STRATEGIC PLANNING COUNCIL AGENDA

Date:	September 2, 2008
Starting Time:	2:00 p.m.
Ending Time:	4:00 p.m.
Place:	SU-18

CHAIR: Deegan

MEMBERS: Barton, Brannick, Claypool, Cuaron, Dowd, Duran, Fernandez, Frederick, Gowen, Gropen, Halttunen, Hogan-Egkan, Japtok, Jennum, Kovrig, Lienhart, Madrigal, McCluskey, Owens, Sheahan, Talmo, Titus, Tortarolo, von Son

RECORDER: Ashour

	Attachments	**Time**

A.   MINUTES   5 min.
1.   Approve Minutes of May 6, 2008
2.   Approve Minutes of May 20, 2008

B.   INFORMATION/DISCUSSION   60 min
1.   Enrollment Update
2.   2007-2008 AIP Report   Exhibit B2
3.   SPC Self Evaluation   Exhibit B3
4.   FY2008-2009 Budget Update
5.   75/25 Committee
6.   Shared Governance Roles and Responsibilities
7.   Campus Police Governance Structure   Exhibit B7

C.   REPORTS OF PLANNING COUNCILS   15 min.
1.   Administrative Services Planning Council – Bonnie Ann Dowd
2.   Human Resource Services Planning Council – John Tortarolo
3.   Instructional Planning Council – Berta Cuaron
4.   Student Services Planning Council – Joe Madrigal

D.   REPORT FROM ACCREDITATION SELF-STUDY   Exhibit D

E.   REPORT FROM BUDGET COMMITTEE   10 min

F.   REPORTS OF CONSTITUENCIES   15min.
1.   Administrative Association – Laura Gropen
2.   Associated Student Government – Robert Fredericks
3.   Confidential/Supervisory Team – Lee Hoffmann
4.   CCE/AFT – Neill Kovrig
5.   Faculty Senate – Monika Brannick
6.   PFF/AFT – Shannon Lienhart

G.   OTHER ITEMS

A regular meeting of the Palomar College Strategic Planning Council scheduled for September 2, 2008, was held in SU-18. President Robert Deegan called the meeting to order at 2:00 p.m.

ROLL CALL

Members Present:	Barton, Brannick, Cuaron, Deegan, Dowd, Duran, Fredrick, Gropen, Gowen, Halttunen, Japtok, Jennum, Kovrig, Lienhart, Madrigal, McCluskey, Owens, Titus, Tortarolo, Wick
Recorder:	Cheryl Ashour
Members Absent:	Claypool, Fernandez, Hogan-Egkan, Hoffmann, Talmo, von Son
Guests:	Tony Cruz, Mike Ellis, Glynda Knighten, Ken Jay, Tom Medel, Don Sullins

A. **MINUTES**

1. **Approve Minutes of May 6, 2008**
    MSC (Gowen/Kovrig) to approve the Minutes of May 6, 3008 with revisions

2. **Approve Minutes of May 20, 2008**
    MSC (Cuaron/Brannick) (Kovrig abstained) to approve the Special Meeting Minutes of May 20, 2008 as presented

President Deegan asked Bonnie Ann Dowd and Mike Ellis to discuss Tuesday's campus-wide blackout. Mr. Ellis and Dr. Dowd explained what caused the blackout and what is being done to solve the problem. A second transformer will be installed tomorrow which will double the capacity and solve the short-term energy needs of the campus. A long-term plan, splitting the District into north and south with power coming in on two different circuits, is in the process. It will be implemented during the 2009 Christmas break. Mr. Ellis stated that emergency lights are being installed in bathrooms and classrooms.

B. **INFORMATION/DISCUSSION**

1. **Enrollment Update**
    Robert Deegan discussed current headcount and FTES numbers. It is anticipated that approximately 135 class sections, **potentially in excess of** $400,000, will not be funded **by the State** for the 2008-2009 fiscal year.

2. **2007-2008 AIP Report**
    Michelle Barton reviewed the May updates for the 2007-2008 Annual Implementation Plan. **(Exhibit B2)**
    There was discussion regarding the 2008-2009 Annual Implementation Plan. It was decided to roll-over all of the in progress objectives from the 2007-2008 AIP and only add objectives related to accreditation. The 2008-2009 AIP will come to SPC for a first reading at the next meeting. Shannon Lienhart suggested that we should consider student access to classes to be an important part of retention in Objective 2.

3. **SPC Self Evaluation**
    Michelle Barton distributed and discussed the Strategic Planning Council's self evaluation. **(Exhibit B3)**
    Members of all of the planning councils were asked to participate in a self-evaluation survey. The survey addressed topics such as the effectiveness of the council, the dissemination of information from the councils, and the inclusiveness of the governance structure. Ms. Barton stated that in each question 70% of the respondents either agreed or strongly agreed.

    Ms. Barton stated that it appears from the self evaluation that the College has a governance structure that is defined. We may need to review what our responsibilities are and what the responsibilities are from each of the constituent groups.

4. **FY 2008-2009 Budget Update**
   Bonnie Ann Dowd discussed the stalemate on the State budget. She stated that property tax revenues are not coming in at the level projected by counties. She plans to present the College's adopted budget at the October Governing Board meeting.

5. **75/25 Working Group**
   Robert Deegan stated that the 75/25 working group did not meet regularly because of conflicting schedules. He proposes that the working group membership be changed to: two Academic Senate members, two PFF members, an Academic Dean, the Vice President of Instruction or designee, and the Vice President of Finance & Administrative Services, or designee. Michelle Barton will be asked to serve as ex officio. President Deegan will no longer be part of the membership. The Faculty Senate will oversee the group and present the work group's recommendation to SPC. Everyone agreed.

6. **Shared Governance Roles and Responsibilities**
   Neill Kovrig reported that the CCE believes there is a breakdown in the shared governance process. He requested discussion about the roles and responsibilities of each representative. They specifically would like clarification on which decisions are operational and which decisions should be discussed at SPC. Discussion ensued. It was agreed that more clarification was needed regarding decision making roles in and outside of shared governance. This issue will be addressed in SPC in the near future.

Item F was moved forward in the agenda.

F.   **REPORT FROM ACCREDITATION SELF-STUDY**
   Berta Cuaron distributed and discussed the self-study timeline. **(Exhibit D)** They are currently working on Draft 5. She stated that 10 or 11 planning agendas will be brought to SPC for initial discussion at the September 16 meeting. A special SPC meeting is requested on September 30 for full discussion. The final draft will be sent to SPC hopefully October 7, but no later than October 21. This will allow about three weeks of time for our Governing Board to have its workshop and final Governing Board approval at its November 11th meeting.

G.   **ADJOURNMENT**
   The meeting was adjourned at 4:15 p.m.

Strategic Plan 2009
Annual Implementation Plan
2007-2008

PALOMAR COLLEGE
Learning for Success

"The Strategic Planning Council recognizes the importance of using the governance process to identify, prioritize, and allocate funding to ensure the success of the Objectives and Activities listed in this Annual Implementation Plan. While the SPC may not be named as an assigned group on each Objective and Activity, its role is implicit throughout."

Objective/Activity 1 *Goal* : *ALL*	**Primary Person(s):** Vice President, Instruction; Accreditation Tri-Chairs
Prepare Palomar's self-study for reaffirmation of accreditation.	**Assigned Groups:** Accreditation Steering Committee; Accreditation Standard Writing Groups
	Time Line: February 2008, 1st Draft; May 200, 2nd Draft

Funding Information – *One Time Funds* Budgeted or Needed
 	
1. Budgeted
  a. Amount
     $20,000 in 2007-08
     $30,000 in 2008-09
  b. Funding Source - General Funds
2. Needed -0-
  a. Amount Needed or Sought
	Funding Information – *Ongoing Funds* Budgeted or Needed
	
	 1. Budgeted
	    a. Amount -0-
	    b. Funding Source
	2. Needed -0-
	  a. Amount Needed or Sought

February, 2008 The first draft response for each standard was submitted by the eleven (11) writing teams on February 14. The co-chairs, the ALO, and the staff assistant have begun their individual reviews of the draft responses then will collectively provide feedback for editing to the writing teams before bringing the 1st draft to the Accreditation Steering Committee in March.	
May, 2008	

Draft #1 of the self-study was reviewed by the co-chairs, ALO, and the staff assistant and feedback was given to the eleven (11) writing teams by mid-March. Second drafts were submitted in late April and were shared with SPC at its meetings on April 29 and May 6. Feedback from SPC members was communicated to the writing teams. Reading circles on each Standard were also scheduled from May 5-16 during early mornings and the lunch hour to provide opportunity for the entire college community to read and respond to draft #2. This input was also shared with the writing teams. The Spring 2008 semester ended with a goal for the writing teams to consider and incorporate the feedback received and to plan to submit a third draft on June 25.   Other elements of the self-study are also in development under the leadership of the ALO, the co-chairs, and the staff assistant.

Progress on Objective – Ongoing

Objective/Activity 2 *Goal* : *Student Success*	Primary Person(s): Co-Chairs Learning Outcomes Council
As a result of Palomar's self-assessment for effective practices in Basic Skills instruction and support, develop and implement student success centers to increase student engagement, persistence, and completion.	**Assigned Groups:** Student Learning Outcomes Council; Curriculum Committee; Instructional Planning Council; Student Services Planning Council
This activity addresses the following objectives in the 2009 Strategic Plan: • Develop and implement an institution-wide plan that includes strategies to improve retention (course completion) and persistence (semester to semester attendance and completion) • Increase instructional faculty's awareness and referral of students to services that support student success. Increase student awareness and use of services that support student success.	**Time Line:** Complete Plan in April 2008, design TLC at Escondido in Summer/Fall 2008, implement a TLC at Escondido in Spring 2009, continue exploring location options for a TLC on San Marcos campus.

Funding Information – *One Time Funds* Budgeted or Needed	Funding Information – *Ongoing Funds* Budgeted or Needed

1. Budgeted
  a. Amount
    $350,000 (start-up costs for TLC)
  b. Funding Source
    Basic Skills (restricted funds), General Fund
2. Needed
  a. Amount Needed or Sought
	1. Budgeted
	  a. Amount
	    On-going costs will be less once TLC is established
	  b. Funding Source
	2. Needed
	  a. Amount Needed or Sought

February, 2008
The Basic Skills Work Group will complete its self-assessment in March and its Plan for the Teaching and Learning Center (TLC) in April, 2008. The vision is to create a TLC at the Escondido Center first, in a small scale, using both existing instructional support services and activities, such as tutoring, a writing lab, and a reading lab, while also exploring the implementation of effective strategies identified in the research literature. The TLC will serve all students but will have an emphasis on learning activities that support the needs of students enrolled in

basic skills courses and/or who lack some of the fundamental skills to succeed in college level courses. The group is also exploring a location for a TLC on the San Marcos campus as it continues its work for the Escondido location.

Student Services
#1. The Dean of the Counseling Services Division, the Counseling Department Chair, EOPS Director, and another counselor are members of the Basic Skills work group and have begun work on the self assessment and the plan that is due to the CCC System Office in May 2008.

#2.   The Early Acceptance Program: Approximately 2500 high school students were assessed at their high schools in the spring 2007 using COMPASS. These students were invited to Palomar College in June for an orientation, tour, opportunity to meet with department representatives and to register for their fall classes. Previously high school students who tested with us at their high schools in the STARS Program were given priority registration but didn't use it. With the EAP event we had a 20% increase in the number of students who used their priority registration. We are tracking these freshmen and their retention, persistence and success rates should be higher because they enrolled in first choice classes, are aware of student support programs and are familiar with the campus. Plans are under way for the spring 2008 EAP program. A greater number of participants is expected based on the success of the first year.

#3. Financial Aid Office established in Summer 07 a requirement that all financial aid students who are disqualified based on not making satisfactory academic progress according to federal regulations must attend a Satisfactory Academic Progress Workshop prior to submitting a petition or appeals form.

#4. The International Education Center did an analysis of GPAs of international students from fall and spring 2006-07 semesters. There was an alarming increase in the number of students with less than a 2.0 GPA.   Plans have been discussed to establish a tutoring center for international students to improve basic English and math skills.

#5. Enrollment Services implemented new Title 5 regulations to allow a second repeat of substandard grades and implemented Title 5 regulations to limit the number of W grades to three. Students must secure an evaluative grade at the fourth attempt.

#6. During the first two (2) weeks of classes, the Athletic Department provides information to each faculty member with an athlete in their class. They are asked to communicate with the Athletic counselor should academic or social issues arise with any student athlete. They will be contacted three (3) additional times during the semester, electronically and using the assessment cards.

#7. The Athletics & Competitive Sports 50 (Introduction to Collegiate Athletics) curriculum includes information on support services for students. Student athletes are taken on tours of the college campus to identify locations and resources.

#8. The Associated Student Government and the Office of Student Affairs has proposed the reconfiguration of SU-204, SU-28 and SU-28A. SU-204 will be converted from the computer center into the Diversity Center; serving all students, clubs, and student events. SU-28 and SU-28A will be converted from the game room into the computer center; serving students and assisting with assessment activities. Both areas will increase student engagement and assist with the collegiate experience outside the classroom while promoting retention, persistence, and completion.

#9. The Office of Student Affairs will improve communication to faculty and students regarding services available that are directly linked to student success including; textbook loans, bus passes, club membership, computer lab usage, PIC benefits, campus events and activities, and Associated Student Government participation.

#10. The Escondido Center will increase hours for PIC services.

#11. The Office of Student Affairs will increase student activities and events to promote and facilitate engagement and participation of students in college activities. Activities and events will be offered on the main campus and educational centers as well as introducing evening events for night students.

#12. Campus Police coordinated and implemented the new Sexual Assault Prevention Workshop and will continue to give classes during the Spring and Fall Semesters. The Sexual Assault Prevention Workshops are a collaborative effort between the Community based Women's Resource Center, The Center for Community Solutions, and the Palomar College Police Department. The workshops are structured for both men and women, and are open to students, Palomar College employees, and the surrounding community. The workshops are designed to bring awareness about sexual assault, ways to prevent sexual assaults, and the resources available if a person becomes a victim of sexual assault. (Complies with AB 1088, and the Clery Act)

#13. Campus Police developed and implemented the new Rape Aggression Defense Classes (R.A.D.) and will give classes during the Spring and Fall Semesters. The R.A.D. Program is a collaborative effort between the Occupational & Non-Credit Programs, Public Safety Programs, and the Palomar College Police Department. The R.A.D. Program is devised for women only and is open to students and Palomar College employees. The class is designed to develop heightened safety awareness and provides the options of self-defense to the woman who is attacked.

May, 2008

The Basic Skills work group has completed both its self-assessment and action plan. In addition, the Learning Outcomes Council structure was changed to include the Basic Skills Sub-committee. The Basic Skills Initiative Sub-committee, guided by the Learning Outcomes Council Steering Committee, will advance the Basic Skills Initiative at Palomar College. The Basic Skills Subcommittee will report to the LOC which in turn reports to the Faculty Senate. The Basic skills sub-committee will be co-chaired by two faculty coordinators. Its duties include to:

- Create the Teaching Learning Centers (TLC) at the San Marcos campus and Escondido center

- Promote dialogue, understanding, and response to the Basic Skills Initiative.
- Implement, evaluate, and revise the Basic Skills action plan.
- Continue to research and develop other learning venues to meet the needs of basic skills students.

Progress on Objective – Ongoing

Objective/Activity 3 *Goal* : *Student Success*	Primary Person(s): Vice President, Student Services; Vice President, Instruction
Define and communicate classroom and college expectations of students that foster shared responsibility for learning outcomes.	Assigned Groups: Student Services Planning Council; Instructional Planning Council; Learning Outcomes Council; Faculty Senate; Associated Student Government
	Time Line: May 2008

Funding Information – *One Time Funds* Budgeted or Needed	Funding Information – *Ongoing Funds* Budgeted or Needed

2. Budgeted
  c. Amount -0-
  d. Funding Source
    Current expenses covered by District general fund, Matriculations, EOP&S and Foundation support. Expansion & enhancements will need additional support.
2. Needed
  a. Amount Needed or Sought -0-
	1. Budgeted
	  a. Amount
	    $3,000,000.00 (budgeted salaries)
	  b. Funding Source
	    Unrestricted & categorical funds
	2. Needed
	  a. Amount Needed or Sought -0-

February, 2008
In the fall 2007, the Curriculum Committee approved a pilot program which includes questions on learning outcomes at the course level, assessment of those outcomes, and analysis of the assessments in the curriculum review process. The articulation and assessment of student learning outcomes has been added as a component of the long established Course Outline review process. Each course must be updated at minimum every five years. The new questions ask faculty to review and revise the course objectives with the faculty members who teach the course. On the basis of the course objectives, faculty are to indicate 2-6 overarching student learning outcomes for each course – that is, the knowledge, skills, abilities, or attitudes students will demonstrate as a result of successful completion of the course. In addition, faculty are asked to review and revise the methods of assessment with the faculty members who teach the course and to briefly describe how students demonstrate the overarching learning outcomes by means of these methods of assessment (qualitative and/or quantitative, measurable and/or observable). The review questions focus on the process that faculty use to analyze results of their assessments, what they see as possibilities for improvement, and the resources that are required to achieve improvement. Importantly, these extra components do not appear on the Course Outlines of Record but instead on the publicly available Curricunet reports that accompany the Outlines

Student Services

The Counseling department developed and approved the departments Learning Outcomes Chart. The counselors provided orientation during fall 07 to 35 class rooms and 1000 students. In addition, counselors have written 15, 774 education plans and have conducted 24, 290 appointments during the 2006-07 academic year. The Career Center is now providing assistance to students at the Escondido Center.

All matriculating students are required to go through assessment, advisement and orientation prior to registering for their first semester classes. They view an orientation video and are given an orientation packet that provides them with information about Palomar programs, services, specific programs, registration, college success, etc. This program is available at the San Marcos, Escondido, Poway, Ramona, Mt Carmel and Camp Pendleton Centers. PEER Ambassadors are scheduled to provide twice monthly visits to all the high schools in our district. High school students are given the opportunity to speak to a representative on a 1-1 basis. Follow up phone calls regarding student success and registration are made to all EAP students. Individual and group tours are also provided by PEERS and staff members from the Assessment Center.

The EOPS Department developed, approved & applied the Learning Outcomes questionnaire for the department.

The Financial Aid Federal Satisfactory Academic Progress Policy requires all financial aid students to complete course enrolled in as of the mid-point of the semester with a minimum 2.0 GPA.   Students are informed of this policy and those disqualified are expected to attend an information workshop where student responsibility for academic and financial aid regulations is discussed. It is anticipated that the number of students disqualified will be reduced in spring 2008.

The Health Center fosters shared responsibility for learning outcomes by instructing students through a self-care model and by serving their primary and preventative health care needs. Health Center professionals provide health care by supporting the physical, emotional and social well being of students. Students are educated in health care issues and wellness programs and are encouraged to actively participate in their own health care.

The Office of Student Affairs will promote Associated Student Government (ASG) awareness and participation in an effort to boost ASG membership. Increased ASG membership will enhance student representation on shared governance committees and foster shared responsibility of learning outcomes and student success.

May, 2008

Student Services

The Counseling department has agreed upon a process of assessing Student Learning Outcomes and will focus on "Personal Awareness" in 2008-09. An assessment tool will be developed to administer to students in September. This tool will assess the current barriers students view as most important. The instrument will be distributed to all students during their appointments and measure pre and post levels of personal awareness. The Counseling department will assess SLO's in the following order: Intellectual and Critical Thinking skills in 2009-10, Communication skills in 2010-11, Personal Responsibility in 2011-12 and Technical Knowledge and conduct assessments in 2012-13.

Prospective and new DRC students are provided semester specific checklists during initial one-on-one counseling meetings or high school tour/orientation outlining all of their individual responsibilities for initiating college enrollment and activating services. This checklist clarifies processes and puts responsibility into the hands of the student.

Demand for counseling appointments during the month of May in preparation for Fall enrollment has increased approximately 30% over the previous year

The Articulation Officer participated in the development and approval of the Counseling Department's Student Learning Outcomes Chart and in the current writing of assessments for the first SLO – Personal Awareness. The Articulation Officer, as a standing member of the Curriculum Committee, participates in discussions and decisions relevant to the SLO Pilot program.

The Counseling Services Division is in the 2nd year of planning and implementing the Early Assessment Program (EAP). Assessment staff visited 42 local high schools and administered the assessment to graduating seniors. These students are invited to come to Palomar to come to a special event, EAP, held on three Saturdays in June (5 sessions). At this event students will be given an orientation, tour and register for their fall classes with priority registration privileges. There was over a 20% increase in the number of students using their priority registration by attending this event in 2007-08 and expect a larger increase this year.

The EOPS department will focus on "Personal Responsibilities" for their 2008-09 Learning Outcomes, addressing the use of priority registration, as suggested at the annual Advisory Committee meeting held March 18th.

The EOPS Outreach Coordinator is the official liaison for foster youth. A total of 52 foster youth have self-identified during the 2007-08 school year. Efforts to better support this special population include additional contact with local Independent Living Skill (ILS) programs, homes, and the San Pasqual Academy as well as the SDCOE. Nine foster youth will receive Guardian Scholars grants, ranging from $3,500 to $5,000 each.

EOPS Student Workers and Outreach staff has successfully assisted students at 35 high school students with applications to the college, FAFSA and EOPS program. The eligibility clerk processed 2256 EOPS applications this year and the unduplicated EOPS count for 2007-08 is 1292, 100 students over cap.

President Deegan was the featured speaker at the state CalWORKs conference in November, and three Palomar College CalWORKs students were honored at the conference. The CalWORKs counselor, Brenda Wright, presented at the annual state conference in April on the CalWORKs/ REACH club. Students have held fund raisers to support their club and demonstrated outstanding leadership skills during the year.

The CARE Program has granted $81,000 to qualified CARE students during the 2007-08 school year. The March 9th Summit Conference was attended by 35 CARE & CalWORKs students at Mira Costa College.

In Summer 2007, Financial Aid/Scholarships Office implemented the requirement for students who did not meet the Federal Satisfactory Academic Progress guidelines who were applying for federal aid in Fall 07. Approximately 1,000 students attended the mandatory Satisfactory Academic Progress workshop.   To date, 750 students met the requirements to receive aid in Spring 08 and the remaining 250 did not meet progress at the end of Fall 07.

Health Services works with the Health 100 Faculty and the Fitness Center to monitor the students' progress in implementing healthy principles that they have learned at the Health Center and in classes. Students may participate in a free Health Screening and Holistic Lifestyle Questionnaire. These tools are used to measure health and lifestyle issues that are incorporated into a wellness plan to help students continue to grow and further develop healthy lifestyles.

Progress on Objective – Ongoing

Objective/Activity 4 *Goal* : *Student Success*	**Primary Person(s)** Superintendent/President; Vice President, Human Resource Services
Develop a plan to increase the number of full-time faculty and the 75/25 ratio, while recognizing the need to increase the diversity among full-time faculty.	**Assigned Groups:** Strategic Planning Council; Human Resource Services Planning Council for Model EEO Plan; Faculty Senate; 75/25 Work Group
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	**Funding Information – *Ongoing Funds* Budgeted or Needed**

3. Budgeted
   e. Amount -0-
   f. Funding Source - General Fund
2. Needed -0-
   a. Amount Needed or Sought
	1. Budgeted
	   a. Amount -0-
	   b. Funding Source
	2. Needed -0-
	   a. Amount Needed or Sought

February, 2008
14 full-time faculty positions are currently being filled. In 2008-2009 the cost in salaries and employee benefits for these positions is estimated to be approximately $1, 104,600 ($58,000 salary, $18,900 benefits per full-time employee).

A new Equal Opportunity Plan has been drafted. Review by HRSPC and the Equal Opportunity Advisory Committee is forth coming. Some sections of the plan await faculty and staff availability data from the Chancellors Office.

May, 2008

The 75/25 Work Group did not make progress on a plan to increase the number of full-time faculty and the 75/25 ratio. Recognizing the importance of this objective, the Superintendent/President is recommending the Strategic Planning Council review the composition of the 75/25 Work Group and schedule specific meeting dates for the 2008-09 academic year.

Progress on Objective – In Progress

Objective/Activity 5 *Goal* : *Teaching and Learning*	**Primary Person(s)** Faculty Senate President; Academic Technology Coordinator
Integrate campus discussions related to on-line teaching.	**Assigned Groups:** Faculty Senate Academic Technology Committee; Academic Technology Group; Professional Development; PFF; Associated Student Government; TERB
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	**Funding Information – *Ongoing Funds* Budgeted or Needed**

4. Budgeted
  g. Amount -0-
  h. Funding Source
2. Needed -0-
  a. Amount Needed or Sought
	1. Budgeted X
	  a. Amount
	  b. Funding Source
	    Faculty Contracts
	2. Needed -0-
	  a. Amount Needed or Sought

February, 2008

During this spring semester, representatives of the assigned groups will meet to discuss the status of their projects involving online teaching and learning.

May, 2008

Throughout this spring semester, the Faculty Senate's Academic Technology Committee (ATC) discussed the significance of the amount of workload that professors teach online. Late in spring, the Faculty Senate and the Palomar Faculty Federation formed a joint workgroup to focus and extend this discussion.

In addition, the ATC discussed (1) revising the procedures by which faculty recommend educational technology purchases and, (2) in conjunction with the Tenure and Evaluation Review Board, creating formative evaluation tools to assist faculty in developing online classes.

The ATC also conducted a preliminary evaluation of Web 2.0 tools such as Blogs, Wiki's, and Podcasting as they relate to online teaching (Webinar).

The Academic Technology Resource Committee (ATRC) publishes a newsletter that informs the campus community about technology pertinent to education. In conjunction with the Professional Development Office, the ATRC schedules training opportunities for faculty and staff interested in using educational technology and technology related to online teaching and learning.

Progress on Objective – In Progress

Objective/Activity 6 *Goal* : *Teaching and Learning*	**Primary Person**(s) Faculty Senate Academic Technology Committee (ATC); Information Services
Provide up-to-date technology and related technical and equipment support for instructional purposes.	**Assigned Groups:** Strategic Planning Council; Faculty Senate Academic Technology Committee (ATC); Information Services
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed
 	
5. Budgeted
    i.   Amount
   b. Funding Source
      Proposition M provided initial funding along with the Matriculation restricted funds budget for Assessment Center and SU204
2. Needed
   a. Amount Needed or Sought
	Funding Information – *Ongoing Funds* Budgeted or Needed
	
	1. Budgeted
	   a. Amount -0-
	   b. Funding Source
	2. Needed
	   a. Amount Needed or Sought **-0-**

February, 2008
The passage of Proposition M has provided an opportunity for the District to replace aging technology infrastructure and equipment campus-wide. However, the District will need to address how these items will be replaced in future years. At this time, there are no additional funds required. New computers were installed in the Assessment Center and in SU 204 to provide updated technology for the Student Services assessment and orientation program. This upgrade was also necessary for the EAP event when students come to Palomar to register for their fall courses. Funds provided from restricted Student Services budget is estimated at having been $80,000.

May, 2008

Proposition M funds allowed the District to provide up-to-date technology for instructional purposes in many ways. For example, the District is in the process of replacing about 500 computers in 16 computer labs and numerous classrooms with out-of-warranty equipment. The computers consisted of over 400 PCs, 57 Apple Macs and 32 Dell laptops for the Library's mobile wireless lab. The District's Lab Computer Replacement Plan called for over 300 of the out-of-warranty Dell computers to be surplused. At the June meeting, the Board approved the donation of 200 of those surplus computers to the Vista Unified School District with the proviso that 100 computers be installed in the high school student labs used by Palomar staff for the COMPASS assessment testing. It is expected that the donated computers will benefit both the Vista Unified School

District and emerging Palomar College freshmen. . Additionally, from last summer to this summer approximately 90 data projectors will be installed/replaced in classrooms. The new data projectors, as well as new computers in the classrooms, will provide much welcome support for our instructional objectives.

Several significant server replacements for academic applications were finalized this academic year.

A major PeopleSoft upgrade (from PS 8 to PS 9) will be finalized by June 6th, allowing students to use the new system for fall registration. This upgrade has necessitated training for faculty and staff that is being coordinated by Information Systems, the Instruction Office, and the Academic Technology Resource Center (ATRC). The ATRC has developed technical support materials to assist faculty and staff. For example, this summer we will move from Blackboard v. 7.3 to Blackboard v. 8, a significant update. The ATRC has prepared a test server, bbsandbox.palomar.edu, that will allow faculty to log in and try out the new version of Blackboard that is widely used by both on-campus and online classes. And Blackboard workshops will be available for faculty as well. The ATRC continues to provide a range of services that support instruction such as publishing a bi-monthly newsletter and podcast, digitizing video materials for faculty to use in their classes, testing new technology such as the iPod/iTouch devices and working with others to evaluate new approaches such as using social networking (e.g. Facebook) and blogs.

Progress on Objective – In Progress

Objective/Activity 7 *Goal* : *Teaching and Learning*	**Primary Person(s)** Co-Chairs of Learning Outcomes Council
Enculture the discussion and implementation of learning outcomes cycles.	**Assigned Groups:** Learning Outcomes Council; Institutional Review Committee; Curriculum Committee
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	**Funding Information – *Ongoing Funds* Budgeted or Needed**

2. Budgeted
   c. Amount -0-
   d. Funding Source
2. Needed -0-
   a. Amount Needed or Sought
	1. Budgeted X
	   a. Amount
	      $50,000/year
	      #1,2 & 3 = $10,000 (Student Services)
	   b. Funding Source
	      General Fund
	      #1, 2 & 3 – General Fund covers salary expenses and retreat paid
	      for with Matriculation funds. (Student Services)
	2. Needed -0-
	   a. Amount Needed or Sought
	
	($50,000/year)

February, 2008
In the fall 2007 the Curriculum Committee approved a pilot program which includes questions on learning outcomes, assessment of those outcomes, and analysis of the assessments in the curriculum review process. The articulation and assessment of student learning outcomes has been added as a component of the long established Course Outline review process. Each course must be updated at minimum every five years. The new questions ask faculty to review and revise the course objectives with the faculty members who teach the course. On the basis of the course objectives, faculty are to indicate 2-6 overarching student learning outcomes for this course – that is, the knowledge, skills, abilities, or attitudes students will demonstrate as a result of successful completion of the course.   In addition, faculty are asked to review and revise the methods of assessment with the faculty members who teach the course and to briefly describe how students demonstrate the overarching learning outcomes by means of these methods of assessment (qualitative and/or quantitative, measurable and/or observable). The review questions focus

on the process that faculty use to analyze results of their assessments, what they see as possibilities for improvement, and the resources that are required to achieve improvement. Importantly, these extra components do not appear on the Course Outlines of Record but instead on the publicly available Curricunet reports that accompany the Outlines

Student Services
#1. The Counseling department has formed a department committee on Student Learning Outcomes and has identified five objectives for general counseling. Curriculum for COUN 110, to include appropriate SLO language, was updated.

#2. All faculty and staff in the Counseling Services Division attended a retreat in September 2007 with Dr. Debbi DiThomas, Vice Chancellor of Student Services at Riverside Community College to develop SLO's & SAO's in individual departments/areas. Faculty and staff had the opportunity to share the information gained working in small groups and to set SLO and SAO goals that are consistent with the mission goals of Palomar College.

#3. An EOPS Counselor participates in the Counseling department committee on Student Learning Outcomes, and we have identified 5 objectives for EOPS. The Pre & Post Survey was implemented in Fall 2007. CalWORKs implementation is in progress

May, 2008
The LOC and Curriculum Committee are in the process of creating a similar process for each academic and Career and Technical program. Thus student learning outcomes for courses programs will be explicit and easily accessed.

The Curriculum Committee voted to make permanent the pilot Course Outline of Review process including questions which articulate the student learning outcomes assessment cycle.

Progress on Objective –Ongoing

Objective/Activity 8 *Goal* : *Organizational and Professional Development*	**Primary Person**(s) Vice President, Human Resource Services
Develop and implement a plan to establish and fund on-going employee training programs for technical and professional skills to assess needs, assure competencies, and identify appropriate delivery methods.	**Assigned Groups:** Human Resource Services Planning Council; Information Services; Professional Development; Council of Classified Employees (CCE); Staff Development and Training Committee
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	**Funding Information – *Ongoing Funds* Budgeted or Needed**

6. Budgeted
  a. Amount: $87,414.00
  b. Funding Source
    Budgeted, Restricted Funds for Gran process
2. Needed
  a. Amount Needed or Sought
	1. Budgeted
	  a. Amount -0-
	  b. Funding Source
	2. Needed
	  a. Amount Needed or Sought $5,000

February, 2008
Staff Development & Training Committee has developed a grant process for allocation of one-time funds to be used in accordance with the Chancellors Office guidelines. On-going funds will be used for computer skills training and have not been determined.

May, 2008
The grant process developed by the Staff Development and Training Committee was completed, adoption recommended by the Human Resource Services Planning Council, and presented to the Strategic Planning Council as an information item. The process will be announced campus-wide by e-mail communication starting on Plenary Day for the Fall 2008-2009 semester. Awards will be made from one-time funds until such funds are exhausted. From a planning standpoint this activity is complete.

$5,000 of the one-time funds provided by the Chancellor's office will be retained and utilized for technical skills training in Microsoft Office software suite technology for all faculty and staff in a series of workshops. It is intended that the college's faculty (and staff, where appropriate) will instruct these workshops. From a planning standpoint this activity is complete.

Progress on Objective – In Progress

Objective/Activity 9 *Goal* : *Organizational and Professional Development*	Primary Person(s) Superintendent/President
Evaluate formal communication channels and improve the vertical and horizontal communication within the governance structure.	**Assigned Groups:** Strategic Planning Council; Instructional Planning Council; Student Services Planning Council; Human Resource Services Planning Council; Administrative Planning Council; Research and Planning
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	Funding Information – *Ongoing Funds* Budgeted or Needed

7. Budgeted
  j. Amount -0-
  b. Funding Source
2. Needed
  a. Amount Needed or Sought -0-
	1. Budgeted
	  a. Amount -0-
	  b. Funding Source
	2. Needed
	  a. Amount Needed or Sought -0-

February, 2008

HRSPC agreed to conduct manual shared governance roles training provided by the director of Research & Planning. Training has been conducted for FY 2007-2008 in HRSPC's initial meeting.

F&ASPC is in the process of updating departmental websites; developing a division newsletter, and has established a permanent display case to communicate deadlines and "happenings" (e.g., construction projects undertaken) in the Finance & Administrative Services Division.

May, 2008

Each planning council conducted a self-evaluation. In fall 2008, results will be shared with each council, and reviewed and discussed with the Strategic Planning Council.

Progress on Objective – In Progress

Objective/Activity 10 *Goal* : ***Resource Management***	**Primary Person**(s) Superintendent/President; Director, Research and Planning
Develop and implement a process for submitting, approving, and managing grants.	**Assigned Groups:** Strategic Planning Council; Research and Planning; Director, Grant Funded Student Programs; Director, Fiscal Services
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	**Funding Information – *Ongoing Funds* Budgeted or Needed**

1. Budgeted
   a. Amount:
   b. Funding Source
       Budgeted, Restricted Funds for Gran process
2. Needed
   a. Amount Needed or Sought
	1. Budgeted
	   a. Amount
	   b. Funding Source
	2. Needed
	   a. Amount Needed or Sought $125,000 annually (estimated need)

February, 2008
Last May, the Grants workgroup provided the report below:

The Grants workgroup met throughout the Spring 2007 term. The workgroup reviewed the current processes in place at Palomar for developing, submitting, and managing grants. Also, it reviewed the current practices at other community colleges. Based on its research, and the availability of appropriate funding, the workgroup is making the following recommendations:

- *Establish a formal grants function and process at the college.*
- *Establish a small grants steering committee to identify grant strategies and opportunities and monitor the grants process.*
- *Establish a grants office consisting of a Grants Development Specialist/Writer (1.0 FTE) and Budget/Fiscal Technician (.45 FTE).*

The report included a recommendation that would require the commitment of ongoing funds. With proposed cuts to our operating budget next year, the college should determine if this is a path can take at this time.

May, 2008

The ability to allocate ongoing resources for the development and submission of grants remains difficult under the constraints of diminishing budgets. However, in the absence of a formal process, the college is still moving forward to submit grant proposals to help fund strategic initiatives. Recently, the Department of Education informed the college that our Title V grant proposal was accepted and will be funded. This will provide $2.8 million dollars to the college over the next five years to support student success.

Progress on Objective – In Progress

Objective/Activity 11 _Goal_ : _Facilities Improvement_	Primary Person(s) Vice President, Finance & Administrative Services; Director, Facilities
Identify and provide appropriate levels of funding to support and ensure implementation of the facilities plan and the ongoing maintenance of buildings and grounds.	Assigned Groups: Finance and Administrative Services Planning Council; Facilities Review Committee
	Time Line: May, 2008

Funding Information – _One Time Funds_ Budgeted or Needed
 	
1. Budgeted
   a. Amount: -0-
   b. Funding Source
      Budgeted, Restricted Funds for Gran process
2. Needed
   a. Amount Needed or Sought -0-
	Funding Information – _Ongoing Funds_ Budgeted or Needed
	
	1. Budgeted
	   a. Amount -0-
	   b. Funding Source
	2. Needed
	   a. Amount Needed or Sought -0-
	      No additional funds required for FY2007-08.

February, 2008

Due to budget constraints, budget levels for funding of the facilities plan and ongoing maintenance of buildings and grounds is less than acceptable. This area continues to be under-funded as evidenced by expenditure rankings within comparable colleges and according to industry guidelines. However, with the passage of Proposition M, which provides for some funding annually to off-set existing general fund budgets, the Facilities Department anticipates being able to augment the funds provided through scheduled maintenance to continue to maintain facilities, buildings, and grounds for FY2007-08.

May, 2008

Prop M –Series A is providing $250,000 annually to implement the District's Facilities Improvement Plans (FIP's). Requests for facilities improvements are submitted to the Facilities Review Committee and the committee develops an annual list of approved projects. The current FIP's list contains 113 projects; 11 of the projects have been completed; 23 projects are scheduled to be completed by June 30, 2008 and the remainder of the projects will be re-evaluated and scheduled in FY 2008-09 based on the projects assigned priority.

This Objective/Activity is continuous in that funding to support and ensure implementation of the facilities plan and the ongoing maintenance of the District's buildings and grounds will continue to exist in perpetuity due to the nature of the item. That said, it is important to mention that a process is in place to prioritize and address projects and the passage of Proposition M has enabled the district to allocate funds in addition to the limited general funds provided for in the annual budget.

Progress on Objective – Continuous

Objective/Activity 12 *Goal* : *Facilities Improvement*	Primary Person(s) Vice President, Finance & Administrative Services
Complete the master signage plan for all district facilities	**Assigned Groups:** Finance & Administrative Services Planning Council
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	Funding Information – *Ongoing Funds* Budgeted or Needed

8. Budgeted
  k. Amount -0-
  b. Funding Source
2. Needed
  a. Amount Needed or Sought -0-
	1. Budgeted
	  a. Amount -0-
	  b. Funding Source
	2. Needed
	  a. Amount Needed or Sought
	    No additional funds required for FY2007-08.

February, 2008

LPA, the District's Architects, are in the process of developing uniformed standards and guidelines for all newly constructed and remodeled buildings in the Master Plan 2022. Proposition M is being used to fund development of standards and guidelines by the District Architects for all buildings as a cost of construction in accordance with the proposition approved by the voters in November 2006.

May, 2008

The District's Master Signage Plan includes ADA door signs, interior directional signage, exterior building identification signage, exterior "You Are Here" directional signage, and a variety of informational signage. The following identifies where we are on each section of the master signage plans:

    a) ADA Door Signage: The door signage is mandated by the Americans with Disabilities Act and has been installed in a majority of the existing buildings in the District and is included in all of the new construction.

    b) Interior Directional Signage: There are some interior directional signs located around the campus facilities and the new Natural Science Building has the new prototype signage for campus review. The majority of the existing buildings do not have interior pathways that require interior signage, but all of the new buildings will include interior directional signage.

    c) Exterior Building Identification: There is existing exterior signage on all of the campus facilities, but it has proved inadequate and the District Architect, LPA, Inc. has developed a new prototype building signage that is in the process of being installed on the new Natural

Science Building. All of the architectural firms have been provided the specifications for the new signage and have been requested to implement the design in all of the new construction projects.

d) "You Are Here" Exterior Signage: The District developed and installed a prototype "You Are Here" sign installed by the main entrance on the south side of the SSC Building. We have received many positive comments about the signage and hope to obtain general funds to implement more of these types of signs around the campus in the future.

e) Informational Signage: This includes a wide variety of banners, posters, bulletin boards, electronic signage, etc. and this signage is currently governed by the District's Graphics Standards and Style Manual. The Facilities Review Committee reviews special requests for informational signage and will need to update this portion of the master signage plan in the future.

f) Roof Top Signage: The local police and fire protection agencies have requested that we have rooftop identification for every building on the San Marcos Campus to assist those agencies in responding to emergency situations. We have installed the signage on some of the existing buildings when they were scheduled for roof replacement, but need to include the identification on the remaining buildings and any new buildings that are constructed on the campus.

Progress on Objective – Items "a, b, c and f" are completed in the sense that they have been incorporated into construction project design for remodeled and new buildings. Item "e" is completed in that a process is in place and incorporated into the District's Governance process. Item "d" is ongoing and requires additional general funds to complete.

Objective/Activity 13 *Goal* : ***Facilities Improvement***	Primary Person(s) Manager, Facility Planning/Environmental Health & Safety
Continue to develop procedures to respond to emergency situations.	**Assigned Groups:** Safety and Security Committee; Campus Police Committee
	Time Line: May, 2008

Funding Information – *One Time Funds* Budgeted or Needed	Funding Information – *Ongoing Funds* Budgeted or Needed

9. Budgeted
   l.   Amount
      $100,000 estimated
   b. Funding Source
      No additional general funds required for FY2007-08.
2. Needed
   a. Amount Needed or Sought -0-
	1. Budgeted
	   a. Amount -0-
	   b. Funding Source
	2. Needed
	   a. Amount Needed or Sought
	      Uncertain at this time until plan is completed

February, 2008

A working group consisting of the Safety and Security/Planning and Campus Police with representation from campus constituency groups was formed during fall 2007 and is currently working on this activity to develop an action plan for high and low tech emergency preparedness. Upon completion of this action plan, it is anticipated that one-time funds estimated at $100,000 will be required for implementation with ongoing funds in an amount yet to be determined required in future budget years to sustain the program.

Additionally, the Campus Police Committee is working with the Palomar College Safety and Security Committee to identify areas of vulnerability to improve the District's Emergency Preparedness Plan. The Campus Police will continue to conduct open forums on crime prevention, support the Safety Awareness Month during the month of September by orchestrating and implementing a variety of booths on campus to provide information to our students and staff on health, safety, and security awareness. In addition, the Counseling Department provided counseling services to students and staff affected by both the campus bombs threats and the San Diego County Fires. Finally, the Director of Student Affairs will be a member of the Situations Status unit in the District's Emergency Response Organization chart

May, 2008
The working group has continued to meet and anticipates presenting recommended action plans to the President, who convened this working group, during the summer 2008 for consideration in FY2008-09.

Progress on Objective – In progress

Planning Councils Evaluation 2008

Institutional Research and Planning
Palomar College

May, 2008

INTRODUCTION

In an effort at continual improvement, the planning councils at Palomar College conduct an annual self evaluation. This involves a survey of the members of the Administrative Services, Human Resources, Instructional, Strategic, and Student Services Planning Councils, and provides data that can be used to make improvements to the councils and the governance process. Respondents were asked to evaluate the operation of the council or councils to which they belonged, as well as the governance process at Palomar in general. The survey addressed topics such as the effectiveness of the council, the dissemination of information from the councils, and the inclusiveness of the governance structure.

Sample

The survey was sent to all individuals who had served on a planning council in the last year. This included 69 individuals, some of whom served on multiple councils. A total of 43 people responded to the survey, including nine who were on multiple councils.

Procedures

The Institutional Research and Planning office received lists of individuals who had served on a planning council in the last year. These lists were combined then unduplicated, resulting in a sample of 69 individuals. A survey link and password was e-mailed to each individual on the list on May 1st, which indicated that they had until May 23rd to complete the survey. Reminders were sent on May 12th and 19th. The survey was anonymous.

Respondents were asked which council or councils they served, then responded to questions specific to the council or councils they identified. All respondents were also asked a set of questions about the governance process at Palomar College.

RESULTS

Councils

The councils that the respondents served on are displayed in Table 1. The table shows the number and percentage of the respondents who served on each of the councils. A total of 52 council evaluations were offered from the 43 respondents.
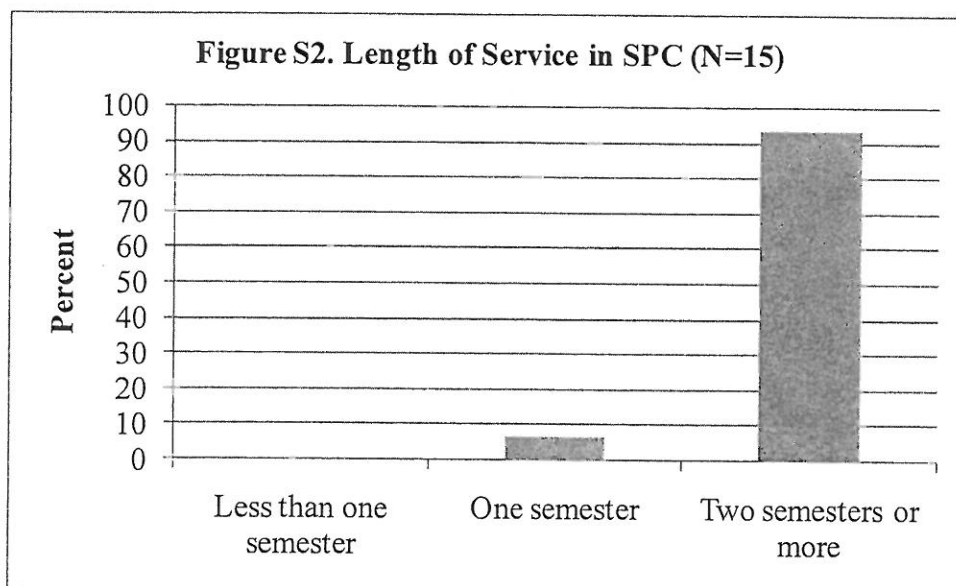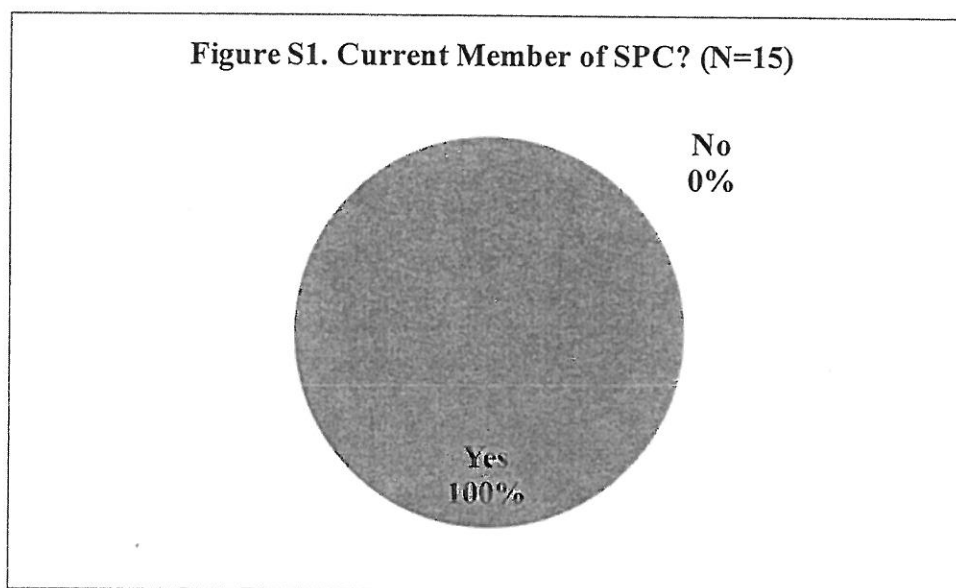
Table 1. Planning Councils Served by Respondents in Last 12 Months

	N	Percent
Administrative Services Planning Council	6	14.3
Human Resource Services Planning Council	6	14.3
Instructional Planning Council	12	28.6
Strategic Planning Council	15	35.7
Student Services Planning Council	13	31.0

SPC Members

Fifteen SPC members responded to the survey, all of whom were current members. All but one of the respondents had been on the council for two or more semesters.

Figure S1. Current Member of SPC? (N=15)

No
0%

Yes
100%

Figure S2. Length of Service in SPC (N=15)

SPC Performance

The respondents were asked to rate the planning councils on which they served with respect to nine different aspects. These ratings are displayed in Table S1. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments.

Table S1. Strategic Planning Council Ratings

	N	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
① The role and responsibilities of the Strategic Planning Council (SPC) are clear and well understood.	15	0.0%	6.7%	13.3%	46.7%	33.3%
② The SPC has operated effectively this year.	15	0.0%	13.3%	6.7%	66.7%	13.3%
③ The SPC spends the appropriate amount of time discussing and acting upon issues and topics.	15	6.7%	6.7%	6.7%	60.0%	20.0%
④ The Annual Implementation Plan and methods for evaluating our progress on accomplishing its tasks are clear and understood.	15	0.0%	26.7%	20.0%	33.3%	20.0%
⑤ The procedures used to guide the functioning of the SPC are effective (e.g., structure, conduct, and the organization of meetings).	15	0.0%	6.7%	0.0%	60.0%	33.3%
⑥ The structure of SPC allows for open and participatory communication between constituents.	15	13.3%	6.7%	6.7%	33.3%	40.0%
⑦ I understand/understood my role and responsibilities as a member of SPC.	15	0.0%	0.0%	0.0%	60.0%	40.0%
⑧ As a member of SPC, I am/was able to participate in the decision-making process of the college.	15	0.0%	20.0%	6.7%	33.3%	40.0%
⑨ As a member of SPC, I feel that I am/was able to devote the time necessary for participation on the council.	15	0.0%	0.0%	26.7%	40.0%	33.3%

✳

Table S2. Comments on the clarity of the role and responsibilities of the SPC

Been on it three years, still don't quite know. Its the last stop before governing board. What I'd love to know is what items we have jurisdiction over and what comes to spc just as information.

It seems like SPC should make recommendations to the Superintendent/President for the good of the institution, and that less partisan discussion would be helpful.

It use to be a deciding group where there was open discussion and voting. Now decisions have already been made and just given as information. The shared governance doesn't seem to exist any more.

Several training sessions have been presented to make membership roles and responsibilities very clear.

The roles are outlined, but the action of shared governance is missing.

Table S3. Comments on the effectiveness of SPC

Agendas are always sent out in advance. The work of the college moves at the pace necessary for transparency, inclusion and "particapatory governance."

getting funding identified on the AIP, and the smoking policy.I think we made strides in tying funding to our planning process. I would like to see SPC tackle the big issues like full time faculty obligation -- 25/75% ratio. Perhaps ask each constintuency group what their big issue is and then plan for it, strategically -- and tie it into planning documents. It doesn't seem to matter until it hits the agenda at SPC.

sometimes a little to slow

There were many items brought up that we were just given information on and mostly many items that were never brought up that were found out later decisions had been made without any open discussion in SPC.

Table S4. Comments on the amount of time spent discussing and acting on issues in SPC

Discussion is thorough and not limited. Issues requiring discussion over time are given the latitude needed to have a full and complete dialogue.

I appreciate that the SPC meetings continue to become more informative, ensuring that members have contexts in which to understand the matters they are deciding upon.

If in fact an issue is brought up for discussion instead of information.

Sometime too much discussion

There are times where it feels that items are rushed through and it is necessary to stop and ask for clarification, and then there is the smoking policy.

There is minimal discussion - generally issues have already been acted on prior to the discussion and input.

Things are announced but not really 'discussed'. These meetings are so tense that it seems better to just get through the meetings than raise any issues. This is not really how these meetings should be.

Table S5. Comments on the clarity of the Annual Implementation Plan and methods for evaluating progress in SPC

ASG tasks were not well define

I agree there is a form, tasks are identified, there are assigned groups to acheive the tasks; however, accomplishing the tasks is sorely lacking. Even assigning a budget source and cost to accomplish are questionable.

I spent alot of time preparing information that was not included......maybe we need more specific information

Nothing clear was done about the cost of the plans. How much it would cost the college.

The AIP is an excellent model of strategic alignment of district goals and objectives with annual activites driving funding decisons.

The AIP process is still a work in progress. I think we focus more on process and less on outcomes, and the reverse would be desireable.

We are getting better at this. There seems to be little buy in that this is actually a planning document, it's much more of a bean counting for accreditation. I'd like to see it be a real, live document.

Table S6. Comments on the effectiveness of the procedures used to guide the functioning of SPC

Meetings are well-run. The format is both structured and informal, promoting good discussion opportunities.

Often we members of SPC simply don't have the time to take in all the material we are given--even if we are given the material weeks before the meeting.

Roberts Rules! it gets a bit messy and unclear where we are in motions and when multiple people wish to speak on an issue President Deegan should make a list and generate a speaking order. Some of the less vocal people get lost in the shuffle.

The structure, conduct, ect. exist, but the shared governance is missing.

Twice per month meetings gives each member time to discuss issue with the constitutent groups they represent.

Table S7. Comments on the impact of the structure of SPC on open and participatory communication

It was better this year, I didn't have the feeling that we were always rushing to get through so we could end early. There was lively communication and we covered quite a few issues.

No, it is very uncomfortable in these meetings.

Sitting on a Planning Council and fed information verses having an active role in decision-making are two completely different tasks.

We have been told many times that it wasn't up for discussion it was for information only. That a decision had already been made at a different planning councel. Most of us thought that all the was brought forth to SPC, since it is the top planning coun

Table S8. Comments on the respondent's understanding of their role and responsibilities as a member of the SPC

I am a faculty advocate -- I see my role as protecting faculty rights, and expressing faculty concerns and above all making sure academic freedom stays the #1 priority on this campus.

I am very clear on my role and responsibilites to participate and represent my constituent group.

no question

Sitting on a Planning Council and fed information verses having an active role in decision-making are two completely different tasks.

Understood my role, just couldn't do it many times since the role of SPC seemed to change to an information only committee.

Table S9. Comments on the respondent's ability to participate in the decision-making process as a member of the SPC

My voice has equal weight to all other voices.

Not sure, sometimes it feels as though the decisions have already been made.

Sitting on a Planning Council and fed information verses having an active role in decision-making are two completely different tasks.

We told what will happen after the fact - no real asking of input BEFORE big decisions are made!!!!!

Yeah, but I'm pretty vocal -- the quieter folks might feel a bit left out.

Table S10. Comments on the respondent's ability to devote sufficient time to the SPC

Although I am a member there seems to be a "core" group within the membership.

As I said above, SPC covers a lot of material and matters, and often it's hard to feel fully prepared.

At times, there can be a large amount of reading in a short period of time. I don't have much free time during the day to do all that is necessary (sometimes).

But here is never enough time. It feels very rushed at the end of the semester because spc needs faculty input to send send stuff to the June governing board. Frankly not being around for the summer makes me a bit nervous -- there is always a shock comming back in the fall and seeing the decisions that were made that were made without faculty input. There is the perception that administration waits on some issues til we are off contract and have no voice. In that way, I think there should be spc year round and perhaps department chairs or faculty with stipends could have a voice over the summer.

I think that we need to be creative and hold meetings like these in a variety of formats. If we have this many people willing to gather 2 times per month, let's do more to find out what EVERYONE thinks. Often a majority of participants silent and their opinion goes unknown.

Only if I took the information home prior to the meeting and spent my own personal time.

SPC Information Dissemination

Planning council members were asked "Who do/did you share information with regarding the issues discussed and actions taken at SPC?" Their open-ended responses are found in Table S11, and the method by which they shared such information is summarized in Table S12.

Table S11. Who Respondents Shared Information with Regarding SPC Discussions and Actions

any member who would talk to me
CCE - Classifed Group
Constigency group
Deans, Division Chairs and Directors
Faculty Senate and my department
Faculty Senate Counseling Department
I share informatin on a weekly bases with deans, cabinet
Members of my constituent group and other groups.
my group
Other committees
Other members in my department.
Primarily with the Faculty Senate but also with my academic department.
With Faculty and student services

Table 12. Methods Used to Share Information from SPC

	Frequency
E-mail	9
Formal meetings	12
Informal meetings/discussions	11
Reports	5
Other	1

SPC Strengths and Weaknesses

Table S13. What SPC Did Well This Year

1.Allowed all constituents to participate in shared governance via Reports of Planning Councils & Constituencies.

began to tie funding into the AIP, is in the process of making sure policies and procedures protect academic freedom rather than limit it, and finally passing the smoking policy.

Budget discussions, Policy and procedures, smoking policy

Can think of much

Moved through extensive agenda items

Review of Accreditation Self-Study documents

Smoking policy

Smoking Policy Student Grade Policy Student Discipline Procedures

Talked about the issues with clear direction

The joint meeting with Budget Committee on the state and college budget was especially well done.

The only task accomplished was the ASG getting their smoking policy approved.

There was good and open discussion about the student smoking issue. That is how it use to be. this is the one topic that there was open and honest discussion and a clear and open vote to make a decision.

This year SPC made especially clear that its discussions can be open and candid.

Table S14. How SPC Can Improve

By having open and honest discussions before a decision is made.

Dialogue could be better framed in terms of institutional needs rather than partisan needs of a constituent group, union, etc.

Handle all issues, decision making, tasks as they did at the last SPC meeting of the year with the smoking policy. Bring back TRUE shared governance and stop the classroom lecture" / "note taking" governance. The Council should not be "information only". "

keep the meeting to the schedule

Members sharing information with constituents

Softer chairs, larger room with better ventilation.

Start listening to people instead of just paying them lip service!

Stress "representational government". Each person on the Council represents a constituency, not individuals.

The group feels very divided. People stay with their group: admin, faculty, students, classified. Its doesn't seem like people are working together or even have same goals.

when there is a topic that many people want to discuss, make a list and a speaking order. Have SPC over the summer, tackle the big issues, ask each constituent group what their #1 issue is and fight the good fight.

Governance Structure

Governance Structure Evaluation

Table G1. Ratings of the Governance Structure

	N	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The roles and responsibilities of the planning councils (Administrative Services, Human Resource Services, Instructional, Strategic, and Student Services) are clearly defined and understood.	43	0.0%	9.3%	14.0%	58.1%	18.6%
The governance structure provides an opportunity for each campus constituency (students, faculty, classified staff, and administrative staff) to identify and articulate its views on institution-wide issues.	43	4.7%	7.0%	0.0%	58.1%	30.2%
The process for proposing changes (e.g., changes to committee members, establishing a new committee) to the governance is clearly defined and understood.	43	0.0%	9.3%	18.6%	55.8%	16.3%
The process for presenting issues or matters for discussion within the governance structure is clearly defined and understood.	43	0.0%	4.7%	14.0%	65.1%	16.3%
The governance structure allows for expression of ideas, input, and feedback at all levels of the institution.	43	4.7%	4.7%	14.0%	48.8%	27.9%

Table G2. Comments on the clarity of the role and responsibilities of the planning councils

But they are not currently followed.

have revised to make better defined and understood

Have the strongly agree selection at the top of the list vs. bottom.

I understand in theory, but in practice it's a little fuzzy.

The actual roles and responsibilities may be understood, but whether or not anything is actually accomplished is the issue with me.

The roles and responsibilities not only are clearly defined, but the existing structure actually works.

They are clearly defined for individuals who look for them. Many constituants do not know the roles or responsibilities because they choose not to.

Yes for ASPC, don't know about the others.

Table G3. Comments on the the opportunity of the constituencies to express view points

Although I agree that opportunity is provided; views, ideas and input on institutional issues are not usually expressed at ASPC.

Even though this opportunity is provided, we have trouble getting anyone from the faculty to actually show up at our meetings, even though they are given release time to do so.

Since the disbanding of the TRC, there is no clear channel to deal with technology issues that effect each constituency.

The opportunity is there if people choose to take advanatge of it.

We are very good at sharing our views.

We can talk - but our suggestions and issues that we have never get more than just lip service

With the exception of ASG.

Table G4. Comments on the clarity of the process for proposing changes

Defined and understood, however the changes are not decided on or discussed as a council.

It is defined, but doesn't seem to be followed any more. It seems to be that there is no consistency. It is just how the District wants to handle a certain issue or change. Not everyone understands the process but the information is out there if people want to find out about it.

These processes are very lengthy. Although this may be unavoidable, it slows change to committees and governance.

Table G5. Comments on the clarity of the process for presenting issues for discussion

Defined and understood, however the changes are not decided on or discussed as a council.

Since the disbanding of the TRC, there is no clear channel for presenting issues or matters for discussion that deal with technology issues that effect each constituency. there should be a guide on which directions items must proceed...which council first, then to....., then to....., and first reading....then to......it can be very confusing and time consuming.

Table G6. Comments on the governance structure's allowance for the expression of ideas

highly dependent on personalities

It's less of a grid and more like a mosh pit. Ideas get thrown into the middle and the ones that hit spc agenda seem to have merit.

same - it is a great way to do things if we had very clear organizationsl line, both vertically and horizontally.

The College should publish (and regularly update)an org chart type diagram of the governance structure showing how the various councils, committees, etc. feed into one another. Such a visual aid would concretize" the structure and make it easier for all to evaluate. "

There is this underlying current in the meetings. Individuals positions are definetly carry "weight" in the discussions.

Governance Structure Strengths and Weaknesses

Table G7. What are the strengths of the current governance structure?

All constituency groups are represented and given the opportunity to have a voice

All constituent groups have a voice in planning and providing input to the future of the District.

All gorups are respresented and allowed to discuss issues and problem solve.

all voices can be heard

allows broad participation

Allows for all constituency groups to provide feedback and gather information.

Ample opportunities for input & discussion, generally parceled out responsibilities appropriately. i.e. IPC focuses on Instructional Planning in the form of Institutional reviews conducted at the departmental level.

communication

Encouraged participation

Everyone is there. All groups are represented.

In theory it is good.

It envolves everyone, at all levels. It allows one to express a point of view and make recommendations. It is a good process for everyone to communicate. It also provides a process to resolve issues and make recommendations for approval.

Keeps the faculty involved in a great process of discussion and action

Opportunities for input and participation.

Opportunity for input

Provides opportunity to express views and ideas on institutional issues.

Reasonably fair input from the various constituencies on campus.

Represenation of all of the campus groups.

Song & Dance?

That students are a part of it

The comprehensive nature of the structure ensures that the voice of each group will be heard on a given issue.

The current governance structure is aiding us in clarifying the relationships among the councils and between the councils and the college.

The governance structure allows for participation by all individuals at the college on college issues

The regular meetings, the sharing of ideas and concerns, these are important functions

The structure allows us to participate and if the reporting goes as it should, keep all constituents informed. Sometimes people don't know what's going on becasue they don't choose to find out.

Transparency and participation are strengths of the current governance structure.

Table G8. How can we improve the current goverance structure?

Allow for more robust discussions of issues - value input of members prior to decisions being made

Clearly define the roles -- who is responsible for what, -- what is for action and what is for information. What does each council have the POWER to do. And tackle the big issues, the aip is important but more important is the declining rate of faculty, the lack of staff, we have buildings but we seem to be short of people. Shouldn't people be our #1 priority and not just not laying them off, getting enough people here at Palomar to be competitive and give the students the best education. Somehow that seems to have been lost.

Continue educating participants and refining the process.

Enforce attendance, especially when given release time to do so. Alternate members so the same opinions, views, arguments are not heard at every single meeting. Most of the time I feel these meetings are a waste of time as nothing is accomplished.

Follow through with the goverance structure as to how it was intended. Now there seems to be a lot of things not talked about or brought up for discussion. The true meaning of goverance structure has disappeared.

Full participation on all committees. Each member of the college needs to do their part in shared governance. Develop clear channels that deal with all Technology issues and make sure that IS is held accountable to all constituents. Their ideas of simplifying their jobs are not always beneficial to departments or students.

Greater participation would further validate the structure. However this is not possible for some staff (scheduling) and others don't choose to.

guidelines on flow

I would like to see more frequent communications sent to the entire campus community regarding the accomplishments of each planning council. The Annual Report is great, but maybe such information could also be reported once per semester via email, at All-College Forums, etc. Not everyone participates in shared governance or institutional planning, but everyone is affected by both.

If everyone had a laptop at the meetings and easy access to electronic documents on the agenda, we could reduce the use of paper copies.

Insure the assigned representatives share the information with the groups they represent. Develop a year round meeting schedule. The way it currently is set up the groups meet the first week of September thru the middle of December; break until the first week of February and then we can meet until the middle of May. All agenda items require a first and second reading and if they have to go from a committee level through the councils and to SPC it can all semester, if you start during the 1st or 2nd meeting. We are a year round school and our Governance Structure should reflect those operations.

let the student trustee vote for real on the govering board

LISTEN TO PEOPLE BEFORE YOU MAKE BIG, IMPORTANT DECISIONS FOR A CHANGE

Maintain committee continuity by having representatives serve longer terms.

No suggestion.

Not everyone is heard.

Not sure

Table G8 (Continued). How can we improve the current goverance structure?

LISTEN TO PEOPLE BEFORE YOU MAKE BIG, IMPORTANT DECISIONS FOR A CHANGE

Maintain committee continuity by having representatives serve longer terms.

No suggestion.

Not everyone is heard.

Not sure

Provide a campus wide forum for orientation

Renew shared governance, provide clear and concise information, follow through on requests for additional information and listen to all council members before making a decision.

Stay on course in terms of application and not taking any short cuts or utilized as a self-serving mechanism. Improve communications.

The collegial governance model appears to work well.

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by Joe Madrigal	**Date** September 2, 2008

Proposed Name of Requested Group
Campus Police Committee

	Council	**X**	**Committee**		**Subcommittee**		**Task Force**

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

Role, Products, Reporting Relationships:

Role: To provide input and recommendations on Campus Police Department services.

Products: Written quarterly report on the efficiency and effectiveness of the department on parking, traffic control, safety and security.

Reporting Relationship: Student Services Planning Council

Meeting Schedule:
Monthly – 3rd Thursdays, 3:30 – 5:00 p.m. Student Services Conference Room

Chair:
Chief of Police

Members:
- Chief of Police
- Police Lieutenant or Designee (appointed by Chief of Police)
- Three Faculty Members appointed by Faculty Senate (request for a counselor)
- One Administrative Association Member appointed by AA
- One Confidential/Supervisory Team Member appointed by CAST
- One Two Classified Staff Members appointed by CCE/AFT (request for a representative from special populations (i.e. EOPS, DSPS, Child Care Center, etc.)
- Director of Student Affairs
- Director, Education Centers/Extended Education
- Two students appointed by ASG

Reviewed by Strategic Planning Council: Comments:

5/7/02	First Reading
5/21/02	Approved
2/18/03	Revision Approved
4/04/06	Revision Approved
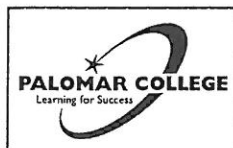
Fall 2006

- Strategic Planning Council (SPC) convenes Accreditation Steering Committee (ASC)

Spring 2007

- ASC participates in self-study workshop

Fall 2007

- Identify Tri-chairs
- Convene writing teams
- Prepare initial outline of self-study
- Kick-off Events for Faculty, Administrative Association/CAST, Classified Staff, Associated Student Government – September and October
- Prepare initial response to standards – November and December

Spring 2008

- Employee Survey (online) conducted by Office of Institutional Research and Planning – January
- Prepare Draft # 1 – submitted February 14
- Writing teams begin gathering evidence
- Draft # 1 reviewed by co-chairs and Accreditation Liaison Officer (ALO) – February and March
- Draft # 1 reviewed by ASC - March
- Prepare Draft # 2 – submitted April 25

- Draft # 2 reviewed by SPC and all staff – April and May
- "Reading Circles" held for all staff to read, reflect, and respond – April and May
- Draft # 2 with comments returned to writing teams for preparing Draft # 3 – submitted May 30

Summer 2008

- Prepare Draft # 3
- Prepare additional components of self-study report
- Draft # 3 – submitted June 25
- ALO, Co-chairs, staff assistant align standards and prepare Draft # 4 – July/August
- Writing teams gather evidence
- ASC reviews and edits Draft # 4 – four days with three-hour work sessions – August 4 – 7
- Writing Teams incorporate edits into Draft # 4 – submitted August 22

Fall 2008

- Workshop at full-time plenary session – August 22
- ALO and Co-Chairs prepare Draft # 5 – August and September
- Catalog and sort evidence – September and October
- Draft # 5 to SPC, Planning Councils, & Faculty Senate – September
- Planning Agendas – Reviewed by SPC – September 16
- Draft # 5 – Full discussion at SPC – Sept. 30 *[handwritten: X]*
- ALO and Co-Chairs prepare Final Draft – mid-Sept.to mid-Oct.
- Final Draft to SPC – Oct. 7 *[handwritten: 1ˢᵗ draft reading]*
- Final Draft accepted by SPC on October 21 *[handwritten: 2ⁿᵈ reading]*
- Writing teams fine-tune Final Draft
- Final Draft Reviewed by Governing Board – October 28
- Final Draft to Governing Board for approval – November 11
- Certification signing of self-study by college, district, and board leaders on November date - TBA
- Final copy to printer – November 19
- Chair of site visit team announced and visit to campus scheduled

Spring 2009

- Submit self-study to site visit team and WASC/ACCJC on January 5
- Site visit team preparations
- Comprehensive site visit – March 9 – 12

Summer 2009

- Receive letter from WASC/ACCJC