



STRATEGIC PLANNING COUNCIL AGENDA

Date: September 6, 2011
Starting Time: 2:00 p.m.
Ending Time: 4:00 p.m.
Place: **AA-140**

CHAIR: Deegan

MEMBERS: Barton, Brannick, Cater, Cerda, Claypool, Cuaron, Dean, Dimmick, Halttunen, Hoffmann, Laughlin, Martinez, Maunu, Newmyer, Sivert, Stewart, Talmo, Titus, Tortarolo, Vernoy, Wick

RECORDER: Ashour

	Attachments	Time
A. <u>MINUTES</u>		5 min
1. Approve Minutes of May 17, 2011		
2. Approve Minutes of August 18, 2011		
B. <u>ACTION ITEMS/SECOND READING</u>		10 min
1. Board Policy 6450-Cellular or Wireless Phone/Mobile Device Use	Exhibit B1	
2. Administrative Procedures:	Exhibit B2	
- 5900-Prevention of Identity Theft in Student Financial Transactions		
- 6340-Bids and Contracts		
C. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u>		10 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Update	Exhibit C2	
3. Midterm Report: Review Recommendations:	Exhibit C3	
#1-Mission Statement		
#5-Distance Education		
#9&10-Technology Plan		
Planning Agenda #4-Basic Skills		
D. <u>INTEGRATED PLANNING MODEL</u>		60 min
1. SPC Timeline Check-in	Exhibit D1	
2. 2011-2012 Action Plan	Exhibit D2	
E. <u>INFORMATION/DISCUSSION</u>		0 min
1. Procedure in addressing revisions to Policies and Procedures	Exhibit E1	
2. Student Health Fee		
3. Budget Update	Exhibit E3	
F. <u>REPORTS OF PLANNING COUNCILS</u>		5 min.
1. Finance & Administrative Services Planning Council – Joe Newmyer		
2. Human Resource Services Planning Council – John Tortarolo		
3. Instructional Planning Council – Berta Cuaron		
4. Student Services Planning Council – Mark Vernoy		
G. <u>REPORT FROM PC3H COMMITTEE</u>		5 min
H. <u>OTHER ITEMS</u>		



**STRATEGIC PLANNING COUNCIL
MEETING MINUTES
September 6, 2011**

A regular meeting of the Palomar College Strategic Planning Council scheduled September 6, 2011, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

ROLL CALL

Present: Barton, Brannick, Casey, Cater, Cerda, Cuaron, Dean, Deegan, Dimmick, Furch, Halttunen, Hoffmann, Jimenez, Maunu, Newmyer, Sivert, Stewart, Titus, Tortarolo, Wick, Vernoy
Absent: Claypool, Laughlin, Martinez, Talmo,
Recorder: Cheryl Ashour
Guests: Jayne Conway, Joan Decker, Brent Gowen, Glynda Knighten

A. MINUTES

1. Approve Minutes of May 17, 2011

MSC (Titus/Vernoy) to approve the Minutes of May 17, 2011 as written

2. Approve Minutes of August 18, 2011

MSC (Halttunen/Titus) to approve the Minutes of August 18, 2011 as written

B. ACTION ITEMS/SECOND READING

1. Board Policy 6450

There was no discussion.

MSC (Cater/Brannick) to approve BP 6450-Cellular or Wireless Phone/Mobile Device Use (**Exhibit B1**) as written

2. Administrative Procedures 5900 and 6340

There was no discussion.

MSC (Newmyer/Cater) to approve AP 5900-Prevention of Identity Theft in Student Financial Transactions (Exhibit B2a), as written

MSC (Brannick/Titus) to approve AP 6340-Bids and Contracts (**Exhibit B2**) as written

C. ACCREDITATION RECOMMENDATIONS AND PROGRESS

1. Accrediting Commission Actions and Policy Updates

There were no items.

2. Accreditation Update

Vice President Cuaron discussed the following documents:

- Annual Report for Reporting Year 2010-2011 (**Exhibit C2a**)
 - Vice President Cuaron highlighted the data regarding student achievement that speaks to enrollment counts, completion rates, persistence, transfer data, and the success rates of our students in externally-accredited programs. She discussed the reporting requirements and progress regarding student learning outcomes and assessment, and the notification of our intent to open additional locations north and south of the San Marcos campus.
- ACCJC Newsletter, Summer 2011 (**Exhibit C2b**)
 - Vice President Cuaron highlighted the following information in the newsletter: Trends in Deficiencies Leading to Sanction; June 2011 Commission Actions on Institutions; June 2011 Commission Actions on Policies; upcoming workshops and training opportunities; biographies of new Commissioners; and terminology revisions.
- ACCJC Rubric for Evaluating Institutional Effectiveness (**Exhibit C2c**)
 - Vice President Cuaron highlighted the rubrics for program review and student learning outcomes.

- Midterm Report 2012 – ACCJC Recommendations and Planning Agendas (**Exhibit C2d**)
 - Vice President Cuaron encouraged members to bring this document to all SPC meetings, as it will be referred to often.
- Calendar for SPC Review of Midterm Report 2012 (**Exhibit C2e**)
 - Vice President Cuaron requested that members provide feedback when sections of the report are brought to SPC for review.

3. Draft Midterm Report: Review Recommendations #1-Mission Statement; #5-Distance Education; #9&10-Technology Plan and Planning Agenda #4-Basic Skills

Vice President Cuaron requested that members read the Report (**Exhibit C3**) and provide input. She highlighted the work that is being done on recommendations #5 and #10, and Planning Agenda #4-Basic Skills. Input can be emailed to Glynda Knighten, Brent Gowen, or Berta Cuaron. She asked that members share this document with their constituencies.

D. INTEGRATED PLANNING MODEL

1. SPC Timeline Check-in

Michelle Barton distributed and discussed a draft of the Master SPC Calendar for Planning and Accreditation (**Exhibit D1**). The timeline tracks planning and budget activity, Accreditation Mid-term Report, and the month specific tasks are to be completed.

2. 2011-2012 Action Plan

Michelle Barton stated that she has been working with those designated as the person responsible to determine the project steps, timeline, and measurable outcomes for the Year 2 Action Plan 2011-2012. She distributed a draft 2011-2012 Action Plan (**Exhibit D2**) and reviewed the above items for each goal and objective; revisions were made to document.

MSC (Tortarolo/Halttunen) to move this item to action/first reading

MSC (Tortarolo/Vernoy) to move this item to action/second reading

MSC (Tortarolo/Vernoy) to endorse and approve the 2011-2012 Action Plan as revised

E. INFORMATION/DISCUSSION

1. Procedure in addressing revisions to Policies and Procedures

President Deegan reminded members that the procedure in addressing revisions to Policies and Procedures (**Exhibit E1**) was reviewed at the May 17 SPC meeting and is coming today for a final review. The document was revised to replace Josie's name with a title; everyone agreed with the procedure. A revised procedure will be sent to the planning councils.

2. Student Health Fee

Interim Vice President Vernoy stated that the State Chancellor's Office has notified the District that the student health fee should be raised by \$1.00. The District must comply in order to receive payment for mandated costs. This item will be on the September Governing Board agenda for approval, to begin Spring 2012.

3. Budget Update

Interim Vice President Newmyer discussed the following budget items:

- 2010-11 Ending Fund Balance (**Exhibit E3a**)
 - Designated and Without Designated
- Budgeted Savings and Reductions (**Exhibit E3b**)
 - Budgeted savings and reductions FY2010-11 and projected FY2011-12 from faculty/staff salaries and benefits and other operating expenses
- 2011-12 Apportionment and FTES (**Exhibit E3c**)
 - Totals for Credit FTES, Non-credit FTES, and CDCP FTES was provided
- PCCD General Fund Unrestricted (with Designated) (**Exhibit E3d**)

- A summary of the unaudited 2010-11 Unrestricted, Designated, and Total Fund 11 Actuals compared to proposed 2011-12 Unrestricted, Designated, and Total Fund 11 Budget for the following:
 - Revenue: 86000, 880000 and 890000 (State, local and other sources)
 - Expense: 100000-700000 (salaries, benefits, supplies, other, capital outlay)
- The components of the ending fund balance was discussed

President Deegan announced that in recognition of student need, and in light of the higher than anticipated ending fund balance, one-time monies will be used for this fiscal year to do the following:

- Add 100 additional classes in the Spring semester in high demand areas
- \$100,000 for tutoring
- \$250,000 for counseling and student services

F. REPORTS OF PLANNING COUNCILS

1. Finance and Administrative Services Planning Council – no report

2. Human Resource Services Planning Council – no report

3. Instructional Planning Council

Vice President Cuaron reported that IPC met last week and reviewed tasks for the upcoming year.

4. Student Services Planning Council

Interim Vice President Vernoy reported that their first meeting will be next week. Jayne Conway discussed a grant partnership with the Vista Community Clinic regarding HIV testing and counseling in substance abuse.

G. REPORT FROM PC3H Committee

Monika Brannick reported that last spring PC3H hosted the HIV testing for 72 students, provided by Health Services. Their first meeting is this week.

H. Other

1. Meeting time change

A recommendation was made and everyone agreed to adjourn future SPC meetings at 3:45 p.m.

I. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:55 p.m.

Finance and Administrative Services
DRAFT as of 5/13/11

BP 6450 CELLULAR OR WIRELESS PHONE/MOBILE DEVICE USE

References:

Vehicle Code Sections 12810.3, 23123, and 23124

The Superintendent/President shall determine if it is in the best interests of the District to provide/compensate employees for cellular or wireless phone/mobile devices at District expense.

The Chief Business Officer shall be responsible for creating, maintaining, and communicating information and operational guidelines related to cellular or wireless phones/mobile devices.

Motor vehicle drivers may not use wireless or cellular telephones while operating vehicles without a hands-free listening device and shall comply with all requirements of California law regarding the use of wireless or cellular telephones in vehicles.

NOTE: The **red ink** signifies language that is **legally advised**. This new policy was recommended by the CC League and the League's legal counsel in Update #15 disseminated to districts in September 2008. This policy was created to address Internal Revenue Service (IRS) guidelines. This policy was reviewed and approved on May 13, 2011 by the Task Force.

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

STUDENT SERVICES
DRAFT as of 5/13/11**AP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT
FINANCIAL TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) (~~Public Law 108-159~~) (15 U.S. Code Section 1681m(e))

The Purpose of the Identity Theft Prevention Program

The purpose of this Identity Theft Prevention Program (ITPP) is to control reasonably foreseeable risks to students from identity theft, by providing for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft.

Definitions

"Identity theft" is a fraud attempted or committed using identifying information of another person without authority.

A **"creditor"** includes government entities who defer payment for goods ~~or services~~ (for example, payment plans for ~~enrollment fees~~, bookstore accounts or parking tickets), issued loans, or issued student debit cards. Government entities that defer payment for services provided are not considered creditors for purposes of the ITPP.

"Deferring payments" refers to postponing payments to a future date and/or installment payments on fines or costs.

A **"covered account"** includes one that involves multiple payments or transactions.

"Person" means any individual who is receiving goods, receives a loan, and/or is issued a debit card ~~services~~ from the District and is making payments on a deferred basis for said goods, loan, and/or debit card ~~services~~.

Detecting "Red Flags" For Potential Identity Theft

Detection or discovery of a "Red Flag" indicates the need to take action under this ITPP to help prevent, detect, and correct identity theft.

The District will consider the following factors in identifying relevant "Red Flags:"

- the types of covered accounts the District offers or maintains
- the methods the District provides to open the District's covered accounts
- the methods the District provides to access the District's covered accounts
- the District's previous experience(s) with identity theft

The District will continue to incorporate relevant “Red Flags” into this ITPP from the following sources:

- incidents of identity theft that the District has experienced
- methods of identity theft that the District identifies that reflects changes in identity theft risks
- guidance from the District’s management, legal counsel, and/or risk management advisors who identify changes in identity theft risks

The following Red Flags have been identified for the District’s covered accounts:

- Alerts, Notifications, or Warnings from a Consumer Reporting Agency, such as:
 - A fraud or active duty alert is included with a consumer report the District receives as part of a background check of an individual with any duties in, or access to, or who holds covered accounts and the alert suggests that the individual may be a perpetrator.
 - A consumer reporting agency provides a notice of credit freeze in response to a request for a consumer report of an individual with any duties in, or access to, or who holds covered accounts and the alert suggests that the individual may be a perpetrator.
 - A consumer reporting agency provides a notice of address discrepancy. An address discrepancy occurs when an address provided by a student substantially differs from the one the credit reporting agency has on file. See the section titled Preventing and Mitigating Identity Theft for specific steps that must be taken to address this situation.
 - A consumer report indicates a pattern of activity that is inconsistent with the history and usual pattern of activity of an individual with any duties in, or access to, or who holds covered accounts, such as:
 - A recent and significant increase in the volume of inquiries
 - An unusual number of recently established credit relationships
 - A material change in the use of credit, especially with respect to recently established credit relationships
 - An account that was closed for cause or identified for abuse of account privileges by a creditor or financial institution
- Suspicious Documents, such as:
 - Documents provided for identification appear to have been forged or altered
 - The photograph or physical description on the identification is not consistent with the appearance of the applicant or customer presenting the identification
 - Other information on the identification is not consistent with information provided by the person opening a new covered account or customer presenting the identification
 - Other information on the identification is not consistent with readily accessible information that is on file with the District, such as a signature card or a recent check
 - An application appears to have been altered or forged, or gives the appearance of having been destroyed or reassembled

- Suspicious Personally Identifying Information, such as:
 - When necessitated by the presence of an applicable red flag, checks of provided personally identifying information reveal inconsistencies when compared against external information sources used by the District. For example:
 - The address does not match any address in the consumer report
 - The Social Security Number (SSN) has not been issued, or is listed on the Social Security Administration's Death Master File, or
 - There is a lack of correlation between the SSN range and date of birth
 - Personal identifying information provided by a person is not consistent with other personal identifying information provided by the person and the types of inconsistencies suggest possible identity theft. For example:
 - The name or identifying number on a document does not match identifying information on other immigration documents
 - Personal identifying information is associated with known fraudulent activity as indicated by internal or third-party sources used by the District. For example:
 - The address on an application is the same as the address provided on a fraudulent application
 - The phone number on an application is the same as the phone number provided on a fraudulent application
 - Personal identifying information provided is of a type commonly associated with fraudulent activity as indicated by internal or third-party sources used by the District. For example:
 - The address on an application is fictitious, a mail drop, or a prison or
 - The phone number is invalid or is associated with a pager or answering service
 - The SSN provided is the same as that submitted by other persons currently being served by the District and such submittal or use is suspected of being fraudulent, intentionally incorrect, or otherwise malicious.
 - The address or telephone number provided is the same or similar to the address or telephone number submitted by an unusually large number of other persons being served by the District and such submittal or use is suspected of being fraudulent, intentionally incorrect, or otherwise malicious.
 - The person opening the covered account fails to provide all required personal identifying information on an application or in response to notification that the application is incomplete.
 - Personal identifying information provided is not consistent with personal identifying information that is on file with the District.
 - The person opening the covered account cannot provide authenticating information beyond that which generally would be available from a wallet or consumer report when required or requested.
- Unusual Use of (or Suspicious Activity Relating to) a Covered Account, such as:
 - A new covered account is used in a manner that is commonly associated with known patterns of fraud. For example, a person makes a first payment, but

- there are no subsequent payments or explanatory contacts made and/or he/she continues to attempt to conduct business beyond the timeframes typically associated with such circumstances.
- A covered account is used in a manner that is not consistent with established patterns of activity on the account. For example, there is:
 - Nonpayment when there is no history of late or missed payments, or
 - A material change in electronic fund transfer patterns in connection with a payment.
 - A covered account that has been inactive for a reasonably lengthy period of time is suddenly used or active without reasonable purpose such as without enrollment of for non-enrollment-related fees due such as for transcript requests.
 - Mail sent to the person holding the covered account is returned repeatedly as undeliverable although transactions continue to be conducted in connection with the person's covered account.
 - The District is notified that the person is not receiving paper account statements and at least one other "red flag" condition type exists.
 - The District is notified of unauthorized transactions in connection with a person's covered account.
- Notices from Persons, Victims of Identity Theft, Law Enforcement Authorities, or Other Businesses About Possible Identity Theft in Connection with Covered Accounts, such as:
 - The District is notified by a person with a covered account, a victim of identity theft, a law enforcement authority, or any other person, that it has opened a fraudulent account for a person engaged in identity theft.

Measures to Detect "Red Flags"

The District shall do the following to aid in the detection of "Red Flags:"

- When a new covered account is opened, the District may obtain identifying information about, and information verifying the identity of, the student or other person seeking to open a covered account if one or more "red flags" are indicated. The following are examples of the types of valid identification that a person may provide to verify the identity of the person seeking to open the covered account:
 - Valid state-issued driver's license
 - Valid state-issued identification card
 - Current passport
 - Social Security Card
 - Other photo identification believed to be authentic
 - Current residential lease, or
 - Copy of a deed to the person's home or invoice/statement for property taxes
- Persons with covered accounts who request a name change will be required to:
 - Make the change in person
 - Provide documentation proving the change

- Show valid photo identification, such as state-issued driver's license or identification card or current passport
- Persons with covered accounts who request a change in their personal information on file, other than a name change, will have the requested changes verified by the District, as follows:
 - Any changes made on-line will be considered verified by reason of valid entry into the account using personal username and password.
 - Any change requests made in person shall be accompanied by the photo identification of the requester and at least one written form of verification reflecting the requested changes to the personal information. For example, if an address change is requested, then documentation evidencing the new address shall be obtained. If a phone number change is requested, then documentation evidencing the new phone number, such as a phone bill, shall be obtained.
- When a student obtains the District photo identification card, the student shall be required to provide, in person, photo identification in the form of a valid state-issued driver's license or identification card or a current passport.
- When a breach of the District's electronic or other security measures, including firewalls, is detected, an analysis shall be performed to identify any suspicious activity, attempted breaks, and violations.
- The District shall consider implementation of any new technologies for identity verification and "red flag" detection in application, enrollment and other on-line processes when they become available.

Preventing and Mitigating Identity Theft

One or more of the following measures, as deemed appropriate under the particular circumstances, shall be implemented to respond to "Red Flags" that are detected:

- Monitor the covered account for evidence of identity theft
- Contact the person who holds the covered account
- Block all online transactions and process transaction requests in-person with appropriate identification
- Change any passwords, security codes, or other security devices that permit access to a covered account
- Reopen the covered account with a new account number
- Not open a new covered account for the person
- Close an existing covered account
- Not attempt to collect on a covered account or not sell a covered account to a debt collector
- Notifying law enforcement
- Where a consumer reporting agency provides an address for a consumer that substantially differs from the address that the consumer provided, the District shall take the necessary steps to form a reasonable belief that the District knows

the identity of the person for whom the District obtained a credit report, and reconcile the address of the consumer with the credit reporting agency, if the District establishes a continuing relationship with the consumer, and regularly, and in the course of business, provides information to the credit reporting agency, or

- Determine that no response is warranted under the particular circumstances.

Updating the ITPP

The District shall update this ITPP on an annual basis to reflect changes in risks to persons with covered accounts, and/or to reflect changes in risks to the safety and soundness of the District from identity theft, based on the following factors:

- The experiences of the District with identity theft
- Changes in methods of identity theft
- Changes in methods to detect, prevent and mitigate identity theft
- Changes in the types of covered accounts that the District maintains
- Changes in the business arrangements of the District, including service provider arrangements

Methods for Administering the ITPP

Oversight by the District's Vice President of Finance and Administrative Services and Vice President of Student Services shall include:

- Assigning specific responsibility for the ITPP's implementation
- Reviewing reports prepared by the staff regarding compliance of the ITPP
- Approving material changes to the ITPP as necessary to address changing identity theft risks

Staff responsible for the development, implementation, and administration of this ITPP shall report to the Vice President of Finance and Administrative Services and Vice President of Student Services on an annual basis, or as necessary. The report shall address material matters to the ITPP and evaluate the following issues: the effectiveness of the policies and procedures in addressing the risk of identity theft in connection with opening new covered accounts and with respect to existing covered accounts; service provider arrangements; significant incidents involving identity theft and management's response; and recommendations for material changes to the ITPP.

Whenever the District engages a service provider to perform an activity in connection with one or more covered accounts the District shall take steps to ensure that the activity of the service provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft. To that end, the District shall require our service contractors, by contract, to have policies and procedures to detect relevant "Red Flags" that may arise in the performance of the service provider's activities, and either report the "Red Flags" to the District, or to take appropriate steps to prevent or mitigate identity theft.

Offices of Primary Responsibility: Student Services and Finance and Administrative Services

NOTE: *The proposed revisions to this procedure were approved by the Task Force on May 13, 2011.*

FINANCE AND ADMINISTRATIVE SERVICES
Revised as of 5-13-11

AP 6340 BIDS AND CONTRACTS

References:

Education Code Sections 81641 et seq.;
Public Contract Code Sections 20103.7, 20110 et seq., ~~20112~~, ~~22000 et seq.~~,
and 20650 et seq.

The Chief Business Officer is responsible for Bids and Contracts.

Limits

Bids or quotes shall be secured as may be necessary to obtain the lowest possible prices as follows:

- Purchase of goods or services up to the limit set out in the Public Contract Code will require documented quotes
- **Purchase of goods or services in excess of the limit set out in the Public Contract Code** will require formal advertised bids

Contracts involving expenditures that require competitive bidding require approval by the Governing Board prior to award.

The current bid minimum for public works projects can be found on the Palomar College Business and Contract Services department web pages. The current bid minimum for purchase of goods and services can be found on the Palomar College Fiscal Services department web page.

Bid Specifications

Bid specifications shall include a definite, complete statement of what is required and, insofar as practical, shall include pertinent details of size, composition, construction, and/or texture of what is specified and minimum standards of efficiency, durability, and/or utility required of what is specified.

Notice Calling for Formal Advertised Bids

The District shall publish at least once a week for two weeks in a newspaper of general circulation ~~circulated~~ published within the District or if there is no such paper, then in some newspaper of general circulation, circulated in the county, and may post on the District's web site or through an electronic portal, a notice calling for bids or proposals, stating the work to be done or materials or supplies to be furnished and the time and

place when bids will be opened. ~~The District may accept a bid that was submitted either electronically or on paper.~~

Bid and contract forms shall be prepared and maintained by Business and Contract Services or Fiscal Services, depending on the type of bid involved. All applicable statutory provisions and Board Policies shall be observed in preparation of the forms.

Business and Contract Services and Fiscal Services shall be responsible for ensuring that the bid specifications are sufficiently broad to encourage and promote open competitive bidding.

All bid notices for work to be done shall contain an affirmative statement requiring compliance with California Labor Code Sections 1775 and 1776 governing payment of prevailing wages and California Labor Code Section 1777.5 governing employment of apprentices. All bid submissions shall contain all documents necessary to assure compliance with these California Labor Code Sections. Failure to provide such documentation shall cause any such bid to be deemed incomplete.

When required or determined to be appropriate, bids shall be accompanied by a certified or cashier's check or bid bond, in the amount specified in the bid form, as a guarantee that the bidder will enter into contract and furnish the required contract bonds. When no longer required for the protection of the District, any certified or cashier's check received shall be returned to the respective bidder.

The District ~~Business Services~~ shall make available to the prospective bidders bid forms with sets of specifications and drawings and shall provide a convenient place where bidders, subcontractors, and materiel personnel may examine the specifications and drawings.

The District shall provide an electronic copy of the plans and specifications and other contract documents to a contractor plan room service at no charge upon request from that contractor plan room.

~~A deposit for sets of plans and specifications may be required and may be refunded when such documents are returned.~~

Awarding of Bids and Contracts Awards

The awarding of bids and contracts shall be subject to the following conditions:

- Any and all bids and contract proposals may be rejected by the District ~~for good and sufficient reason.~~
- All bids shall be opened publicly and bidder shall be given the opportunity to make record of the bids received.
- Bid and contract award recommendations to the Governing Board shall show a tabulation of the bids received in reasonable detail.
- Bid and contract awards shall be made to the lowest responsive and responsible bidder substantially meeting the requirements of the specifications. The District

reserves the right to make its selection of materials or services purchased based on its best judgment as to which bid substantially complies with the quality required by the specifications.

Purchase without Advertising for Bids

The Chief Business Officer is authorized to make purchases from firms holding county contracts without calling for bids where it appears advantageous to do so.

The Chief Business Officer may, without advertising for bids within the same county, purchase or lease from other public agencies materials or services by authorization of contract or purchase order.

The Chief Business Officer may make purchases through the State of California Cooperative Purchasing Program operated by the Department of General Services.

Duration of Continuing Contracts for Services and Supplies

Continuing contracts for work or services furnished to the District are not to exceed five years.

Contracts for materials and supplies are not to exceed three years.

Emergency Repair Contracts without Bid

When emergency repairs or alterations are necessary to continue existing classes or to avoid danger of life or property, the Chief Business Officer may make a contract on behalf of the District for labor, materials, and supplies without advertising for or inviting bids, subject to ratification by the Governing Board.

Unlawful to Split Bids

It shall be unlawful to split or separate into smaller work orders or projects any project for the purpose of evading the provisions of the Public Contract Code requiring work to be done by contract after competitive bidding.

Office of Primary Responsibility: ~~Business and Contract~~ Finance and Administrative Services

NOTE: The language in **green ink** reflects suggested revisions from Finance and Administrative Services. The proposed revisions to this procedure were reviewed and approved by the Task Force on May 13, 2011.

Date Approved: SPC 3/18/08



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

[Help](#) | [Logout](#)

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

[Click to Print This Page](#)

ACCJC NEWS

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Summer 2011

The Future of Accreditation II: National Policy Discussions on Accreditation

Dr. Peter Ewell, Vice President of the National Center for Higher Education Management Systems (NCHEMS), presented a summary of relevant national policy discussions on higher education quality and accreditation at the Commission's June 2011 meeting. This article is a brief summary of the topics discussed with the Commission.

There are broad societal concerns driving national policy discussion of higher education quality. Maintaining competitiveness in a global economy is among the most discussed issues, and maintaining or restoring the quality of American life, and the U.S. economy, is a closely related issue. It appears that the U.S. competitiveness has been declining over time, and there is a good deal of concern about whether the quality of American life will decline as well.

DEGREE ATTAINMENT AND DEMOGRAPHIC

ACHIEVEMENT GAPS: Data from the Organization for Economic Co-operation and Development (OECD) indicate that in the United States, younger people are less likely to have attained a college degree than older persons. The U.S. now ranks tenth in the world in terms of the percentage of national population between the ages of 25 and 34 who have college degrees, with Korea, Canada, Japan, New Zealand, Norway, Ireland, Denmark, Belgium, and Australia all ranked higher. In comparison, the U.S. ranks third in the world in terms of the percentage of the population between the ages of 45 and 54 who have college degrees, with only Korea and Canada ranked higher. The data indicate that the proportion of persons that attain a college degree is declining with successive (i.e., younger) generations of Americans. Furthermore, the relatively low college degree attainment levels of Black, Hispanic and Native American subpopulations relative to white and Asian American populations' achievement levels, is also a concern. The lower achieving subpopulations are becoming the "new majority" American citizens and workers.

LEVELS OF GRADUATE ACHIEVEMENT: The National Assessment of Adult Literacy research has suggested that the literacy skills of baccalaureate degree holders have declined over the last few decades. There are many arguments about the efficacy of tests that measure the skills of college graduates, and these are much debated in academe. Employer concerns about the skills of college graduates also contribute to this debate. However, globalization's influence plays a role in setting standards and expectations for graduates. Standards for what baccalaureate or master's level skills and competencies should be are converging across the world, and the definitions of acceptable levels of learning in the U.S. will need to be adjusted upward in the context of new global standards.

ACCJC BEGINS REVIEW OF STANDARDS

The ACCJC is beginning its periodic review of Accreditation Standards and processes. The Commission has taken the preliminary steps of discussing key national policy issues, examining accreditation models at other regional commissions that recently revised their standards, and contracting with Dr. Peter Ewell to provide support to the review. The Commission's Task Forces (see article on page 4) are also contributing to the Commission's preliminary work. You can expect to see more information about the ACCJC's review of the Accreditation Standards and processes in future editions of ACCJC News and at the Commission's January 2012 public meeting.

National Discussions on Accreditation, continued on page 3

Commissioners

MR. MICHAEL T. ROTA, CHAIR
University Of Hawai'i

DR. SHERRILL L. AMADOR, VICE CHAIR
Public Member

DR. JOSEPH BIELANSKI
Berkeley City College

DR. TIMOTHY BROWN
Riverside City College

MR. CHRIS CONSTANTIN
Public Member

DR. GARY DAVIS
Accrediting Commission for Schools Member

DR. FRANK GORNICK
West Hills Community College District

DR. STEVEN KINSELLA
Gavilan College

MS. VIRGINIA MAY
Sacramento City College

MR. CHARLES MENG, II
Public Member

MS. SUSAN MURATA
Kapi'olani Community College

DR. RAUL RODRIGUEZ
Rancho Santiago Community College District

DR. BARRY RUSSELL
Chancellor's Office, California Community Colleges

DR. ELEANOR SIEBERT
Accrediting Commission for Senior Colleges
and Universities Member

DR. MARIE SMITH
Public Member

MS. EILEENE TEJADA
Napa Valley College

DR. PATRICK TELLEI
Pacific Postsecondary Education Council Member

DR. SHARON D. WHITEHURST-PAYNE
Public Member

MR. JOHN ZIMMERMAN
MTI College

Commission Staff

DR. BARBARA A. BENO, President
DR. SUSAN B. CLIFFORD, Vice President
MR. GARMAN JACK POND, Vice President
DR. JOHN NIXON, Associate Vice President
DR. NORVAL WELLSFRY, Associate Vice President
MS. BARBARA DUNHAM, Assistant To The President, Business Officer
MS. MINDY GRAHAM, Administrative Support
MR. TOM LANE, Administrative Support
MS. WHITNEY SPARKS, Administrative Support

ACCJC NEWS is Published by the Accrediting Commission for Community and Junior Colleges (ACCJC),
Western Association of Schools and Colleges (WASC).

PUBLICATION ADDRESS:
10 Commercial Blvd., Suite 204, Novato, Ca 94949

Phone: 415-506-0234 ♦ E-Mail: accjc@accjc.org ♦ website: www.accjc.org

ENVIRONMENT OF CONTINUING FISCAL STRAIN: The issue of national debt sustainability, long in the making, has been pushed significantly closer by the 2008-12 recession. Office of Management and the Budget (OMB) data projections in March 2010 showed a dramatic increase in the rate at which debt as a percentage of Gross Domestic Product will increase. The fiscal strain is now setting the context in which higher education will be expected to be efficient, more effective, and more transparent about how it contributes to society in return for the public investment in higher education.

RESULTING DEMANDS ON ACCREDITATION

The accrediting community will be asked to move beyond “doing assessment” to examining actual levels of student attainment, and coming to some decisions about whether these levels are “good enough” or need to be improved. Accreditors and institutions will need to focus on retention and graduation rates, and provide more transparency to the public about quality assurance processes as well as what the higher education community is doing to improve outcomes. Easy-to-understand formats to display data in standard formats may be useful for purposes of providing more transparency. There will be greater public interest in accreditation, and accreditors will need to provide the public with understandable explanations of their quality standards.

POSSIBLE NEW DIRECTIONS FOR ACCREDITATION

There are several different alternative directions that are being discussed, some of which are familiar because they have been put forward in the past. The practical aspects of implementing any of these ideas are not often examined in detail, and the costs and organizational challenges may be greater than the expected benefits of such changes.



One idea is to organize accreditation by institutional type, allowing each type of institution to have a national accrediting body. (Note: In June 2011 discussions before the National Advisory Committee on Institutional Quality and Improvement (NACIQI), some major research universities proposed that they develop their own accreditation system.) Another idea is to establish levels of accreditation, so that better quality institutions can be distinguished from institutions that are just minimally conforming to accreditation standards. This idea responds to the public’s interest in using accreditation outcomes to compare institutions. A third idea is to establish some minimum levels of performance on such factors as graduation rate, and require that institutions that receive accreditation meet a threshold. (Note: Some national and programmatic accrediting bodies currently use thresholds for accreditation.) A fourth idea is to use professionally trained reviewers instead of peer reviewers. Many other countries currently employ this strategy, but ironically, many are looking to American peer review as a better model. Finally, a fifth idea is to decouple accreditation from federal funding, and develop a federally administered, data driven methodology for establishing institutional eligibility for Title IV, with the expectation that then institutional quality - as defined by numbers and quality of graduates - would improve.

Dr. Ewell will be working with the ACCJC as it considers revisions to the Accreditation Standards and processes. He is currently preparing a conceptual piece on the “new ecology” of community college accreditation for the ACCJC. When completed, that article will be shared with member institutions and posted on the ACCJC’s website at www.accjc.org. ♦

ACCJC Task Forces

Three recent task forces were convened to advise the ACCJC in critical areas of institutional performance. They are: Student Learning Outcomes and Assessment Task Force, Distance Education Task Force, and Financial Task Force.

On March 4, 2011, the SLO/Assessment Task Force met with Commission staff to explore the idea of creating a more descriptive statement clarifying institutional good practices with respect to learning outcomes and assessment that might serve as a model for the 2012 Commission imposed deadline for colleges to be at the proficiency level on the ACCJC Rubric for Evaluating Institutional Effectiveness (Rubric) with respect to Student Learning Outcomes (Part III). The participants in this first Task Force meeting were Marcy Alancraig, Cabrillo College; Robert Pacheco, Barstow College; and Fred Trapp, formerly Long Beach City College (retired).

Discussion highlights included 1) how the proficiency level of the Rubric is connected to the Accreditation Standards; 2) if proficiency were achieved, what would it look like when everything is in place; and 3) what evidence would a college provide and how would comprehensive site visit teams evaluate SLOs/Assessment?

Some of the ideas posed during the SLO/Assessment Task Force discussion were reflected in the recently revised version of the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III Student Learning Outcomes, which is available on the ACCJC website under Publications and Policies. A memo from Dr. Barbara Beno highlighting the changes was sent to CEOs, CIOs, CSSOs, ALOs, and Academic Senates on June 23, 2011. The Commission hopes the revised Rubric will be a useful tool for colleges and evaluators as the 2012 SLO/Assessment deadline approaches, when it is the Commission's expectation that ACCJC colleges are operating at the Proficiency level on the Rubric.

On May 27, the Distance Education Task Force members John Colson, Grossmont College; James Glappa-Grossklag, College of the Canyons; Pat James, Mt. San Jacinto College; Cherry Li-Bugg, Santa Rosa Junior College; Vince Rodriguez, Coastline Community College; and Vernon Smith, Rio Salado College, Arizona met with Commission staff for the purpose of reviewing ACCJC's current methods and materials used in evaluating distance education programs and services. In addition to making suggestions for improvements, the Task Force also recommended potential resources that could be used to enhance the work of external evaluation teams and identified effective ways that institutions could verify that their distance education programs and services effectively meet expectations of quality as defined by Accreditation Standards and the United States Department of Education. The Distance Education Task Force will develop a list of criteria for institutions and evaluation teams to use in demonstrating/verifying quality of distance education courses, programs, and services.

The Financial Task Force, originally formed five years ago, was re-commissioned in the spring of 2011 to advise the Commission on the articulation of some of the sub-sections of Standard III.D. The current Financial Task Force is chaired by Steven Kinsella, Gavilan College. Other members include Fred Harris, the California Community Colleges Chancellor's Office; Michael Unebasami, the Hawai'i Community College System; John Zimmerman, MTI College; Jerry Patton, College of the Desert; Jon Sharpe, the Los Rios CCD; and Fred Williams, the North Orange County CCD. The Task Force met on February 25 to discuss fiscal obligations associated with Other Post Employment Benefits (OPEB) liabilities, an increasingly important issue for institutional financial planning and stability. Regulations (GASB 45) require institutions to identify OPEB liabilities and account for this liability in annual audits and financial planning and amortize the obligation by funding it annually.

The Task Force will be developing a training workshop for CBOs to ensure a thorough understanding of accreditation requirements and documents and processes associated with GASB 45. This training workshop will be held at the Fall Conference of the California Community Colleges Chief Business Officers. More information about the workshop will be available in due course.

The three Task Forces will continue to serve as advisory groups to Commission staff. ♦

Federal Updates

Since mid 2010 ACCJC has kept its readers up-to-date regarding new federal regulations. These regulations have included the federal definition of credit hour and the role of accreditors in assessing the credit hours awarded by institutions; the roles of states in authorizing postsecondary institutions to operate and to provide consumer protection; and gainful employment of graduates from career and technical training programs. All quoted regulations finally took effect on July 1, 2011.

CREDIT HOUR

The U.S. Department of Education released a 'Dear Colleague' letter on March 18, 2011, advising institutions and accreditors on how it intends to enforce new regulations on the Credit Hour that it adopted in October 2010. The 'Dear Colleague' letter signaled the Department's intention to go forward with the regulations despite efforts of institutions and higher education organizations to delay implementation.

The new regulations include a definition of the credit hour under 34 CFR 600.2 for both an institution's determination of student work for purposes of Title IV student financial assistance programs as well as for purposes of the evaluation activities of the accrediting bodies that are recognized by the Department of Education and serve as a gatekeeper for Title IV eligibility. The federal definition of credit hour has been linked to the definition of a Carnegie Unit, long used by American higher education institutions as a standard for the assignment of credits to a course. The federal government is allowing an "institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of work expected in a Carnegie Unit" to be used by institutions that wish to offer education through a variety of delivery modalities. More information can be found on pages 1 and 2 of the 'Dear Colleague' letter.

Institutions are required to establish a policy that describes how the institution will award credit for all types of courses in accordance with the federal definition of a credit hour. Institutions are required to ensure that their policy is applied to all courses and types of courses that the institution offers. More information is available at the bottom of page 2 and the top of page 3 of the 'Dear Colleague' letter.

The regulations also require the accrediting agencies to conduct a review and evaluation of the reliability and accuracy of the institution's assignment of credit hours used for Federal program purposes. The accrediting agency must review the institution's policy and procedures for determining the credit hours and must also review the institution's application of its policies and procedures. The accrediting agency must make a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education. The accrediting agency must review the institution's policies and practices during comprehensive evaluation visits, and may sample the assignment of credits rather than examine the credits assigned to each course. If an accrediting agency determines that an institution's assignment does not meet the accreditor's requirements, the accrediting agency must take appropriate action.

The 'Dear Colleague' letter states that although the deadline for compliance is July 1, 2011, the Department will accept good faith efforts by institutions and accrediting agencies to comply until July 1, 2012.

The Commission has been developing its policy on Institutional Degrees and Credit since the regulations on credit hour were published in October 2010. Due to the continuous provision of additional information from the U.S Department of Education, the Commission's Policy Committee has had to make adjustments to former versions of the policy. At its June 2011 meeting, the Commission therefore approved the policy for renewed first reading and it was sent to the field for comment early July. The Commission expects to adopt the policy at its January 2012 meeting unless recent initiatives to repeal the legislation are successful. For more information about the repeal of the Credit Hour regulations, see below under State Authorization.

STATE AUTHORIZATION

The regulations on State Authorization do not directly impact the ACCJC accreditation process, but they impact the Commission's member institutions.



Federal Updates, continued from page 5

In the spring, after the latest information from the U.S. Department of Education had been issued, the ACCJC/WASC and the Accrediting Commission for Senior Colleges and Universities (ACSCU/WASC) met with representatives of the Bureau for Private Postsecondary Education in California to discuss how the Bureau will interpret and implement the WASC exemption that is included in the legislation authorizing the Bureau, AB 48. The outcomes of the meeting are:

First, the Bureau will still consider WASC accredited higher education institutions to be exempt from its regulatory oversight. Second, the U.S. Department of Education's 'Dear Colleague' letter issued on March 17, 2011, regarding State Authorization maintains that states may "use a variety of means to establish a postsecondary institution" (Answer to Question 1, on page 2 of the letter). For California, the establishment of an institution through incorporation, which might apply to private ACCJC member institutions, of the institution by name as an educational entity in California would serve as the state authorization for purposes of the regulations as this would comply with the federal government's definition of "other action issued by an appropriate State agency," as contained in the answer to Question 3 of the 'Dear Colleague' letter. The end of Answer 10 of the 'Dear Colleague' letter identifies the incorporation documents of the institution as a potential means of satisfying the federal requirement of evidence of state authorization. It is therefore essential that private institutions incorporated in California examine their articles of incorporation; if those name the institution and indicate it was incorporated as an educational entity, the articles will be the institution's proof of state authorization. The State Authorization regulations also require all distance education programs to be authorized in every state where students are enrolled.

In recent months a number of events that may affect the implementation of the regulations have taken place. On June 3, 2011, Ms. Virginia Foxx, Chair of the House Subcommittee on Higher Education and Workforce Training, introduced a bill (House Bill H.R. 2117) in Congress to repeal federal regulations on State Authorization and on Credit Hour. On June 15, 2011, the House Education and Workforce Committee passed the bill in a bipartisan vote. The legislation will now be considered by the full House of Representatives. Identical legislation was introduced in the Senate on June 29. The American Council on Education on March 10, 2011, submitted to Chairwoman Ms. Virginia Foxx a letter expressing concerns about the regulations to establish a federal definition of 'credit hour' and expand state authorization requirements. ACCJC together with numerous higher education organizations were a co-signatory of the letter.

On July 12, 2011, the United States District Court for the District of Columbia struck down the distance education portion of the U.S. Department of Education's 'state authorization regulations'. The decision comes as a result of a lawsuit brought by the Association of Private Sector Colleges and Universities. The complete ruling is available on the court's website: https://ecf.dcd.uscourts.gov/cgi-bin/show_public_doc?2011cv0138-28. The 'state authorization' section starts on page 35.

The Commission will continue to keep its members informed about the developments of the State Authorization and Credit Hour regulations through ACCJC President Dr. Barbara Beno's letters to the field, its website, and this newsletter.

GAINFUL EMPLOYMENT

The U.S. Department of Education has published two sets of final regulations covering gainful employment, as part of the larger rulemaking package on program integrity and student aid. Both sets of regulations were proposed on June 18, 2010. The first set of regulations was finalized on October 29, 2010. These regulations address additional program reporting requirements, but do not affect eligibility for student aid. The regulations take effect on July 1, 2011. The second set of regulations proposing to establish measures for determining whether certain postsecondary education programs lead to gainful employment in recognized occupations and the conditions under which these programs remain eligible for federal financial assistance was finalized on June 2, 2011, and therefore only goes into effect on July 1, 2012. This second set of regulations attracted considerable attention by higher education organizations and the final rules have changed significantly since the proposed regulations were released.

The Department has stated that "a program would be considered to lead to gainful employment if it meets at least one of the following three metrics: at least 35 percent of former students are repaying their loans (defined as reducing the loan balance by at least \$1); the estimated annual loan payment of a typical graduate does not exceed 30 percent of his or her discretionary income; or the estimated annual loan payment of a typical graduate does not exceed 12 percent of his or her total earnings." Under this rule, no program will lose eligibility until 2015.

The Department defines "all non-degree educational programs offered by public and nonprofit institutions and virtually all programs - degree and non-degree - offered by proprietary institutions" as gainful employment programs and notes that even public or nonprofit institutions that predominantly offer degrees are likely to have one or more gainful employment programs.

For more information and details about the federal regulations see www.accjc.org on the President's Desk page. ♦

Trends in Deficiencies Leading to Sanction

Since 2009, ACCJC has collected data regarding the deficiencies that lead to colleges being placed on a sanction. The deficiencies are reported every year in the Commission's Spring newsletter. The information is also available on the ACCJC website: www.accjc.org on the President's Desk page.

The main deficiencies for sanction are related to Program Review, Planning, Board Roles, Internal Governance, and Financial Management and Stability. Over the three years from January 2009 to January 2011, the number of colleges on sanction has not gone down, but the reasons for placing colleges on sanction differ. The colleges placed on a sanction also differ from year to year as some colleges have made improvements and are removed from sanction.

Colleges on Sanction January 2009 - January 2011

Top Deficiencies Causing Sanctions

COLLEGES ON SANCTION	PROGRAM REVIEW	PLANNING	INTERNAL GOVERNANCE	BOARD	FINANCIAL
2009 SANCTIONS (N=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 SANCTIONS (N=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 SANCTIONS (N=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)

Please note categories increasing in frequency in table above

Program Review as a reason for imposing a sanction has decreased considerably from 71% in 2009 to 19% in 2011 which may be an effect of the current Accreditation Standards' focus on Program Review and colleges having had time to develop, test and improve their approaches to Program Review.

One would expect that the positive trends in the conduct and use of Program Review would have a positive effect on planning. Although noted as a more frequent reason for sanction in 2009, planning deficiencies continue to be important reasons for sanction in 2011.

Deficiencies due to weak board governance, which is a critical factor for the effective performance of an institution, is increasing, whereas issues related to internal governance have decreased as a reason for sanction from 46% in 2009 to 24% in 2011.

Last but not least, the data show deficiencies in financial management and stability are increasing causes for sanction. Due to the current economic climate it will be interesting to follow the development in this area. ♦

June 2011 Commission Actions on Institutions

At its meeting, June 8-10, 2011, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on institutional accreditation:

REAFFIRMED ACCREDITATION

College of the Desert
Deep Springs College
Fashion Institute of Design & Merchandising
West Hills College Coalinga
West Hills College Lemoore

REMOVED FROM WARNING

Glendale Community College
Los Angeles Trade-Technical College
Palau Community College
Palomar College

REMOVED FROM PROBATION

Southwestern College

CONTINUED ON WARNING

College of the Siskiyous

PLACED ON WARNING

Berkeley City College
College of Alameda
Cypress College
Fullerton College
Laney College
Merced College
Merritt College
San Joaquin Delta College

PLACED ON PROBATION

College of Micronesia-FSM
MiraCosta College
Northern Marianas College
Victor Valley College



All of the Actions on Institutions, policy and substantive change are posted on the ACCJC website under Recent Commission Actions.

June 2011 Commission Actions on Policies

At its meeting June 8-10, 2011, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges took the following actions:

Adopted Policies and Statements

- ❖ Policy on Distance Education and on Correspondence Education
- ❖ Policy on Insider Trading
- ❖ Policy on Institutional Compliance with Title IV
- ❖ Policy on Institutional Integrity and Ethics
- ❖ Policy and Procedure for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems
- ❖ Policy on the Rights and Responsibilities of ACCJC Member Institutions in the Accrediting Process
- ❖ Policy on Substantive Change

Policies Approved for First Reading

- ❖ **Policy on Comprehensive Transition and Postsecondary Programs (CTP) for Students with Intellectual Disabilities.** This is a new policy that is required in order to bring the Commission into compliance with Title IV of the Higher Education Act.
- ❖ **Policy on Conflict of Interest for Commissioners, Evaluation Team Members, Administrative Staff, and Other Agency Representatives.** The policy has been revised to better reflect all possible scenarios for identifying and addressing conflicts of interest or potential conflicts of interest.
- ❖ **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.** The policy has been revised to emphasize the federal requirements on misrepresentation which were published in November 2010 and will come into effect in July 2011.
- ❖ **Policy on Institutional Degrees and Credits.** The policy has been developed to reflect new federal regulations on credit hour published in November 2010, and the Department of Education's 'Dear Colleague' letter of March 2011.
- ❖ **Policy on Public Disclosure.** The policy has been revised to comply with federal regulations CFR 34 §602.26 that require an accrediting agency to provide public disclosure notices when it places institutions on probation or show cause or takes adverse action.
- ❖ **Policy on Relations with Government Agencies.** This policy has been revised to align with the Policy on Public Disclosure.
- ❖ **Policy on Rights and Responsibilities of the Commission and Member Institutions and the Accrediting Process.** The language has been revised for clarity in particular with respect to the presentation of the responsibilities of the Commission and the member institutions respectively.

Eliminated Policies

- ❖ **Policy on Disclosure and Confidentiality of Information.** The information provided in this policy was outdated and has been incorporated into the Policy on Public Disclosure.

All first reading policies have been sent to the field for comment.

All policies, except first reading policies, are available on the ACCJC website in the Accreditation Reference Handbook under Publications and Policies and under Recent Commission Actions/Actions on Policy.

FOCUS ON QUALITY

SHARING ON ASPECTS OF EDUCATIONAL QUALITY

ACCJC staff presented three workshop sessions: Increased Effectiveness through Program Review, Integrated Planning and Resource Allocation; Evaluating Distance Education and Correspondence Education; and an Accreditation Liaison Officers' (ALO) Workshop at the annual **Academic Resource Conference (ARC)** in April. In addition to the ACCJC workshops, 16 ACCJC member institutions presented sessions on various topics including assessment reports, integrating assessment to promote learning, serving underprepared students, strategies for improving academic success, institutional case studies for a green economy, and planning.

ACCJC staff also facilitated a Special Interest Group Luncheon (SIG) in which participants shared ideas around the meaning of capacity building and, in particular, the challenges faced by Accreditation Liaison Officers (ALOs). The group defined capacity building as:

- having a program review and planning process/system that is ongoing and not bound by accreditation dates or reports,
- sustaining and supporting quality assurance and institutional effectiveness efforts all the time regardless of administrative turnover, and
- using the institution's existing committee infrastructure and processes that have been built over the years to sustain quality assurance and institutional effectiveness activities.



The challenges faced by ALOs include:

- working with a campus culture that expects reassigned time or overload to do the work related to accreditation, and
- having to carry out accreditation activities when some on campus are not fully engaged in the process.
- building an infrastructure for accreditation so that past experiences are effectively passed on to new ALOs.

Participants expressed an interest in having ACCJC conduct more ALO trainings and provide a timeline for the revision of Accreditation Standards. ACCJC has acted on this suggestion and will be offering a special ALO training workshop in September 2011. For more information see 'Upcoming Events' on page 12 and the Events page on the ACCJC website at: www.accjc.org.

EFFECTIVE PROGRAM REVIEW FOR INTEGRATED PLANNING

The third ACCJC Regional Workshop was hosted by West Valley College in April. Sixty-four college representatives from 14 member institutions attended the workshop. The program included presentations from ACCJC staff on the philosophy and components of program review and integrated planning. Participating institutions, represented by Mr. Randal Lawson, Executive Vice President at Santa Monica College, and a team from the College of San Mateo led by Mr. Michael Clair, President, offered successful approaches used by these two ACCJC member institutions. Each group shared effective processes for program review and integrated planning, how their processes were refined during several iterations, and how the processes enabled the colleges to implement improvements to programs and services that benefited students. Mr. Terrence Willett, Director of Analytic Applications, represented Cal-PASS and presented the Cal-PASS Smart Tool for data collection for program review and integrated planning. In the afternoon, participants engaged in discussion groups in which they shared good practices and challenges from their respective colleges.

The day highlighted the colleges' journey to develop and later refine planning processes and generated a number of core principles for effective program review and integrated planning. These included:

- Planning is for the benefit of students as solid planning processes impact the quality of education positively.
- Assessment should cover all instructional programs and educational support services.
- Planning should be embedded in policy and be supported by good governance.
- Collaboration about the development of planning processes and outcomes by all constituent groups on campus creates ownership and leads to sharing of information.
- Planning and program review should be supported by broad data analysis.
- It may be useful to use tools to manage evidence/information streams.
- A clear allocation of responsibilities in the planning process drives the process and ensures that action will be taken.
- Setting timelines and milestones will help ensure that action is taken.

The PowerPoint presentations and other materials from this and other regional workshops are available on the ACCJC website under Other Resources / ACCJC Conference Presentations and Other Materials.

Upcoming Regional Workshops are scheduled for September 9 and November 4, 2011. See "Upcoming Events" on page 12 in this Newsletter.

THE COMMUNITY COLLEGE LEAGUE OF CALIFORNIA ANNUAL TRUSTEES CONFERENCE

The ACCJC conducted two workshops for governing board members at the April 30 conference. In a workshop entitled "What Trustees Need to Know About Accreditation", Commission representatives Barbara Beno and Jack Pond, Mt. San Antonio College President John Nixon and San Bernardino Community College Trustee Don Singer spoke about the purposes of accreditation and the basic processes of quality review, including the self evaluation process and the external evaluation process. Commission representatives emphasized the increased use of metrics of student achievement and provided some examples of how trustees might use metrics to track their own institution's performance. Mr. Singer described his own accreditation team experience and urged trustees to get more involved in assuring institutional quality.

A second workshop, "Student Learning Outcomes and College Quality," helped trustees understand the institutional practices now required to address student learning - outcomes definition, assessment of learning, analysis of assessment results, and efforts to improve learning. The Commission staff discussed the kinds of questions that trustees might ask about institutional work on learning outcomes and the related shift from a focus on teaching to a focus on student learning. The trustees were given some examples of programmatic and course learning outcomes, an explanation of the mapping used to align learning outcomes across an institution, and other examples of the academic work and products related to student learning outcomes they might expect to see at their campuses.

Trustees asked for more specific direction from the ACCJC on their appropriate roles in assuring institutional quality and compliance with accreditation standards, and in supporting student success. The Commission is working on new print materials that will respond to this request, and expects to make these materials available in spring 2012. ♦

Upcoming Events

ACCJC REGIONAL WORKSHOPS 2011 - 2012

ACCJC is offering two regional workshops in the fall 2011. College of the Canyons will host a workshop on September 9, 2011, and Modesto Junior College will host one on November 4, 2011. The topic of both workshops is, as it has also been at previous regional workshops, 'Capacity Building for Educational Excellence through Program Review and Integrated Institutional Planning.' It is a characteristic of the regional workshops that they offer opportunities for the sharing of practices through presentations and group discussions and the participating institutions are invited to send small groups of 4 to 5 participants.



ACCJC will be offering regional workshops through 2012 at which time all member institutions will have had the opportunity to attend a workshop.

A list of previous workshops is available on the ACCJC website: www.accjc.org/events and presentations and other resources are available on the ACCJC website: www.accjc.org/other-resources under ACCJC Conference Presentations and Other Materials.

ACCREDITATION LIAISON OFFICER TRAINING

ACCJC will conduct a workshop for new and experienced Accreditation Liaison Officers (ALOs) on September 23, 2011, at Norco College. The workshop, which will be held from 10:00 a.m. until 2:30 p.m., will cover the ALO's leadership and communication responsibilities in promoting educational quality and institutional effectiveness. The first half of the workshop will be a briefing on recent developments at ACCJC and at the federal level, such as changes to the ACCJC Rubric for Evaluating Institutional Effectiveness, Accreditation Standards and manuals, the roll out of an ALO Discussion Board, and an update on changes in federal legislation that will affect accreditors and institutions of higher education. The second half of the workshop will be training for ALOs who are new in their roles. Experienced ALOs are invited to share what they have learned, and all ALOs are encouraged to ask questions in a "lessons learned from the field" segment.

TRAINING OF CHIEF BUSINESS OFFICERS

The ACCJC will hold a training session for Chief Business Officers (CBOs) in conjunction with the Fall Conference of the California Community Colleges Chief Business Officers. More information will be forth-coming and more information about the training workshop can be found in this newsletter in the article 'ACCJC Task Forces'.

ASSESSMENT RETREATS

As in previous years, ACCJC is co-sponsoring two assessment retreats with the Accrediting Commission for Senior Colleges and Universities (ACSCU/WASC). Topics for the Retreat on Assessment Essentials (replaces Assessment Retreat Level I) include:

- assessing general education
- assessing the Major
- assessing the co-curriculum
- developing and applying rubrics
- analyzing student learning
- improving curriculum and pedagogy

Upcoming Events, continued on page 13

Upcoming Events, continued from page 12

At the conclusion of the program, teams return home with campus implementation plans.

The Retreat on Assessment Essentials will be held September 22-23, 2011, at the Renaissance Hotel, Long Beach, California.

The Retreat on Assessment Practice (replaces Assessment Retreat Level II) provides participants with presentations from institutions with broad assessment systems in place that have successfully closed the loop based on assessment findings. Each participating team will share two promising practices from its own campus experience. Topics include:

- adapting the campus infrastructure to support the culture of evidence
- successful strategies for engaging faculty and other campus professionals in assessment
- a specific assessment study, including description of data collection, data analysis, and the impact of the study
- incorporating student learning outcomes into program reviews
- assuring the quality of campus assessment

The Retreat on Assessment Practice will be held October 27-29, 2011, at: The DoubleTree by Hilton, Berkeley-Marina, Berkeley, California.

Both retreats will be led by nationally acclaimed facilitators Mary Allen and Amy Driscoll. More information is available at: <http://www.wascsenior.org>.

STRENGTHENING STUDENT SUCCESS CONFERENCE

October 12-14, 2011, at the San Francisco Airport Marriott, Burlingame, CA. The theme of the conference is “Emerging Issues in Assessment and Learning”. The conference is sponsored by the Research and Planning Group in collaboration with ACCJC, the Career Ladders Project, and LearningWorks. This conference provides a unique opportunity for a wide cross-section of educators to meet and brainstorm ways to strengthen institutional effectiveness and student learning. It will focus on helping practitioners link emerging issues in assessment and learning into action. ACCJC will be presenting workshops that relate to the conference theme and to accreditation in order to support institutions in building capacity for educational quality. More information about the conference is available at: www.rpgroup.org/events.

WCET ANNUAL CONFERENCE

The 23rd WICHE Cooperative for Educational Technologies (WCET) Annual Conference will be held in Denver, Colorado on October 26-29, 2011. WICHE is the Western Interstate Commission for Higher Education and this WCET Conference is aimed to attract e-learning experts, practitioners and advocates. Dr. Barbara Beno, President of the ACCJC, will participate in a panel discussion on Accreditation led by executives of the regional accrediting commissions. The session will be held on Thursday, October 27. More information is available at: www.wcetconference.wiche.edu/index.php.

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA CONFERENCE

The theme of the November 17-19, 2011, conference is “Mission Possible: Success—Equity—Access.” ACCJC will organize a panel to present and discuss developments on the national scene regarding federal regulations, issued by the U.S. Department of Education, and their present and future impact on accreditation for two-year colleges. The workshop will be held on Friday, November 18. The conference will be held at the San Jose Fairmont. More information can be found on the CCLC website at: www.ccleague.org. ♦

Information about these and other events can be found on the ACCJC website at: www.accjc.org/events.

Future Comprehensive Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding the institutional qualifications for accreditation. The institutions noted below are scheduled to undergo comprehensive visits in the fall of 2011, the spring of 2012, and the fall of 2012 and review by the Commission at its January 2012, June 2012 and January 2013 meetings. Third-party comment on these institutions should be made to the ACCJC President, Dr. Barbara A. Beno, at 10 Commercial Blvd. Suite 204, Novato, CA 94949. For consideration, such comment must be made in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting.

FALL 2011

(for January 2012 Commission Review)

College of the Redwoods
Columbia College
DeAnza College
Foothill College
Fresno City College
Lake Tahoe Community College
Modesto Junior College
Mt. San Jacinto College
Reedley College
Shasta College
Solano Community College
Willow International Center
of Reedley College*

*Candidacy

SPRING 2012

(for June 2012 Commission Review)

Barstow College
City College of San Francisco
Defense Language Institute
Feather River College
Guam Community College
Hawai'i Tokai International College
Los Angeles Harbor College
Los Angeles Southwest College
West Los Angeles College

FALL 2012

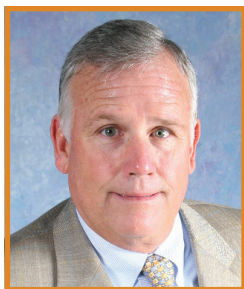
(for January 2013 Commission Review)

Bakersfield College
Cerro Coso Community College
College of the Sequoias
Hawai'i Community College
Heald College (12 campuses)
Honolulu Community College
Kapi'olani Community College
Kaua'i Community College
Leeward Community College
Northern Marianas College
Porterville College
Windward Community College
Woodland Community College
Yuba Community College



Changes in Commissioners

New Commissioners (Term Beginning July 1, 2011)



DR. TIMOTHY BROWN — Dr. Brown was elected to serve as a faculty member of the Commission. Dr. Brown has been an Associate Professor Reading, at Riverside City College California since 2000, and part-time faculty, Reading, at California State University. He has an Ed.D. in Institutional Management from Pepperdine University, Malibu, California, a Master of Science in Education Reading from California State University, Fullerton, a M.Ed. in Physical Education from Pan American University, Edinburg, Texas, and a Bachelor of Arts in Secondary Education from Arizona State University, Tempe, Arizona.



DR. RAUL RODRIGUEZ — Dr. Rodriguez was elected to serve as an administrative member of the Commission. He has been Chancellor of Rancho Santiago Community College District since 2010. Prior to that appointment he was Superintendent/President of San Joaquin Delta College. Dr. Rodriguez has a Ph.D. in Psychology from the University of California, Santa Cruz, a Master of Arts in School and Applied Psychology from Fairfield University, and a Bachelor of Arts in Liberal Studies from Bowling Green State University.



DR. BARRY RUSSELL — Dr. Russell was elected to serve on the Commission representing the Chancellor's Office of the California Community Colleges where he serves as Vice Chancellor of Academic Affairs. Prior to his current position, he was Vice President of Instruction at College of the Siskiyous. Dr. Russell has a Ph.D. in Philosophy from the University of Texas, and a Master of Music and a Bachelor of Music from East Texas State University.



DR. ELEANOR SIEBERT — Dr. Siebert was elected to serve on the Commission as the representative of the Accrediting Commission for Senior Colleges and Universities of WASC. She is Provost and Academic Vice President, a position she has held since 2005, and Accreditation Liaison Officer at Mount St. Mary's College. Dr. Siebert has a Ph.D. in Chemistry from the University of California and a Bachelor of Arts of Chemistry from Duke University.



MR. JOHN ZIMMERMAN — Mr. Zimmerman was elected to serve on the Commission as a representative of independent institutions. He is currently the President of MTI College, a position he has held since 1986. Mr. Zimmerman has a Bachelor of Science in Business Administration from California State University, Sacramento.

Re-Elected Commissioners

DR. PATRICK TELLEI — Dr. Tellei, representing the Pacific Postsecondary Education Council, was elected to serve a second term on the Commission.

DR. SHARON WHITEHURST-PAYNE — Dr. Whitehurst-Payne, a public member of the Commission, was elected to serve a second term on the Commission.

Changes in Commissioners, continued on page 16

Changes in Commissioners

Commissioners' Terms Expired

MR. STEVEN BRUCKMAN — Mr. Bruckman served two terms on the Commission beginning July 1, 2005. He was the representative of the Chancellor's Office of the California Community Colleges. Mr. Bruckman served on the Policy Committee since 2005, on the ACCJC and WASC Audit Committees since 2006, and as Chair of the ACCJC Audit Committee since 2010.

MS. LURELEAN B. GAINES — Ms. Gaines was appointed to the Commission on July 1, 2001, and served as Commission Chair from 2008 to 2010. She has served on the Substantive Change Committee since 2002 and chaired the Committee since 2007, on the ad hoc Sub-Committee on General Education since 2007, on the Budget and Personnel Committee since 2007 and on the WASC Board of Directors from 2008 to 2010.

DR. LOUANNE KENNEDY — Dr. Kennedy served two terms on the Commission beginning July 1, 2005. She was the representative of the Accrediting Commission of Senior Colleges and Universities, WASC. Dr. Kennedy served on the Substantive Change Committee since 2006, the Evaluation and Planning Committee also since 2006, and on the ad hoc Sub-Committee on General Education since 2007, a Committee which she chaired from 2008-2010.

DR. JOHN NIXON — Dr. Nixon served one term on the Commission beginning July 1, 2008, as an administrative representative. During this term he served on the Substantive Change Committee and the ad hoc Sub-Committee on General Education. Dr. Nixon has also chaired several comprehensive and follow-up teams. ♦

Staff Changes in the Commission

MS. DORTE KRISTOFFERSEN, Vice President for Policy and Research, left the Commission on July 1, 2011, to return to Melbourne, Australia where her husband's job has required him to relocate.

DR. LILY OWYANG retired from the Commission in May 2011. ♦

Commission Seeks Applicants for Vice President of Policy & Research

The Commission is seeking an individual to serve in the position of **Vice President for Policy and Research**. The Vice President supports the work of the Commission's Policy Committee and the Evaluation and Planning Committee; supports institutional training for self evaluation and peer evaluator training for team service; advises member institutions on Commission policy and Accreditation Standards; and is responsible for analyzing data and preparing reports for the Commission on a variety of aspects of member institutions, including annual report data and annual fiscal report data. The Vice President provides staff support to the Commission's periodic External Review and prepares the Commission's applications for recognition to the U.S. Department of Education.

The ACCJC is a private, non-profit organization. It provides a generous remuneration package, including retirement and health benefits to its employees. A full job description with a list of minimum qualifications can be downloaded on the Commission's website at: www.accjc.org. Review of applications begins September 20, 2011, and will continue until the position is filled. ♦

New ACCJC Manuals

The Commission has developed a new and comprehensive **Manual for Self Evaluation of Educational Quality and Institutional Effectiveness** (Manual for Institutional Self Evaluation for short). It replaces the former *Self Study Manual*. Colleges with comprehensive visits in the fall 2012 and beyond are required to use the new Manual.

The revisions have been driven by feedback from member institutions as well as from the Commission that the Manual for Institutional Self Evaluation could be clarified to help promote more effective institutional improvement and self evaluation processes and reports. The Manual also includes more information about requirements related to U.S. Department of Education regulations.

The major changes to the Manual include:

- Instructions on the presentation of data on student achievement at the institutional level, and requirements that it be disaggregated in some cases to examine student outcomes among different groups of students or among students receiving education through different delivery modes or sites.
- All evidentiary information included in the Institutional Self Evaluation Report must be presented with the various Accreditation Standards and sub-sections, where reference to the information is relevant.
- A requirement for institutions to address how they meet Commission policies that are not integrated into the Standards in a separate section of the institutional Self Evaluation Report.
- Explication of the roles of the CEO and the ALO in institutional self evaluation and ongoing quality assurance.
- More examples to assist institutions in presenting the delineation of college and district functions in multi-college districts/ systems.

The Manual also introduces several new key terms to more accurately describe processes and documents in the self evaluation process. These are:

KEY TERMS

Previous Term	New Term
Comprehensive Institutional Review	Educational Quality and Institutional Effectiveness Review
Self Study Manual	Manual for Institutional Self Evaluation
Self Study Process	Institutional Self Evaluation process
Self Study Report	Self Evaluation Report of Educational Quality and Institutional Effectiveness Short version: Institutional Self Evaluation Report
Self Study Training	Self Evaluation Training
Team	Evaluation Team
Team Evaluation Process	External Evaluation Process
Team Report	External Evaluation Report of Educational Quality and Institutional Effectiveness Short version: External Evaluation Report
Team Training	Peer Evaluator Training
Team Visit	Site Visit

The **Team Evaluator Manual** will undergo a major revision in 2012 to reflect the changes made to the Self Evaluation Manual.

The **Substantive Change Manual** has been revised to include the current U.S. Department of Education's new regulations for substantive changes that came into effect in July 2010 as well as clarifying the subsequent required elements of a Substantive Change Proposal. The Manual describes the principles and rationale underlying substantive change, provides a list of changes the Commission considers substantive with examples and key considerations, and outlines the steps in the review and approval process. It also includes the particular elements for inclusion in substantive change reviews for a new campus or additional location, a new educational program or instructional delivery mode, i.e., distance or correspondence education.

The changes the Commission considers substantive are:

- Change in mission, objectives, scope or name of the institution
- Change in the degree level from the two-year associate degree, e.g., a four-year baccalaureate degree
- A change in the intended student population
- The closure of an institution
- Change in the location or geographic area served
- Establishing an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program
- Closing a location geographically apart from the main campus at which students were able to complete at least 50% of an educational program
- Change in control of the institution
- The acquisition of another institution, or any program or location of another institution
- Contracting the delivery of courses or programs in the name of the institution with a non-regionally accredited organization
- A change by a parent institution for one of its off-campus sites into a separate institution
- Change in courses or programs or their mode of delivery that represents a significant departure from current practice—new programs, degrees or certificates or the addition of courses that constitute 50% or more of a program offered through distance, electronic, or correspondence education
- A change in credit awarded—a change from clock hours to credit hours or the reverse
- Any other significant change that represents a significant departure from the previous reaffirmation of accreditation.

The Substantive Change Manual will be effective for substantive change reviews beginning fall 2011.

The July version of the *Accreditation Reference Handbook* (ARH) is available on the ACCJC website under Publications and Policies. Please refer to this version of the ARH for the ACCJC Eligibility Requirements and Commission policies.

All manuals are available on the ACCJC website at: www.accjc.org on the Publications and Policies page.

Substantive Change: 2011-2012

The new federal requirements related to substantive change are presented in the June 2011 ACCJC Substantive Change Manual, available on the ACCJC website under Publications and Policies. Scheduled meetings for the ACCJC Committee on Substantive Change are November 14-15, 2011, March 12-13, 2012 and May 10-11, 2012.

A NOTE TO CALIFORNIA PUBLIC COLLEGES REGARDING SB 1440

The same substantive change review elements apply to changes in degrees related to this legislation. In other words, institutions should take steps, as appropriate, to notify Commission staff of potential changes so that it can be determined if a substantive change review is required. Generally, if the change is a repackaging or restructuring of a curriculum already offered by the college, it will not require a Substantive Change Proposal. However, if a significant number of courses are new to the college's curriculum, the required elements for submitting a Substantive Change Proposal apply.

The first step in the substantive change review process is to communicate to the Commission's staff (via email or U.S. Postal Service) a description of the proposed change, the need for the change, and the anticipated effects. Early notification enables staff to provide information and advice about the proposed change and if required, assist the college in preparing a complete proposal. ACCJC staff assigned to facilitate the substantive change process is Vice President Dr. Susan B. Clifford, sclifford@accjc.org. ♦

Improvements to the ACCJC Website

Over the past year, several aspects of the ACCJC website have been improved. All revisions and improvements to the site have been made primarily taking the needs of the users of the site into consideration and responding to requests made by our membership to provide institutions with particular information.

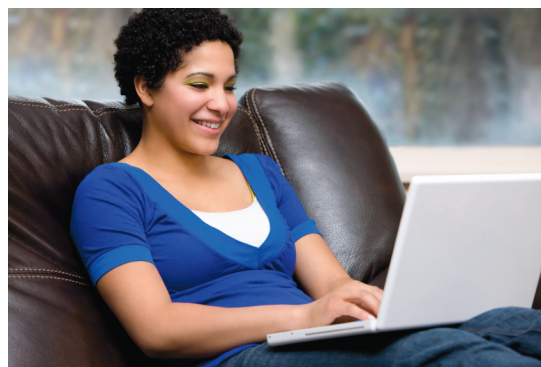
The main improvements are:

- A 'New on the Website' functionality on the index page that allows the user an easy insight into recent changes to the website and where new information is posted.
- The President's page contains a section on updates on federal regulations and in some cases memos from the Commission President, Barbara Beno, on the consequences of the regulations for the Commission and member institutions.
- The Events page now includes information about all ACCJC events, including regional workshops.
- PowerPoint presentations and reference materials from ACCJC workshops or sessions performed by ACCJC staff at conferences are available on the Other Resources page under ACCJC Conference Presentations and Other Materials.
- A glossary of key terms related to higher education and accreditation is available on the Other Resources page. The glossary will be expanded gradually.
- Member institutions have been required to submit their Annual Fiscal Report and Annual Report electronically since 2010. Some improvements and changes were made to the system this year, and the Commission received more than 2/3 of Annual Reports and Annual Fiscal Reports, including audit reports, by the June 1, 2011 deadline.

Online Accreditation Basics Course

ACCJC is pleased to announce the launch of its online 'Accreditation Basics' course. The course is required for individuals who have been invited to serve on external evaluation teams for the first time, for those who are going to be involved in accreditation at their institutions and wish to learn more about the process, and for those who want to brush up their understanding of the basic principles of accreditation. The 90-minute course focuses on the purposes of accreditation, the process used to accredit institutions, and the particular Standards used by the ACCJC to measure the educational quality and institutional effectiveness of member institutions. At the end of the course, users should be able to:

- Describe the role of the federal government and the U.S. Department of Education in higher education accreditation
- Explain the organization of regional accrediting commissions across the United States
- Identify resource documents published by the ACCJC
- Describe the Accreditation Standards of the ACCJC
- Define evidence reliance as it relates to the evaluation of ACCJC member institutions
- Describe the steps in the accreditation process and team member responsibilities.



You can access and register for the course on the ACCJC website (www.accjc.org) on the Events page under ACCJC Accreditation Training. The course can be paused at any time and resumed to fit the scheduling needs of users. Quizzes will assess the user's progress through the course at regular intervals, and an end-of-course exam should be completed at 90% mastery in order to be successful in the course. A certificate will be issued to all who qualify. In the future it will be a requirement for new evaluation team members to take the course prior to serving on an evaluation team. ♦



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
MICHAEL T. ROTA
University of Hawai'i

Vice Chairperson
SHERRILL L. AMADOR
Public Member

President
BARBARA A. BENO

Vice President
SUSAN B. CLIFFORD

Vice President
DORTE KRISTOFFERSEN

Vice President
GARMAN JACK POND

Associate Vice President
NORVAL WELLSFRY

July 2011

Memo to: ACCJC Member Institutions

From: Barbara Beno, President *Barbara Beno*

Subject: ACCJC Rubric for Evaluating Institutional Effectiveness

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education*.

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part 1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment – to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution's quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement.¹ Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

¹ The ACCJC's Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

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

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

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

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

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

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

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*]

Midterm Report 2012* - ACCJC Recommendations and Planning Agendas

- **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).

Midterm Report 2012* - ACCJC Recommendations and Planning Agendas

- **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*]

Midterm Report 2012* - ACCJC Recommendations and Planning Agendas

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 SPC 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 <i>Special SPC Meeting</i>	Midterm Report 2012 – Second Reading	Acceptance

Governing Board Review of *Midterm Report 2012*

January 10, 2012	<i>Midterm Report 2012</i>	First Reading
TBA	Workshop on <i>Midterm Report 2012</i>	Review of <i>Midterm Report 2012</i>
February 14, 2012	<i>Midterm Report 2012</i>	Approval

SPC Calendar – Review/Accept *Midterm Report 2012*

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

Midterm Report 2012



Submitted by

Palomar College
1140 West Mission Road
San Marcos, CA 92069
www.palomar.edu

Submitted to

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

Palomar Community College District

Governing Board

Nancy Chadwick, M.S.W, M.P.A.

Rose Marie Dishman, Ph.D.

Mark Evilsizer, M.A.

Darrell McMullen, M.B.A.

Paul McNamara, B.A.

TBA, Student Trustee

Superintendent/President

Robert P. Deegan

March 15, 2012

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).

Progress and Analysis

In Spring 2009, the College revised its Mission Statement especially in order to emphasize its intended student population and its commitment to achieving student learning. This Mission Statement consists of three elements: the College's Vision, Mission, and Values. On June 10, 2009, the Governing Board approved the Mission Statement and designated the Mission as Board Policy 1200. The College's Strategic Plan, a Board-approved document, is introduced by the Vision, Mission, and Values:

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:

- Excellence in teaching, learning, and service;
- Integrity as the foundation for all we do;
- Access to our programs and services;
- Equity and fair treatment of all in our daily interactions;
- Diversity in learning environments, philosophies, cultures, beliefs, and people;
- Inclusiveness of individual and collective viewpoints;
- 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.

The Mission Statement is the impetus for the College's decisions. At the beginning of each three-year strategic planning cycle, the Strategic Planning Council (SPC), the College's principle participatory governance group, reformulates the College's Vision, Mission, and Values. This Mission Statement then guides SPC as it develops the goals and objectives of the new strategic plan. Each fall semester, the Strategic Planning Council Orientation session opens with the

Palomar Community College District

Midterm Report 2012 – Rec. # 1 – DRAFT 08.31.11

March 15, 2012

Pending Governing Board Approval, February 14, 2012

Page 1

council's affirmation of the Mission Statement. Each spring semester, SPC reviews the Mission Statement before determining the action plan for the upcoming year.

The Mission Statement is published in a number of prominent places, such as the College's home page, the Governing Board's Policies and Procedures web page, the Strategic Plan, the College catalog, the schedule of classes, and the Commencement brochure. Moreover, the Mission Statement Values form the core of the college's universal Code of Ethics.

Additional Plans

None.

Evidence

- [Governing Board Minutes, Approve BP 1200 Mission Statement, June 10, 2009](#)
- [Palomar College Mission Statement](#)
- [Strategic Planning Council Minutes, Approve Mission Statement, May 5, 2009](#)
- Palomar College Mission Statement Published
 - [Palomar College Home Page](#)
 - <http://www.palomar.edu/about/goals.aspx>
 - [Governing Board Policies and Procedures Webpage](#)
 - [Strategic Plan 2013](#)
 - [Palomar College Catalog \(page 13\)](#)
 - [Palomar College Class Schedule \(page 146\)](#)
 - [Palomar College Commencement Program \(print copy\)](#)
- [Board Policy 3050 Institutional Code of Ethics](#)

Recommendation #5 – Distance Education – Ensure Comparable Quality of Education

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.

In the “Site Team Exit Report” of April 2010, the Commission’s Evaluation Team described Palomar College’s approach to ensuring the quality of distance education courses as “a comprehensive holistic view toward [. . .] distance education development and delivery.” The Evaluation Team added that this approach “is noteworthy and should be considered as a model program for other colleges to use when developing or assessing their own distance education programs.”

This program consists of four elements. The College

1. validates the preparedness of faculty to teach online,
2. ensures regular, effective communication between online students and faculty,
3. improves continually the evaluation of online classes and online instruction, and
4. compares students’ achievements and successes in online with traditional, face-to-face instruction.

In its Action Letter of June 2010, the Commission underscored the Evaluation Team’s conclusions and deemed Recommendation #5 “fully resolved.”

Progress and Analysis

Validating the Preparedness of Faculty to Teach Online

The Faculty Senate’s Academic Technology Committee (ATC) led the development and implementation of this element of the program.

Faculty can validate their readiness to teach online in two ways. First, faculty can evaluate their preparation and delivery of classes they currently offer online by means of the “Palomar Online Course Validation Checklist.” The Faculty Senate has formally endorsed this checklist “as a self-assessment tool for faculty wishing to teach online courses.”

Second, faculty who employ the checklist and find that their preparation or delivery is incomplete and faculty who are new to teaching online can complete the Pedagogy Training Program, which the ATC is currently in the last stages of developing.

Taking either of these two approaches, faculty develop professionally and ensure the quality of classes they offer online are consistent with the level of rigor provided in the face-to-face environment.

Ensuring Regular, Effective Communication between Online Students and Faculty

In Fall 2010, the Faculty Senate ratified the ATC's "Palomar College Instructor/Student Contact Policy for Distance Learning Courses." This policy guarantees that the qualities of regular effective contact in the face-to-face environment will also be present in the distance education environment. This policy enhanced the Curriculum Committee's oversight of courses offered as distance education, in particular by establishing a subgroup that conducts a separate review of Course Outlines of Record of courses delivered online to ensure regular, effective communication between students and faculty.

In addition, the quality of communication between online students and faculty is a focus of the College's evaluation of faculty teaching distance education classes. Students evaluating classes taken online respond to several pertinent prompts, such as (1) "[The instructor] 'Encourages discussion and questions,'" (2) "Interacts with class on a regular basis," and (3) "Responds to my questions and my requests for help." The peer "Online Course Observation Form" asks the evaluator to "Describe the ways in which the instructor communicates with students, motivates them, encourages discussion, and promotes student interactions with each other."

Improving the Evaluation of Online Classes and Online Instruction

The Tenure and Evaluation Review Board (TERB) continues to improve significantly the process of evaluating faculty who teach classes online.

1. TERB has developed policies and protocols for the evaluation of instructors teaching classes online. Links to guidelines and worksheets appear on the TERB website.
2. Forms specifically for the evaluation of instructors of distance education classes have been in use since the 2010-2011 academic year.
3. In order to improve the rate of students' return of evaluations of classes taken online, the College will make evaluation a requirement. This requirement will involve more extensive use of "EvaluationKit," a software program the College has been employing since Fall 2010.

Comparing students' achievements and successes in online with traditional, face-to-face instruction

Performance data of students in distance education courses are now provided to departments at the discipline level. Disciplines and departments compare this data with the data of students in

face-to-face classes. The results of this comparison inform the disciplines' and departments' Program Review and Planning processes.

Additional Plans

1. Increase the number of students participating in the evaluation of classes taken online.
2. ~~Develop a program to ensure students' readiness to take classes online.~~ **[Consider this second plan. In *Follow-up Report 2010*, the College projected just such a program, an idea that the Evaluation Team applauded in its Exit Report.]**

Evidence

- [Recommendation # 5 – Distance Education](#)
- [Tenure and Evaluations Website – Distance Education Documents](#)
 - On-line Class Observation Form
 - Worksheet – A Resource for Online Observation
 - On-line Student Questionnaire – revised
 - [Instructor/Student Contact Policy for Distance Learning Courses](#)
 - [Evaluation Kit Contract](#)

[Note: Much of this Recommendation #s 9 & 10 report eventually will move forward to become our response to Recommendation #2.4, which is “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 #9 – Protect electronic data. (See Recommendation #10 below.)

Recommendation #10 – Prepare a Comprehensive Technology Master Plan that is integrated with other College plans. (Includes Recommendation #9—Protect electronic data.)

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.).

Progress and Analysis [Review this report with Mike Dimmick and Don Sullins.]

The Strategic Planning Council accepted *Technology Plan 2016* on November 16, 2010, and the Plan is implemented. In “A Follow-up Report and Visit” of April 2011, the Commission’s Evaluation Team “validated that the College has fully met this Recommendation and is in alignment with the Standard.” The Commission confirmed this conclusion in its Action Letter of June 30, 2011.

Technology Planning. *Technology Plan 2016* is one of the College’s four long-range plans. It is fully integrated with the *Educational Master Plan*, the *Facilities Plan*, and the *Staffing Plan*. *Technology Plan 2016* also informs and is informed by the medium-range Strategic Plan and the short-range Program Review and Planning processes.

Technology Plan 2016 is the product of systematic assessment. The Plan defines a structure, planning process, and funding considerations for the infrastructure, hardware, software, and all other computer-based equipment necessary to support the college’s learning, teaching, College-wide communications, research, and administrative needs, including ongoing equipment replacement. **[Add either here or in our response to Rec. #4: “Non-computer-based equipment needs are identified and addressed through Program Review and Planning Processes.]**

Technology Plan 2016 established a standing workgroup as a subgroup of the Finance and Administrative Services Planning Council (FASPC). This workgroup is responsible for evaluating technology needs; researching, assessing, and pilot-testing new technology proposals; determining related costs and cost-effective strategies; assuring this Plan’s alignment with other

Master Plans; and reporting findings and making recommendations. **[Describe the “three levels of recommended initiatives that will optimize the college’s technology environment in support of effective programs and services to all users.”]**

Protecting Electronic Data. The approved data security procedures are included in *Technology Master Plan 2016*. In addition, per a recommendation by the college’s external auditors, Information Services completed a written operational disaster recovery plan in January 2010. This plan is available on the Information Services’ website ([IS Website, Disaster Recovery Plan](#)).

Additional Plans

None.

Evidence

- SPC Minutes, Accept *Technology Master Plan 2016*, [November 16, 2010](#)
- [Information Services Website, Disaster Recovery Plan](#)
- [FY2008-09 Audit Report](#)
- Governing Board Minutes, FY2008-09 Audit Report, [January 12, 2010](#)

Planning Agenda #4 – Basic Skills

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).**

The Basic Skills Initiative (BSI)/Title V, Hispanic-Serving Institutions (HSI) Steering Committee has made substantial progress implementing, evaluating, and revising as necessary the *Basic Skills Actions Plans* as well as promoting dialogue about, understanding of, and response to the Basic Skills Initiative, including integrated instructional support services.

Since March 2009, the basic skills activities have been concentrated in six major strands.

1. Teaching Learning Centers – The College now has an established Teaching-Learning Center (TLC) at Escondido Center and is creating a TLC at the San Marcos campus which is scheduled to open in Fall 2013. These TLCs provide space for faculty and students to meet to exchange ideas. Here students receive tutoring, counseling, and workshops and have access to academic technology.
2. Learning Communities – The College has implemented learning communities that link basic skills and counseling classes and that incorporate embedded tutoring.
3. Tutoring – The College has coordinated Palomar's various tutoring centers, expanded tutoring services, and applied for the national certification of Palomar's tutoring program;
4. Summer Bridge Program – The College has developed and expanded the Summer Bridge Program.
5. Palomar Academy for Collaborative Teaching (PACT) – The College created and implemented the Palomar Academy for Collaborative Teaching (PACT).
6. Basic Skills Professional Development Opportunities – The College has offered and promoted basic skills professional development opportunities both at Palomar and at other locations across the state and country.

In addition to these six strands, the BSI/HSI Steering Committee has supported the faculty mentor program, the translation of counseling materials from English to Spanish, the Early Alert program, the Early Acceptance Program (EAP).

The HSI Grant funds have enabled the College to develop strategies to evaluate and support the educations of all Basic Skills students.

Timelines for Completion: Ongoing

Responsible Parties: Basic Skills Committee/Steve McDonald, Dean of Languages and Literature

DRAFT - SUBJECT TO CHANGE
Master SPC Calendar for Planning and Accreditation - At a Glance

Month	Planning and Budget Activity	Accreditation Mid-term Report	Accreditation Topic
August/ September	<ul style="list-style-type: none"> - Finalize 2011-12 Objectives - Finalize 2011-2012 Action Plan - Review SPPF request form - Clean up of IPM figures 	<ul style="list-style-type: none"> - Recommendations 1, 5, 9, and 10 (9/6) - Planning Agenda 4 (9/6) - Recommendations 2, 4 (9/20) - Planning Agendas 2, 3, 9 (9/20) 	Mission, Distance Ed, Tech. Plan Basic Skills IPM, Budget Dev. Process PRP, Bud Dev., Emergency Prep.
October	<ul style="list-style-type: none"> - Allocate SPPF - Discuss CCSSE results - SPC work on Objectives 1.2, 3.1, & 3.2 	<ul style="list-style-type: none"> - Recommendation 3 (10/4) - Planning Agendas 1, 5, 6, 7 (10/4) - Recommendations 6, 7, 8 (10/18) - Planning Agenda 8 (10/18) 	SLOACs SLOACs & PD, 75/25, Staff Plan Board Policies, HR Prac., Harass etc. Code of Ethics
November	- TBD	<ul style="list-style-type: none"> - Recommendation 11 (11/1) - Planning Agenda 10 (11/1) - 2012 MIDTERM Report - 1st Reading (11/15) - 2012 MIDTERM Report - 1st Reading (11/29)* 	LT Health Liability, Shared Governance ALL ALL
December/ January	<ul style="list-style-type: none"> - Review progress on Action Plan - (See action plan for SPC's objectives) 	<ul style="list-style-type: none"> - GB - 2012 MIDTERM Report - 1st Reading (1/10) - GB - 2012 MIDTERM Report - Workshop (TBA) 	ALL ALL
February	- Review IE	- GB - 2012 MIDTERM Report - Approval	ALL
March	- Receive updated Staff Plan - 1st Reading		
April	<ul style="list-style-type: none"> - Staffing Plan - 2nd Reading - Begin formative evaluation Review progress on Action Plan Identify council and college priorities Establish 2012-2013 objectives 		
May	<ul style="list-style-type: none"> - Complete formative evaluation (summarize) - Finalize 2012-2013 objectives - Draft 2012-2013 Action Plan 		

* SPC special meeting

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 1: Implement an integrated planning, review & evaluation model that provides for the allocation of resources on the basis of department/unit & college-wide priorities.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 1.1 Annually evaluate the extent to which the college's Integrated Planning Model reflects the college's mission and results in improvement.</i>				
Supt / President	SPC	1. CCSSE results shared with constituent and planning groups as part of IE tracking and monitoring. 2. Planning Councils complete Year 2 formative evaluation. 3. SPC complete Year 2 formative evaluation.	1. Fall 2011 2. Spr 2012 3. Spr 2012	* Completed planning council and group evaluations. * Completed SPC evaluation.
<i>Objective 1.2: Communicate the college's planning models, vision, mission, values, and goals.</i>				
Supt / President	SPC	1. Identify strategies for communicating planning models. 2. Implement strategies.	1. Fall 2011 2. Spr 2012	* Communication strategies defined and carried out. * Follow up indicates that college community is aware of planning models and documents.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 2.1 Open a Teaching and Learning Center on the San Marcos campus, as identified in the college's basic skills plan.				
VPI, BSI/HSI Coordinators, Dean Lang. & Lit.	BSI, English, Math, Reading, ESL, Tutoring	1. Evaluate Escondido TLC successes for replication at San Marcos TLC. 2. Define administrative structure and staffing plan for inclusion in the 2011-2012 Staffing Plan update. 3. Research and develop furniture, fixtures, and equipment needs for TLC. 4. Recruit and hire staff. 5. Order Furniture Fixtures and Equipment. 6. Open San Marcos TLC.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2012 5. Fall 2012 6. Spr 2013	*TLC Opens Spring 2013.
Objective 2.2 Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.				
VPI, Dept Chairs/Dir (English, ESL, Math, Reading)	IPC, English, Math, Reading, ESL depts	1. Evaluate data. 2. Prepare summary of evaluation and results. 3. Develop recommendations for changes. 4. Secure resources for changes, if needed. 5. Implement changes.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2012 5. Fall 2013	Each department will write a summary/evaluation of results with recommended changes, identify and secure resources for changes, and then implement.
Objective 2.3 Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.				
President Faculty Senate	Faculty Senate, ASG	1. Evaluate student GRAD program, revise and update if needed. 2. Distribute GRAD material on campus (department and other offices). 3. Continue On Course workshop(s). 4. Complete implementation of Academic Advising Module.	1. Fall 2011 2. Spr 2012 3. Spr 2012 4. Spr 2012	* Student survey before and after GRAD campaign. * Track the number of student contracts. * Number of participants in workshop, evaluation of impact of workshops. * Academic Advising module implemented.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 2.4 Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness.</i>				
VPI / CoCoord LOC	LOC / IPC	1. Create an annual timeline with relevant activities. 2. Update timeline bi-annually.	Ongoing as stated in project steps	Percent rate of course and program SLOs completed; GE/Institutional SLOs identified; SAO assessment plans identified; assessment cycle completed for courses and programs.
VPSS	SSPC	1. Complete SLOs for all Counseling and Athletics courses. 2. Complete assessment cycle for at least one SLO for each course. 3. Continue with current timeline for implementation of SAO assessment cycles for all of Student Services.	1. Fall 2010 2. Fall 2011 3. Ongoing	Step #1 completed last year. Percent rate of course SLOs completed; SAO assessment plans identified; assessment cycle completed for courses and programs.
VPFAS	FASPC	1. Review and update Year 2 SAOs and complete SAOACs for the F&AS Division. 2. Implement identified outcomes and conduct assessments for each in accordance with defined timelines to meet SP2013 goals and objectives for Year 2. 3. Evaluate process on an annual basis in accordance with ACCJC standards.	1. Fall 2011 2. Fall 2013 3. Annual process	* Complete and receive approval from FASPC of template outlining F&AS Division's SAOs. * Conduct identified assessment method to evaluate the SAOs as defined in template report. * Complete all SAOs and SAOACs by end of SP2013.
VPHR	HRSPC	1. Identify SAOs and linkages to accreditation standards and SP 2013. 2. Define SAO evaluation methodology. 3. Implement SAOs. 4. Evaluate and assess. 5. Plan for change as appropriate.	1. Spr 2010 2. Fall 2010 3. Spr 2011 4. Spr 2012 5. Fall 2012 and ongoing	Steps 1, 2, and 3 completed last year. HRS Service Area Outcomes that are relevant to SP 2013, are evaluated regularly, and updated as necessary.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 2.5 Establish processes to ensure the quality of distance education offerings.</i>				
VPI, Faculty Senate President	Curric. Comm., ATC, TERB	<p>1. Curriculum Committee</p> <p>a) established a workgroup who created a policy on regular effective student contact in courses taught on line.</p> <p>b) recommended changes in curricunet and in the review process for the distance ed component in COR.</p> <p>2. TERB</p> <p>a) Conduct a "demonstration project for the evaluation of online instructors, to preview new EvaluationKit software and new surveys developed by the TERB (in consultation with the Faculty Senate Academic Technology Committee (ATC).</p> <p>b) Review and modify (if necessary) that delivery method and content.</p> <p>c) Develop new online course observation protocols.</p> <p>d) Submit new process plans and forms to the District and the PFF for negotiation.</p> <p>3. Develop online class validation checklist including</p> <p>a) Online organization and design.</p> <p>b) Interaction.</p> <p>c) Appropriate use of technology.</p> <p>d) Universal Access.</p> <p>e) Assessment and evaluation.</p> <p>f) Develop training modules to prepare individual faculty to develop and accomplish online classes.</p> <p>g) Identify training modules that will prepare faculty to develop an accomplished online class.</p> <p>4. Integrate data student achievement comparison data for distance ed. versus on campus into Program Review and Planning (PRP) process</p> <p>a) modify the PRP forms.</p> <p>b) fully implement assessment of distance ed versus on campus courses as part of PRP process.</p>	<p>1.a Completed</p> <p>1.b Completed</p> <p>2.a Spr 2010</p> <p>2.b Spr 2010</p> <p>2.c F2009/S2010</p> <p>2.d F2009/S2010 & ongoing</p> <p>3. a-f Fall 2010</p> <p>3. g Spr 2010</p> <p>4.a Completed</p> <p>4.b Fall 2010</p>	<p>* Policies are established and changes have been made in curricunet and the review process</p> <p>* Policies and protocols are established and evaluations are being conducted without interruption in the cycle.</p> <p>The rate of participation in online evaluation improves.</p> <p>* Updated PRP forms / Assessment of online vs. on campus integrated into PRP process</p>

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 2: Strengthen programs and services in order to support our students' educational goals.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>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.</i>				
VPI, VPSS	IPC, SSPC	1. Establish work group to include instruction and student services faculty, admin, and staff. 2. Review research on effective retention and success strategies. 3. Assess scalability of existing grant funded/categorical activities that target student success and retention. 4. Identify recommendations for funding significant strategies.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Spr 2012	Recommendations for implementing significant strategies for increasing student retention and success.
<i>Objective 2.7 Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.</i>				
VPI, VPSS	IPC, SSPC	1. Planning councils develop process for reviewing and funding innovative teaching and learning projects that directly impact student learning and success.	1. Fall 2011	Process defined and implemented

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 3: Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 3.1 Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.				
Supt / President	SPC	1. Review current practices and determine methods for centralizing documentation of major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures. 2. Develop archive.	1. Fall 2011 2. Spr 2012	Archive developed.
Objective 3.2 Develop and implement a method for assessing the effectiveness of the shared governance process.				
Supt / President	SPC	1. Review current survey for assessing effectiveness of planning councils and governance groups. 2. Establish working group. 3. Review process, revise survey instrument if necessary. 4. Implement. 5. Integrate results into orientation program. 6. Evaluate, modify if necessary. <i>Current evaluation will be conducted until this work is completed</i>	1. Fall 2011 2. Fall 2011 3. Fall 2011 4. Spr 2012 5. Fall 2012 6. Spr 2013	* Initial assessments, evaluation, and reflection completed. * Responsive steps taken to address results.
Objective 3.3 Engage in focused dialogue to clarify and communicate the college's shared governance and decision-making process.				
Supt / President	SPC	1. Incorporate discussion of Palomar's governance and decision-making process into SPC's annual orientation. 2. Engage in focused dialogue on governance at SPC every Spring 3. Integrate results of shared governance evaluation into annual orientation.	1. Fall 2011 2. Spr 2012 3. Fall 2013 and ongoing	*Orientation completed. * Discussions held. *Evaluation completed and discussed as part of annual orientation process.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 4.1 Complete an EEO plan.</i>				
VPHR	EEO Advisory Comte.	1. Review System Model Plan and Title 5. 2. Revise Title 5 for compliance with Prop. 209. 3. Prepare Draft EEO plan version for pre and post Title 5 revision compliance. 4. Adopt plan (Governing Board). 5. Implement plan. 6. Assess plan effectiveness and/or as indicated by revised Title 5. 7. Revise plan as necessary and or as indicated by revised Title 5.	1.Fall 2009 2.System-wide writing commit. est. Spr 2011 3. Fall 2011 4. Spr 2012 5.Spr 2012 6. Spr 2013 and/or as indicated by revised Title 5 7. As necessary and/or as indicated by revised Title 5	EEO Plan implemented.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 5: Ensure that existing and future facilities support learning, programs, and services.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 5.1a Develop and implement a plan for opening the <u>North</u> Center.				
VPI, VPSS, VPFAS	All VPs, Deans, Chairs & Directors	<ol style="list-style-type: none"> 1. Convene planning workgroup for the center. 2. Hire Architect for the center. 3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services. 4. Begin construction. 5. Develop class schedule, identify administrative and student support services needed at the site, and incorporate the required staff needs into the college's staff plan. 6. Hire and train staff. 7. Open Center. 	<ol style="list-style-type: none"> 1. Fall 2012 2. Fall 2012 3. Fall 2012 4. Fall 2013 5. Fall 2013 6. Beg Fall 2013; Complete Spr 2014 7. Fall 2015 	<ul style="list-style-type: none"> * Class schedule for first operating year to generate and support 1,000 FTES. * Staff and resource plans updated. * Staff hired and trained; other resources secured. * Center opened and operating.
Objective 5.1b Develop and implement a plan for opening <u>South</u> Education Center, obtain education center status for the South Center				
VPI, VPSS, VPFAS	All VPs, Deans, Chairs & Directors	<ol style="list-style-type: none"> 1. Convene planning workgroup for the center. 2. Hire Architect for the center. 3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services. 4. Obtain Center status approval. 5. Begin construction. 6. Develop class schedule, identify administrative and student support services needed at the site, and incorporate the required staff needs into the college's staff plan. 7. Hire and train staff. 8. Open Center. 	<ol style="list-style-type: none"> 1. Fall 2011 2. Fall 2011 3. Fall 2011 4. Beg Fall 2011; complete by Fall 2013 5. Fall 2012 6. Fall 2012 7. Beg Fall 2012; Complete Spr 2013 8. Fall 2014 	<ul style="list-style-type: none"> * Class schedule for first operating year to generate and support 1,000 FTES. * Center Status approval. * Staff and resource plans updated. * Staff hired and trained; other resources secured. * Center opened and operating.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 5: Ensure that existing and future facilities support learning, programs, and services.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 5.2 Identify and begin to fund priority recommendations defined in the college's Emergency Preparedness Plan.</i>				
VPFAS, Manager, EH&S	Safety & Security Comm. FASPC	1. Develop action plan for funding the college's Emergency Preparedness Plan. 2. Fund and implement first year of the action plan.	1. Fall 2011 2.Spr 2012	Recommendations funded and implemented.

Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012

Goal 6: Optimize the technological environment to provide effective programs and services throughout the district.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 6.1 Integrate funding of the Technology Master Plan 2015 into the college's annual budget development process.</i>				
VPFAS, Director Information Services	FASPC, Director Infor. & TMPW Svcs.	1. Develop and implement budget mechanism for replacement of technology equipment for the 2012-13 budget. 2. Technology Master Plan Workgroup (TMPW) develop approach for supporting PRP technology requests.	1. Fall 2011 2. Spr 2012	* Budget line item established for 2012-13 budget. * Process completed and implemented.

ADDRESSING REVISIONS TO POLICIES OR PROCEDURES

Complete form to obtain current version of policy or procedure from Josie
(Josie will begin log-in process)



Discuss, revise, and obtain approval of appropriate planning council



Send revised policy or procedure to Josie. She will ensure all references are accurate, reformat document, and then send revised policy/procedure to Task Force



Once Task Force has reviewed and approved the revisions, Josie will send the revised policy or procedure to SPC



After SPC approves policy/procedure, send back to Josie to place on Board agenda. After Board adopts revised policy, Josie will upload to website. Administrative Procedures are sent to the Board for information only.

ADDRESSING REVISIONS to POLICIES OR PROCEDURES

Criteria to Consider:

- **Must** this issue be addressed to **ensure compliance** with applicable laws, regulations, or accreditation mandates **OR** is it being considered due to an individual problem/incident?
- **Does** the policy/procedure have **institution-wide application** **OR** is it better addressed in an operational manual or as a department guideline?
- **Is** the **language** contained in the BP/AP **general and broad** enough to avoid the necessity for frequent revisions?

Rationale for Initiating the Revisions

Why does this policy/procedure need to be revised?

Policy/Procedure Compliance	
Legal Compliance: (Please check all that apply)	<input type="checkbox"/> Federal Law <input type="checkbox"/> State Law <input type="checkbox"/> Accreditation Standard <input type="checkbox"/> Title 5 Regulation <input type="checkbox"/> Other (specify) _____
Responsible Office(s):	
Responsible Administrator(s):	

Policy/Procedure Management	
Policy History (Dates of approval and revision)	
Additional Information	

Policy/Procedure Review (List administrators, faculty members, staff members, and students who assisted with the review and development of this policy and/or procedure revision)	

2010-11 ENDING FUND BALANCE

	W/O		
	DESIGNATED	DESIGNATED	TOTAL
ADOPTED BUDGET	\$6,850,899	\$2,981,548	\$9,832,447
<u>CHANGES</u>			
TRANSFER OF LOTTERY FUNDS		\$5,882,687	\$5,882,687
EXPENDITURE CHANGES	\$6,509,961	-\$3,486,251	\$3,023,710
REVENUE CHANGES	-\$416,859	\$4,510,488	\$4,093,629
	<hr/>		
FINAL ENDING FUND BALANCE	\$12,944,001	\$9,888,472	\$22,832,473

BUDGETED SAVINGS & REDUCTIONS

	2010-11	2011-12
1000 & 1200 ACADEMIC SALARIES	\$750,000	\$2,100,000
1300 INSTRUCTIONAL HOURLY		\$1,450,000
1400 NON-INSTRUCTIONAL HOURLY		\$150,000
2000 CLASSIFIED MONTHLY	\$500,000	\$2,400,000
2300 CLASSIFIED HOURLY		\$700,000
3000 EMPLOYEE BENEFITS	\$194,050	\$1,900,000
5000 OTHER OPERATING EXPENSES	\$500,000	\$1,000,000
	\$1,944,050	\$9,700,000

2011-12 APPORTIONMENT AND FTES

	APPORTIONMENT	CREDIT FTES	NON-CR FTES	CDCP FTES	TOTAL FTES	COLLEGE GOAL
BASIC FOUNDATION	\$6,643,091					
FTES ALLOCATION	\$89,064,393	18,896.29	213.29	687.07	19,796.65	20,000.00
UNADJUSTED BASE	\$95,707,484					
STATE BUDGET WORKLOAD ADJUSTMENT	\$5,533,459	-1,174.00	-13.25	-42.69	-1,229.94	-1,229.94
ADJUSTED BASE REVENUE	\$90,174,025	17,722.29	200.04	644.38	18,566.71	18,770.06
PFE ADJUSTMENT	\$215,082					
PFE ADJUSTED BASE REVENUE	\$89,958,943					
TIER 1 REDUCTION	\$530,363	-112.52	-1.27	-4.09	-117.88	
TIER 1 ADJUSTED BASE	\$89,428,580					
TIER 2 REDUCTION	\$1,272,872	-270.06	-3.05	-9.82	-282.93	
TIER 2 ADJUSTED BASE	\$88,155,708					
DEFICIT FACTOR ADJUSTMENT(0.4515%)	\$432,119					
APPORTIONMENT IN ADOPTED BUDGET	\$87,723,589	17,339.71	195.72	630.47	18,165.90	

	A	B	C	D	E	F	G	H	I	J
1	Palomar Community College District									
2	General Fund 11 Unrestricted (with Designated)									
3	9/13/2011			Unaudited	Unaudited	Unaudited		As of 9/13/11	As of 9/13/11	As of 9/13/11
4				2010-11	2010-11	2010-11		2011-12	2011-12	2011-12
5				Unrestricted	Designated	Total Fund 11		Unrestricted	Designated	Total Fund 11
6	Account	Description		Actuals	Actuals	Actuals		Budget	Budget	Budget
7	Beginning Fund Balance			11,443,796	2,617,289	14,061,085		12,944,001	9,888,472	22,832,473
8										
9	REVENUE									
10	860000	State Revenues		40,694,995	2,641,792	43,336,787		30,207,032	2,200,000	32,407,032
11	880000	Local Revenues		58,163,908	1,174,064	59,337,972		61,496,511	788,484	62,284,995
12	890000	Other Sources		893	8,772,981	8,773,874		3,028,587	473,618	3,502,205
13										
14	Revenue Grand Total			98,859,796	12,588,837	111,448,633		94,732,130	3,462,102	98,194,232
15										
16	EXPENSE									
17	100000	Academic Salaries		44,765,275	377,902	45,143,177		44,017,797	21,300	44,039,097
18	200000	Non Acad Salaries		21,800,445	657,126	22,457,571		21,587,712	382,397	21,970,109
19	300000	Employee Benefits		22,086,780	134,965	22,221,745		24,204,551	157,357	24,361,908
20	400000	Supplies & Materials		601,192	407,139	1,008,331		707,966	407,173	1,115,139
21	500000	Other Oper Exp		4,665,302	2,445,561	7,110,863		5,260,022	2,978,807	8,238,829
22	600000	Capital Outlay		111,640	425,714	537,354		52,987	442,439	495,426
23	700000	Other Outgoing		3,328,957	869,247	4,198,204		3,398,874	3,028,587	6,427,461
24	Expense Grand Total			97,359,591	5,317,654	102,677,245		99,229,909	7,418,060	106,647,969
25										
26	Net Change to Fund Balance			1,500,205	7,271,183	8,771,388		(4,497,779)	(3,955,958)	(8,453,737)
27	(Revenue less Expense)									
28	Ending Fund Balance			12,944,001	9,888,472	22,832,473		8,446,222	5,932,514	14,378,736
29										
30	Components of Ending Fund Balance									
31	5% General Fund Reserve			5,000,000	-	5,000,000		5,000,000	-	5,000,000
32	799010 Contingency to Spread			-	9,888,472	9,888,472		-	5,932,514	5,932,514
33	Rolled PO's			169,017		169,017		3,446,222		-
34	Other Reserves			7,774,984		7,774,984				3,446,222
35	Ending Fund Balance			12,944,001	9,888,472	22,832,473		8,446,222	5,932,514	14,378,736