition, TMPTF has attempted to identify the time period involved to complete each of the tiers, which is noted at the bottom of each table presented. While each tier appears to represent a process that has a beginning and end, it is important to point out that many times technology requests are sent back to previous tiers after having moved from one tier to the next further extending the time period involved between identifying a need, acquiring, and installing technology.

TMPTF has determined that at a minimum the time period between identifying a need and actually having the technology installed is six months and many times significantly longer.

Table 1: Tier A – How/where it Begins

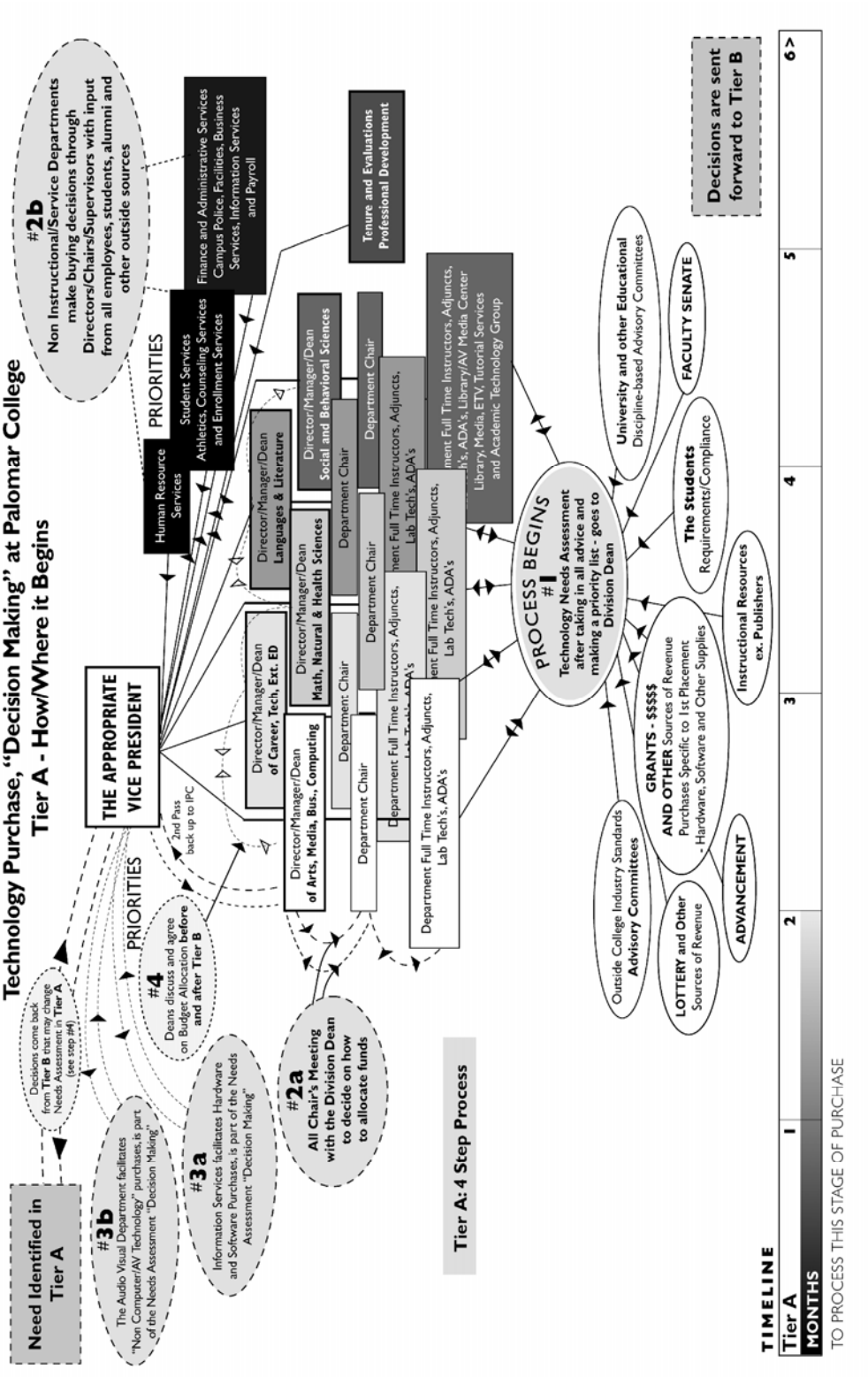


Table 2: Tier B – Approval Process

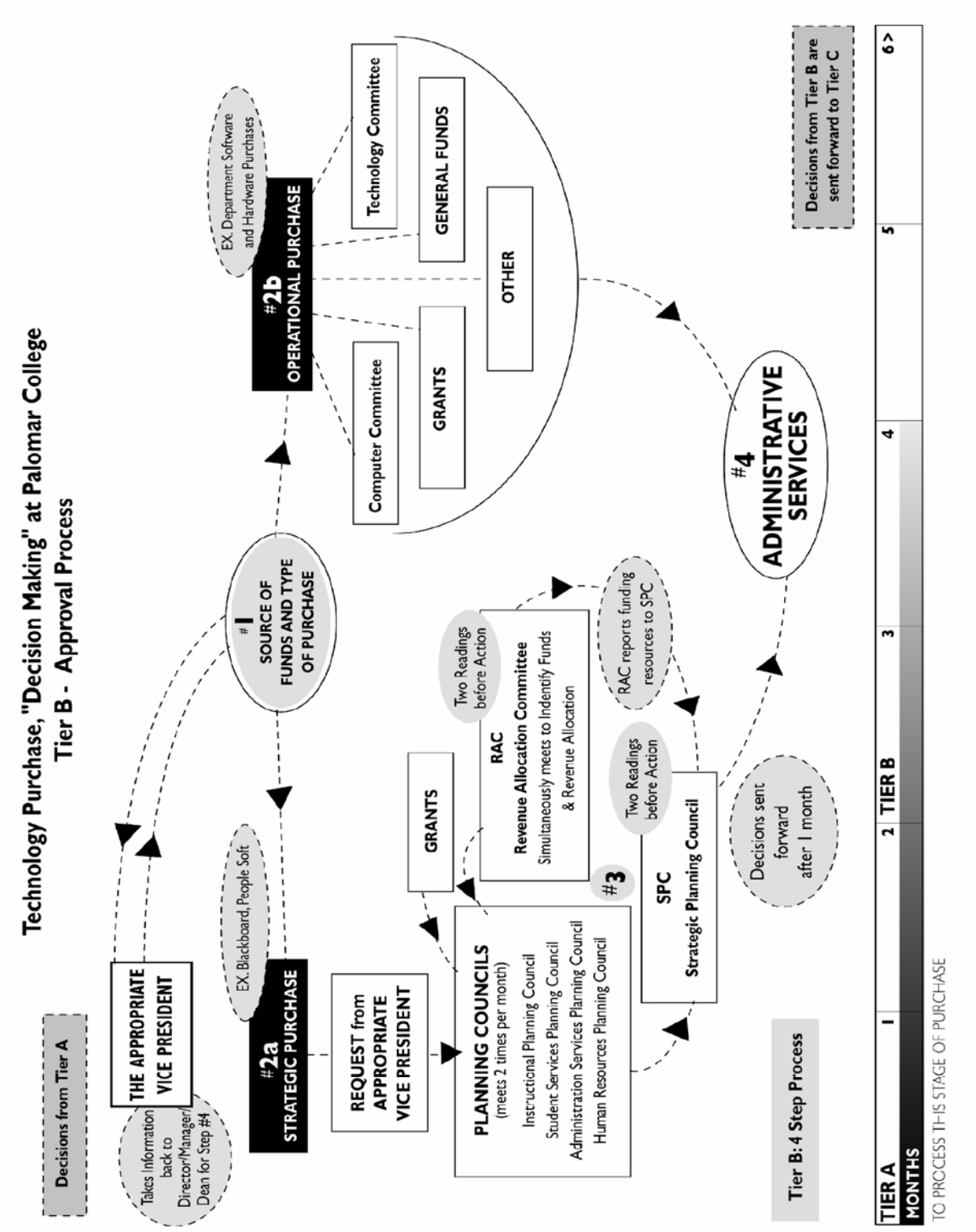
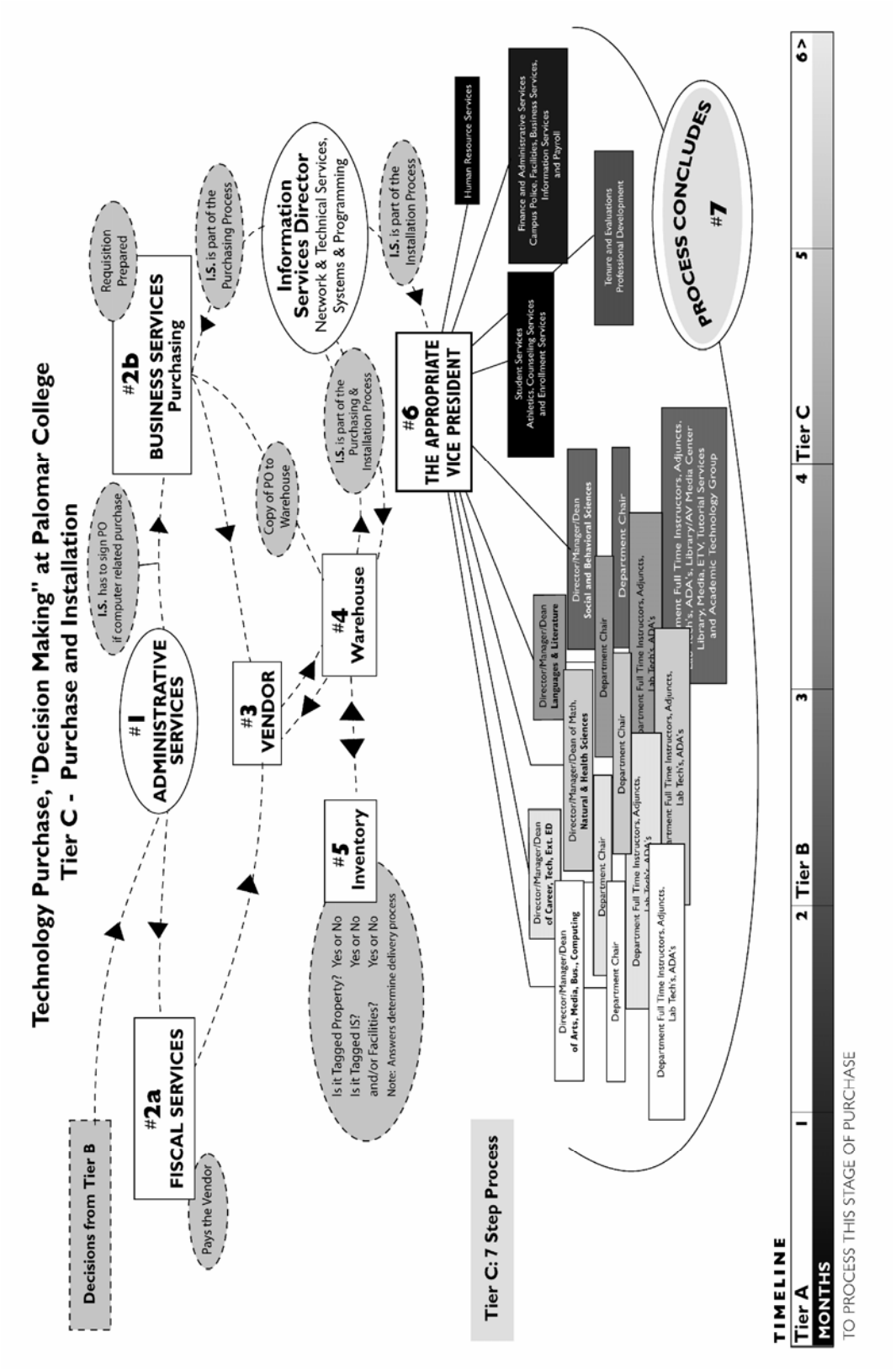


Table 3: Tier C – Purchase and Installation



Primary Data

Primary data was gathered in an attempt to gain as a broad of a spectrum of campus constituency as possible. As mentioned earlier in this document, TMPTF, in cooperation with the Palomar College Office of Institutional Research and Planning (IR&P), created a series of questions that became the basis for 11 technology focus groups involving over 200 Palomar College faculty, staff, and administrators (See Appendix A). In addition, individuals that work primarily with technology e.g., laboratory technicians were consulted to gather data related to the current status of technology at Palomar. This data was then combined with the focus groups data, analyzed and organized.

The data was then summarized into themes by the Palomar College Office IR&P and then presented to the focus groups. (The focus group summary document can be found in Appendix B.) The following six themes were summarized by IR&P from the raw data gathered in the focus groups:

- Use of technology
- Access to technology – including purchasing and updating
- Overall assessment of technology at Palomar College
- Training and support for technology
- Technology needs and suggested areas of improvement
- Suggestions for improvement

This section of the Technology Master Plan will discuss the results from four of the six themes covered by our focus groups: access to technology, assessment of technology, technology training, and technology support. Recommendations suggested during the research gathering process have been included in each of the area findings discussions. The use of technology has been discussed in the Current Status of Technology at Palomar College. Overall recommendations for improvement and suggestions on where to go from here are specifically addressed in the Strategic Action section of this plan. Following that discussion the plan addresses one of the most critical aspects of this plan: the need for a commitment of financial resources by identifying budgeting resources to meet the ever-changing and increasing demands for technology replacement and acquisition.

Access to Technology

The majority of respondents in the focus groups found out about what technology is available for them through professional development workshops, Academic Technology Department, general email distributions, research and discussion with colleagues, Information Services website and Help Desk; and AV website. Some respondents stated they check with the warehouse or inventory areas to see what equipment is available, talk with students, attend planning council meetings, talk with vendors, and talk with lab technicians.

When asked what process and procedures they would follow to request a new technology that Palomar did not offer, most respondents stated that they would contact Information Services, call vendors for information and demonstration, discuss the technology purchase with the Dean, and research grants specific to their areas. Some respondents stated that their advisory committees guide them in the kinds of technology they need for their programs, they work through the existing budget development process, they discuss their technology needs with Academic Technology and AV departments, and/or they request funding from the President's Association. Also, they work with the California Community College System's Chancellor's office or other grant funded projects as well as the Foundation. They consolidate their resources, they discuss technology with members of their professional organizations, they access information through ListServs, and they prepare a cost benefit analysis proposal. Several groups stated a frustration with their lack of knowledge in technology and not knowing what, when, or how to ask for what is needed.

Assessment of Technology

The assessment of technology at Palomar College falls into two main areas:

- The first is the assessment of the impact of instructional technology on students, the learning experience, and teaching methodologies.
- The second is the means by which Palomar College employees assess new or existing technology as it pertains to carrying out their work (including the identification and selection of appropriate technologies, and the ongoing evaluation of existing technologies).

Participants agreed that technology used in the classroom or for auxiliary instructional purposes adds to the learning environment in many ways. For students, it can simplify, extend, and improve access to classes, services, and content, as well as enhance the learning experience. This occurs by

- Expanding the different ways students may access courses and course-based resources (through the use of tools such as web-based courseware, videos, online presentations, etc.)
- Optimizing the availability of and access to learning resources (such as web-based library materials)
- Improving the perceived value of courses

In addition to improving access to and availability of learning opportunities and resources, participants concur that technologies adopted and their uses must also enhance the learning and teaching experiences. This occurs by

- being relevant to real-world applications, including workforce readiness
- remaining engaging
- responding and adapting quickly to differences and/or changes in learning and teaching styles
- facilitating communication between instructors and students
- facilitating student academic success and retention

Assessment helps to achieve all of the above by identifying and evaluating resources that are relevant and applicable to the area of implementation (academic, vocational, and support) and the audience (students, instructors, and support staff). However, to be credible, assessment of the technologies being employed or considered must

- assist in identifying issues or concerns that may impact the effective application of a technology, including the impact suggested or anticipated by vendors, as well as the actual observed or measured impact on Palomar College, including
    - users' skill levels, learning curves, and comfort levels
    - training required or needed
    - time involved to implement or employ
    - appropriateness of the technology for the application
    - cost-effectiveness
    - frequency of changes to the technology
- clearly identify what is working and what isn't, and why
- provide immediate feedback
- lead to real action – have access to budgeting and prioritizing of needs

Campus constituencies all agree that the formal assessment of instructional technology is important. There is a sense that technology can impact students in positive ways, and may even help them "do better," but the methods currently employed to assess the effectiveness of technology are informal and ad hoc rather than planned and systematic:

- trial and error
- careful observation of student interaction and use
- student surveys
- pilot tests with small groups
- voluntary feedback.

Respondents indicated that little statistical data or evaluative results have been gathered to support these anecdotal claims. An example of this is that limited studies of online courses have been done to evaluate the retention and success rates compared to similar classes offered on campus, but these studies were descriptive and provided basic information for comparison rather than an in-depth study of why online courses are successful or not. *(see report, "Evaluation of Online Courses at Palomar College" prepared by the Office of Institutional Research and Planning, June 7, 2004.* This report can be found on the Internet at http://www.palomar.edu/irp/briefs/Evaluation%20of%20Online%20Couses%20July%20'01.pdf*).*

All agreed that instructional and related technologies are important tools that assist Palomar College in fulfilling its educational mission. As such, there needs to be a systematic, consistent, and meaningful process by which these technologies are identified, selected, implemented, evaluated, and updated.

Technology Training

Employees have undertaken and are exposed to a variety of formal and informal technology training including the following: Professional Development (PD) workshops, Academic Technology (AT) workshops, Information Services (IS) workshops, conferences, free training from vendors, self-training, formal and informal on-the-job training and cross-training, observation of "techies," mentors, cheat-sheets, and web resources.

Feedback regarding PD and AT workshops was very positive. Concerns were raised about the quality of the onsite PeopleSoft training (during the transition) being too late, not being taught by competent trainers and too much being taught in each session with no follow-up to reinforce skills. Additionally, specially singled out for concern was the level of training and support available for the use of AV equipment.

These were issues that emerged with regard to technology training in general:

- A desire for more training in technology
- The difficulty of finding time to get away from work to attend training
- Lack of funds for training – for example, the need for funds to keep instructors' certifications current – some instructors getting certified off-campus with no compensation
- The need for regular PeopleSoft training
- The need for more testing and training before a product or technology goes "live"
- The need for traveling resources or list of "experts" to get answers to specific technology questions.
- The need for systematic training of new employees
- Need for training at the Escondido Center

There are formal programs supporting Professional Development for faculty (http://www.palomar.edu/pd) and Professional Growth for classified employees (http://www.palomar.edu/hr/pgclassified/), with supporting budgets (however limited), but they are comprised of a very broad range of training possibilities, left to the discretion of the individual. There is no systematic approach to training in general and technology training specifically at the College.

There is HR orientation training when an employee is hired, some of which deals with technology issues. In fact, the need for technical human resources or operational/procedural training, and the need for technology training overlap to such an extent, that they should probably be regarded as essentially part of the same thing.

There is orientation day training for faculty once per year before the beginning of the fall semester where contract and adjunct faculty members are exposed to a "What's New in Technology" session from Academic Technology, and a "Nuts and Bolts" session conducted by the instructional deans. Orientation training is repeated for adjunct faculty before the beginning of the Spring semester.

There are ad hoc training opportunities for some campus technology systems which are sometimes offered as the systems are put in place, such as the recent Curricunet training, the PeopleSoft 8 training, and Excel/budget development training, but often systems are "rolled out" or adopted without training.

There are AT and other PD workshops mentioned above, primarily aimed at faculty but also inclusive of staff, and the resources each organization publishes on their web sites. There are also the many daily opportunities for training over the Internet or through the interaction of co-workers mentioned above. However, there is no formal training program in office productivity software, though ad hoc sessions in Word, Excel, and Outlook occur from time to time.

In the past there was use of a computer based training system in place for office productivity and other technology topics, called the "netG" system, but the District decided to cut the expense of this product in an effort to economize. There was also an automated FAQ system called "RightNowWeb" in place which contained certain questions typically asked by technology beginners, but here again the District elected to cut the cost for this system.

Concern was expressed that a training coordinator was hired for the District in the recent past, but the employee in that position left to take another job and the position has not been filled, again as an economy measure. When it was active, that position was located within the Human Resources Division.

Participants said that very little effort is made to utilize online training, CVC or @One statewide training, or campus resources such as the Educational Television department to deliver training to District employees in a systematic manner.

In summary, technology training occurs in a very haphazard fashion at Palomar College, when it does occur it is usually well received but many opportunities to use underutilized resources are missed because of a lack of overall coordination of training and available trainers; therefore, technology training is underutilized at Palomar College. Participants stated that a plan to provide consistent, focused training to District employees, along with a budget to support it, ought to be put in place.

Technology Support

The Focus Group findings in regards to technology support were as follows:

- The people who provide technology support are appreciated.
- Technology support services are fragmented between Academic Technology, Audio Visual, Information Services, and the lab technicians.
- Technology support should be timelier.
- Lab support personnel were appreciated and of value and those with such support did not want to lose it.
- Greater support was needed in the area of Audio Visual.

Focus Group Suggestions:

1. Utilize CCC Confer more effectively
2. Install telephones in every classroom and connect them to campus police
3. Standardize coding of transferable courses
4. Standardize coding of General Education courses
5. Increase the accessibility to laptop computers
6. Optimize the use of technology on campus
7. Make labs of the highest quality to compete with CSUSM and local high schools
8. Move to total cost of ownership model
9. Set aside funds for technology; include technology in categorical funds
10. Make technology a priority
11. Provide a central resource to contact for technology information
12. Provide a focused orientation/training system for users of PeopleSoft systems. There are some training documents at http://www.palomar.edu/training/PeopleSoft%20Upgrade%20Resource%20Page.htm, but these deal specifically with the upgrade to PeopleSoft 8 and are fairly superficial.
13. Provide a more systematic orientation/training for users of the Blackboard Learning Management System. Academic Technology offers a system of classes leading to proficiency in Blackboard, but participation is completely optional and many faculty members begin using Blackboard without receiving training on its technical use or "best practices" for online pedagogy. With the purchase of the Blackboard Enterprise system this becomes even more important.
14. Basic operating system instructions for new users or users of new computers. Palomar has invested heavily in technology hardware, but paid little attention to giving user's basic instruction in how to use the resources they receive. There is a need for basic OS training in Windows XP and, to a lesser extent, in Mac OS X. A universal problem identified is that when a faculty or staff member receives a new computer, a basic OS and networking practices orientation ought to go along with it.
15. Focused and complete training on the use of Office productivity software (i.e., Microsoft Office).
16. Information resources training. The library invests heavily in online databases and other electronic tools, but often faculty are unaware of their existence, not to mention their use. The library offers bibliographic instruction to meet some of this need, but the program needs to be delivered in a more convenient manner, perhaps online, with modules addressing:
    - Online database use
    - Online catalog use
    - Use of Persistent URLs for handouts, rather than printed
    - Web use and information reliability
    - Offsite passwords and student use of materials
    - General training in staff and student privacy issues and the security of data exposed on the web

17. Specific “What’s new” training when a new version of a product like Microsoft Office or Adobe Acrobat is “rolled out”
18. Specific and systematic training on the use of AV equipment, especially for faculty and especially digital projectors as they relate to computers in the classroom
19. Training on the use of District telephone services, voice over IP services, and the interface of VOIP with Outlook and Netmeeting
20. Training on the use of statewide initiatives and resources available to the faculty and staff, such as CCC Confer and the @One training system
21. Fill the training coordinator’s position and charge the training coordinator, in cooperation with the PD coordinator, the PD staff, Academic Technology, Information Services, and the HR office to create a technology training plan for Palomar College that will take into account the institutional and individual needs of the faculty, administrators, staff, and students
22. The plan ought to include strategies to
    - Provide a basic technology orientation to all employees
    - Provide new user orientations and training for new computer recipients
    - Expand and advertise training opportunities for District employees
    - Incorporate the idea of certification in the use of District systems
    - Provide systematic Office productivity training
    - Provide ongoing PeopleSoft training
23. Provide training in the use of the District phone system, with an emphasis on voice over IP and its integration with Office software
24. Take into account the level of computing expertise when building training plans
25. Provide training for staff and students in understanding access, security, and privacy issues
26. Develop tailored plans for administrators, faculty, staff and students with respect to what they need to know about eServices
27. Realize return on investment in the technology systems already invested by the District
28. Move as much training as possible online. The Blackboard system should be used by the training coordinator to manage the training curriculum for the various college constituencies.
29. Charge Academic Technology with the task of providing basic OS, academic uses of Office productivity software, and Blackboard training online where it is more conveniently available to faculty and staff
30. Charge the IS department with developing orientation/training materials on connectivity (web, dial-in, VPN), computing systems, disk space utilization, email policies, usage policies, and network procedures
31. Develop an online faculty user’s orientation—through use of a web site and orientation day activities to orient all users of the Blackboard system in basic procedures and best practices
32. Develop a similar system for student users
33. Use the ETV department to develop training videos on various technology topics relevant to District employees and then deliver these via intranet, CD or DVD

34. Charge Academic Technology and the training coordinator with the task of reviewing available Computer Based Training (CBT) software and deliver an evaluation with pricing to the president's cabinet.
35. Charge the AV department with developing training materials in the use of digital projectors, and have AV, IS, AT and ETV cooperate in creating training materials for the use of computing/display technologies in the classrooms.
36. In order to eliminate fragmentation and improve support responsiveness, TMPTF recommends that the responsibilities of the three departments (Academic Technology, Audio Visual, and Information Services) and the lab technician position be reviewed to identify areas of redundancy and/or overlap. The goal is to clearly identify each entity's area of responsibility and to clearly communicate to the users of technology what resources should be contacted for support. Elimination of redundancy would improve response time, avoid confusion, and help sustain consistency of support personnel. After clarification of responsibilities, multiple options should be made available to help the users of technology obtain better/quicker support and to help them evaluate new technology. Examples are
    - Single point of contact for all technology problems. The Help Desk should be responsible for redirecting the call to the appropriate resource.
    - Troubleshooting document. A technology problem table would be provided to determine what department to contact based on the symptoms of the problem.
    - Skills inventory. A report of the college's technology resources and their associated skills to help determine who to contact for a given problem.
    - Technology directory. A resource for submission of new technology evaluation requests and cost benefit analysis before and after incorporation in the district.
    - Testing environment. Provide all technicians with access to an environment that allows testing of new applications before they are purchased and can be used for cross training.
    - An organizational assessment is recommended to determine if the level of resources and funding is appropriate to support the needs of the District. The assessment should look at all components of the operation, such as resource scheduling, staff skills, scope of services, customer contact points, equipment inventory, supplies and materials, management and budget.
37. Establishment of a matrix organization structure that would provide for maximum efficiency of staff deployment in an environment where limited resources require technicians to work on multiple projects while also providing technology support. In other words, this would allow the district to move personnel where they are needed thus improving response time to problems and maximizing the use of technical resources.

V. TMPTF RECOMMENDATIONS

Educational Master Planning is essential to guide the overall process of planning and development at a district. An education master plan is designed to describe current programs and the direction these programs should take in the future. Combining an educational and technology plan provides the benefit of a master plan that determines a logical structure for ordered growth and change following general planning principles, while incorporating the flexibility to accommodate the unexpected changes of educational and technological development.

Formation of a Governance Level Technology Council

The Technology Master Plan Task Force (TMPTF) recommends that several immediate actions be taken through the district's Governance Structure that streamlines the campus-wide technology committee structure by establishing a Technology Resources Council (TRC) that reports directly to SPC. (Appendix D: Governance Structure Request)

This Council would consolidate and replace the Technology Master Plan Task Force (TMPTF), the Technology Committee and the Computer Coordinating Committee. It is recommended that the Council membership include constituency representation with one co-chair appointed by the Faculty Senate and the other co-chair appointed by the Superintendent/President.

Implementation of Technology Master Plan

TRC should be directed to annually review this plan and update the plan every three years in conjunction with the District's Strategic Plan. TRC should be directed to keep the following goals in mind as general guiding principles in generating, revising, and updating Palomar's Technology Plan and analyzing accomplishments through the Annual Implementation Plans process:

- Keep abreast of new technologies, equipment, software, and educational delivery methods and utilize the best of these to aid our students to become trained and competent in their areas of study using the tools, equipment, and software they will need in their world of work or continued study
- Provide the necessary resources to keep current with the effective use of technology and continue to reach for the cutting edge of technology where possible
- Assess the effectiveness of the technology being used on campus using valid assessment methods and use that assessment to base decisions on where to most effectively provide technology funding
- Create a structure that will allow for the different areas of technology support to work together in a healthy and more effective and efficient manner

- Regularly assess the effectiveness of various technologies in providing an improved learning environment and ease for students in accessing registration, counseling, library, and all other student services and suggest improvements through the TRC
- Determine the best use of its physical and personnel resources to include planning for technology innovation, timely upkeep and replacement of equipment and software, adequate personnel to aid faculty, staff, and students with their technology needs
- Provide and assess training delivery methods to provide adequate and timely training for faculty, staff, and students through many formats, including online, self-paced training
- Prioritize technology needs into the budgeting process and explore grants, donations, partnerships, and other sources to help finance our needs in technology

Mission and goals of the college as defined in the Strategic Plan

- Update the technology plan regularly (when District's Strategic Plan is updated) to improve technology effectiveness, use, and training at Palomar and all its educational sites. The plan must be flexible enough to allow for changes to include new innovations in technology; include one-year annual implementation plans regarding progress toward meeting our technology needs and goals; organizing and overseeing technology training for faculty, staff, and students; making recommendations to SPC regarding the best use of our current physical and personnel resources and needed purchases or expenditures; make recommendations regarding grants, partnerships, or donations to finance technology needs.

Proven and cutting edge technology

TRC should:

- Search out, test, and evaluate new technology, inviting faculty, staff, and students to provide feedback on the benefits or potential problems of incorporating new technologies or teaching methods into our course offerings
- Establish processes to make recommendations about prioritizing computer or other technology needs across the campus to best utilize state funds identified for instructional equipment and other sources of funds which can be used for new purchases, repair, or upgrades of technology equipment and software
- Develop a way to identify instructional needs and any technology that is appropriate to meet those needs
- Have regular assessment of the effectiveness of technology for both learning and instruction, using valid assessment tools and methods
- In response to the assessment findings, in addition to continuing to use technology where successful, identify new technologies that may be effective

- Determine the difference between “state of the art” versus “proven technology needs” and how the district might approach both
- Recommend that the Senate develop a valid instrument for assessing online and other distance education classes

Organization Structure

- Review the structure of the organization with regard to technology to determine whether it is effective and efficient
- Ensure that the structure encourages cooperation by establishing a process that ensures that technology information is shared and reduces redundancy of resources
- Review the responsibilities of AT, AV, ETV, IS and the lab technician position to clearly identify each entity’s area of responsibility and to communicate that information to the users of technology, so they know which resources to contacted for support
- Recommend standards of operation for example by defining email quotas to include issues such as:
    - Disk storage allocation per mail box
    - Attachment size limit per message
    - Restricted file types and/or sizes, such as music, photographs, graphics, etc.
    - Timeline for eliminating old messages
    - Training for campus personnel on best practices in email management and document storage
- Determine and make recommendation accordingly as to the standard basic image on district computers

Budget

The Revenue Allocation Committee should be charged with identifying the current district-wide budget and actual expenditures for all technology needs at Palomar College.

TRC should identify the required resources needed to support technology at Palomar College, both “state of the art” and “proven technology” as a percentage of the total budget. The amount determined must include support for maintenance, replacement and research and development.

Working with RAC, TRC should ensure that budgets are adequately funded for the maintenance, replacement and research and development of technology. In addition, adequate budget line items for all District and department software and hardware licenses must be confirmed and where necessary, funded. Any excess in the amount required as compared to what is already funded for all technology needs should be phased in over a three-year period to allow the goals of the Technology Plan to be accomplished in accordance the district’s three-year strategic planning process.

In addition, the District's Inventory Control Technician should be directed to audit the inventory records listing all District hardware and software to identify items that are no longer in existence, operating or meeting current technology needs.

Finally, TMPTF recommends that the proposed Bond measure include funds for technology and grants.

Innovation Funding

Technology is and will continue to constantly change. Therefore, TRC should make recommendations as to how to maximize resources in grant-funded programs, such as CCC Confer and CCCSAT and @ One resources district-wide. Also, identify required infrastructure to meet the technology needs of the district whether from general funds or other resources to include grants and general bond funds. The TRC should work with the SPC and the RAC to establish a funding mechanism to support and encourage innovation in the use of technology.

VI. Appendix A—Focus Group Instructions and Questions

Introduction:

- Welcome & thanks
- Quick overview of how the focus group will run, how long it will take, and what will be covered
- Definition of technology: In this focus group we would like to use a very broad definition of technology: Technology is anything related to electronic devices and associated software that you use or regularly come in contact with during your work here at Palomar. These devices include, but are not limited to computer hardware, computer software, telecommunications devices, audiovisual devices, and other instructional, industrial, or office equipment.
- Request to contribute as much as they can – even if the area asked about isn't specific to them – they may have insight from another perspective.
- First we are going to discuss instructional uses of technology
- Then we are going to cover similar topics, but relating the discussion to non-instructional uses of technology at Palomar

Questions:

Instructional uses:

Warm-up questions:

- Thinking about technology as a whole, including computers, hardware, software, audiovisual and any other equipment – what technology do you use in the classroom?
  - ❒ Hardware
  - ❒ Software
  - ❒ AV
  - ❒ Communications
  - ❒ Other
- How does the use of this technology add to the learning environment?
- Overall, what is your evaluation of instructional technology at Palomar College?
  - ❒ Hardware

- ❒ Software
- ❒ AV
- ❒ Communications
- ❒ Other
    - For example, the availability, processes for implementations etc.

- Are there any specific areas that you would like to see improved concerning any aspect of instructional technology?

<u>Access:</u>

- How do you find out about what technology Palomar College has for you to use in the classroom?

- If you discovered a technology that Palomar did not offer, but you wanted to use in the classroom – how would you go about implementing or requesting it? What process or procedure would you go through?

- Is there any technology specific to your discipline that you know of that Palomar does not provide for your use?

    - How do you know about it?

    - What research have conducted to gauge its' potential effectiveness?

- What is your experience in incorporating new technology into teaching your classes?

- What about existing technology – how do you go about purchasing and replacing or updating technology?

        - Clarify that this question is about existing technology, not new technology.

<u>Assessment:</u>

- Thinking back to the technology that you do currently use when you teach, what have you done in the past to assess the effectiveness of the technology that you use?

<u>Training & Support:</u>

- How would you rate your overall proficiency with classroom and instructional technology?

- What sort of instructional technology training have you had?

        - Where did you get this training?

- How satisfied are you with the training you received regarding the use of technology in the classroom?
    - Content
    - Availability
- Is there any other specific technology training that you would like?
- What do you like about the support that Palomar provides for your instructional use of technology?
- How could Palomar improve its support of instructional or classroom technology?
- Any additional comments about the use of technology in the classroom at Palomar College?

Now we are going to talk about non-instructional uses of technology at Palomar.

Non-instructional:

- Thinking about technology as a whole, including computers, hardware, software, audiovisual and any other equipment – what technology do you use to perform your non-instructional work at Palomar College?
    - ❒ Hardware
    - ❒ Software
    - ❒ AV
    - ❒ Communications
    - ❒ Other
- What type of work do you perform in the PeopleSoft system?
- Overall, how do you feel about the non-instructional technology at Palomar College?
    - ❒ Hardware
    - ❒ Software
    - ❒ AV
    - ❒ Communications
    - ❒ Other
        - Such as availability, access, ease of use, training etc.
- Are there any specific areas that you would like to see improved concerning any aspect of the technology you use in your job?

Access:

- How do you find out about what technology Palomar College has for you to use in your work?

- Is there any technology specific to your area (such as accounting or statistical software of hardware) that you know of that Palomar does not provide for your use?
    - How do you know about it?

- What is your experience in incorporating new technology into the way you perform your work at Palomar?

- What about existing technology – how do you go about purchasing and replacing or updating technology?
    *** this question just for people who are likely to purchase technology.

Assessment:

- Thinking back to the technology that you do currently use at work, what have you done in the past to assess the effectiveness of this technology?

    *** this question is for Administrators only

Training & Support:

- How would you rate your overall proficiency with workplace technology?
- What sort of training have you had?

    - Where did you get this training?

- How satisfied are you with the training you received regarding the use of this technology?

    - Content

    - Availability

- What do you like about the support that Palomar provides for your use of technology?

- How could Palomar improve its support of the technology you use at work?

    - Any additional comments about any aspect of technology at Palomar College?

VII. Appendix B—Summary of Responses to Focus Group Questions

Summary
Technology Master Plan Task Force
Focus Groups – Spring 2005

(Focus Group Data Summary created by the Office of Institutional Research & Planning, 4/4/05)

During early Spring 2005 the Technology Master Plan Task Force (TMPTF) conducted 11 focus groups with staff and faculty at Palomar College to garner data for use in the Technology Master Plan. The focus group covered use, access, training, support, evaluation and assessment of both instructional and non-instructional technology at Palomar College. The questions were developed during Fall 2004 by the task force with the assistance of the Office of Institutional Research & Planning and were piloted before the commencement of the focus groups.

In an effort to obtain input from a wide and varied sample of employees of all Palomar constituency groups, the focus groups were incorporated into existing regular College meetings. The final sample consisted of members of the Instructional Planning Council, Student Services Planning Counsel, Administrative Services Planning Council, Counseling, technical staff from all areas of the college, and key personnel from the Divisions of Language and Literature, Arts, Media, Business and Computing Systems, Career, Technical & Extended Education, and Social & Behavioral Sciences including the Library.

The focus groups were facilitated by one of the TMPTF co-chairs, Dr. Bonnie Ann Dowd and Dr. Mark Vernoy, as well as task force members Don Sullins, and Lynda Halttunen, and recorded on flipchart, laptop computer and/or shorthand notes. Some meetings were also tape recorded.

The following definition of technology was developed and presented to the focus group participants at the beginning of each focus group session. This definition was also displayed on a flipchart or whiteboard in the focus group room so participants could refer to it at any stage during the group.

> *"In this focus group we would like to use a very broad definition of technology: Technology is anything related to electronic devices and associated software that you use or regularly come in contact with during your work here at Palomar. These devices include, but are not limited to computer hardware, computer software, telecommunications devices, audiovisual devices, and other instructional, industrial, or office equipment."*

This summary has been divided into the broad areas of:

- Use
- Access – including purchasing and updating
- Assessment
- Training and Support
- Needs and areas of improvement
- Overall assessment of technology at Palomar College
- Suggestions for improvement

Instructional and non-instructional issues are addressed within each of these areas.

USE:

Thinking about technology as a whole, including computers, hardware, software, audiovisual and any other equipment – what technology do you use?

This was the first question asked of all the focus group participants and served the dual purposes of warming up the group, and stimulating thought and discussion about all kinds of technology in use at Palomar.

The following is not an exhaustive or complete list of ALL technology in use, but serves to reflect the breadth of the technology being used at Palomar. Technology used by many areas of the college is listed first and department-specific technology is called out separately.

Hardware: Computers (Mac & PC), scanners, printers, laptop computers (wireless), fax, computers with flat screens, copy machines, PDAs, electronic calculator, electronic marquee, microfilm reader; imaging system, scantron machine, alarm system, tape recorder

Police: computer; software; dispatch center with specific software mandated and contracted out; basic radios for dispatch center; RCS telecomm for UHF and VHF communication at 800 mghtz; manual finger-printing system; guns; pepper-ball guns

Student Services: specialized large-format printer; ID/PIC card hardware and software; cash register; credit card readers; cell phone; electronic locks for office;

Instructional: Tape players (language master machines > ESL), routers, Wireless access ports, Effects hardware, Pro Tools, wireless microphones, Radio broadcast equipment, Preoses (Printing technology), Screen printing technology, Photo and graphic printers, AVID, Power Tools, audio equipment, digital recording equipment, Headset communications systems, lighting controllers, Intelligent light, Color scrollers, MIDI, Smart Music, Electronic musical instruments, Synthesizers, Electronic keyboards, Table saw/band saw/hammers, etc., Voice recognition, screen readers- DRC, Kiln/foundry, IPod, Mannequin/ defibrillator, Ambulance, other medical items – EME, Fire, police, EMS communication devices, Life Sciences- microscopes, physiographs, mass spectrometer, meters/measuring machines, measuring machines, Drafting and

design equipment, CAD and pattern making equipment/software, sewing machines, Lithographic, printing press equipment, TV cameras, studio audio interfaces, cameras, Wireless microphones, amps, mixing boards,

Software: E-mail, internet, and internet services, Microsoft Office, PowerPoint, PeopleSoft, Payroll software, PrintShop, postage meter,

Instructional: Software simulations, electronic maps, archaeological materials on CD/DVD, SPSS, Producer, Data base searches, Track Star, Blackboard, voicemail, Dragon for tutoring.

Counseling: Net Meetings, Myers Briggs On- line, Eureka On-line, Assist, College source, Choices, Discover, Please Understand Me, SARS, Curricular Net

Library: programming, java, visual basic and program that runs it, Jgrass, Bluejay for help writing java programs, applets, other things to put on a web page, streaming media.

Language & Literature: Video Relay (telecommunications), ASL relies heavily on technology - Speech > visual presentations (taped and replay), Computer assisted software (communal language learning), Computer literacy software, Compass/placement testing

Participants were probed specifically about their use of the PeopleSoft system.

> ***What type of work do you perform in the PeopleSoft system?***
> Fiscal, Student look-up, Student accounts, Financial Aid, Registration, English assessment, Education Plans, Transcripts, Assessment Scores, Academic Holds, Probation Status, Early Alert, Job Data, PNSR, Enrollment Reports, HAN's, Subject Look-up, Search for a Facility, SIS, Schedule Build Worksheet

Audio Visual: Projectors, Digital cameras, video, still and film, Microphones, Video equipment, Projectors – data, overhead, and slide, film strips, TI presenters, Smartboards, Whiteboards, PC/TV converters, Sychroneyes, Mixer boards, Card readers, Firewires, UPS, VCRs, DVDs, CDs, Tablets (digitizing), Streaming videos, Green screen, Sound Boards, Audio boards, Lighting equipment, Studio equipment, Stereo speakers,

Counseling: Telenet, Video-Conferencing, Cyber Counseling, Screen readers, Voice recognition, Daisy readers, T.T.Y., Blackboard, Assisted Listening Devices, T.D.Y. CONYVET Wireless Connection with Mexico City

Infrastructure: T-1, data lines, Wireless network, mouse and keyboard, Network Attached Storage (NAS), UPS, Voice-Over I.P. phones, Test equipment for data lines/conductivity, software monitoring tools, servers, backup devices (essential, should

be top of the list), Virtual Network Connection (VNC, remote client), routers, switches, hubs, Sombe share, fiber

Clearly, there is a number and diversity of technology in use at Palomar College.

Access

Focus group participants were asked about the process by which they request and implement new technology and update or replace existing technology.

A theme emerged that there was no clearly understood and followed process for either the acquisition or replacement for technology. A variety of methods were employed that included: Whining and begging to the Dean, contacting IS for guidance, contacting vendors directly.

Many of the creative approaches centered on the funding of new or replacement technology. In the absence of budget allowances for these purchases, it was revealed that begging and hunting around for money to fund technology was the rule rather than the exception. It was suggested that Palomar College needs to:

- Plan for the purchase and maintenance of new and replacement technology
- Build these plans into the budget

Assessment: Technology and Learning:

The assessment of technology fell into two areas: the first was the assessment of the impact of instructional technology on students and the learning experience; the second was the means by which Palomar College employees assess new or existing technology as it pertains to carrying out their work.

When asked how the technology used in the classroom added to the learning environment, the following themes emerged:

- Technology simplifies, extends, and improves access to classes, services, and content for students
  - More ways to access classroom; blackboard, supplement with video lectures, PowerPoint presentations, web
  - Distance Education – increases the audience
  - Library web catalog more available
  - Extends services – coincides with the college's mission statement
  - Improves the perceived value of courses

- Enhances the learning and teaching experience
  - Foreign languages - Brings the culture of the country into the classroom more than lecturing can.
  - Provide a better simulation of real world experience
  - Increases students engagement which leads to greater success

    - Addresses the different learning styles of students
    - Allows a variety of teaching methods
    - Increases the ease of communication with students – e-mail and Blackboard

- Assists with assessment
    - Can make assessment/feedback immediate – (i.e. reviewing videos of performance/technique in coaching/athletics and child development)

- Essential for higher education and workplace readiness/skills
    - Some of the vocational areas (such as graphic communications) expressed the requirements of the workforce that graduates be trained and competent in the most current technology for their field.
    - Concern was expressed that students are coming from high schools with better technology than Palomar and are leaving Palomar to go to schools with better technology.

In addition to the benefits of technology in the classroom, there was discussion of the challenges faced by instructors to keep abreast of new technology and the fact that quite often the students were more skilled and comfortable with the use of technology than some instructors. On the flip side, it was discussed that some groups of students (such as older students) are not as proficient and comfortable with technology than others – what are the best ways for instructors to address the needs of all students with technology?

Concerns were also raised about the increasing use of and reliance of PowerPoint as a lecturing tool. The lack of assessment of its effectiveness and the skill with which it is used in the classroom were discussed.

There was also some concern over the shift toward reading from the screen and away from reading printed materials.

Participants were then probed as to how they measured the effectiveness for instructional technology.

What have you done in the past to assess the effectiveness of this technology in the classroom?

Those focus groups who discussed the assessment of instructional technology all agreed that it was important. There was a sense that technology was having a positive impact upon students as reflected in comments such as “Since using blackboard, the EHPS Department thinks students are doing better”, but no data or evaluation results to support them.

The methods currently being employed to assess the effectiveness of technology in the classroom were informal and ad hoc rather than planned and systematic, and included

trial and error and careful observation of student interaction and use. Some faculty reported using more formal evaluation of technology in the form of student surveys. Participants in the focus groups recognized that student observation was a valuable source of data, but it was clear that there was no process for the systematic evaluation of technology (instructional or non-instructional) and there was some interest in developing one.
Similarly there was no set process followed with regard to the assessment of new or replacement technology for non-instructional uses either. Once implemented, no consistent method for evaluating technology emerged. The techs reported piloting new technology with small groups and asking for faculty feedback.

Training & Support

Palomar College employees have undertaken and are exposed to a variety of formal and informal technology training including; PD workshops, ATG workshops, conferences, free training from vendors, self-training, formal and informal on-the-job training and cross-training, observation of "techies" and IT, mentors, cheat-sheets.

Feedback regarding PD and ATG workshops was very positive. Concerns were raised about the quality of the onsite PeopleSoft training (during the transition) being too late, not taught by competent trainers and too much being taught in each session with no follow-up to reinforce skills.

The issues that emerged with regard to training in general were:

- A desire for more training in technology
- The difficulty of finding time to get away from work to attend training
- Lack of funds for training – for example the need for funds to keep instructors' certifications current – some instructors getting certified off-campus with no compensation
- The need for regular PeopleSoft training
- The need for more testing and training before a product or technology goes "live"
- A traveling resource or list of "experts" would be helpful for answering specific questions.

When asked about the support provided for technology at Palomar College there was a great deal of appreciation for the people who provide technology support. There was some discussion about the fragmentation of technology support services provided (ATG, IT, AV and lab techs), but no clear feeling as to how this situation could be improved to better support users.

Participants spoke favorably of the support given by IS and ATG and were happy with the procedure for obtaining assistance although there was a general feeling that in some areas that the time delay for assistance was too long.
Consistency of support personnel also emerged as a strength. Specific areas across campus had a tech or support person that understood their unique situation or set up

and would help them when they needed it. There was an overall feeling that the consistency of support was of value, and those areas with such support recourse were loathe losing them.

A theme that did emerge with regard to support was a need for greater support in the area of AV. Participants had the following suggestions for the improvement of AV support.

- Faster response time for mounting/getting things working
- Projectors – bulb replacements need to be preordered.
- Adjuncts get no response from AV
- Lack of AV staff
- Difficulty returning equipment to AV for evening instructors
- Some question as to how to contact AV if equipment is not working?

Overall Assessment of Technology at Palomar College

Focus group participants were asked how they felt in general about both instructional and non-instructional technology at Palomar College. The overall feeling was that technology at Palomar College is sporadic – in some areas it is great and in other areas it is lacking.

The techs felt that Palomar's technology was barely adequate. They cited aging equipment, failing switches, servers with leaky memory, and inadequate back-up capabilities as examples.

Needs and Improvements

Desired technology that Palomar does not provide and areas that need improvement:

Techs:

- T-I connect
- Multi-media classrooms
- Tablet PC's
- Linksys

Counseling:

- Document imaging
- Degree audits
- Detailed GPA information
- List of evaluated courses
- Standardize Coding of transferable courses
- Standardized coding of General Ed courses
- Increased accessibility to laptops

Library:

- Availability of technology such as computer labs when library is not open or school is not in session.
- Single point of entry that includes the library that gives students access to online databases.
- Make technology more user-friendly with the reduction of security and the number of passwords that need to be used.

General technology needs and areas for improvement that emerged from a number of the focus groups were:

- Need for **planning for technology that is tied to resources**. This emerged as the overarching theme across of the focus groups. It was clear that there is a desire for better planning of purchasing, maintaining, upgrading, and replacing technology and that these plans need to be backed by funds.

- **Reduction/elimination of Spyware and Spam** – almost all of the focus groups contained some discussion of the frustrations and loss of productivity caused by the proliferation of Spam and Pop-Ups. Participants were sensitive to the complexity of the issue and the technical challenges involved in reducing Spam and Pop-ups, but there was consensus across groups that they were problems that needed to be addressed.
- To **expand the wireless infrastructure** and access across campus.
- To **increase the support for Macs** and Mac labs compared with PCs
- **Classrooms that are standardized with respect to technology** to enable instructors walk into any classroom and quickly access and use the technology to teach.
    - The need for **telephones in all classrooms** – for access to tech support and the campus police
    - The need for **TVs** in all classrooms
    - **Data projector**s in all classrooms
    - Off-site centers need to be better equipped

The techs groups added some additional "global" areas of need for improvement:

- Conduct yearly analysis of bandwidth requirements and provide funding
- On going standardization
- Planning on a district wide level
- Involve all areas in decision making
- District culture change – flexibility to change
- Support instructional and administrative blending
- Concerns regarding capacity of existing equipment

- TERB – evaluation process needs to be fully computerized

VIII. Appendix C—Inventory (hardware and software)

Because of the size of this appendix it has been placed in an excel file and can be found on the Internet at:

http://www.palomar.edu/technologymasterplan/

IX. Appendix D – Governance Structure Request

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Technology Master Plan Task Force (Dr. Mark Vernoy and Dr. Bonnie Ann Dowd, Co-Chairs)	**Date: September 15, 2005**

Proposed Name of Requested Group: Technology Resources Council (TRC)

✓	**Council**		**Committee**		**Subcommittee**		**Task Force**

Action Requested:	✓	**Add**		**Delete**		**Change**

Role, Products, Reporting Relationships:

Role & Products – Implement the Technology Master Plan 2005 by developing processes for addressing the need for proven and cutting edge technology, streamlining the organization's structure with regard to technology, working with RAC & SPC in the creation of specific budget lines for technology, both hardware and software, and technology support and to identify funds for innovation. Annually review and update the plan every three years in conjunction with the District's Strategic Plan.

Reporting Relationship: Reports to the Strategic Planning Council

Meeting Schedule: 2nd and 4th Thursday, 2:00 pm to 3:30 pm

Co-Chairs: One Co-Chair appointed by the Faculty Senate
One Co-Chair appointed by the Superintendent/President

Members:
Vice President, Instruction (or designee)
Vice President, Student Services (or designee)
Vice President, Administrative Services (or designee)
One Instructional Dean – Appointed by the VPI
One Student Services Dean/Director – Appointed by the VP for Student Services
Director of Information Services
Academic Technology Coordinator
Academic Technology Supervisor
Network and Technical Services Manager
Systems Programing Manager
One Instructional Computer Lab Technician-Appointed by CCE/AFT
One Information Systems Network Specialist/Assistant-Appointed by CCE/AFT
One CAST Representative-Appointed by CAST
One AA Representative-Appointed by the Administrative Association
Seven Faculty Members Appointed by the Senate representing divisions (these seven faculty include the faculty co-chair.)
One Representative from ETV appointed by CCE/AFT
One Faculty Member Appointed by PFF
Media Supervisor (AV)

PALOMAR COLLEGE
Founded 1946
Educational Excellence

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- One Co-Chair appointed by the Faculty Senate
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Members:

- Vice President, Instruction (or designee)
- Vice President, Student Services (or designee)
- Vice President, Administrative Services (or designee)
- One Instructional Dean – Appointed by the VP for Instruction
- One Student Services Dean/Director – Appointed by the VP for Student Services
- Director of Information Services
- Academic Technology Coordinator
- Academic Technology Supervisor
- Network and Technical Services Manager
- Systems Programming Manager
- One Instructional Computer Lab Technician-Appointed by CCE/AFT
- One Information Systems Network Specialist/Assistant-Appointed by CCE/AFT
- One CAST Representative-Appointed by CAST
- One AA Representative-Appointed by the Administrative Association
- Seven Faculty Members Appointed by the Senate representing divisions (these seven faculty include the faculty co-chair.)
- One Representative from ETV appointed by CCE/AFT
- Media Supervisor (AV)

Reviewed by Strategic Planning Council: Comments:

10/18/05 First Reading

_____ Approved/Denied

Approved by PAC: 10/2/01

Tasks and Timeline for Strategic Plan 2009

Task	Timeline	Progress
1. Meet with Coordinating Work Group to review survey results and discuss timeline	2-Sep	Done
2. Review survey results and timeline with SPC	6-Sep	Done
3. Meet with Planning Councils to review progress to date on Strategic Plan update		
- Administrative Services Planning Council	8-Sep	Done
- Student Services Planning Council	14-Sep	Done
- Human Resource Services Planning Council	27-Sep	Done
- Instructional Planning Council	28-Sep	Done
4. Develop draft objectives with Coordinating Work Group	12-Oct	Done
5. Review Draft Objectives with SPC	18-Oct	
6. Review Revised Objectives with SPC	1-Nov	
7. Submit SP2009 to SPC - First Reading	15-Nov	
8. Submit SP2009to SPC - Second Reading	6-Dec	
9. Publish SP2009	31-Dec	

SPC Meetings Fall 2005: 09/06, 09/20, 10/04, 10/18, 11/01, 11/15, 12/6

STUDENT SUCCESS

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

- Define and communicate classroom and college expectations of students that foster shared responsibility for learning outcomes.
  (*Survey item(s): 1 SS, 6 TL)*

- Develop and implement an institution-wide plan that includes strategies to improve retention (course completion) and persistence (semester to semester attendance and completion).
  (*Survey item(s): 4, 6, 10, 15, 17, 18, 21, 22, 23, 24, 26, 8TL)*

- Increase student awareness and use of student support services.
  (*Survey item(s): 1 SS, 6 TL)*

- Increase instructional faculty's awareness and referral of students to student support services.
  (*Survey item(s): 5, 9, 7, 20)*

- Increase the number of full-time faculty while recognizing the need to increase the diversity among full-time faculty. *(Survey Items(s): 3,25)*

- Develop protocols for maximizing efficient use of technology for communicating with students.
  (Survey Items(s): 8,12)

- Align scheduling, course and program offerings to meet the needs of students.
  (Survey Items(s): 2,13,27)

- Advance articulation efforts with area high schools at the discipline level and within student services.
  (Survey Items(s): 11,16)

- Enhance the faculty advisory program through the use of technology.
  (Survey Items(s): 19)

❖ We suggest discussing item 14 in terms of whether career or job placement is a function of the college.

TEACHING AND LEARNING

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

- Provide up-to-date technology and related technical and equipment support for instructional purposes.
  (*Survey item(s): 1, 2, 4*)

- Provide comprehensive technology training for instructional purposes.
  (*Survey item(s): 11*)

- Assess and review information competency skills of students.
  (*Survey item(s): 3*)

- Provide financial and institutional support to facilitate faculty skill development, knowledge, research and innovation in on- and off-campus venues.
  (*Survey item(s): 5, 12, 14, 17, 18*)

- Initiate dialogue related to best practices in on-line teaching.
  (*Survey item(s): 13*)

- Develop a new faculty-to-faculty mentoring program.
  (*Survey item(s): 10*)

- Continue the dialog and the implementation efforts to assess student learning outcomes.
  (*Survey item(s): 15,9*)

- Offer training in curriculum and new course development.
  (*Survey item(s): 16*)

NOTES:

- ❖ Item 6 moved to Student Success
- ❖ Item 7 moved to Student Success

ORGANIZATIONAL AND PROFESSIONAL DEVELOPMENT

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

- Establish and fund on-going employee training programs for technical and professional skills that assess needs, assure competencies, and use appropriate delivery methods.
  (Survey item(s): 1, 4, 5, 6(?), 9, 10,13)

- Establish a website that includes all information related to professional development, staff development and training offerings available to Palomar College employees.
  (Survey item(s): 4, 9, 10, 12, 13)

- Evaluate formal communication channels and improve the vertical and horizontal communication within the governance structure.
  (Survey item(s): 3, 2, 8)

- Continue to promote and support health and wellness activities.
  (Survey item(s): 14)

NOTES:

- ❖ Item 7 - We moved to Student Success.
- ❖ Item 11 – We are already doing (phone directory)

RESOURCE MANAGEMENT

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

- Develop and implement processes that result in the identification, pursuit, and receipt of additional funds.
  (*Survey item(s): 1, 2)*

- Develop and implement a process for submitting, approving, and managing grants.
  (Survey item(s): 6)

- Continue efforts to simplify budgeting processes.
  (Survey item(s): 3)

- Provide ongoing training and support for fiscal reporting tools.
  (Survey item(s): 4)

- Develop protocols that maximize the effective use of facilities.
  (Survey item(s): 5)

- Develop a process that takes into account the total cost of each purchase including maintenance, upgrades and licensing.
  (Survey item(s): 7)

- Develop a comprehensive process that addresses the financial implications of program development.
  (Survey item(s): 8)

FACILITIES IMPROVEMENT

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

- Identify and provide appropriate levels of funding to support and ensure implementation of the facilities plan and the ongoing maintenance of buildings and grounds.
  (Survey item(s): 1, 3, 10)

- Complete the master signage plan for all district facilities.
  (Survey item(s): 9)

- Continue efforts to maximize the efficiency of parking lots to accommodate the needs of students, faculty, staff, and the community.
  (Survey item(s): 4)

- Continue to develop procedures to respond to emergency situations.
  (Survey item(s): 5)

- Strengthen efforts to improve safety and security throughout the district.
  (Survey item(s): 7)

- Develop a schedule to maintain and replace classroom furniture, equipment, and facilities to best serve students.
  (Survey item(s): 2, 6, 8)