STRATEGIC PLANNING COUNCIL AGENDA

Date:	August 18, 2011
Starting Time:	9:00 a.m.
Ending Time:	12:00 p.m.
Place:	**AA-140**

CHAIR: Deegan
MEMBERS: Barton, Brannick, Cater, Cerda, Claypool, Cuaron, Dean, Dimmick, Furch, Halttunen, Hoffmann, Kelber, Laughlin, Martinez, Maunu, Newmyer, Sivert, Talmo, Titus, Tortarolo, Vernoy, Wick
RECORDER: Ashour

	Attachments	Time
A. SPC ORIENTATION	**Exhibits A-E**	**3 HRS**

STRATEGIC PLANNING COUNCIL
MEETING MINUTES
August 18, 2011

A special meeting of the Palomar College Strategic Planning Council scheduled August 18, 2011, was held in AA-140. President Robert Deegan called the meeting to order at 9:10 a.m.

ROLL CALL

Present: Barton, Brannick, Casey, Cater, Cerda, Claypool, Cuaron, Deegan, Halttunen, Hoffmann, Kelber, Laughlin, Maunu, Newmyer, Titus, Tortarolo, Vernoy, Wick
Absent: Dean, Dimmick, Furch, Martinez, Sivert, Talmo
Recorder: Cheryl Ashour
Guests: Laura Gropen, Glynda Knighten

A. SPC ORIENTATION

An orientation utilizing PowerPoint was presented by Mark Vernoy and Michelle Barton, with the assistance of various SPC members as needed. **(Exhibit A)** The following was discussed:

- Overview
- Four Things You Need to Know
  - Our college plans
  - How we are funded (Full-time Equivalent Students)
  - Accreditation
  - Shared governance / AB1725
- Defining and Implementing Governance
- Theme: Commitment and Communication
- SPC Timeline

The following documents were distributed and discussed during the orientation:

- Midterm Report 2012 – ACCJC Recommendations and Planning Agendas **(Exhibit B)**
- Calendar for Review of Midterm Report 2012 – ACCJC Recommendations and Palomar College Planning Agendas **(Exhibit C)**
- ACCJC Annual Report: 2010-2011 **(Exhibit D)**
- 2011-2012 Objectives from Strategic Plan 2013 **(Exhibit E)**

B. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 11:55 a.m.

Strategic Planning Council Welcome Back/Orientation

August 2011

Overview

- Welcome and introductions
- Four things you need to know
  - Our college plans
  - How we are funded (Full-time Equivalent Students)
  - Accreditation
  - Shared governance / AB1725
- Defining and implementing governance
- Theme: Commitment and communication
- SPC Timeline

Welcome and Introductions

SPC Membership

Chair

- Superintendent/President

Members

- Vice President, Instruction
- Vice President, Student Services
- Vice President, Finance and Administrative Services
- Vice President, Human Resource Services
- One Dean, Instruction
- One Dean, Student Services
- Director, Institutional Research
- Director, Student Affairs
- Faculty Coordinator, Professional Development

Welcome and Introductions

SPC Membership (Continued)

Members (Continued)

- President, CCE/AFT
- Past President, CCE/AFT (or designee)
- Vice President, CCE/AFT
- President, Faculty Senate
- Past President, Faculty Senate (or designee)
- Three Faculty representatives appointed by Faculty Senate
- Two Co-Presidents, Palomar Faculty Federation
- President, Administrative Association
- President, Confidential and Supervisory Team
- President, Associated Student Government
- Executive Vice President, Associated Student Government (or designee)
- Executive Director, Foundation

Four Things You Need to Know:

College Plans

- Master Plan 2022 (Educational and Facilities Master Plan)
  http://www.palomar.edu/masterplan/
- Technology Master Plan 2016
  http://www.palomar.edu/strategicplanning/TMP2016.pdf
- Staffing Master Plan 2016
  http://www.palomar.edu/hr/researchandplanning/StaffingMasterPlan2016_Final.pdf
- Strategic Plan 2013
  http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf
- Program Review and Planning
  http://www.palomar.edu/irp/Institutionalreview.htm

Four Things You Need to Know:

How We are Funded

- Weekly Faculty Contact Hours (WFCH)
- Weekly Student Contact Hours (WSCH)
- Full-Time Equivalent Students (FTES)
- State Productivity Formula, WSCH/FTEF
- FTES and Funding CAP

Weekly Faculty Contact Hours (WFCH)

- Tells us how many hours the class meets each week (not to be confused with units)
- When looking at total WFCH, we are looking at the size of our schedule

  Example – a Sociology class meets on Mondays and Wednesdays from 8-9:20 am. It is meeting 3 hours per week = 3 WFCH

- WFCH is both a scheduling and state reporting variable

Weekly Student Contact Hours (WSCH)

- Tells us how many student hours we have and is the intermediate step in calculating FTES
- WSCH is calculated by the following:

WFCH x Enrollment = WSCH

Example: Sociology class of 3 WFCH with 45 students enrolled: 3 x 45 = 135 WSCH

FTES Calculation

- Full-time Equivalent Student (FTES) = one student taking 15 lecture units each semester for two semesters = 30 WSCH
- 1 FTES=30 WSCH

  Therefore:

- FTES = WSCH/30

  Example: 135 WSCH/30=4.5 FTES

  or

- FTES = $\frac{\text{WSCH x 17.5}}{525}$ (full semester)

  Example: (135 WSCH x 17.5)/525 = 4.5 FTES

State Productivity Formula, WSCH/FTEF

- 1 Full-time Equivalent Faculty (FTEF) = 15 WFCH
- Sociology class with 3 WFCH X 35 enrolled students = 105 WSCH
- 3 WFCH/15 WFCH = .2 or 20% load of Full-time Equivalent Faculty

Example: 105 WSCH/.2 load = 525 WSCH/FTEF

FTES and Funding CAP

- Dollar amount per FTES
  - Credit = $4,565
  - Non-Credit = $2,745
  - Non-Credit CDCP = $3,232
- 2011-12 FTES CAP = 18,300

Four Things You Need to Know:

Accreditation

- ACCJC Standards and Compliance
- 6-Year Cycle and Reporting Requirements
- Role of SPC in Accreditation

Four Things You Need to Know:

Shared Governance/AB-1725

- At Palomar we use the term “Shared Governance” but “Participatory Governance” is more descriptive of the actual process as described in statute.

- AB 1725 directs boards to provide opportunity for input/participation, and ensure that the recommendations and opinions of faculty, students, and staff receive reasonable consideration.

Defining and Implementing Governance

Part I: What is Shared Governance?

What is Shared Governance?

- CCLC and Academic Senate Q&A
- Education Code 70902(b)(7)
  - "…ensure faculty, staff, and students…the right to participate effectively in district and college governance."
- Implementing regulations (Title V)
  - Governing Board "consult collegially" with academic senate on academic and professional matters
  - Students and staff have opportunity for "effective participation" in decisions that affect them.

What is Shared Governance?

- Using the consultative process to consider actions and make decisions contributes to a positive environment and stronger decisions.
- Agreement may not always be possible…
- Communication is critical…..
- Does the Superintendent/President have to agree with the recommendation of individual or collective constituent groups?

Defining and Implementing Governance

Part II: How does Palomar College Implement Shared Governance?

Palomar College Governance Structure

- How does participatory/shared governance work at Palomar? What does it look like (is there a chart anywhere?)
  - What are councils? What are committees? How many do we have?
  - How does information flow through the governance structure?
  - OK…I have volunteered to serve on SPC, what is it that I really have to do?

- All you ever wanted to know about Palomar's Governance Structure can be found in the *Palomar College Governance and Administrative Structure* document. http://www.palomar.edu/strategicplanning/Governance%20Structure/Governance%20Structure%20Book.pdf

Palomar College Governance Structure

- Our governance structure created to fully support the college values of inclusiveness and mutual respect.
- As described in the CCLC and Academic Senate Q & A:
  - Palomar College Governing Board is final authority for governance
  - The Governing Board delegates authority to Superintendent/President
  - The Superintendent/President solicits and receives input through our shared governance decision-making process

Palomar College Governance Structure

- The following constituent groups participate
  - Students
  - Faculty
    - Faculty Senate
    - Palomar Faculty Federation
  - Council of Classified Employees
  - Confidential and Supervisory Employees
  - Administrative Employees
  - Superintendent/ President – Senior and Executive Administration
- Governance structure includes Planning Councils, Operational Committees, Subcommittees, Ad Hoc Committees and Task Forces.

Role of Students

- Regulations specify areas for student participation.
  - Grading
  - Student code of conduct
  - Academic discipline
  - Curriculum
  - Educational programs
  - Processes for budgeting
  - Processes for planning
  - Student standards
  - Student services planning and development
  - Fees
  - Faculty evaluation and hiring
- The Associated Student Government (ASG) serves as the official representative of the students.

Role of the Faculty: Faculty Senate

- The Board of Trustees shall "Consult Collegially" with the Faculty Senate on Academic and Professional Matters
- Academic and professional matters
  - Curriculum
  - Degree requirements
  - Grading policies
  - Student progress standards
  - Faculty role in governance structures
  - Accreditation
  - Professional development
  - Program review process
  - Processes for planning
  - Processes for budgeting
  - Other academic and professional matters as mutually agreed upon by the Board and Senate
- **Consult Collegially at Palomar means:**

  The Governing Board relies primarily upon the advice and judgment of the faculty senate regarding academic and professional matters.

Role of the Faculty: Palomar Faculty Federation

- The role of the PFF on SPC and other planning councils involves protecting the processes mutually agreed upon by the District and the PFF in the PFF/District Contract.
- Collective bargaining issues include but are not limited to evaluation, class sizes, and academic freedom.
- Through the shared governance process, PFF stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of a larger overall check-and-balance system.
- Participation by PFF allows for
  - one more perspective to be offered in the work done in committees with the goal of contributing to the discussion in a way consistent with the overall goals and spirit of the contract.
  - identification of potentially problematic issues early on in the shared governance process.
- At times, the PFF and Faculty Senate work together to deal with issues that fall within both collective bargaining and academic/professional matters, such as grading, where a policy may have implications for working conditions and discipline.

Role of the Classified Employees

- Classified staff must be granted the opportunity to participate in the collaborative decision-making process, the developing or changing of policies, procedures and processes, that have an effect upon the classified staff.
- Classified staff must be granted the opportunity to effectively communicate such developments or changes to the CCE E-Council & their constituents as part of the decision-making processes.
- The CCE is the sole representative of the classified staff.
- Participation by the CCE allows for:
  - Inclusiveness in shared governance recommendations and decisions that may impact the College;
  - Better understanding of the vision & goals, policy & procedures and process for the College;
  - Identification of potentially problematic issues early on in the shared governance process;
  - Transparency, promoting mutual respect and trust through open communication and actions;
  - Another perspective offered in developing or changing policies, procedures, and processes;
  - Addressing challenges and providing input through the classified staff and other planning councils.
- Through the shared governance process, CCE stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of the larger overall check-and-balance system. Collective bargaining issues include, but are not limited to, evaluations, calendar, transfers, layoffs, compensation, health care plans and safety.
- A full Scope of Bargaining list will be issued to each Classified representative appointed to a governance group by the CCE.

Role of the Confidential & Supervisory Employees

- Staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them and the Palomar Community College District.
- Areas and processes are not further defined by statute.
- Confidential and Supervisory Employees are represented by CAST

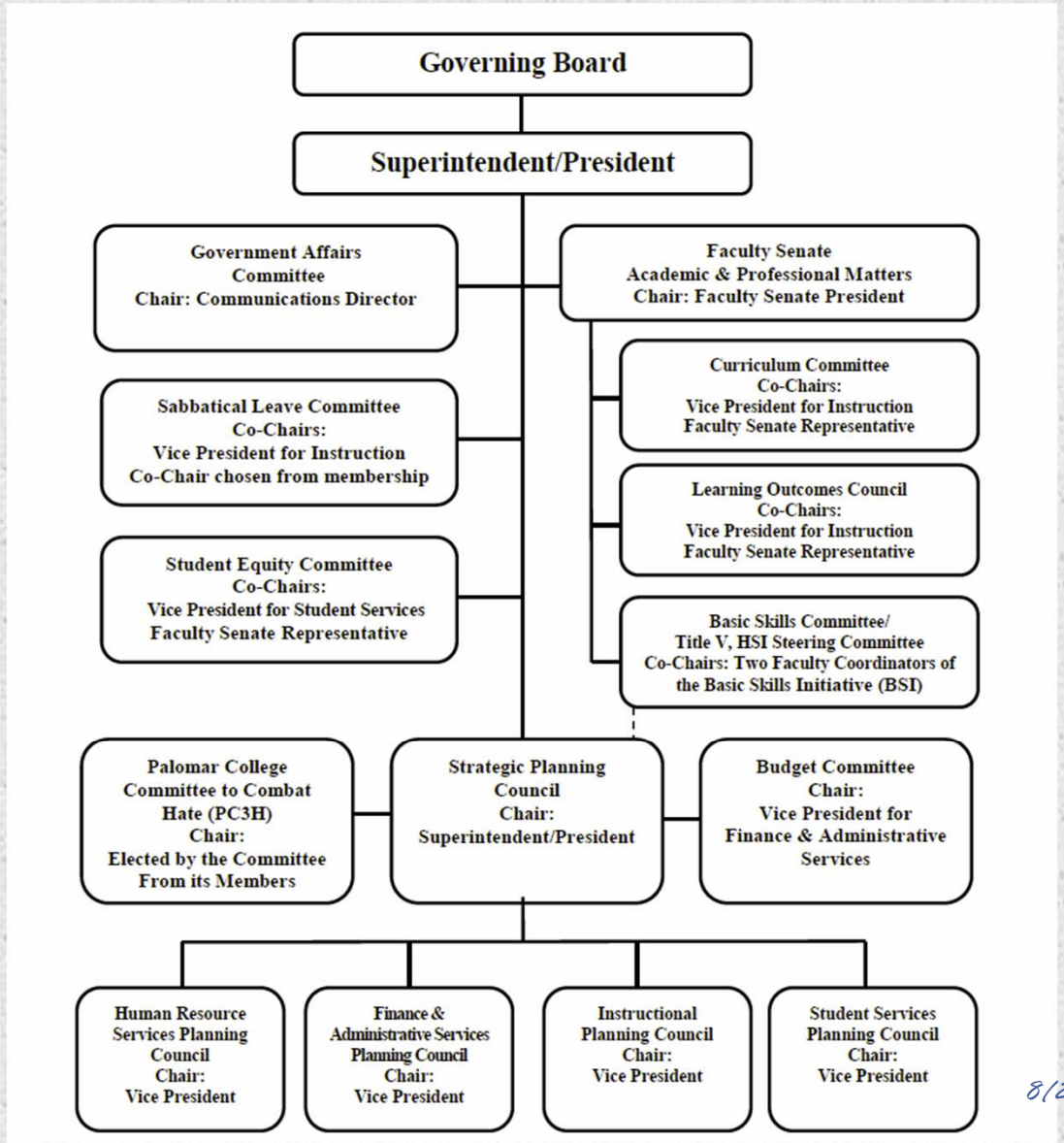
Role of the Administrative Employees

- Administrative staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them.
- Areas and processes are not further defined by statute.
- Administrative staff are tasked with policy implementation.
- Administrators (excluding the President, Senior, and Executive Administrators) are represented by the Administrative Association
- Feedback to SPC through Planning Councils and A.A. representatives.

Role of the Superintendent/President

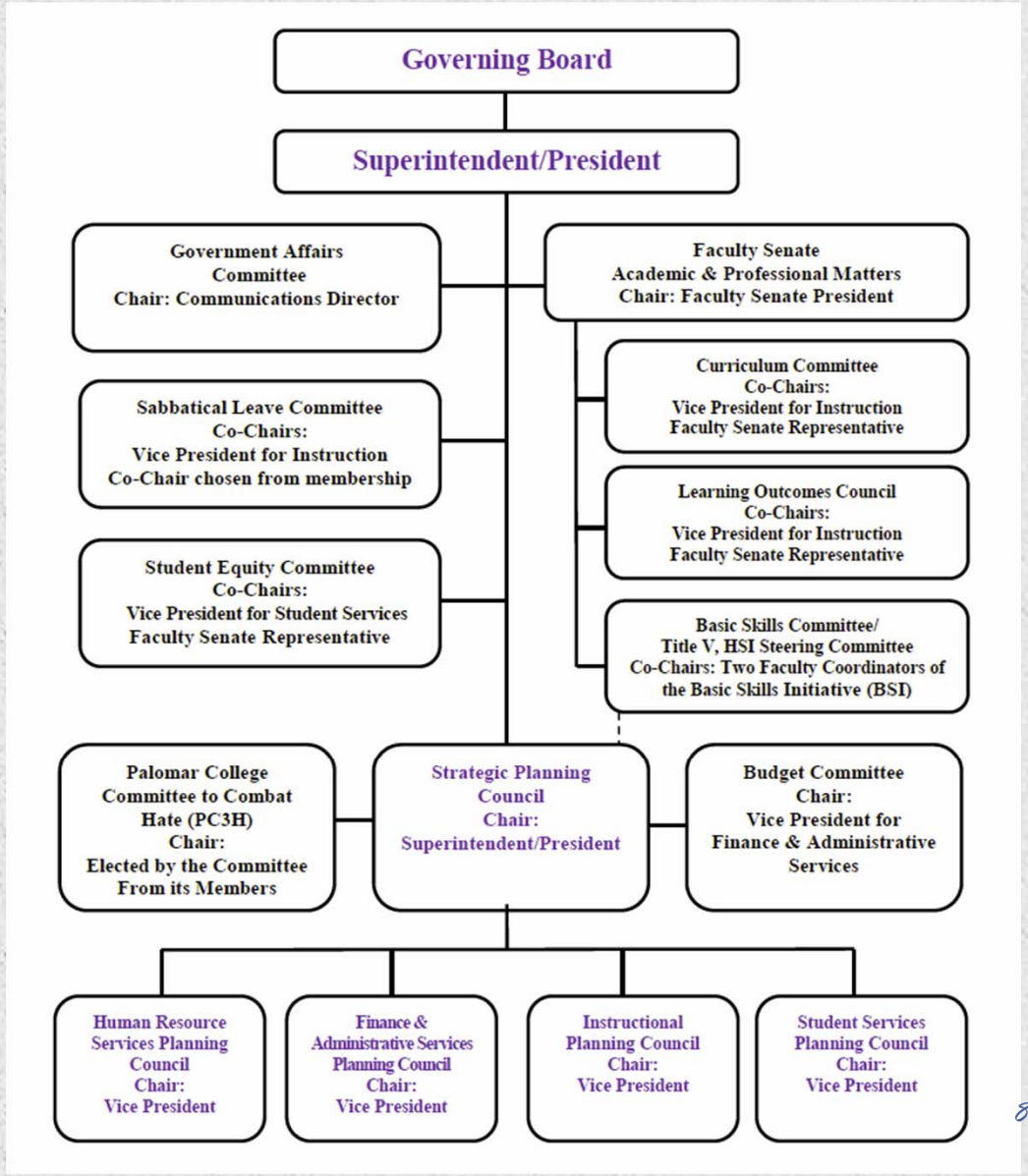
- Ensure that the process works.
- Make sure policies are in place and procedures are followed.
- Serve as critical link between constituencies and Governing Board (usually serves as the designee of the board in governance matters).
- While regulations delegate participation in decision-making, they do not take away the President's responsibility to make decisions.
- Best situation is when the President and constituent groups are in agreement on recommendations made to the Board.

Palomar College Governance Structure Organization Chart


Governing Board
Superintendent/President
Government Affairs Committee
Chair: Communications Director
Faculty Senate
Academic & Professional Matters
Chair: Faculty Senate President
Curriculum Committee
Co-Chairs:
Vice President for Instruction
Faculty Senate Representative
Sabbatical Leave Committee
Co-Chairs:
Vice President for Instruction
Co-Chair chosen from membership
Learning Outcomes Council
Co-Chairs:
Vice President for Instruction
Faculty Senate Representative
Student Equity Committee
Co-Chairs:
Vice President for Student Services
Faculty Senate Representative
Basic Skills Committee/
Title V, HSI Steering Committee
Co-Chairs: Two Faculty Coordinators of the Basic Skills Initiative (BSI)
Palomar College Committee to Combat Hate (PC3H)
Chair:
Elected by the Committee From its Members
Strategic Planning Council
Chair:
Superintendent/President
Budget Committee
Chair:
Vice President for Finance & Administrative Services
Human Resource Services Planning Council
Chair:
Vice President
Finance & Administrative Services Planning Council
Chair:
Vice President
Instructional Planning Council
Chair:
Vice President
Student Services Planning Council
Chair:
Vice President

Palomar College Governance Structure Organization Chart:

Planning Councils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Finance & Administrative Services Planning Council
Chair:
Vice President
Instructional Planning Council
Chair:
Vice President
Student Services Planning Council
Chair:
Vice President

Strategic Planning Council (SPC)

- Principle participatory governance body
- Chair: Superintendent/President
- Role/Products:
  - Creates processes for policy recommendations and governance committee structure
  - Review recommendations and requests from other participatory governance groups
  - Amends and guides the Integrated Planning Process (IPM)
  - Allocates Strategic Plan Priority Funding (SPPF)
  - Recommends Policies and Procedures

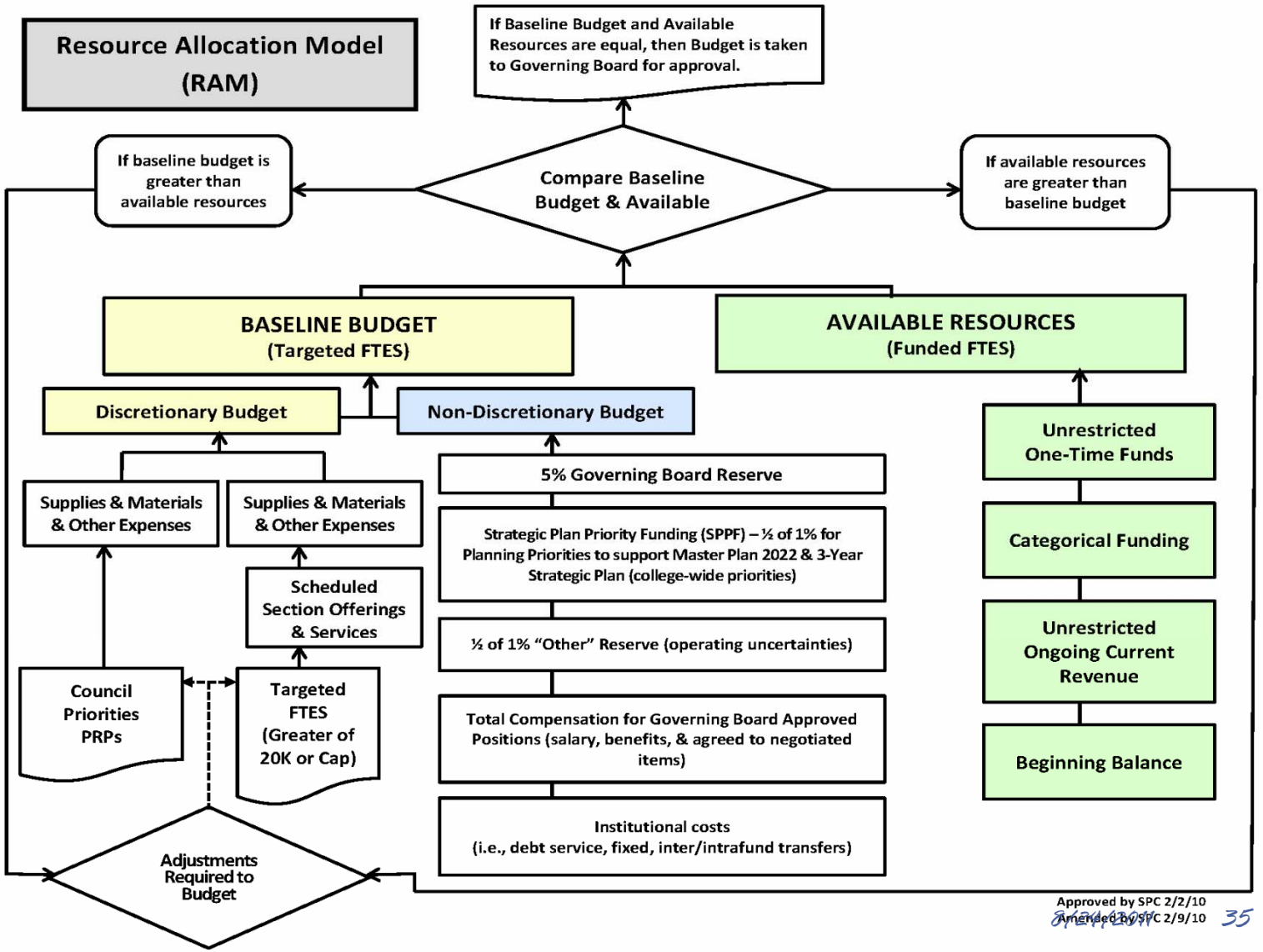
- To ensure communication within governance structure, chairs of planning councils report progress on their objectives and activities at each SPC meeting

IPM

Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model
community
Master Plans 1
EDUCATIONAL
Facilities Plan
Staffing Plan
Technology Plan
Equipment Plan
Strategic Plan 2
Annual Implementation 4
College Wide Priorities 4
Resource Allocation 5
Council Priorities 4
Annual Implementation 4
REVIEW
REVIEW
REVIEW & INFORM
REVIEW & INFORM
Program Review & Planning 3
students
Approved by SPC 9/1/09
Amended by SPC 2/9/10

Planning Cycles

RAM


Resource Allocation Model (RAM)
If Baseline Budget and Available Resources are equal, then Budget is taken to Governing Board for approval.
If baseline budget is greater than available resources
Compare Baseline Budget & Available
If available resources are greater than baseline budget
BASELINE BUDGET (Targeted FTES)
AVAILABLE RESOURCES (Funded FTES)
Discretionary Budget
Non-Discretionary Budget
Supplies & Materials & Other Expenses
Supplies & Materials & Other Expenses
Scheduled Section Offerings & Services
Council Priorities PRPs
Targeted FTES (Greater of 20K or Cap)
Adjustments Required to Budget
5% Governing Board Reserve
Strategic Plan Priority Funding (SPPF) – ½ of 1% for Planning Priorities to support Master Plan 2022 & 3-Year Strategic Plan (college-wide priorities)
½ of 1% "Other" Reserve (operating uncertainties)
Total Compensation for Governing Board Approved Positions (salary, benefits, & agreed to negotiated items)
Institutional costs (i.e., debt service, fixed, inter/intrafund transfers)
Unrestricted One-Time Funds
Categorical Funding
Unrestricted Ongoing Current Revenue
Beginning Balance
Approved by SPC 2/2/10
Amended by SPC 2/9/10

Planning Councils

- Instructional Services (IPC)
- Student Services (SSPC)
- Finance & Administrative Services (FASPC)
- Human Resource Services (HRSPC)

- Role/Products: (Using PRPs and input from reporting committees)
  - Develop, implement, evaluate, and revise, if necessary, plans and initiatives within each specified areas
  - Makes recommendations and requests related to specific area
  - Review and address results of institutional reviews conducted within the specific area

- Chairs: Vice Presidents

- Reporting Relationship: SPC

Effective Participation

Small Group Conversations

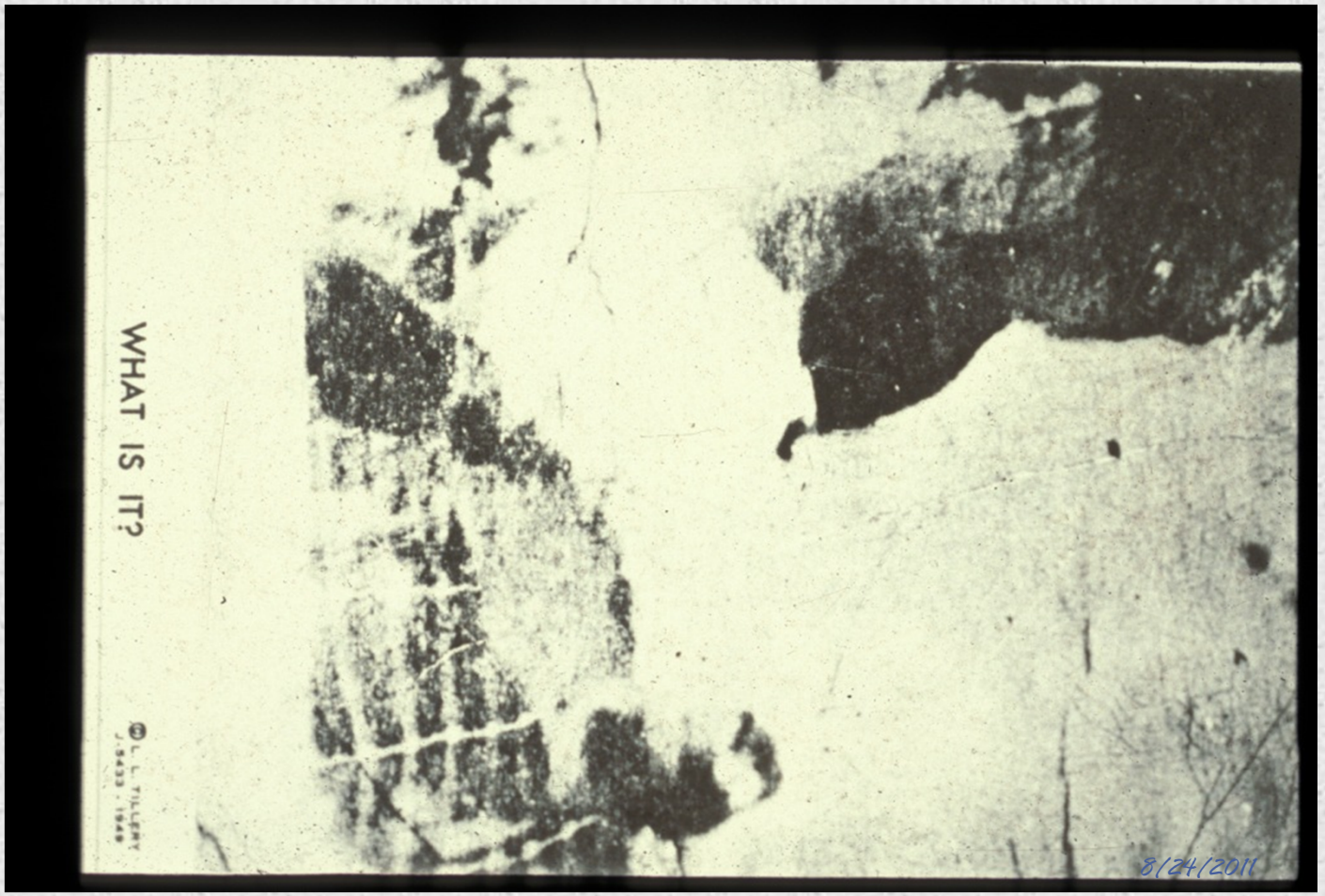
SPC 2011-2012 Timeline

- SPC Calendar
- 2011-2012 Objectives
  http://www.palomar.edu/strategicplanning/SP2013ActionPlan/UpLATESTdatedafter120710SPC1.ActionPlanYear1.pdf
- Mid-term Report timeline

Resources

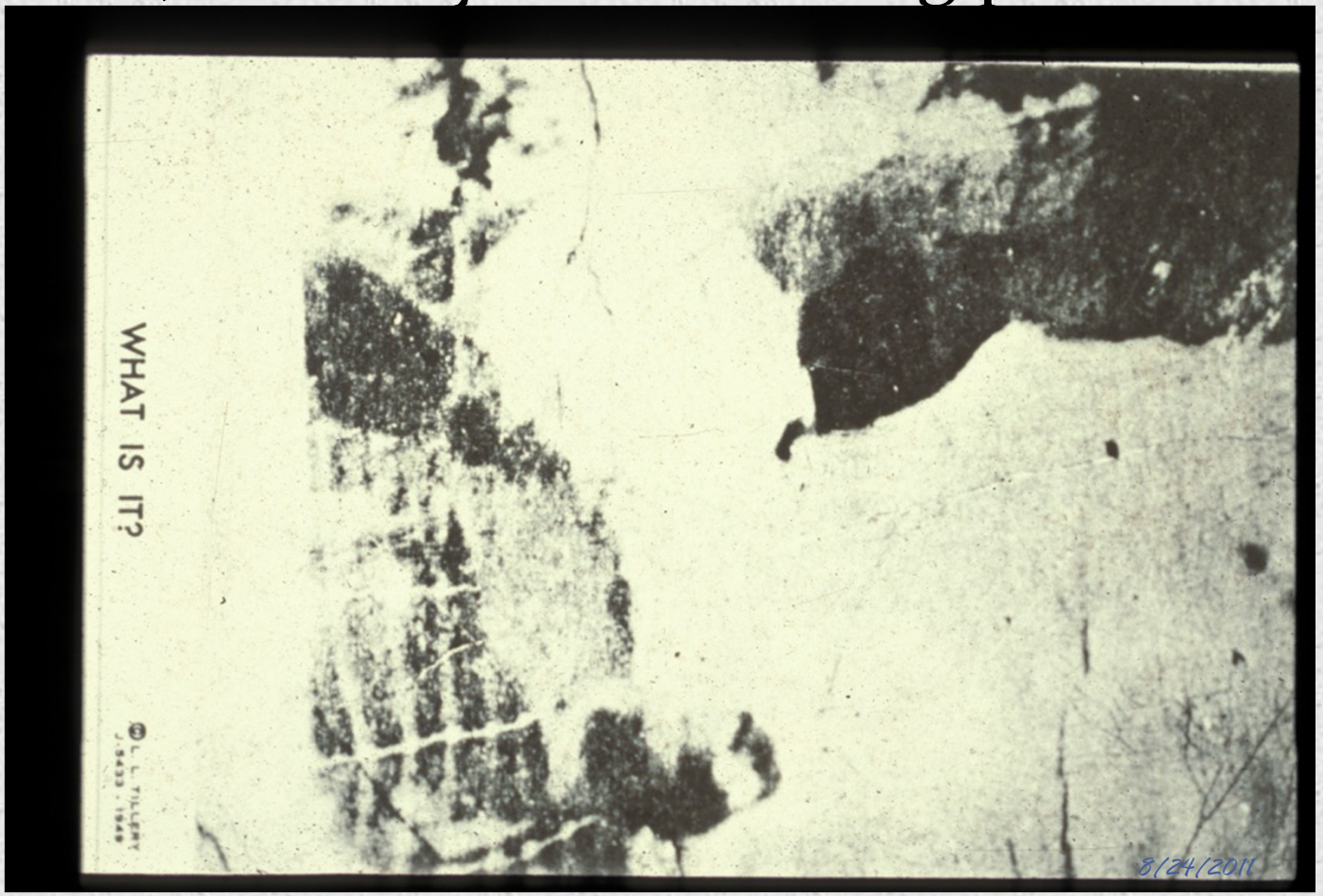
- Palomar College Governance Manual
  http://www.palomar.edu/strategicplanning/Governance%20Structure/Governance%20Structure%20Book.pdf
- Palomar College Glossary of Governance Terms
  http://www.palomar.edu/strategicplanning/Glossary/Combined%20Glossary_of_Terms_and_Acronyms.pdf
- Palomar College Strategic Planning website
  http://www.palomar.edu/strategicplanning/
- Palomar College Faculty Senate
  http://www.palomar.edu/facultysenate/
- Statewide Faculty Senate
  http://asccc.org/
- CCLC information on Governance
  http://www.ccleague.org

Can You See The Big Picture?



It is a cow!

Once you know what you are looking for, it is easy to see the big picture.



Midterm Report 2012* - ACCJC Recommendations and Planning Agendas

- **Recommendation #1 – Mission Statement**

In order to comply with the Standards, the College needs to modify its mission statement to identify its intended student population and its commitment to achieving student learning. Additionally, the mission statement should be used by the College as a central driving force in decisions made by the College (I.A.1, I.A.4, IV.B.1.b).

- **Recommendation #2 – Integrated Planning, Evaluation, and Resource Allocation Decision Making** [*Planning Agendas #2,# 3, #6, #7, and #9*]

In order for the College to meet Standards ensure a broad based, ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation, and re-evaluation, the team recommends the following plan development, implementation, evaluation and improvement steps be taken:

1. Develop a comprehensive and an integrated long range strategic plan, including measurable goals that can be used to influence resource allocation decisions on an annual basis. The strategic plan should incorporate the priorities established in all of the College's major plans to include its:
    a. Technology Plan
    b. Facilities Master Plan
    c. Educational Master Plan including the addition of the planned expansion of facilities to the northern and southern areas of the College's service area
    d. Human Resources Staffing Plan (I.A.4, I.B., I.B.3,4, III.A.2, III.B.2.b, III.C.2, III.C.1.d). [*Planning Agenda #6*]

2. Modify the budget development process in a manner that will place the college's strategic plan priorities at the center of its resource allocation decisions (III.D.1, I .c). [*Planning Agendas #2, #3*]

3. Develop mechanisms to regularly evaluate all of the College's planning and resource allocation processes as the basis for improvement (I.B.6, II.A.2.f, II.B.4, III.3, IV.A.5). [*Planning Agendas #2, #3*]

4. Develop an updated Technology Plan to address such major concerns as disaster recovery, data security and on-going equipment replacement (III.C; III.C.1.a, c, d; III.C.2; III.D).

- **Recommendation #3 – Student Learning Outcome and Assessment Cycles (SLOACs)**

In order to meet the standards by 2012, the team recommends that the College identify assessment methods and establish dates for completing student learning outcomes assessments at the institutional level and for all of its courses, programs and services. This process should also include the development of performance measures to assess and improve institutional effectiveness of all programs and services. The College should disseminate the outcomes widely and use these results in the strategic planning and resource allocation process (II.A.1.a.,c; II.A.2.a,h; II.B.4; II.C.2; III.A.1.c). [*Planning Agendas #1, #5*]

- **Recommendation #4 – Program Review and Planning Processes**

In order to meet Standards and for the College to derive the benefits expected of comprehensive robust, broad-based and integrated program review and planning which are now to be further enhanced through use of student learning outcomes, it is recommended that the institution substantially expand the number of departments participating in program review and development of Annual Implementation Plans. Compliance with the spirit, intent and requirement that planning efforts be broad-based requires that the College (I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7): [*Planning Agenda #2*]

1. Significantly increase the number of departments and programs undergoing program review on an annual basis;
2. Improve the quality of analysis included in each department's program review. Use of data in support of conclusions is expected; and
3. Establish goals that are measureable with stated desired outcomes listed and linked to the resource allocation process and student learning outcomes. [*Planning Agenda #2*]

- **Recommendation #5 – Distance Education – Ensure Comparable Quality of Instruction**

To meet standards, the team recommends the College focus efforts on identifying processes to ensure the quality of instructional programs, especially the increasingly popular distance education courses, are consistent regardless of the location or delivery mode (II.A.1).

- **Recommendation #6 – Board of Trustees Policies**

To comply with the Standards, the team recommends the Board of Trustees review, enforce and when necessary prepare policies to set direction on the following areas:

1. Prepare a policy to address significant changes in programs or elimination of programs (II.A.6);
2. Publish the updated policy on Academic Freedom BP 4030 approved in May 2006 (II.A.7);
3. Prepare a Board Policy or enforce existing requirements to protect due process rights of employees, and to protect administrators from retaliation and harassing comments when being evaluated (III.A.3, 3.a, 3.b, III.A.4, 4.a, 4.c; Commission *Policy on Diversity*);
4. Comply with existing policies related to:
   a. Professional development and new member orientation (IV.B.1.f);
5. Reassess the appropriateness of BP 7100 and consider enhancing the policy entitled "Commitment to Diversity" as the current policy has been insufficient in ensuring the College complies with the Commission's *Policy on Diversity; and*
6. Establish a policy that denies access to the Board of Trustees by members of the Faculty Senate unless due process rights of any employee subject to a discussion about their performance are provided (IV.B.1.e).

- **Recommendation #7 – Improve Human Resources Practices**

In order for the College to comply with the Standards and improve practices in the area of Human Resources, the team recommends:

1. Instructional and non-instructional faculty and all others directly responsible for student progress in achieving stated SLOs need to have an evaluation component included in performance evaluations regarding each faculty member's effectiveness in producing SLOs (III.A.1.c);
2. Ensure that all employee groups prepare, be trained in and adhere to a Code of Ethics (III.A.1.d); [*Planning Agenda #8*]
3. Develop a comprehensive staffing plan in concert with the efforts of the 75/25 Task Force to provide appropriate consideration for support services necessary and link the plan to the budget development activities (III.A.2); [*Planning Agendas #6, #7*] and
4. Eliminate multiple personnel files that exist for administrators. Only one personnel file should exist for any employee and that file should be housed in the Human Resources Department thereby providing security of personnel documents and affording access to the file by employees (III.A.3.b).

- **Recommendation #8 – Conduct additional training to prevent Harassment, Discrimination and Disparaging comments against employees.**

To meet Standards the team recommends that the College engage in the following activities:

1. Develop a policy to discourage the use of discriminatory, harassing and unprofessional comments when participating in any evaluation process (III.A.4);
2. Obtain professional training on prevention of harassment and sensitivity to issues of equity and diversity (III.A.4); and
3. Adopt a Resolution to reaffirm its commitment to programs, practices, and services that support the diverse employees and students of the College (III.4.a).

- **Recommendation #10 – Prepare a Comprehensive Technology Master Plan that is integrated with other College plans. (Recommendation #9 – Protect Electronic Data is included in this recommendation.)**

In order to meet the Standards, the team recommends that the College update its technology master plan and ensure that it is integrated with College-wide planning efforts and based on systematic assessment of the effective use of technology resources to assure that technology systems and support are designed to meet the needs of learning, teaching, College-wide communications, research and operational systems (III.C.1.a, c, d; III.C.2).

- **Recommendation #11 – Long-Term Health Fund Liability**

In order to meet the Standards, the team recommends the College identify and plan for the funding of the future retiree health benefits (III.D.1.b, III.D.1.c).

Midterm Report 2012* - ACCJC Recommendations and Planning Agendas

Palomar College Planning Agendas Identified in *Self-Study 2009*

1. The Learning Outcomes Council (LOC) will guide and support the college's completion of the Development phase of Student Learning Outcomes Assessment Cycles (SLOACs) at the course, program, general education, and institutional levels. In this process, the LOC will move the college toward the Proficiency phase of SLOACs (I.B, II.A, II.B). [*Recommendation #3 - SLOACs*]

2. The college will review the Strategic Planning and the Program Review and Planning processes to identify ways to improve the Annual Implementation Plans, including funding of priorities (I.B). [*Recommendation #2- Integrated Planning*]

3. The college will discuss, design, adopt, and implement a budget development process that
    a. better aligns with and allocates funding for both short-term and long-term strategic planning priorities;
    b. allows flexibility for responding to emergencies and exigencies; and
    c. sustains the district's current fiscal stability and solvency (I.B, III.B, III.D). [*Recommendation #2- Integrated Planning*]

4. The Basic Skills Committee will
    a. implement, evaluate, and revise as necessary the *Basic Skills Action Plan*, including the teaching/learning centers, the Freshman Experience, and the Professional Development components; and
    b. promote dialogue about, understanding of, and response to the Basic Skills Initiative, including integrated instructional support services (II.A, II.C).

5. In the area of Professional Development, the college will
    a. offer broader and more comprehensive professional development activities for faculty, staff, and administrators on Student Learning Outcomes Assessment Cycles, students' basic skills needs, and students' diverse learning styles;
    b. develop professional development opportunities for faculty, staff, and administrators to learn about their colleagues' academic and career/technical programs; and
    c. concentrate on engaging part-time faculty in these activities and opportunities (II.A, III.A, IV.A). [*Recommendation #3 - SLOACs*]

6. The "75/25" Workgroup will develop a plan to improve the ratio of credit hours taught by full-time faculty to the credit hours taught by part-time faculty while also increasing the number of full-time faculty (II.A, III.A). [*Recommendation #2.1.d – Staffing Plan*]

7. The college will develop a systematic process based on discussion among constituent groups to identify and plan for the staffing levels and flexibility necessary for continuity of services in support of students (II.C, III.A, III.B). [*Recommendation #2.1.d – Staffing Plan*]

8. The college will ensure that all constituent groups have a written code of ethics aligned with Governing Board policy (III.A). [*Recommendation #7.2 – Code of Ethics*]

9. The college will consider the recommendations of the Emergency Preparedness Workgroup as part of its ongoing planning, preparation, and training for the safety and security of the college community. Recommendations incorporated into the district's Emergency Preparedness Plan will be prioritized and funding resources will be identified (III.B). [*Recommendation #2 – Integrated Planning*]

10. The Strategic Planning Council will engage in formal dialogue on its shared governance and decision-making processes in order to
    a. distinguish the types of decisions that have significant institution-wide implications and thus must be arrived at through systematic participative processes; to
    b. clarify the authorities and responsibilities of the decision-makers and other participants in these processes in order to produce decision-making guidelines; and
    c. enhance professional development opportunities for the college to learn about shared governance (IV.A).

*The institution is expected to provide
(1) progress, analysis, evidence, and additional plans for each of the recommendations of the evaluation team for the 2009 Site Visit (all 11 recommendations),
(2) progress on the Planning Agendas of its *Self-Study 2009*, and
(3) update on Substantive Change in progress, pending, or planned.

Calendar for Review of *Midterm Report 2012* - ACCJC Recommendations & Palomar College Planning Agendas

The institution is expected to provide (1) progress, analysis, evidence, and additional plans for each of the recommendations of the evaluation team for the 2009 Site Visit [all 11 recommendations]; (2) progress on the Planning Agendas of its *Self-Study 2009*; and (3) update on Substantive Change in progress, pending, or planned.

Meeting Dates Fall 2011	Recommendations/Planning Agendas for Review	Topics
September 6	Recommendation # 1 Recommendation # 5 Recommendations # 9 & 10 Planning Agenda #4	Mission Statement Distance Education Technology Plan Basic Skills
September 20	Recommendation # 2 Recommendation # 4 Planning Agenda # 2 Planning Agenda # 3 Planning Agenda # 9	Integrated Planning Budget Development Process Program Review & Planning Budget Development Process Emergency Preparedness
October 4	Recommendation # 3 Planning Agendas # 1, 5 Planning Agenda # 6 Planning Agenda # 7	SLOACs SLOACs, Professional Development "75/25" Workgroup Staffing Plan
October 18	Recommendation # 6 Recommendation # 7 Recommendation # 8 Planning Agenda # 8	Board of Trustees Policies Human Resources Practices Harassment, Discrimination & Disparaging comments Code of Ethics
November 1	Recommendation # 11 Planning Agenda # 10	Long-Term Health Fund Liability Shared Governance
November 15	Midterm Report 2012 – First Reading	Responses to all recommendations and planning agendas
November 29 *Special SPC Meeting*	Midterm Report 2012 – Second Reading	Acceptance

Governing Board Review of Midterm Report 2012

January 10, 2012	*Midterm Report 2012*	First Reading
TBA	Workshop on *Midterm Report 2012*	Review of *Midterm Report 2012*
February 14, 2012	*Midterm Report 2012*	Approval

SPC Calendar – Review/Accept *Midterm Report 2012*
Governing Board Calendar – Review/Approve *Midterm Report 2012*

Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

Annual Report
Reporting Year: 2010-2011
Final Submission
05/23/2011

Palomar College
1140 W. Mission Road
San Marcos, CA 92069-1487

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Berta Cuaron, Accreditation Liaison Officer
3.	Phone number of person preparing report:	760-744-1150, x 2212
4.	E-mail of person preparing report:	bcuaron@palomar.edu

Student Achievement Data

#	Question	Answer
5.	Total unduplicated headcount enrollment in credit degree applicable courses for fall 2010:	24506
6.	Total unduplicated headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2010:	3932
7.	Total unduplicated headcount enrollment for fall 2010 in all types of Distance Education:	4609
8.	Total unduplicated headcount enrollment for fall 2010 in all types of Correspondence Education:	0
9.	Successful Student Course Completion rate for the fall 2010 semester:	73.41%
10.	Percent of students retained from fall 2009 to fall 2010 semesters:	44%
11.	Number of students who completed degree requirements in the 2009-10 academic year:	1111
12.	Number of students who completed certificate requirements in the 2009-10 academic year:	1113
13.	Number of students who transferred to 4-year colleges/universities	946
		Dental Assisting CA RDA Written 100%

14.	Licensure exam pass rate (PR) for each career/tech program in the 2009-10 academic year. Identify type of exam (state/national) for each:	CA RDA Practical 95% CA Law & Ethics 100% NCLEX National Nursing 92% National EMT 88% National Paramedic 100%
15.	Job placement rate for each career/tech program for the 2009-10 academic year. List the rate for each program:	Dental Assisting 50% Nursing 50% EMT 85% Paramedics 96%

Student Learning Outcomes and Assessment

#	Question	Answer
16.	Percent of all college courses with defined Student Learning Outcomes:	87%
17.	Percent of all college courses with on-going assessment of learning outcomes:	82%
18.	Percent of all college programs with defined Student Learning Outcomes:	40%
19.	Percent of all college programs with on-going assessment of learning outcomes:	25%
20.	Percent of student and learning support activities with defined Student Learning Outcomes:	74%
21.	Percent of student learning and support activities with on-going assessment of learning outcomes:	74%
22.	Has the institution defined institutional Student Learning Outcomes:	YES
23.	Percent of institutional outcomes with on-going assessment of learning outcomes:	21%

Substantive Change Items

#	Question	Answer
24.	Is the institution anticipating a proposal for a substantive change in any of the following change categories (check all that apply)	Location and/or Geographic Area

Other Information

#	Question	Answer
25.	List all instructional sites where 50% or more of the program, certificate, or degree is offered since the submission of the 2009-2010 Annual Report.	NONE
26.	List all the institution's instructional sites out of state and outside the U.S.	DOES NOT APPLY

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PALOMAR COLLEGE

STRATEGIC PLAN 2013

2011-2012 Objectives

VISION

Learning for Success

MISSION

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

VALUES

Palomar College is dedicated to achieving student success and cultivating a love of learning. Through ongoing planning and self-evaluation, we strive to improve performances and outcomes. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

STRATEGIC GOALS AND OBJECTIVES

Goal 1: Implement an integrated planning, review, and evaluation model that provides for the allocation of resources on the basis of department/unit and college-wide priorities.

Objective 1.1: Annually evaluate the extent to which the college's Integrated Planning Model reflects the college's mission and results in improvement. (YR1)

Objective 1.2: Communicate the college's planning models, vision, mission, values, and goals.

Goal 2: Strengthen programs and services for our students in order to support their educational goals.

Objective 2.1: Open a Teaching and Learning Center on the San Marcos campus, as identified in the college's basic skills plan. (YR1)

Objective 2.2: Examine the processes by which students progress through English, mathematics, reading, and ESL sequences. (YR1)

Objective 2.3: Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals. (YR1)

Objective 2.4: Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Services Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness. (YR1)

Objective 2.5: Establish processes to ensure the quality of distance education offerings. (YR1)

Objective 2.6: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.

Objective 2.7: Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.

Goal 3: Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.

Objective 3.1: Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures. (YR1)

Objective 3.2: Develop and implement a method for assessing the effectiveness of the shared governance process. (YR1)

Objective 3.3: Engage in focused dialogue to clarify and communicate the college's shared governance and decision-making processes.

Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.

Objective 4.1: Complete an EEO plan. (YR1)

Goal 5: Ensure that existing and future facilities support learning, programs, and services.

Objective 5.1a: Develop and implement a plan for opening the North Education Center.

Objective 5.1b: Develop and implement a plan for opening the South Education Center, obtain education center status for the South Center.

Objective 5.2: Identify and begin to fund priority recommendations defined in the college's Emergency Preparedness Plan.

Goal 6: Optimize the technological environment to provide effective programs and services throughout the district.

Objective 6.1: Integrate funding of the Technology Master Plan 2016 into the college's annual budget development process.