STRATEGIC PLANNING COUNCIL
AGENDA

Date:	November 15 2011
Starting Time:	2:00 p.m.
Ending Time:	3:45 p.m.
Place:	**AA-140**

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

	Attachments	**Time**

A. MINUTES   5 min
    1. Approve Minutes of November 1, 2011

B. ACTION ITEMS/FIRST READING   10 min
    1. Midterm Report   Exhibit B1

C. ACCREDITATION RECOMMENDATIONS AND PROGRESS   40 min
    1. Accrediting Commission Actions and Policy Updates
    2. Accreditation Update

D. INTEGRATED PLANNING MODEL   5 min
    1. SPC Timeline Check-in
    2. Allocate SPPF Requests   Exhibit D2

E. REPORTS OF PLANNING COUNCILS   10 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

F. REPORT FROM PC3H COMMITTEE   5 min

G. OTHER ITEMS

A regular meeting of the Palomar College Strategic Planning Council scheduled November 15, 2011, was held in AA-140. President Robert Deegan called the meeting to order at 2:00 p.m.

<u>ROLL CALL</u>
Present: Barton, Brannick, Cater, Cuaron, Dean, Deegan, Furch, Halttunen, Laughlin, Lucero, Maunu, Newmyer, Sivert, Stewart, Titus, Tortarolo, Vernoy, Wick
Absent: Cerda, Claypool, Hoffmann, Martinez, Talmo
Recorder: Cheryl Ashour
Guests: Joan Decker, Brent Gowen, Glynda Knighten

A.   <u>MINUTES</u>
   1.   **<u>Approve Minutes of November 1, 2011</u>**
        MSC (Brannick/Cater) to approve the Minutes of November 1, 2011 with a revision in G-3.

B.   <u>ACTION ITEMS/FIRST READING</u>
   1.   **<u>Midterm Report</u> (Exhibit B1)**
        Vice President Cuaron stated that the accreditation writing team appreciated the feedback that was sent; she encourages everyone to continue to read the document and send in any comments. The Midterm Report will return for acceptance at the November 29 SPC meeting.

C.   <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u>
   1.   **<u>Accrediting Commission Actions and Policy Updates</u>**
        The link to the ACCJC newsletter is on the College accreditation website. Vice President Cuaron stated that she would bring highlights from the newsletter to the next meeting.

   2.   **<u>Accreditation Update</u>**
        There were no items.

D.   <u>INTEGRATED PLANNING MODEL</u>
   1.   **<u>SPC Timeline Check-In</u>**
        Michelle Barton reviewed the upcoming tasks.

   2.   **<u>Allocate SPPF Requests</u>**
        Michelle Barton distributed a revised summary sheet. **(Exhibit D2)** She stated that some process issues arose which needs to get resolved before the SPPF requests can be reviewed. After discussion the following decisions were made:
        a.   SPC confirmed its decision to not review multi-year requests. The multi-year requests that were submitted will go back to the originators to see if they want to revise the request and resubmit.
        b.   SPC confirmed its decision to not review personnel-related requests. The requests that included new personnel will go back to the originators to see if they want to revise the request and resubmit. New permanent or hourly faculty/classified positions are considered new personnel. Full-time faculty overload, NOHE, and stipend hours are not considered new personnel.
        c.   Some requests were submitted by a council that is not listed as the responsible party for the objective. These requests will be forwarded to the responsible party for review and possible resubmission.
        d.   The requests were not prioritized the same way from the councils. It was decided that each council will submit a prioritized list of their entire requests, not just prioritized within an objective.
        e.   There is a possibility that some requests could be funded another way or is actually an institutional priority. Institutional priorities may have ongoing costs of maintenance or license contracts. It was decided that those responsible will review each request to see if it could be funded another way or if it

should be an institutional priority. A discussion may be needed as to how an ongoing institutional priority is integrated into our planning process.

Allocation of SPPF Requests was postponed until the November 29 SPC meeting. Vice President Cuaron requested that if there are funds remaining after SPPF requests are allocated, they be given to the Planning Councils to help fund their PRPs.

E.   REPORTS OF PLANNING COUNCILS
   1.   Finance and Administrative Services Planning Council
         Interim Vice President Joe Newmyer reported that FASPC cancelled its meeting so that members could attend the Student Services VP forums.

   2.   Human Resource Services Planning Council
         Vice President Tortarolo stated that HRSPC discussed staffing planning at their last meeting. HRSPC plans to discuss SAO progress at the next meeting.

   3.   Instructional Planning Council
         Vice President Cuaron reported that IPC reviewed PRP requests at their its last meeting.

   4.   Student Services Planning Council
         Interim Vice President Mark Vernoy reported that SSPC prioritized its SPPF requests at its last meeting.

F.   REPORT FROM PC3H COMMITTEE
   Monika Brannick reported that PC3H is working on a new mission statement. Tomorrow the library staff will receive a short introduction.

G.   OTHER
   1.   Student Success Task Force Recommendations
         Monika Brannick asked that the Student Success Task Force (SSTF) recommendations be added as a permanent information agenda item. She gave an update on the progress of the SSTF recommendations. There is a special meeting of the Board of Governors in San Diego on December 1.

H.   ADJOURNMENT
   There being no further business, the meeting was adjourned at 2:50 p.m.

Midterm Report 2012

Submitted by

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Submitted to

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

March 15, 2012

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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

The College has fulfilled this Recommendation.

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 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 (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- 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
    - Governing Board Policies and Procedures Webpage
    - *Strategic Plan 2013*
    - Palomar College Catalog (page 13)
    - Palomar College Class Schedule (page 4)
    - Palomar College Commencement Program (print copy)
- Board Policy 3050 Institutional Code of Ethics

Recommendation #2 – Integrated Planning, Evaluation, and Resource Allocation Decision-Making/Planning Agendas #s 3, 6, 7

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. (I.A.4; I.B.2; I.B.3, .4; III.A.2; III.B.2.b; III.D.2; III.C.1.d)

The College has achieved the Sustainable Continuous Quality Improvement level of effectiveness in planning. The College's planning councils form its planning structure, and these councils' implementation of a comprehensive planning model directs planning processes.

[Paraphrase this list of SCQI criteria, and merge the result into the small paragraph above.

1. **The institution [College] uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

2. **There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.**

3. **There is ongoing review and adaptation of evaluation and planning processes.**

4. **There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.**

Throughout this Recommendation #2 response, we need to emphasize <u>our commitment to improving student learning and success</u>.]

In the Spring 2011 document "A Follow-Up Report and Visit," the Commission's evaluation team found that the College has fully addressed this Recommendation and is in compliance with Standards and Policies.

Recommendation #2.1

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 areas**
d. **Human Resources Staffing Plan**

Progress and Analysis

In 2009, the College's principle participatory governance group, the Strategic Planning Council (SPC), established the College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*), which was fully implemented with the adoption of the FY2010-11 budget. The *IPM* provides an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The *IPM* also provides for the coordination and concurrence of the College's long-, medium-, and short-range plans.

Long-range Planning. The College has four long-range plans. The primary long-range plan is the *Educational Master Plan*, which drives the development of the *Facilities Master Plan*, the *Staffing Plan*, and the *Technology Plan.* The *Educational Master Plan* and the *Facilities Master Plan* are fully-integrated and together comprise *Master Plan 2022*. (The College's naming convention for planning documents is to use the last year of the planning cycle in the title.) The *Master Plan* is reviewed and evaluated informally each year, formally every six years, and recast every twelve years. The *Staffing Plan* and the *Technology Plan* are reviewed and evaluated informally each year, formally every three years, and recast every six years. This alignment enables the College to incorporate changes made in the *Master Plan* into its ongoing planning and to modify the long-range plans as the environment requires.

(More detailed discussions of the *Staffing* and *Technology Plans* appear under the College's responses to Recommendations #7.3 and #2.4, respectively).

Medium-range Planning. These long-range plans, in turn, drive the Strategic Plan, a medium-range plan on a three-year cycle of review, evaluation, and reformulation. The Strategic Plan identifies the College's Vision, Mission, and Values, and the goals and measurable objectives that the College uses to influence its resource allocation decisions on an annual basis. Also, the Strategic Plan focuses on the College's institutional effectiveness and ongoing improvement. At present, the college is implementing *Strategic Plan 2013*.

Short-range Planning. The Strategic Plan drives Program Review and Planning, which is short-range planning, conducted on two-year cycles by each of the college's four divisional Planning Councils. Through these Program Review and Planning processes, all academic departments and non-academic units evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes.

(A more detailed discussion of Program Review and Planning processes appears in the College's response to Recommendation #4.)

Integration. Importantly, the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*) works not only from the long-range plans down through the medium-range plan to the short-range plans, but also from the short-range plans up, with Program Review and Planning informing the Strategic Plan and the Strategic Plan informing the Master Plans. The *IPM* improves institutional effectiveness and with the College's *Resource Allocation Model* (*RAM*) at its center ensures the College's maximization of its resources in support of student learning and service area outcomes. For example, by means of the *IPM* and *RAM* the College has established Strategic Plan Priority Funding (SPPF). From this fund, the Strategic Planning Council allocates resources to support college-wide priorities as identified in *Master Plan 2022* and the Strategic Plan, such as implementing Student Learning Outcomes and Service Area Outcomes Assessment Cycles at the course, program, and institutional levels.

Planning Cycles. The College has synchronized its planning cycles and follows the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which identifies the dates of the College's development, implementation, and evaluation of planning and budget activities throughout the fiscal year.

Action Plan. The college is now carrying out the *Palomar College Strategic Plan 2013 Action Plan – Year Two*. This "Action Plan" identifies the College's goals and annual objectives along with the individuals and groups assigned to coordinate the work necessary to complete them. The articulation of each objective includes a brief work plan, a timeline for completion, and the measures the assigned individuals and groups will use to determine whether the objective has been completed. The individuals and groups assigned responsibility for an objective's completion identify and request resources necessary to implement their objective's work plan. The Strategic Planning Council prioritizes and allocates these resources using the Strategic Plan Priority Funding (SPPF) identified in the *Resource Allocation Model*.

[**Add examples here once SPPF is allocated:** For example, on the basis of *Action Plan – Year Two* and with Strategic Plan Priority Funding (SPPF). . .**]**

The Strategic Planning Council monitors the implementation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*) and the *Resource Allocation Model* (*RAM*). At each meeting, the Council addresses a standing agenda item titled "Integrated Planning Model." As part of this agenda item, SPC discusses the *IPM* and *RAM* and regularly reviews progress on the [*current*] Action Plan. All progress is documented in the

Council minutes and in the "Action Plan" document. Each completed "Action Plan" (i.e., Year One, Year Two, and Year Three) is used as part of SPC's formative and summative evaluations of the college's planning and resource allocation processes.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*
- *Master Plan 2022*
- *Staffing Plan 2016*
- *Technology Plan 2016*
- *Palomar College Planning Cycles – Figure 2*
- *Strategic Plan 2013*
- *Resource Allocation Model (RAM) – Figure 3*
- SPC Minutes, Strategic Plan Priority Funding (SPPF) (*link to be provided*)
- Strategic Plan Priority Funding (SPPF) (*date & link to be provided*)
- *Annual Planning, Resource Allocation, and Evaluation Timeline*
- *Palomar College Strategic Plan 2013 Action Plan – Year Two* (*link to be provided*)
- SPC Minutes, IPM Standing Agenda Item

Recommendation #2.2/Planning Agenda #3

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, 1.c).

Progress and Analysis

In accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*) and *Resource Allocation Model (RAM)*, college-wide priorities identified in the Strategic Plan and Planning Council priorities developed from the Program Review and Planning (PRP) documents are at the center of the College's resource allocation decisions. The Strategic Plan, Master Plans, and the PRPs directly influence the college's budget development and resource allocation processes.

The core of the *IPM* depicts the annual resource allocation process. The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support college-wide priorities and discretionary funds to support Planning Council priorities developed from Program Review and Planning processes. **[Include figures.]**

To make certain that the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*) and the *Resource Allocation Model*(*RAM*) drive the budget development process, the Strategic Planning Council adheres to the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which integrates annual planning activities with the College's budget development activities. The timeline institutes a sequence of activities to guarantee that planning and evaluation occur prior to budget development and resource allocations. Conceptually, the timeline is based on a "plan, do, review" approach: (1) plan a year in advance, (2) set budget priorities and implement them according to the *RAM*, and (3) conduct an evaluation of the previous year's allocations – modifying plans, processes, and allocations as necessary.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*)
- *Resource Allocation Model* (*RAM*)
- *Annual Planning, Resource Allocation, and Evaluation Timeline*

Recommendation #2.3

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.D.3; IV.A.5)

Progress and Analysis

Evaluation is a crucial component of the College's integrated planning and resource allocation processes.

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*) and the *Resource Allocation Model* (*RAM*). Annually, the Strategic Planning Council (SPC) completes a <u>formative evaluation</u> in order to strengthen and improve the implementation of the planning and resource allocation processes (*<u>Integrated Planning Model</u>*). Upon the completion of a three-year Strategic Planning cycle, SPC completes a <u>summative evaluation</u> in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluation are informed by comprehensive review. Outlines of these methods follow.

<u>Formative Evaluation</u>

SPC examines the following types of information as part of its formative evaluation:

1. Progress reports on the current year's "Action Plan" and other plans identified in the *IPM*,
2. Progress reports from Planning Councils on their PRP processes and planning priorities,
3. SPC's evaluation of the College's performance relative to Institutional Effectiveness Measures,
4. Analysis of resources allocated to fulfill the College's master and strategic planning priorities and the Planning Councils' priorities drawn from their PRPs, and
5. Description of the processes used by SPC to implement the *IPM* and the *RAM*.

The formative evaluation answers the following questions:

1. Did the College make expected progress on its planning priorities (i.e., the Strategic Plan's goals and objectives)?
2. Did the College apply the appropriate resources to its planning priorities?
3. Which elements of the planning and resource allocation processes worked well?
4. Which elements of the planning and resource allocation processes need to be refined?

As a result of the formative evaluation, SPC

1. Updates the College-wide priorities (i.e., as expressed in goals and objectives identified in its Strategic Plan) and establishes the Strategic Plan Objectives and Action Plans for the following year, and
2. Refines or adjusts the processes used to implement the *IPM* and the *RAM* to ensure that the resource allocation process supports the College's planning priorities.

Summative Evaluation

SPC examines the following types of information as part of its summative evaluation:

1. SPC's evaluation of the completion of the objectives in the College's Strategic Plan,
2. Planning Councils' self-evaluations of their PRP processes,
3. SPC's evaluation of the College's performance relative to Institutional Effectiveness Measures,
4. SPC's evaluation of the resources allocated to planning, and
5. SPC's evaluation of the effectiveness of the planning and resource allocation processes.

The summative evaluation answers the following questions:

1. Did the College complete the objectives identified in its three-year Strategic Plan?
2. Is the College making expected progress on fulfilling its longer-term Master Plans?
3. Did implementation of the *IPM* and the *RAM* lead to improved institutional effectiveness, student learning, and student success?

As a result of the summative evaluation, SPC

1. Makes a determination as to the effectiveness of the College's planning, evaluation, and resource allocation processes,
2. Modifies the *IPM* and the *RAM*, if necessary, and
3. Uses the results of the evaluation, especially its assessment of progress on Institutional Effectiveness Measures, as input into the next Strategic Planning cycle.

Additional Plans

None.

Evidence

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*)
- Planning Councils' Formative Evaluation of Resource Allocations Processes 2011(*link to be provided*)

Recommendation #2.4

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).

Progress and Analysis

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* (*IPM*) includes *Technology Plan 2016*, which is on a six-year cycle. The Finance and Administrative Services Planning Council (FASPC) reviews this plan annually and conducts a mid-cycle review with a report and recommendations to the Strategic Planning Council.

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 has five major sections: the Executive Summary, Background, Technology Systems & Services, Technology Planning Process, and Recommended Initiatives. This Plan addresses the infrastructure, hardware, software, and all other computer-based equipment necessary to support the College's learning, teaching, communications, research, and administrative needs, including ongoing equipment replacement. (Non-computer-based equipment needs are identified and addressed through departments/units' Program Review and Planning Processes.)

Technology Plan 2016 established a standing workgroup as a subgroup of 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.

This workgroup categorizes initiatives by type and completion or implementation timeframes. The three levels of recommended initiatives optimize the College's technology environment in support of effective programs and services to all users.

A "Tier 1 Initiative" offers highly desirable benefits, can use existing resources, requires no additional funding, addresses a user-expressed need, or is a legal, safety, or security requirement. Tied to *Strategic Plan 2013* and departmental Program Review and Planning processes, a Tier 1 Initiative has a completion or implementation timeframe of one to three years. **[For example? The September 30, 2011 "Progress Report of Technology Master Plan 2016 Initiatives" lists many completed/implemented projects.]**

A "Tier 2 Initiative" is similar to "Tier 1" but requires additional funding, assessment, and planning. Tied to the Master Plans, a Tier 2 Initiative has a completion or implementation timeframe of four to six years. **[For example?]**

A "Tier 3 Initiative" requires further study to determine its feasibility and cost benefit.

<u>Protecting Electronic Data</u>. 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.

Additional Plans

The Technology Master Plan Workgroup has determined that the ongoing cost to fund the replacement of technology in the District's Data Center, network infrastructure, faculty/student lab computers, and classroom AV equipment is projected at $3 million a year. The Workgroup recommends that the College modify the *Resource Allocation Model* to include this ongoing technology cost as a Non-Discretionary Budget item (FASPC Meeting Minutes of 4.28.11).

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- Information Services Website, Disaster Recovery Plan
- FY2008-09 Audit Report
- Finance and Administrative Services Planning Council Minutes, Convene Technology Plan Workgroup, February 18, 2010
- *Technology Plan 2016*
- FASPC Minutes, Review *Technology Plan 2016*, April 28, 2011

Recommendation #3/Planning Agenda #1 – Student Learning Outcomes

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 (IIA.1.a, c; II.A.2.a, h; II.B.4; II.C.2; III.A.1.c) [Planning Agenda #1]

Progress and Analysis

In the 2010 "Site Team Exit Report" the Commission's Evaluation Team described the College's "considerable progress in developing, implementing and assessing" Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs). In its June 30, 2010, Action Letter, the Commission stated that the College had "fully resolved" Recommendation #3.

Accordingly, the College's current SLOAC activities are concentrated on achieving the "Proficiency" level as defined by the Commission's Rubric for Evaluating Institutional Effectiveness by Fall 2012 and then the "Sustainable Continuous Quality Improvement" level by Fall 2014. These activities are led by the Learning Outcomes Council (LOC) and its faculty coordinators. Unifying faculty members' considerable efforts, the LOC reports to the Faculty Senate and works collaboratively with the Curriculum Committee, the academic department chairs and directors, the Instructional Planning Council (IPC), the Strategic Planning Council (SPC), and the Office of Institutional Research and Planning (IRP).

The College's SAOACs are developed, implemented, and assessed through the divisional areas of Finance and Administrative Services, Human Resource Services, Instructional Services, and Student Services and their respective planning councils.

The Strategic Plan and the Program Review and Planning (PRP) processes integrate discussion of Student Learning Outcomes and Service Area Outcomes assessment results at the department/unit and council levels. Based on these discussions, the College develops priorities that inform the resource allocation process.

Student Learning Outcomes. This section of the report is organized by the seven characteristics associated with the "Proficiency" level as defined by the Commission's "Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes."

1. **Student learning outcomes and authentic assessment are in place for courses, programs and degrees.**

[The numbers that follow are place-keepers. We will continue to update the data throughout the Fall. As of August 2011 (as per POD) **[Include current numbers.]**:

- Courses with at least one SLO identified: 87%
- Courses with a SLO assessment plan: 83%
- Courses with assessment results entered: 25%
- Programs with at least one SLO identified: 40%
- Programs with an assessment plan: 25%
- Programs with assessment results entered: 13%
- General Education/Institutional Learning Outcomes (GE/ILOs) assessed by Fall 2012: 5]

2. **There is widespread institutional dialogue about the results of assessment and identification of gaps.**

The Learning Outcomes Council reports to the Faculty Senate and the Strategic Planning Council and has named positions on the Faculty Senate, the Curriculum Committee, and the Accreditation Steering Committee. Dialogue about the results of assessment and the identification of gaps in assessment cycles occurs on an ongoing basis among these groups, which post the minutes of their meetings on the College's website. Moreover, the representatives of these groups are charged with stirring dialogue on the subject among their constituents. Members of these groups join, as necessary, into special workgroups. These workgroups' products have included the development of General Education/Institutional Student Learning Outcomes and Assessment Cycles, the establishment of the *Student Guide to Learning Outcomes* website, and the presentation of a Summer Institute on SLOACs.

Narrative – ready for edits:

- The LOC and POD Squads (faculty who are specially trained in the use of the Palomar Outcomes Database [POD]) have met with entire departments and individual faculty to assist with the SLOAC process.
- The College has sent faculty teams to three conferences during the past year: a GE Assessment conference presented by the American Association of Colleges and Universities (AACU), a GE Assessment conference presented by WASC, and the Strengthening Student Success Conference presented by The RP Group. Each group of attendees presented a Professional Development workshop for all faculty upon their return from the conferences.

The foundation of this institutional dialogue is Program Review and Planning. PRP processes direct departments/units to report the results of outcomes assessments collected in the Palomar Outcomes Database (POD) and then to reflect upon these findings, including noteworthy trends or areas of concerns, such as gaps. In 2009 the College expanded PRP processes to require departments/units to directly connect data analysis, outcomes assessment results, planning, and resource requests. **[Provide examples of budget requests linked to a plan to improve outcomes (such as in Reading Services' PRP report).]**

The PRP forms are reviewed by the Planning Councils, which consider the department/unit's assessment results and consequent plans and prioritize requests for resources. The Planning Councils report their actions to the Strategic Planning Council. In this way, the circle of dialogue among the department/unit, Planning Council, and institutional levels is complete.

3. **Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.**

As described above, decision-making dialogue occurs at and among the department/unit, Planning Council, and institutional levels. Departments/units analyze SLOACs as part of Program Review and Planning processes. The Planning Councils evaluate the department/unit's PRP documents and prioritize requests for resources. These requests must be tied to improving SLOs (or SAOs) or to a Strategic Plan objective. **[Add an example.]**

4. **Appropriate resources continue to be allocated and fine-tuned.**

The College gives strong support to the Learning Outcomes Council, including providing (100% in total) assigned-time for the positions of Coordinator and Assistant Coordinator. The College also has allocated Strategic Plan Priority Funding to the LOC (see #5 below). Part-time faculty and off-contract full-time faculty are compensated for their participation in the development of SLOACs. Moreover, the College also provides a full-time staff position in support of the LOC, funding for LOC members to attend conferences and workshops, and funding for Professional Development activities centered on SLOACs.

The LOC and individual departments/units receive ongoing support from the Office of Institutional Research and Planning. IRP provides departments/units data necessary for the completion of Program Review and Planning processes as well as specialized data upon request. The Director of Institutional Research and Planning is a named member of the Strategic Planning Council, the Learning Outcomes Council, and the Accreditation Steering Committee.

The Professional Development (PD) Office works closely with the LOC to provide faculty workshops, training, and mentoring on SLOAC activities. For example, at the 2011 Full-time Faculty Plenary session organized by the PD Office, the LOC Coordinators offered training on the Palomar Outcomes Database. [*Is this statement about the LOC Coordinators giving training at the full-time plenary correct? Check Fall 2011 Plenary Agendas*]

5. **Comprehensive assessment reports exist and are completed and updated on a regular basis.**

To collect and systematize the results of the College's SLOACs and SAOACs, the college is utilizing TracDat, also known as the Palomar Outcomes Database. To help faculty post information into the POD, the LOC developed "POD Squads" – mentors who work with faculty and staff, funded by a Strategic Plan Priority Funding (SPPF) allocation. The LOC runs POD reports regularly in order to monitor the progress of course, program, and institutional assessment cycles, to identify gaps, and to prompt dialogue among College groups. From this POD, the LOC Coordinators generate a list of all SLOs and publish them on the LOC website every semester.

6. **Course student learning outcomes are aligned with degree student learning outcomes.**

Entering course and program data into the Palomar Outcomes Database requires departments/disciplines to map these outcomes to degrees. Departments/disciplines endeavor to map every Student Learning Outcome to a General Education/Institutional Learning Outcome. Guidelines for mapping are included in a FAQ document posted to the Learning Outcomes Council website. POD Squad mentors assist faculty and staff in the mapping process.

POD reports enable the LOC to analyze departments/disciplines' mapping of outcomes from course to program to degree. POD reports also help the LOC to identify courses especially advantageous to the assessment of GE/ILOs.

The LOC has approved two plans – course embedded and ePortfolios – for assessing three GE/ILOs during the 2011-2012 academic year:
- Written and Oral Communication,
- Critical Thinking, and
- Information Literacy.

7. **Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.**

Faculty must include Student Learning Outcomes on course syllabi (i.e., "course descriptions"), ensuring that students are made aware of the goals and purposes of their courses from the first day of class.

[How does the College ensure that students are aware of the purposes of their programs?]

The Learning Outcomes Council designed a website on SLOs specifically for students: A *Student Guide to Learning Outcomes*. Here students learn about outcomes in general – and in particular about course SLOs, GE/ILOs, the LOC, and the many resources available to them. In addition to informing students, this website serves as a teaching tool for faculty.

Service Area Outcomes.

[The following two paragraphs are mainly a carry-over from *FUR 2010*. Do we instead want to say something new in this section?]

The Finance and Administrative Services, Human Resource Services, and Student Services divisions and their respective Planning Councils have established structures, timelines, and assessment methods for Service Area Outcomes (SAOs).

Each division/council has approached this process differently, but each has developed SAO structures and assessment methods to improve the effectiveness of the service areas and of the institution. Service Area Outcomes are the products of specific administrative activities and projects that directly or indirectly support the teaching and learning environment, provide a service to students, and advance the overall mission of Palomar College. The assessment methods for many of the SAOs involve evaluating how the completion and implementation of a given activity or project has improved a service to students or to the college. SAO assessment results are used in the Strategic Planning and in the Program Review and Planning processes for the development of service and program area priorities and for resource allocation decisions through the budget development process.

Additional Plans
 [---]

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- Resolution of Recommendation #3, SLOACs, ACCJC Action Letter, June 30, 2010
- Palomar Outcomes Database SLOAC Report, *date*
- Learning Outcomes Summer Institute, Meeting Notes, June 22-23, 2011(*link to be provided*)
- GE/ILO Assessment Workgroup, *date*
- Student SLO Website
- Program Review and Planning, Reading Services Example (*link to be provided*)
- Learning Outcomes Coordinators Assigned Time, Governing Board Minutes, page 9, August 9, 2011
- Approve Position, Administrative Technician – Accreditation, September 13, 2011

(continued on next page)

- Strategic Plan Priority Funding (SPPF), Learning Outcomes Resource Allocation (*link to be provided*)
- Strategic Planning Council Membership, Palomar College Governance and Administrative Structure, page 20
- Accreditation Steering Committee Membership, Palomar College Governance and Administrative Structure, page 28
- Professional Development Workshops
- Palomar College SLOs, Learning Outcomes Council Website
- Map Course SLOs to GE/ILOs, Learning Outcomes FAQs
- Approve GE/ILO Assessment Plans, Learning Outcomes Council Minutes, May 5, 2011
- Service Area Outcomes   *(Can the other divisions post SAOs on websites like FAS did?)*
  - Finance and Administrative Services
  - Human Resource Services (*link to be provided*)
  - Instructional Services (*link to be provided*)
  - Student Services (*link to be provided*)

Recommendation #4/Planning Agenda #2 – 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]

Program Review and Planning (PRP) is the College's short-range planning. PRP processes are two-year cycles conducted across the College by <u>all</u> academic departments and non-academic units. These processes are monitored in an ongoing manner by each of the College's four divisional Planning Councils. They are driven by the Strategic Plan.

Through these PRP processes, departments and units evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes. By means of these processes, all departments and units contribute to the coordination and coherence of the College's institutional system of planning, implementation, and evaluation.

The College has achieved the Sustainable Continuous Quality Improvement level of effectiveness in program review:

1. Program Review and Planning processes are ongoing and systematic throughout all College divisions. The Planning Councils are responsible for the implementation, evaluation, and refinement of PRP processes. In Instructional Services, PRP processes are used to assess and improve student learning and achievement. In all other areas, they are used to assess and improve student support and operational services.

2. The Planning Councils review and refine the PRP processes at a minimum of every two years. Elements that may require refinement include the instrument used, data elements collected, analysis of data, and linkages of data analysis to SLOACs or SAOACs, and/or strategic planning goals and objectives; and

3. The results of Program Review and Planning are used to continually improve student achievement and learning outcomes, academic programs, instructional and student support services, and college operational services.

#4.1 Significantly increase the number of departments and programs undergoing program review on an annual basis.

Progress and Analysis

All academic departments and non-academic units engage in Program Review and Planning processes. In Spring 2011, academic departments and academic support areas completed 148 PRPs; HRSPC and FASPC completed one PRP each for their respective divisions; SSPC completed _____ [*need number*].

Instructional Services, Student Services, and Human Resource Services conduct PRP processes on a two-year cycle. On this cycle, year one is for planning, implementation, and resource requests; year two, for planning updates and resource needs. Finance and Administrative Services conduct[s] PRP processes on an annual cycle.

While each division uses PRP processes uniquely to support its specific role in the college, all PRP processes have in common a number of elements. All PRP processes, for instance, collect and analyze a variety of data; link planning to SLOACs and SAOACs and to Strategic Plan goals and objectives; and identify resource requests for equipment, for technology, for budget enhancements, and for faculty and staffing needs.

Technology requests are used by the Planning Councils to prioritize items and to fund **[their purchase? their implementation?]** when possible. These requests also are used by Information Services to inform updates of the Technology Plan. All Planning Councils provide input used by Human Resource Services for annual updates of the Staffing Plan. The Instructional Planning Council Subcommittee may use faculty requests in its annual prioritization process for faculty positions.

Additional Plans

None.

Evidence

Evidence links to be provided…

#4.2 Improve the quality of analysis included in each department's program review. Use of data in support of conclusions is expected.

Progress and Analysis

The Planning Councils have improved the quality of data analysis included in each department's or unit's program review by

1. expanding the number of questions on the PRP forms,
2. requiring planning to be linked to data analysis – particularly planning in support of SLOs or SAOs and Strategic Plan goals and objectives,
3. providing good examples of data analysis and linkages to planning, and
4. engaging Institutional Research and Planning to provide guidance and training in gathering and analyzing data.

Each division analyzes data specific to its function. Data analyzed by Instructional Services include enrollments, WSCH/FTES, FTEF, student retention and success rates, and certificate and degree completions. Data analyzed by Human Resource Services include internal customer satisfaction surveys, applicant surveys, and Equal Employment Opportunity (EEO) data on culture and diversity. Data analyzed by Student Services include number of students served. **[SS is developing additional data elements.]** Also, in completing the PRP forms, departments and units reflect on SLO and SAO assessment results.

Through these PRP processes the Planning Councils derive Council priorities and ensure their alignment with college-wide priorities. Also through these processes the Councils recommend resource allocations of discretionary funds for temporary employees, supplies, operating expenses, equipment, and technology.

In addition, the Planning Councils complete annual formative evaluations of their division's PRP resource allocation processes and present the results to the Strategic Planning Council. These evaluations are further means by which the departments and units refine the analyses included in their review and planning.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- Planning Councils' Formative Evaluations of Resource Allocation Processes 2011 (*link to be provided*)
- SPC Minutes, Planning Councils Present Formative Evaluations of Resource Allocation Processes, March 1, 2011
- Program Review and Planning Webpage
- PRP Forms

#4.3 Establish goals that are measureable with stated desired outcomes listed and linked to the resource allocation process and student learning outcomes.

Progress and Analysis

The Planning Councils develop priorities based on both (1) the Strategic Plan goals and objectives and Action Plan and (2) the review of Program Review and Planning (PRP) documents and the "themes" that evolve. Planning Councils fund resource requests based on these priorities. Funding sources can be discretionary, Strategic Plan Priority Funding (SPPF), Foundation, Perkins, and other.

At the department and unit level of PRP processes, planning is linked to resource allocation. In the planning process, departments and units define the desired outcomes and identify resources necessary to achieve these outcomes (where appropriate). Not every outcome identified by planning requires budgetary resources; more often achieving the outcome requires the time and commitment of faculty, staff, and/or administration. **[Revise the previous sentence for clarity.]**

The PRP process has raised the awareness **["Awareness" is the wrong word. "Awareness" of what?]** level among academic departments and initiated discussions that are leading to improved student learning outcomes. Some departments, for example, are examining retention and success rates while others are examining the lack of student completion of certificates and degrees. **[Reformulate this paragraph. Include the link to SLOACs—that is, SLOACs are driving resource requests. Use the language of the Commission's rubric: SCQI.]**

The PRP process has also helped Finance and Administrative Services and Human Resource Services improve their achievement of SAOs.

Additional Plans

None.

Evidence

Evidence links to be provided...

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, as well as faculty who are new to teaching online, can complete the Palomar Online Education Training (POET) program. This training program has four modules ("Introduction to Online Learning," "Blackboard Tools," "Effective Course Design," and "Course Management: Best Practices"). To ensure its high-quality, the ATC put the program through a rigorous

development process including alpha testing and beta testing. The Faculty Senate also reviewed the modules at Fall 2011 meetings prior to approval.

Taking either the POET program or using the validation checklist, or a combination of the two, faculty are prepared to develop and deliver high-quality online courses that are consistent with the level of rigor provided in the face-to-face environment.

Third, the POET series will be launched as a regular Professional Development (PD) activity beginning spring semester 2012. Fulltime and part-time faculty will be able to earn PD hours for taking POET as a PD course. Instructors completing the POET program will receive a certificate in recognition and validation of their preparedness to deliver online courses.

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 **[in a collaboration of the Tenure & Evaluation Office and the Academic Technology Resource Center]** has made evaluation a requirement of students. This

requirement involves a more extensive use of "EvaluationKit," a software program the College has been employing since Fall 2010. In this new approach, a pop-up window appears on the Blackboard log-in page only for students whose specific class section(s) is being evaluated at the time. The pop-up window invites these students to participate and offers two options, either "Go to Survey" or "Remind me later." After one week, the "Remind me later" option is disabled, and students must click on "Go to Survey" in order to proceed into the course environment. As with face-to-face evaluation, students may then move through the questions in whatever manner they choose.

In Fall 2011, the pop-up window was in place from October 19 through November 8, and the evaluation participation rate was **[--%, x-times the highest rate the College has seen in the past.]**

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. Evidence of results?

Additional Plans

1. Increase the number of students participating in the evaluation of classes taken online.

2. Create a program to promote **[validate?]** students' readiness to take classes online.
[Consider reinstating this second plan, which did appear in *Follow-Up Report 2010* .]

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- 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
    - Palomar College Instructor/Student Contact Policy for Distance Learning Courses
    - Evaluation Kit Contract
- Palomar Online Education Training (POET)

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 eliminations of programs (II.A.6);**

Progress and Analysis

The Board of Trustees maintains three policies that address significant changes in or elimination of programs. They are

   1. Board Policy (BP) 4020 Program, Curriculum, and Course Development;
   2. BP 4021 Discontinuance of Career/Technical Programs; and
   3. BP 4022 Curricular Matters.

The Board adopted these policies on June 10, 2009.

Each of these policies has a corresponding Administrative Procedure (AP): AP 4020, AP 4021, and AP 4022. These procedures emphasize that the Governing Board relies primarily on the Faculty Senate, through the Curriculum Committee, for developing processes for and overseeing curricular matters.

The curricular processes referred to in these policies and procedures are posted on the Palomar College Curriculum website under "Curriculum Toolkit." Program change proposals are submitted using CurricUNET, the College's web-based curriculum management system.

Administrative Procedure 4021 also guarantees that when programs are eliminated or program requirements are significantly changed, the District will ensure courses are scheduled in a rotation that enables students to complete certificate or degree requirements in a timely manner with a minimum of disruption.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

   • Governing Board Policies 4020, 4021, 4022
   • Governing Board Administrative Procedures 4020, 4021, 4022
   • Palomar College Curriculum Website

2. **Publish the updated policy on Academic Freedom BP 4030 approved in May 2006 (II.A.7);**

Progress and Analysis

Board Policy 4030 Academic Freedom is published on the Governing Board's website under "Board Policies and Procedures/District Policies/Chapter 4 – Instructional Services"; on the Faculty Senate website **[Ask Senate to post BP 4030]**; in the College catalog; and in the class schedule.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- Governing Board Policy 4030 Academic Freedom
- Faculty Senate Website, Academic Freedom (link to be added when added to Faculty Senate website)
- Palomar College Catalog, Academic Freedom, page 14
- Palomar College Spring 2012 Class Schedule, Academic Freedom, pages 153-154 (print copy)

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*);

Progress and Analysis

To fulfill this Recommendation, the College strengthened the existing Board Policy (BP) on employee evaluations. Adopted by the Governing Board at its meeting of February 16, 2010, BP 7150 Employee Evaluations explicitly deters evaluators from using discriminatory, harassing, and/or unprofessional comments when contributing to an evaluation process. The policy stresses that "All evaluations shall be conducted in accordance with the District's policies and procedures on nondiscrimination."

In "Site Team Exit Report 2010," the Commission's Evaluation Team determined that the College

> has taken appropriate action to ensure employees being evaluated are provided with information about the evaluation process to be used and the content of information used in the evaluation process. The employee's supervisor directs the evaluation process which provides an additional level of security that ensures employees are subjected to a fair, accurate and impartial evaluation process. Additionally, BP 7150 states that employees can review the content of evaluative information and may provide written comments in response to information included in the evaluation.

> The team concludes that Recommendation #6 has been fully implemented.

Additional Plans

Develop an evaluation process of senior administrators that includes the participation of faculty members.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- Governing Board Policy 7150 Employee Evaluations
- Site Team Exit Report 2010

4. Comply with existing policies related to: a. Professional development and new member orientation (IV.B.1.f);

Progress and Analysis

This Recommendation refers to professional development and new member orientation <u>for Governing Board members</u>. These elements are part of the Governing Board members' regular self-evaluation cycle. BP 2740 Governing Board Education states, "The Governing Board is committed to its ongoing development as a Board and to an education program that includes an orientation for new Board members."

[ADD: Michelle will provide a description and discussion.**]**

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- BP 2740 Governing Board Education
- Governing Board New Member Orientation (*link to be provided*)
- Governing Board Self-Evaluation, June 23, 2011

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;**

Progress and Analysis

Board Policy 7100 Commitment to Diversity is at the center of the College's approach to advancing diversity among the College community. **[BP 7100 agendized for Governing Board adoption on Nov. 8, 2011.]**

This approach consists of five strands:

1. **The Equal Employment Opportunity (EEO) Plan.** This plan aims to maximize diversity in the College's recruitment and retention of employees and to emphasize the value of diversity in the training of employees. **[Describe the efforts of selection and hiring committees to advance diversity through outreach and marketing as these efforts pertain to the plan. Consult Shawna Hearn.]**

2. **Title 5 EEO Revisions.** These regulatory revisions when adopted will allow for the College to customize its EEO strategies and make optimal use of available resources.

   Human Resource Services participated in a statewide writing team that drafted revised Title 5 EEO Regulations, which were approved by the State Board of Governors (BOG) in March 2011. The Vice President for Human Resource Services served as the writing team chair, while a project specialist served as a member of the writing team itself. In addition to numerous meetings with the writing team and regional presentations to the Association of Chief Human Resource Officers (ACHRO) and other community college leaders, the writing team conducted an ongoing statewide dialogue to support regulation development and revision, and conducted studies to document the mandated cost neutrality of the proposed regulations; the mandated cost study was presented to the Department of Finance in March 2011. The Board of Governors approved the revised regulations in March 2011. The regulations are awaiting approval from the Department of Finance.

3. **Governing Board Policies/Administrative Procedures; Employee Group Handbooks/Agreements.** The pertinent Policies and Procedures are

> BP 7100 Commitment to Diversity,
> BP/AP 3050 Institutional Code of Ethics,
> BP 3410 Nondiscrimination,
> BP/AP 3420 Equal Employment Opportunity,
> BP/AP 3430 Prohibition of Harassment (*link not live*),
> AP 3435 Discrimination and Harassment Investigations and Training (*link not live*),
> BP/AP 7120 Recruitment and Hiring (*link not live*), and
> BP/AP 7700 Whistleblower Protection.

Employee group handbooks and agreements contain articles on non-discrimination. These employee groups are the Administrative Association, the Confidential and Supervisory Team, the Council of Classified Employees, and the Palomar Faculty Federation.

4. **Training and Awareness.** Human Resource Services (HRS) works with the Professional Growth staff and the Professional Development Office to make available or develop online training packages in diversity, conflict management, SafeZones, and non-harassment available to faculty and staff for Professional Growth and Professional Development credit.

These online training packages are provided through the Keenan & Associates *SafeColleges* website. Trainings in areas of diversity also are provided through Liebert, Cassidy, Whitmore, allowing for interaction with legal trainers on a host of employment law matters. **[Add information on the AB 1825 Avoidance of Sexual Harassment Training for Supervisors.]**

All trainings will be readily accessible through the Human Resource Services redesigned website **[Spring 2012]**, which features an "Equity and Diversity" page.

The College offers a number of academic programs that explicitly advance diversity, such as Women's Studies and Multicultural Studies. In addition to its Hispanic Serving Institution (HSI) designation, the College actively pursues grants that support the diversity of its students. To date, the College has been awarded three grants: NSF-STEP Grant, Title V **[HSI]** STEM Transfer and Research Grant **[Is this the "Collaborative Grant"?]**, and Title V **[HSI]** STEM Basic Skills Grant **[And is this the "Individual Grant"?]**. **[See Faculty Senate Minutes of October 17, 2011.]** **[Include Student Services programs.]**

The College furthers awareness of diversity in its promotion of events and groups that are committed to its achievement. For example, each spring semester, the Equal Employment Opportunity Advisory Committee hosts the Unity in Diversity event. In 2011, the Unity in

Diversity theme was "Human Rights Advocacy, Globally and Locally." Following the 2011 event, the College conducted its first evaluative survey, the data from which it will use to inform future events and to better attract groups with lower participation rates.

The College's Governance Structure includes the Palomar College Committee to Combat Hate (PC3H). On its website, the PC3H Committee describes itself as "faculty, administrators, staff, and students [who] are committed to promoting respect for and sensitivity to all our students and staff, including those who are lesbian, gay, bisexual, transgender, and queer. We are working toward creating a safe, secure environment for all Lesbian, Gay, Bi-Sexual, Transgender, and Questioning (LGBTQ) people at Palomar College. We educate members of the Palomar community and speak out against anti-gay harassment on campus, so that open communication, trust, and acceptance of difference can continue to take root and grow."

In addition, the College is the home of the LGBTQ Resource Center – one of two such centers on the West Coast – and a Veterans' Center.

5. **Discrimination and Harassment Investigation Process.** The College has formalized its discrimination and harassment investigation process, has set-up a "triage" process for high-risk investigations (and is now working on a standard instrument for threat assessment) and has started using the data provided to determine areas where additional training/awareness are needed.

Moreover, the Program Review and Planning processes of Human Resource Services (HRS) are driven by the accreditation Standards and the District's Mission, Vision, and Values. Several Service Area Outcomes (SAOs) in the HRS area address diversity, but the most comprehensive coverage is contained in SAO 3 Equity and Diversity. In addition, SAO 6 Employee Performance Feedback and Training includes the incorporation of Professional Growth and Professional Development diversity training packages. Information on SAOs is stored in the Palomar Outcomes Database (POD). (*move this to a previous paragraph?*)

Additional Plans

Yes.

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- BP 7100 Commitment to Diversity
- Equal Employment Opportunity (EEO) Plan (*Will a link be available?*)
- Title 5 EEO Regulations (*link to be provided*)
- Governing Board Policies and Procedures
- Keenan *SafeColleges* Website *(Make sure this hyperlink works…)*
- Palomar College Employee Group Handbooks
- Professional Growth Website
- Professional Development Website

- Women's Studies Program
- Multicultural Studies Program
- Hispanic Service Institution (HSI)
- NSF-STEP Grant (*link to be provided*)
- Title V STEM Transfer and Research Grant (*link to be provided*)
- Title V STEM Basic Skills Grant (*link to be provided*)
- Unity in Diversity Annual Event
- Palomar College Committee to Combat Hate (PC3H) and LGBTQ Resource Center
- Veterans' Center
- Human Resource Services Program Review and Planning (*link to be provided*)

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).**

Progress and Analysis

Board Policy 7150 Employee Evaluations guarantees due process rights to <u>all</u> college employees undergoing evaluation.

Section #6.3 describes in further detail the College's protection of the due process rights of employees. In "Site Team Exit Report 2010," the Commission's Evaluation Team concluded that the College has fully implemented Recommendation #6.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- BP 7150 Employee Evaluations
- Site Team Exit Report 2010

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).**

Progress and Analysis

The evaluations of instructional and non-instructional faculty are based on the College's Standards of Performance. These Standards involve component(s) regarding faculty members' effectiveness in helping students achieve stated Student Learning Outcomes.

The Standards of Performance for <u>Teaching Faculty</u> include

1. The professor establishes a classroom or online environment that promotes the active role of students as learners[.]

3. The professor teaches a course [. . .] with clearly-stated objectives in keeping with the Course Outline of Record.

9. The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.

In addition, the "Evaluation Report Guidelines for Teaching Faculty" direct evaluators to review the faculty member's course materials, including course descriptions (syllabi) in which the professor lists the course's learning outcomes.

The Standards of Performance for <u>Librarians</u> include

1. The librarian establishes an environment that facilitates information competency and promotes the active role of students as learners.

[Ask Barb Kelber/librarians whether any other components of their evaluations address SLOs or SAOs.]

The Standards of Performance for <u>Counselors</u> include

1. The counselor shall establish an environment to promote teaching and learning that respects the active role of the student as learner.

[Ask Barb Kelber/counselors whether any other components of their evaluations address SLOs or SAOs. In an email of October 20, 2011, the Counseling Department reports that it "is currently developing a component on the Adjunct evaluation tool to address the expectation for participation in the SAO/SLO cycle. Although we have not yet begun to work on the contract counselors' evaluation, [. . .] it is reasonable to expect that this or a similar element will be added to that instrument as well."]

Instructional Support Assistants are full-time or part-time classified employees and, as such, undergo evaluation. **[Do we need to include this statement?]**

Additional Plans

[On Monday, October 31, 2011, the Faculty Senate amended updated forms for the evaluation of part-time faculty that include an Outcomes component. From there they will be reviewed by the Negotiations Advisory Council and then again by TERB.]

None.

Evidence (*The item in the evidence list has a hyperlink to the document.*)

- Standards of Performance, Tenure and Evaluations Website

2. **Ensure that all employee groups prepare, be trained in, and adhere to a Code of Ethics (III.A.1.d.) [*Planning Agenda #8 Code of Ethics aligns with this recommendation.*]**

Progress and Analysis

The College's commitment to upholding a Code of Ethics for all employee groups correlates with its commitment to diversity, which is described in the response to Recommendation #6.5.

Code of Ethics. While the Faculty, the Confidential and Supervisory Team, and the Administrative Association each has an individual code of ethics, the College decided to affirm a universal code in the interests of inclusivity and unity. On April 14, 2009, the College adopted Board Policy 3050 Institutional Code of Ethics. BP 3050 was revised on April 12, 2011. The policy states

> The institution supports a written code of ethics for all of its personnel. The District is committed to the highest ethical standards in furtherance of our mission of education and public service:
>
> > **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.
>
> > This policy is aspirational and intended to work with, and shall not supersede, existing standards and codes of conduct, as well as relevant provisions in applicable employee handbooks and collective bargaining agreements.

The nine elements of this code also appear in the College's Mission Statement as its Values.

Ethics Training Program. Currently, the College's Human Resource Services (HRS) is designing an Ethics Training program. To create this program, HRS is drawing from a number of sources – such as the course on ethics by the Liebert, Cassidy, Whitmore as well as guiding statements, best practices, scenarios, and codes of ethics of various groups, colleges, and universities. The core delivery system is on-line using the Keenan *SafeColleges* website, which will serve as a platform for the ethics program and a source for additional online courses. Another advantage of this site is that the college can "customize" the trainings to the College.

The College's Ethics Training program will tie Palomar's Mission Statement (Vision, Mission, and Values) to more specific ethical guidelines and practices.

Human Resource Services (HRS) anticipates that the College will deliver this program primarily online – with employees gaining access to the trainings through the HRS website – and that it will be ready by the end of Fall 2011.

Additional Plans

To be determined.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- *BP 3050 Institutional Code of Ethics*
- *Keenan SafeColleges Website* *(Make sure this hyperlink works…)*

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).**

Progress and Analysis

Staffing Plan 2016 is one of the operational planning documents included in the College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*. The purpose of this plan is to identify current and future staffing levels and to recommend future staffing priorities to support the College's mission of meeting its students' needs. *Staffing Plan 2016* was endorsed by the Strategic Planning Council (SPC) at its meeting of March 16, 2011, and was implemented immediately.

The four divisional planning councils and the Superintendent/President's Group developed the Staffing Plan for their respective areas. Each division's plan includes two components: (1) current and projected minimum and optimum staffing levels for full-time faculty, administrators, classified staff, and confidential and supervisory staff over six years, and (2) a prioritized list of vacant and proposed new positions. Both of these components consider necessary support services.

Staffing Plan 2016 will be updated annually with new data supplied by the college's *Master Plan 2022*, Program Review and Planning processes, and other planning processes. The annual update process includes an evaluation of the previous year's plan implementation and training using online survey instruments and Planning Council information. These data enable the College to recognize its immediate and long-term needs and to examine how it can budget for long-term staffing needs. Moreover, as the Plan evolves, it will include projected staffing needs for the North and South education centers.

The College has reconvened the 75/25 Workgroup. At present this workgroup is reviewing *Staffing Plan 2016* to identify suggestions for improvement it can make during the Plan's annual

review process. In *Staffing Plan 2016*, the College considers 75:25 to be the optimal ratio of credit hours taught by fulltime faculty to the credit hours taught by part-time faculty. **[Does the Plan include strategies for achieving the optimum staffing? Beyond the need to meet the Faculty Obligation Number, how does the College determine the number of full-time faculty it can add in any given year?] [How does 75/25 translate into the language of Student Services?]**

[Add a paragraph that explains how the Staffing Plan links directly to budget development activities.]

Additional Plans

To be determined.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- Strategic Planning Council, Endorse *Staffing Plan 2016,* March 16, 2011
- *Staffing Plan 2016*

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).**

Progress and Analysis

In 2008 the Faculty Senate ceased the practice of soliciting from faculty members their individual evaluations of the performance of senior administrators.

At its February 14, 2011, meeting, the Faculty Senate approved of the plan to relocate all administrative evaluation documents generated by the Faculty Senate to a locked file cabinet in the Human Resource Services storage area, with the only key assigned to the Faculty Senate President. This action was completed in April 2011.

Additional Plans

None.

Evidence (*The item in the evidence list has a hyperlink to the document.*)

- Faculty Senate Minutes, Relocate Administrative Evaluation Documents, February 14, 2011

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

To meet the 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).**

Progress and Analysis

[**The discussion here first appears in our response to #6.3. In later drafts we will replace the text below with a note referring readers to #6.3.**]

To fulfill this Recommendation, the College strengthened the existing Board Policy (BP) on employee evaluations. Adopted by the Governing Board at its meeting of February 16, 2010, BP 7150 Employee Evaluations explicitly deters evaluators from using discriminatory, harassing, and/or unprofessional comments when contributing to an evaluation process.

In the "Site Team Exit Report" of April 2010 responding to the College's *Follow-Up Report 2010*, the Commission's site team determined that

> Palomar College has taken appropriate action to ensure employees being evaluated are provided with information about the evaluation process to be used and the content of information used in the evaluation process. The employee's supervisor directs the evaluation process which provides an additional level of security that ensures employees are subjected to a fair, accurate and impartial evaluation process. Additionally, BP 7150 states that employees can review the content of evaluative information and may provide written comments in response to information included in the evaluation.
>
> The team concludes that Recommendation #6 has been fully implemented.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- BP 7150 Employee Evaluations
- Site Team Exit Report 2010

2. **Obtain professional training on prevention of harassment and sensitivity to issues of equity and diversity (III.A.4).**

Progress and Analysis

As described in the response to Recommendation #6.5, the College provides online training modules in diversity training and harassment prevention training through its Keenan *SafeColleges* website. These modules, which are now or soon will be customizable to Palomar College, include "Conflict Management," "Diversity Awareness," "Safe Zone Training," and "Sexual Harassment." The College also provides Liebert Cassidy Whitmore courses, allowing for interaction with legal trainers on a host of employment law matters. Typically, employees engage these peer and supervisory trainings as part of their Professional Growth or Professional Development programs. **[Refer to AB 1825 Training.]**

Importantly, these trainings are a significant element of the College's Ethics Training Program, which is discussed in greater detail in the response to Recommendation #7.2. Also described in #7.2 is the College's improved Discrimination and Harassment Investigation Process.

Additional Plans

Yes.

Evidence (*The item in the evidence list has a hyperlink to the document.*)

- Keenan *SafeColleges* Website *(Make sure this hyperlink works...)*

3. **Adopt a Resolution to reaffirm its commitment to programs, practices, and services that support the diverse employees and students of the College (III.A.4).**

Progress and Analysis

The College fulfilled this Recommendation with its "Resolution in Commitment to Diversity," approved by the Governing Board at its November 8, 2011, meeting:

Resolution in Commitment to Diversity

WHEREAS, the Governing Board of the Palomar Community College District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding, and provides role models for all students.

WHEREAS, the Governing Board strives to sustain a college community in which all members can interact on a basis of valuing diversity, accepting differences, and respecting each individual.

WHEREAS, the Governing Board adopted BP 7100 Commitment to Diversity, BP 3050 Institutional Code of Ethics, BP 3410 Nondiscrimination, and BP 3420 Equal Employment Opportunity in an effort to demonstrate its on-going commitment to diversity.

BE IT RESOLVED, that the Governing Board of the Palomar Community College District hereby reaffirms its commitment to:

- hiring processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates;
- employing qualified administrators, faculty, and staff members who are dedicated to student success; and
- developing and maintaining programs, practices, and services that support its diverse students, faculty, staff, and administrators.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- Governing Board Resolution in Commitment to Diversity (*Add hyperlink when Nov. 18 GB minutes are posted.*)
- Student Equity Plan (*under revision*)
- BP 5300 Student Equity
- AP 5300 Student Equity

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 [*updates to be provided*]

The College has fulfilled these Recommendations.

The description and discussion of *Technology Plan 2016* appears earlier in this report in the response to Recommendation #2.4. **[Paraphrase the following.]** The Plan is implemented and fully integrated with the College's long-range, mid-range, and short-range planning. It is 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.

Additional Plans

The Technology Master Plan Workgroup has determined that the ongoing cost to fund the replacement of technology in the District's Data Center, network infrastructure, faculty/student lab computers, and classroom AV equipment is projected at $3 million a year. The Workgroup recommends that the College modify the *Resource Allocation Model* to include this ongoing technology cost as a Non-Discretionary Budget item.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- *Technology Plan 2016*
- Information Services Website, Disaster Recovery Plan
- FY2008-09 Audit Report
- Finance and Administrative Services Planning Council Minutes, Convene Technology Plan Workgroup, February 18, 2010
- FASPC Minutes, Review *Technology Master Plan 2016*, April 28, 2011

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).

Progress and Analysis

The Post Retirement Benefits Fund (Fund 69) exists to receive amounts set aside for medical and dental insurance premiums to be paid on behalf of the employees who have retired from the District and are eligible under provisions of the benefit plan. Currently, the balance in the fund ($12.7 million) is short of the $78.5 million that has been identified as the fund's total liability by the actuary who completed a study during 2010.

To meet the Commission's Standards, maintain the confidence of rating agencies, and follow the advice of actuarial studies, the Governing Board approved the following action at its November 8, 2011, meeting:

1. That for 2011-12 and 2012-13 the District transfer $5,065 per active employee (approximately $0.34 million or $340,000) into Fund 69 with the understanding that this transfer will not bring the ending fund balance in the General Unrestricted Fund (Fund 11) below 5% of the budgeted revenue. According to the latest actuarial study, this amount would cover both the current year liability and the past years' liability <u>for active employees</u>.

2. That for 2011-12 and 2012-13 the District transfer $2,506 per active employee (approximately $1.8 million) into the irrevocable trust fund set up by the Community College League of California with the understanding that this transfer will not bring the ending fund balance in Fund 11 below 5% of the budgeted revenue. According to the latest actuarial study, this amount would cover the liability <u>for current retirees</u>.

Additional Plans

None.

Evidence

- Governing Board Minutes, Long-Term Health Fund Liability, November 8, 2011 (*Add hyperlink when Nov. 8 GB minutes are posted.*)

Planning Agenda #1 - SLOACs

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*]

Planning Agenda #1 – SLOACs are addressed in Recommendation #3.

Planning Agenda #2 – Integrated Planning

Planning Agenda #2 – Strategic Planning and Program Review and Planning Processes are addressed in Recommendation #4 – Program Review and Planning Processes.

Planning Agenda #3 – Budget Development Process

Planning Agenda #3 – The Budget Development Process is addressed in Recommendation #2 – Integrated Planning.

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 (HIS) 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/Dean of Languages and Literature

Planning Agenda # 5 - SLOACs

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;**

Progress

Annually the College offers many and varied activities on Student Learning Outcomes Assessment Cycles (SLOACs), students' basic skills needs, and students' diverse learning styles. The Learning Outcomes Council focuses on professional development as it relates to the SLOAC process; the Professional Development (PD) Coordinator, as it relates to basic skills and learning styles. Based on Needs Assessment Surveys, the PD Coordinator also considers the kinds of workshops and trainings that faculty request and adds activities accordingly. The PD Coordinator has a named position on the Learning Outcomes Council, the Strategic Planning Council, and the Basic Skills/Title V, HSI Steering Committee.

On <u>Student Learning Outcomes Assessment Cycles</u>, activities in 2010-2011 included, for example, a number of Palomar Outcomes Database training sessions, an assessment workshop for faculty led by Bob Pacheco of Barstow College, and the program-level Student Learning Outcomes workshops for faculty and administrators.

In addition, two new Professional Development Self-Designed Activities codes were added in the 2010-2011 academic year to support faculty members' participation in the SLOAC process.

On <u>students' basic skills needs</u>, activities in 2010-2011 included "The Latina/o Experience at Palomar: A Student Roundtable presented by MEChA Students" and "Learning Theory and Neuroscience: Teaching Students to REALLY Learn" with guest speaker Janet Fulks of Bakersfield College.

On <u>students' diverse learning styles</u>, activities in 2010-2011 included "Addressing Multiple Learning Styles in Your Classroom" with guest speaker Lynn Wright of Pasadena City College and "Creating an Active Learning Environment in Your Classroom" with guest speaker Joan Cordova of Orange Coast College.

Evidence

Links to these activities will be provided.

b. develop professional development opportunities for faculty, staff, and administrators to learn about their colleagues' academic and career/technical programs;

Progress

The Professional Development program provides faculty, staff, and administrators frequent and diverse opportunities to learn about the College's academic and career/technical programs. These opportunities include participation in Learning Communities and integrative learning, the Palomar Academy for Collaborative Teaching (PACT), the On Course I Workshop, and the many activities sponsored by the Basic Skills Initiative/Hispanic Serving Institution grant.

Evidence

Links to these activities will be provided.

c. concentrate on engaging part-time faculty in these activities and opportunities (II.A, III.a, IV.A).

Progress

The College actively engages part-time faculty in Professional Development activities. As a result, part-time faculty make up the majority of participants in PD workshops. At the beginning of each semester, the College provides plenary meetings for part-time faculty, including a number of breakout sessions that ensure that part-time faculty are aware of the College's evolving nature and needs. The PD Coordinator also solicits ideas directly from part-time faculty on the types of breakout sessions they want. Because part-time faculty often have diverse teaching schedules that make it difficult for them to attend workshops at popular class times, the College offers events in the late afternoons, on Fridays (including back-to-back events so that part-time faculty can maximize their attendance), and online.

During this past academic year, the PD Office offered two training sessions at the start of each semester that familiarize part-time faculty with the PD process and that aid them with the submission of their contract proposals.

Importantly, the College has moved the PD Office into the Part-time Faculty Workroom, giving part-time faculty direct access to the Office and the guidance of its staff.

Evidence
- Professional Development Workshops
- Part-time Faculty NOHE Spreadsheet, 2010-2011 (*Link to be provided.*)

Planning Agenda # 6 – "75/25" Workgroup

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*]

Progress

[The College has reconvened this workgroup. At present it is reviewing *Staffing Plan 2016* to determine whether the plan adequately addresses this Planning Agenda.]

Evidence

Links to be provided.

Planning Agenda # 7 – Staffing Plan

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*]

Progress

Planning Agenda #7 – The Staffing Plan is addressed in Recommendation #2.1.

Planning Agenda # 8 – Code of Ethics

Planning Agenda #8 – The Code of Ethics is addressed in Recommendation #7.2.

Planning Agenda #9 – Emergency Preparedness

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).

Progress

In order to enhance the safety and security of the college community, the Emergency Preparedness Workgroup prioritized a list of recommendations derived from the Emergency Preparedness Plan. At its meeting of October 21, 2008 **[Delete date?]**, the Strategic Planning Council approved implementation.

To date, the College has carried out a number of the recommendations – such as training personnel in the National Incident Management System (NIMS) and providing emergency backup generators for Campus Police and Information Services – with funding coming from various sources. **[Add more examples.]** The College's emphasis on Emergency Preparedness is expressed in Goal 5 Objective 2 of *Strategic Plan 2013* – Action Plan Year Two: "Identify and begin to fund priority recommendations defined in the College's Emergency Preparedness Plan."

Evidence (*All items in the evidence list have hyperlinks to the documents unless noted otherwise.*)

- Strategic Planning Council Minutes, Approve Emergency Preparedness Plan, October 21, 2008
- Emergency Preparedness Plan
- *Strategic Plan 2013* Action Plan – Year Two, Goal 5, Objective 2, Emergency Preparedness Plan (*link to be provided*)

Planning Agenda #10 – Shared Governance and Decision-Making Processes

The Strategic Planning Council will engage in formal dialogue on its shared governance and decision-making processes in order

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

Progress and Analysis

In the summer of 2009 in special meetings of the Strategic Planning Council (SPC), the College began developing new planning, evaluation, and resource allocation models. At these meetings,

members of SPC framed discussion with descriptions and reviews of shared governance and decision-making processes at the College. Shared governance and decision-making remained at the center of discussion throughout the drafting of these models in late 2009 and early 2010. By the spring of 2010, SPC had produced the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model*, the *Resource Allocation Model*, and *Staffing Plan 2016*. In these models, shared governance and decision-making are grounded in a Planning Council structure informed by Program Review and Planning processes. The Planning Councils involve representatives of all the College's constituent groups, and Program Review and Planning is conducted by all the College's departments and units.

As the College has implemented these models, making adjustments as necessary, shared governance and decision-making processes have become increasingly clear, coherent, and deliberate.

Shared governance and decision-making matters are prominent in the College's *Strategic Plan 2013* and in the Annual Plans derived from it. For example, in *Strategic Plan 2013 – Year Two Action Plan 2011-2012*, Goal 3 is "Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory," and Objective 3.3 is "Engage in focused dialogue to clarify and communicate the college's shared governance and decision-making process[es]." Inasmuch as the review of the College's progress toward achieving these Plans' Goals and Objectives is a standing agenda item at Strategic Planning Council meetings, SPC sustains the ongoing discussion of shared governance and decision-making. **[See Michelle Barton re: a brief description of the College's evaluation of the shared governance and decision-making processes. Refer to Objective 3.2: "Develop and implement a method for assessing the effectiveness of the shared governance process."]**

Also, shared governance and decision-making were the subjects of SPC's Fall 2011orientation meeting, at which the roles and responsibilities of members and their constituent groups were clarified and discussed. **[Add other details about this orientation meeting?] [List other shared governance/decision-making discussions, such as meetings of the Policies and Procedures Workgroup?]**

The College provides many professional development opportunities for faculty, administration, and staff to learn more about shared governance structures and processes. Examples include "The Roundtable Discussion on Ways to Strengthen Student Success" and "The Student Success Task Force Campus-wide Forum," as well as various sessions offered at the Fall and Spring plenary meetings. In addition, the College awards Service Points to faculty for their work on shared governance committees. Also, two Professional Development Self-Designed Activities directly address shared governance and decision-making: "Consult with Other Departments/ Offices on Campus" (Code #126) and "Examine Educational/Academic Issues" (Code #127).

Moreover, this Accreditation cycle – the self-study, two follow-up reports, three site visits, and this midterm report – has afforded the College opportunity and impetus to engage in continuous formal dialogue on shared governance.

Additional Plans

None.

Evidence (*All items in the evidence list have hyperlinks to the documents.*)

- *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model*
- *Resource Allocation Model*
- *Staffing Plan 2016*
- Planning Councils Membership
- Program Review and Planning
- *Strategic Plan 2013*
- *Strategic Plan 2013 – Year Two Action Plan*
- Strategic Planning Council Orientation, August 18, 2011
- Strategic Planning Council Minutes
- Professional Development Website

SPPF REQUESTS FOR 2011-2012

Req No.	Group	Title of Project/Request	Y1 Request	Y2 &Y3 Request	TOTAL Request	Page #
Objective 2.2: Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.						
1	Obj 2.2 Grp	1a. Year 1 - Academic ESL First Year Seminar AESLFYS	$12,745		$12,745	2
		1b. Year 2 - Academic ESL First Year Seminar AESLFYS		$12,450	$12,450	
2	Obj 2.2 Grp	ESL On Course Curriculum Integration Project	$9,750		$9,750	8
3	SSPC	Upgrade/modernize Assessment Computer Lab	$57,750		$57,750	10
Objective 2.3: Implement the GRAD(Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.						
4	FS	Implement the GRAD campaign	$80,400		$80,400	12
5	FS	GRAD - University Field Trips	$2,400		$2,400	16
6	SSPC	Technology for Counseling	$35,191		$35,191	18
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.						
7	LOC	SLOAC/SAOAC Support	$60,000		$60,000	20
8	SSPC	Marketing Budget (Objs 2.3, 2.4, 2.6)	$2,000		$2,000	23
9	SSPC	Onsight SLO and SAO Analysis	$2,000		$2,000	25
Objective 2.5: Establish processes to ensure the quality of distance education offerings.						
10	IPC	1a. Year 1 - Blackboard Content Management & Community Systems (CM&CS) (Objs 2.5, 2.6, 2.7)	$84,480		$84,480	27
		1b. Year 2 - Blackboard CM&CS (Objs 2.5, 2.6, 2.7)		$88,705	$88,705	
		1c. Year 3 - Blackboard CM&CS Objs (2.5, 2.6, 2.7)		$93,145	$93,145	
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.						
11	SSPC	Parking Permit Machine with improved access/ features to meet student needs	$18,212		$18,212	34
12	SSPC	Career Center, Transfer Center Improvement Project (Objs 2.3, 2.6)	$25,000		$25,000	36
Objective 2.7: Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.						
13	IPC	Summer Bridge 2012	$42,000		$42,000	38
14	IPC	Performing Hearts Integrative Learning Project (Objs 2.4, 2.7)	$8,880		$8,880	42
15	IPC	LGBTQ Study Room	$2,000		$2,000	45
Objective 5.2: Identify and begin to fund priority recommendations defined in the college's Emergency Preparedness Plan.						
16	FASPC	Emergency Communication Equipment	$24,000		$24,000	47
17	FASPC	Emergency Response Equipment	$8,000		$8,000	49
18	FASPC	Emergency Operations Center Data Projector & Mounting Hardware	$1,115		$1,115	51
Objective 6.1: Integrate funding of the Technology Master Plan 2015 into the college's annual budget development process.						
19	SSPC	Replace and/or upgrade existing educational technology	$24,421		$24,421	52
		Total Requested	**$500,344**	**$194,300**	**$694,644**	

SPPF REQUESTS FOR 2011-2012

Req No.	Group	Title of Project/Request	Amount of Request	Page #
Objective 2.2: Examine the processes by which students progress through English, mathematics, reading, and ESL sequences				
1	IPC	1a. Year 1 -Academic ESL First Year Seminar (AESLFYS)	$12,745	2
		1b. Year 2Academic ESL First Year Seminar (AESLFYS)	$12,450	
2	IPC	ESL On Course Curriculum Integration Project	$9,750	8
3	SSPC	Upgrade/modernize Assessment Computer Lab	$57,750	10
Objective 2.3: Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals				
4	FS	Implement the GRAD campaign	$80,400	12
5	FS	GRAD - University Field Trips	$2,400	16
6	SSPC	Technoology for Counseling	$35,191	18
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				
7	LOC	SLOAC/SAOAC Support	$60,000	20
8	SSPC	Marketing Budget	$2,000	23
9	SSPC	Onsight SLO and SAO Analysis	$2,000	25
Objective 2.5: Establish processes to ensure the quality of distance education offerings.				
10	IPC	1a. Year 1 - Blackboard Content Management & Community Systems	$84,480	27
		1b. Year 2 - Blackboard Content Management & Community Systems	$88,705	
		1c. Year 3 - Blackboard Content Management & Community Systems	$93,145	
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.				
11	SSPC	Parking Permit Machine with improved access/features to meet student needs	$17,397	34
12	SSPC	Career Center, Transfer Center Improvement Project	$25,000	36
Objective 2.7: Support innovative teaching and learning projects.				
13	IPC	Summer Bridge 2012	$42,000	38
14	IPC	Performing Hearts Integrative Learning Project	$8,830	42
15	IPC	LGBTQ Study Room	$2,000	45
Objective 5.2: Identify and begin to fund priority recommendations defined in the college's Emergency				
16	FASPC	Emergency Communication Eqiupment	$24,000	47
17	FASPC	Emergency Response Equipment	$9,000	49
18	FASPC	Emergency Operations Center Data Projector & Mounting Hardware	$1,115	51
Objective 6.2: Implement Technology Master Plan 2016 Tier 1 Recommended Initiatives				
19	SSPC	Replace and/or upgrade existing educational technology	$24,421	52
		Total Requested	**$774,729**	

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

    http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

    NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by October 14 at 4:00 p.m.

3. **General Information:** Fill in the information below.

    Person submitting request: **Lawrence Lawson, ESL**
    Title of project/request: **Academic ESL First Year Seminar (AESLFYS)**
    Requested amount: **$12,745 for one year pilot, ending in Spring 2013; $25,195 if we could get this project approved for two years, to end in Spring 2014.**
    Project start date: **Spring 2012**
    Project end date: **Spring 2013 (Ideally, we'd be able to extend this program out two years, to end in Spring 2014, thus doubling our requested amount to $25,195.)**
    Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: **Objective 2.2**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
    A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
    B. The anticipated outcome will directly impact students.
    C. The anticipated outcome will make a District-wide impact.
    D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
    http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
    E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
    F. Other resources to fund the activity are limited.

REQUEST NUMBER 1

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? **_DON'T KNOW_** .If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

Currently, there is a First Year Experience program that has similar goals to my proposed project in that it provides a framework where students, in their first year of college, receive support as they move from their first to second semesters. However, the program is oriented toward the general Palomar population, and ESL students have unique language and cultural needs that would be better met by founding a First Year Seminar for ESL students only, within the framework of our program. Therefore, I am looking to secure funding for this program.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.2 Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.	*Need:* At many levels of ESL, there is a significant drop off between the number of ESL students who take one level of ESL and then, within the next three years, attempt the next level. For example, according to research by R&P, 165 students enrolled in ESL 101, and, within a three-year period, only 108 students (or 65% of the original cohort) went on to attempt ESL 102/103 or ENG 50. That's a significant drop off, and a First Year Seminar is proposed to seal this leakage point, bringing students forward from their first into their second semester. ***Persistence is the goal***, and if we can get students to successfully complete two semesters at Palomar, and make connections within the Palomar community, students will be much more likely to persist into their third semesters, and beyond. *Project Steps:* 1. Conduct needs analysis for Academic ESL population. What support are they lacking that might influence their decision not to make it to semester #2? What could workshops offer that'll make students persist and be	A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.* **Addresses process by which students advance through ESL and seeks to keep a higher percentage of students persisting through that process.** B. The anticipated outcome will directly impact students. **If the pilot is successful, more students will remain enrolled at Palomar College, impacting their lives in all the**	**$295**: First-Year Seminars for Community Colleges digital seminar/guide from Academic impressions: http://www.academicimpressions.com/events/event_register.php?i=956&t=Register **$ 4,500** Bookstore stipends for students enrolled in program (30 x $50 for Fall 2012 & 30 x $100	*The next R&P study that examines the ESL sequence will show an increase in the number of students who persist from their first semester to their second (and third) semesters.* *Specifically, we're hoping for a 10% increase in persistence between the first and second semesters at the ESl 101/102/103 levels (and into ENG 50/ENG100 levels) between the current R&P study and a future study--alongside internal statistics.* *The process by which students progress through ESL will yield higher success, attempt, and completion rates.*

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
	successful? (Spring 2012)

2. Outline seminar structure for AESLFYS. Likely workshops every two weeks, from end of Summer 2012-End of Spring 2013, with guest speakers, student speakers, study sessions, skill building workshops, etc. (Spring-Summer 2012)

3. Identify speakers who can have impact on participants' academic/college orientation. Develop workshop sessions. (Spring-Summer 2012)

4. Advertise program. (Spring 2012)

5. Identify and invite participants for AESLFYS from ESL 101 and 102. Limiting scope to 25-30 students; priority to non-international students because they are more likely not to persist and not to have another support network. (Summer 2012)

6. Begin workshops. Will run every two weeks from end of Summer 2012- end of Spring 2013.

7. If pilot yields successful results, secure | **ways access to education impacts people's lives.**

C.   The anticipated outcome will make a District-wide impact.

If students remain and persist through the ESL program, they will "graduate" into mainstream courses, thus improving retention numbers, overall, for the district and keeping more students enrolled in the district.

D.   Addresses one of the college's Accreditation Recommendations and/or Self-study | for Spring 2013).

$1,000 Twenty $50 honorariums for guest speakers.

$650 Photocopy/supply/advertising budget.

$800 Refreshments for workshop dates.

$5500 Stipend for AESLFYS coordinator ($55/hr @ 100 hrs from Spring | |

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
	funding for second year (Spring 2012).	Planning Agendas at: http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm. **Addresses this concept from the Basis Skills subheading "promote dialogue about, understanding of, and response to the Basic Skills Initiative, including integrated instructional support services."** E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described. **Metrics for success will be transparent and will**	2012-Spring 2013). Total: **$12,745** for one year. Double to **$25,195** for two year project (minus digital seminar; one purchase will suffice there).	

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
		clearly illustrate if resources invested in the program produce desired results at a threshold where resource allocation is justified. F. Other resources to fund the activity are limited. **Indubitably.**		

PRIORITY # (<u>Do not complete</u>. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

    http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

    NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

    Person submitting request: Lee Chen
    Title of project/request: ESL On Course Curriculum Integration Project
    Requested amount: $9,750
    Project start date: Fall 2011
    Project end date: Spring 2012
    Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: 2.2

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
    A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
    B. The anticipated outcome will directly impact students.
    C. The anticipated outcome will make a District-wide impact.
    D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
    http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
    E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
    F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.2 Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.	*Need:* *Improve the student flow rate and retention rate in the ESL sequence.* *Increase the ratio of the students who are responsible for their own learning and become successful.* *Project Steps:* *Select ESL faculty will meet regularly to identify On Course strategies and activities and simplify existing learning materials or create new relevant ones to start an ESL On Course program.* *Offer a plan to integrate the program with the curricula of ESL courses, especially the ones that are at the various internal momentum points in the ESL sequence.*	*All funding criteria are met.* *The ESL Dept., together with Research and Planning, will track the effectiveness of the ESL On Course curriculum integration, including student academic success and retention.* *When we've helped ESL students get more engaged in their education and improved their academic success, with the help of this project, we will achieve two campus-wide impacts. One, our program will serve as a model for other departments. Two, the ESL students are in all classes at Palomar.*	*A stipend for 150 hours of work @$65/hr* *Total: $9,750*	*Successful production of levels of ESL On Course materials and a plan for the ESL Dept. to integrate these materials into its course curricula.* *Faculty participating in the project will meet regularly and document all of their work activities.* *The next study that examines the ESL sequence will show a better flow rate.*

Strategic Plan 2013 Action Plan - Year 2 2011-2012 Resource Request Form - 9/21/2011

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by October 14 at 4:00 p.m.

3. **General Information:** Fill in the information below.

   Person submitting request: Diane McAllister, Assessment Coordinator/School Relations
   Title of project/request: Upgrade/modernize Assessment Computer Lab
   Requested amount: $57,750
   Project start date: February 1, 2012
   Project end date: January 31, 2013
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012:
   Objective #2.2

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
2.2 Examine the process by which students progress through English, mathematics, reading and ESL sequences.	*Need:* New computers to replace old technology, outdated computers in Assessment Lab. Computers are 6 years old and the only lab on campus that has not been upgraded with flat screen computers. Existing computers are difficult to accurately take assessments due to visual and mechanical problems *Project Steps:* 1. Confirm with IS to identify the best computers/technology for assessment testing. 2. Order computers and other needed equipment. 3. Installation performed by IS 4. Evaluate increased number of students taking the assessment.	A. To examine the process by which the students progress through English, mathematics, reading and ESL sequences the first step is to ensure accurate placement using upgraded tech. B. Comfortable, current, modern computer testing environment needed to accurately place students for their first semester. E. More students will be accommodated in less time—increase in number of testing sessions held.	Replace 33 computers in Assess. Lab, SUI 1 @ $1750.00 each for a total of $57, 750.	1. Student evaluation of technology used for assessment testing. 2. Increased number of students taking assessment. 3. Success of students in courses placed as a result of assessment testing.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1.   **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at: http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.
Person submitting request: Monika Brannick
Title of project/request: GRAD
Requested amount: $80,400
Project start date: Fall 2011
Project end date: Spring 2012
Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012:

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at: http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? <u>YES</u> ▯ – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

$10,000 from the Perkins Funds will be used to help cover the cost of the June 11 -13, 2012 On Course session.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.3 Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign, which encourages students to take responsibility for achieving their educational goals.	*Need:* Improve student learning, academic success, and retention. Increase the number of faculty participation in the On Course session to learn how to use the material and approaches to supporting student learning. *Project Steps:* The GRAD Success Team (GST) will meet regularly to discuss the implementation and effectiveness of instructional strategies learned in On Course workshops. Participate in On Course conference and offer additional On Course workshops.	All funding criteria are met. The GST will track results of the GRAD program, instructional effectiveness, student academic success, and retention. The increase in faculty participation in all disciplines will impact all students district-wide.	1. $12,000 – On Course conference , Long Beach, April 26 -28, 2012 ——————— 2. $3,200 – June On Course plus $6,000 Room and Food at Lake San Marcos Resort ——————— 3. $13,200 – August On course workshop $6,000 Room and Food at Lake San Marcos Resort ——————— Total: $40,400	Successful completion of the program and implementation of the new teaching approaches will be documented. Participants who attend the Long Beach conference will share their findings with the campus community. Faculty participants in the GST will meet regularly, produce online resources, and participate in a survey by Palomar's Institutional Research and Planning group.

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.3 Implement the GRAD (Goal, Responsibility, Attitude, and Determination) campaign, which encourages students to take responsibility for achieving their educational goals.	*Need:* Improve student learning, academic success, and retention by assuring accurate posting of prior course work students have taken at previous institutions and by creating a "staging plan" to implement prerequisites across disciplines *Project Steps:* "Articulation and Transfer Credit Project" Identify a part time assistant articulation officer. Establish on-going processes for course-to-course articulation in transfer credit evaluation. Establish a "staging plan" (departments, courses and timelines) for the implementation of course prerequisites.	**All funding criteria are met**. The part time assistant articulation officer will track results of the prerequisite "staging plan" thereby increasing institutional effectiveness, student academic success, and retention. The increase in faculty participation in staging prerequisite enforcement across disciplines, in an orderly process, will impact all students district-wide.	Part-time Assistant Articulation Officer, 18 hours/week. 32 weeks @ $67/hour Total: $40,000	Successful selection of a part time assistant articulation officer and creation of a "staging plan" (departments, courses and timelines) for the implementation of course prerequisites will be documented.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: Elvia Nuñez
   Title of project/request: University Field Trips
   Requested amount: $2400
   Project start date: As soon as possible after funding
   Project end date: TBD by funding date
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012:

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
2.3	***Need: Many students that the Transfer Center serves do not have the means to travel and visit campuses that are outside of San Diego County. Students are better served when they can experience the campus life of Universities that they are considering for transfer. \Last year through grants, the Transfer Center visited UCRiverside and Cal State LA. Fewer Universities are sending representatives to our annual College Fair and students have addressed this concern through one of our SAOs.*** ***Project Steps: If funded the Transfer Center would provide bus transportion to a UCschool and a CSU not in San Diego County.***	2.3 – The GRAD campaign encourages students to take responsibility for achieving their educational goals. The decision to investigate and explore different college options addresses this objective.	$800(2) per bus for 2 different trips=$1600 $400(2) for box lunches each for each trip for approximately 90 students= $800 . Total $2400	A service area outcome tool is in place to measure the success of this activity. It was administered in the Spring 2011 when grant money was used to fund two trips. One was to UCR and the other was to CSULA.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: **P.J. DeMaris, Counseling Department Chairperson**
   Title of project/request: Technology **for Counseling**
   Requested amount**: $35191.**
   Project start date: immediately upon funding
   Project end date: **none**
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: **2.3- Implement the GRAD campaign which encourages students to take responsibility for achieving their educational goals**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012*.
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES – <mark>NO –</mark> DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
2.3	*Need: The Counseling Department runs numerous workshops on topics such as managing test anxiety, UC and CSU application workshops, strategies for improving GPA's, how to select the best classes for the upcoming terms, orientations, and other academic, career and personal counseling topics.* *Project Steps: IPads will be utilized during workshops where appropriate to enable counselors to engage and educate students*	Counseling workshops frequently address the needs of students to improve their potential in achieving their goals, developing responsible behaviors, adjusting attitudes, and maximizing determination. The incorporation of IPods will engage the students in a more active role in the workshops as well as enable direct collection of SAO data.	40 IPads at $700 each, $79 per for Appleservice, and $1500 for storage, security cart plus tax on all.	We will be more comprehensive in collecting SAO data for more of our Counseling Workshop Activities. Whenever the IPads are used in a workshop, we will conduct pre and post assessments to measure the added value of the use of IPads in the activity.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: Marty Furch
   Title of project/request: SLOAC/SAOAC Support
   Requested amount: $60,000
   Project start date: November 16, 2011
   Project end date: December 14, 2012

Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: Objective 2.4

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. Description of Request: Provide a description of your request by completing the section below.
(*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.4 Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOCs) at the course, program, and institutional level to further improve institutional effectiveness.	*Need:* Increase the assessment of Student Learning Outcomes and Service Area Outcomes Increase the action and follow-up on the results of the assessment of SLOs and SAOs *Project Steps:* 1. Train teams of mentors to assist faculty and staff with identifying SLOs and authentic SLO assessment plans. Assign team members to faculty or departments where SLOACs or SAOACs are either missing or incomplete. 2. Organize and conduct assessments for the identified GE/Institutional SLOs targeted for assessment this year: *Critical & Creative Thinking, Information Literacy*, and *Written and Oral Communication*. Two assessment methods will be utilized: course-embedded assignments, tests, projects, etc., and e-portfolios.	These activities meet all of the funding criteria. The District will continue to build strong mentor teams to support Objective 2.4 in the Planning Agenda as well as the recommendation from ACCJC that is reflected in the self-study planning agenda. We will have tangible results in the form of increased SLOACs/SAOACs and a plan for future assessment of GE/ILOs. Student learning is directly addressed by creating and assessing learning outcomes. The impact is district-wide as all courses, programs, and the institution must have identified learning and service outcomes, and these must be assessed regularly, with results used for planning and improvement to learning, teaching, and operations.	Mentor Teams: $30,000 15-20 participants GE SLO Assessment faculty: $30,000 15-20 participants	At the end of these activities we will see: • an increase in the completion of the assessment cycle for course, program, and GE/Institutional SLOs • Data for analysis of assessment methods and assessment results of GE/ILOs

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
		There are no other funding sources identified.		

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by October 14 at 4:00 p.m.

3. **General Information:** Fill in the information below.

   Person submitting request: **Rosie Antonecchia**
   Title of project/request: **Marketing Budget**
   Requested amount: **$2,000**
   Project start date: **November 2011**
   Project end date: **TBD**
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012:

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at: http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES -- NO -- DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
2.3, 2.4, 2.6,	*Need:* A marketing fund needs to be created to promote events, workshops and make a strong presence at Palomar College. The Career Center needs visibility for students to access our services. *Project Steps:* Create marketing ads, to promote our services in a campus wide magnitude as well as our community.	Currently there is no budget in place to promote our services in a visible and significant scale. Therefore, promotional material is limited to what the career center staff creates and produces on 8x11 paper and electronic mail documents.	To start up a budget the Career Center is requesting a $2,000 budget.	Surveys will be given to students that visit and/or participate in events to acquire information and assess if the marketing materials are reaching and making them aware of the services offered by the Career Center.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by October 14 at 4:00 p.m.

3. **General Information:** Fill in the information below.

   Person submitting request: **P.J. DeMaris**
   Title of project/request: **Onsight SLO and SAO Analysis**
   Requested amount: **$2000.**
   Project start date: **upon funding**
   Project end date: **none**
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012:

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012*.
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
2.4	*Need: The Counseling Department has extensive student services measured in SAO terms and classes with affiliated SLOs.* *Project Steps: Provide the necessary software and hardware to facilitate the measurements necessary to report Counseling Department SAOs and SLOs.*	The Counseling Department will have all the tools readily available to conduct surveys as needed to assure all SLOAC and SAOAC are completed in a timely manner.	$799. For 1 HP Sanjet 500 Sheet-feed Scanner and $995 for Renmark Office OMR 8 software to run scantron type surveys.	The Counseling Department will meet the timelines detailed in the 2013 Strategic Plan, Year 2, objective 2.4.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic Plan 2013 Action Plan - Year 2 2011-2012 Resource Request Form - 9/21/2011
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Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: **Terry Gray**
   Title of project/request: **Blackboard Content Management & Community Systems**
   Requested amount: **Year 1: $84,480; Year 2: $88,705; Year 3: $93,145.**
   Project start date: **January 1, 2012**
   Project end date: **Ongoing**
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: **2.5, 2.6 & 2.7**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? (YES) – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds. **2011 PRP Request has NOT yet been funded**

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* **that this request addresses.**	*Briefly* **describe the need for the activity and specific project steps for completing it.**	*Briefly* **describe how the request meets one or more of the funding criteria listed in item #4 of this form.**	**Provide a breakdown of the expenditures for this activity.**	**Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective.** (*Funded projects will require a year-end report of progress*)
2.5, 2.6, 2.7	*Need:* TERB needs a method to place online course evaluation links on Blackboard login page (Community System); Academic committees and groups need organizational units in Blackboard (LOC, PD, Tutors); Student groups need Blackboard areas. Faculty members need file management resources in Blackboard (Content System). *Project Steps:* Purchase license keys from Blackboard, Inc. Software and hardware are already in place. No additional staff or hardware will be needed.	**Content System:** Our implementation of the Blackboard system stores 3 previous semesters, the current semester, and the future semester—once the classes are created in PeopleSoft, 90 days before the beginning of the future semester—on the Blackboard system on a rolling basis. As a current semester ends, its corresponding semester's data from a year ago is pruned from the system. The Blackboard Content	Content System: Yr.1 = $47,100; Yr. 2 = $49,455; Yr. 3 = $51,930. Community System: Yr. 1 = $37,380; Yr. 2 = $39,250; Yr. 3 = $41,215.	We will calculate storage savings per course in Blackboard Content System. We will report on number of organizational units created in Community System. We will survey constituents using these systems for satisfaction.

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
		Management system would give us the tools we need to efficiently manage this mass of professor generated data. Under the current implementation, if a professor teaches 5 sections of the same course using Blackboard, that professor must upload and maintain 5 SEPARATE COPIES of the data. If that professor has taught the courses for the past year, and will be teaching it again in the future semester, this amounts to no less than 25 SEPARATE COPIES of the SAME DATA residing within the Blackboard file and database systems. There is no way to upload and maintain a single copy		

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
		of the data and deploy it across multiple classes. The Content Management system would solve this problem, thereby enormously simplifying the effort required by professors to manage their classes. It would also bring clarity and organization to the student experience of Blackboard. Additionally, the Content Management system provides student e-portfolio and library and other departmental e-reserve tools that we could use to enhance education and library services when purchased in concert with the Community system (see below). Various professors have asked for the creation of		

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
		student e-portfolios over the years, but we have had no convenient way to manage them that would keep data secure and private. The Content Management System would solve this problem **Community System:** Currently we do not have the ability within our Blackboard system to create communities of interest that spans classes, or create organizational units that do not depend on course enrollment. The Community system would give us the ability to create community (in the local and broadest senses) groupings that could pursue learning and communication goals apart from specific		

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
		coursework in Blackboard. We receive many requests to create "special" Blackboard courses for groups, clubs, committees, and other organizational units. It is possible to manually create such courses, but they do not have the social networking aspects that the Community System could provide and "enrolling" participants is also problematic. Furthermore, the Community System would give us the ability to make our Blackboard System a true learning portal, with managed tabs for the library, counseling, athletics, performing arts, campus police, etc. A true communication tool for building community and		

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
		distributing information. The Community System would have special application for the TERB office in that it would allow them to place surveys for online classes on the student login page.		

PRIORITY # (<u>Do not complete</u>. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by October 14 at 4:00 pm.

3. **General Information:** Fill in the information below.

   Person submitting request: **Interim Chief of Police Anthony C. Cruz/(bge)**
   Title of project/request: **Parking permit machine with improved access/features to meet student needs.**
   Requested amount: **$17,396.90**
   Project start date: **January 3, 2012**
   Project end date: **May 18, 2012**
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: **2.6**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? (YES) – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds. **The Department is hoping to utilize funds available somehow to meet this high-profile need, which has recently been noted by countless students, staff, faculty, and administrators.**

Description of Request: Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified *Strategic Plan 2013 - Year 2 Action Plan objective. (Funded projects will require a year-end report of progress)*
2.6 - Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.	*Need:* In response to complaints and suggestions from students, the current parking permit machines located in student parking lots are inadequate. They do not give change for $10 or $20-dollar bills, and they are not able to process credit or debit cards. Response from students regarding current capability ranges from annoyed to indignant. Many of the people who attend Palomar College consider the options insufficient for their needs. *Project Steps:* Purchase, install, and implement a parking permit machine to be located in a central location, which will meet all of the above needs of the community.	Meets item A, as a measure to facilitate ease of access to parking, which will help to retain students. Meets item C, as improved capabilities will benefit all students, and the District as a whole, by making parking friendlier and more accessible.	Permit Machine - $12,900 Accessibility features - $3,875 Tax – $1,236.90 Shipping - $200	Successful acquisition and installation will represent 100% success of meeting the goals represented by this request.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by October 14 at 4:00 p.m.

3. **General Information:** Fill in the information below.

   Person submitting request: P.J. DeMaris
   Title of project/request: Career Center, Transfer Center Improvement Project
   Requested amount: $25,000
   Project start date: November 2011
   Project end date: To Be Determined
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012:

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012*.
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at: http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
2.3, 2.6	*Need:* The Career Center, Transfer Center and Counseling Reception areas need to be expanded to meet student needs. *Project Steps:* Move the Career Center to SU-17, expand the Transfer Center and Counseling Reception area into the available square footage	The current configuration needs updating, expansion, and streamlining to improve student access to counseling support services. At this time, Counseling workshops and classes are often taught in the middle of the Counseling Reception area where the noise and activity disrupts confidential counseling. The Transfer Center and Career Centers need more space to ever growing demand.	$10,000 computer hardware upgrades $15,000 furniture for reception desks, student work desks, signage	Workshops and professional development workshops in the Counseling Department will be conducted in the classroom environment of SU-17.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: Steve McDonald, Dean, Languages and Literature
   Title of project/request: Summer Bridge 2012
   Requested amount: $42,000
   Project start date: June 18, 2012
   Project end date: July 19, 2012
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: # 2.7

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

   Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

   In 2011, the Title V/HSI grant funded $19,925 of Summer Bridge expenses. BSI funded another $13,455. That amount of funds is still available from both sources; however, the Title V grant will end in October, 2013, and BSI funds have decreased from over $400,000 per year to under $200,000. In addition, this year we are increasing the number of Summer Bridge students by 36% (from 44 to 60). **We are asking the college to fund Summer Bridge from the general fund as a step toward institutionalizing this most important project.** If the college funds Summer Bridge, the current Title V and BSI funds can be used to support other important and worthwhile projects for our basic skills and at-risk students.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.7 *Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.*	*Need:* The Summer Bridge project assists and supports entering first-year students who have been assessed as needing the lowest level of math. This group is most at risk of never transferring or completing a degree or certificate. The Summer Bridge project gives them five weeks of intensive math tutoring, counseling, and reading/learning style assessments. *Project Steps:* Graduating students assessed at the Math 15 level are recruited from high schools served by Palomar College Students and parents are informed of the expectations and benefits of the program. Enrolled students participate in five weeks of math tutoring, counseling services, and reading instruction. At the end of the five weeks, students are re-tested. Those who have moved up are registered in a learning community which	4A. This request addresses Objective 2.7 4B. The anticipated outcome substantially impacts students. In 2011, of the 44 students enrolled in Summer Bridge, 31 were placed in higher level math sections by the end of the program (26 in Math 50, 2 in Math 56, and 3 in Math 60). In addition, these students were supplied with education plans and with instruction in reading. 4C. The impact is district-wide since all students must take math. These Summer Bridge students now have a greater chance at success in a wide variety of majors and disciplines.	Instructors and Counselors $16,000 Faculty Coordinator $6,000 Benefits $2,000 Tutors $13,000 Supplies, Printing, Food, Student Support Materials: $5,000	• We will measure the number of students moving into higher math levels at the end of the program. • We will also measure the number of students enrolling in math courses in Fall 2012. • We will track the retention, success, and persistence of these students in the following semesters and compare those figures with results of Math 15 students who did not participate in Summer Bridge. • We also will continue to implement our Summer Bridge Survey to each of these students.

REQUEST NUMBER 13

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress)*
	includes a higher level math course and a Counseling 110 course. Students who have not moved up are registered in a learning community which includes a Math 15 course and a Counseling 110 course. Follow-up support is offered to all Summer Bridge students during the following academic year.	4D. This requests meets Planning Agenda # 4 in that it is supported by the Basic Skills Committee. 4E. The impact of Summer Bridge is measurable and is already undergoing study by our Research Office. Results of Summer Bridge 2011 were presented to the Governing Board on October 11, 2011. 4F. Title V funds will be gone in two years. BSI funds have decreased from over $400,000 per year to under $200,000 per year.		

PRIORITY # (<u>Do not complete</u>. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic Plan 2013 Action Plan - Year 2 2011-2012 Resource Request Form - 9/21/2011
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Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

REQUEST NUMBER 14

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by October 14 at 4:00 p.m.

3. **General Information:** Fill in the information below.

   Person submitting request: Michael Mufson
   Title of project/request: Performing Hearts Integrative Learning Project: applying critical thinking to community dialogue.
   Requested amount: $8830.00
   Project start date: Immediately
   Project end date: May 2012
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: Objectives 2.7 & 2.4.

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012*.
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

No other funds have been requested.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.7 Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success & *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.*	**Need:** Opportunity for students to engage in Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies. This goal is stated in our Institution-wide GE learning outcomes. http://www2.palomar.edu/slo/ge.html **Objectives:** To use our academic setting to create critical awareness and dialogue around a topic of concern to the community – in this instance the topic is experiences of LGBTQ folks on our campus and in our community. To collaborate with Performing Arts Department, PC3H, LGBTQ Resource Center and relevant academic disciplines. **Overview:** The occasion driving the dialogue will be the theatre disciplines final production of the year. During the fall semester, through a process that has already been initiated, faculty, students, staff and community will help the theatre discipline choose an LGBTQ themed play. The spring semester will feature a series of performances relevant to the theme, a guest	A. This innovative teaching and learning project will give students and faculty an opportunity to engage in "Integrative Learning," including synthesis and advanced accomplishment across general and specialized studies. This goal is stated in our Institution-wide GE learning outcomes. This relates to both Objective 2.4 & 2.7. B. As participants, students will apply the critical thinking skills they have learned in class to analysis of a topic effecting our community. They will have opportunity to articulate their analysis in both live and electronic forums. C. This project will draw participants from across the	3 student assistants @ 6 hrs/wk x 16 weeks = $2880.00 Design and Printing = $1500.00 Guest Speaker and accommodations. $3000.00 Administrative support for processing contracts, payroll, paperwork etc. $1000.00 Contingency=	The outcome of the project is to foster participation and dialogue. The success will be measured by the amount of participation which will be documented attendance at discussion and by participation on the blog.

Strategic Plan 2013 Action Plan - Year 2 2011-2012 Resource Request Form - 9/21/2011

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
	speaker or panel, and will culminate in the theatre production chosen by the community. Each gathering will be an occasion for dialogue. The communications hub for the event will be The Performinghearts.wordpress.com blog. There many levels of participation are possible. One of the main functions is to extend the dialogue from the classroom and performance hall onto the blog. *Project Steps:* - Hire 3 student assistants (ideally one each from marketing, social or political science and performing arts. - Create a comprehensive timeline - Identify and contact potential participating classes and faculty. - Create literature describing the project and inviting participation to faculty, students, staff, community members etc. - Arrange classroom vists from me and or student assistants. - Find and hire a guest speaker - Publicize guest speaker to relevant classes - Make all arrangements for guest speaker - Publicize the events - Design a format for post performance discussion. - Document the dialogue	spectrum of our community. D. Planning Agenda Item#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 #2 - SLOACs*] E. The outcome of the project is to foster participation and dialogue. The success will be measured by the amount of participation which will be documented attendance at discussion and by participation on the blog.	$500.00 Total=$8830.00	

PRIORITY # (<u>Do not complete</u>. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____
QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

    http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

    NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

    Person submitting request: Monika Brannick, Abbie Cory
    Title of project/request: LGBTQ Study Room
    Requested amount: $2,000
    Project start date: January 1, 2012
    Project end date: March 15, 2012
    Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012:

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
    A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
    B. The anticipated outcome will directly impact students.
    C. The anticipated outcome will make a District-wide impact.
    D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
    http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
    E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
    F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

   Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 2.7 Support innovative teaching and learning projects that directly impact student learning and success.	*Need:* To support and improve a safe and secure study place for LGBTQ students within the LGBTQ Resource Center in order to advance higher learning in an area free of distraction from harassment and discrimination to assure student success and retention. *Project Steps:* Purchase two desktop computers, a printer, shelving, posters, and other materials as appropriate.	All funding criteria are met. The safe and secure study room will directly impact the learning and retention of the LGBTQ student population.	$1600 for two computers $100 printer $300 for shelving, posters, and other materials as needed	We will measure the success by tracking the number of students using the study room.

Strategic Plan 2013 Action Plan - Year 2 2011-2012 Resource Request Form - 9/21/2011

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: <mark>Kelley Hudson MacIsaac</mark>
   Title of project/request: Emergency Communication Equipment
   Requested amount: $24,000
   Project start date: December 2011
   Project end date: May 2012
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: Objective 5.2

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012*.
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources. Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 5.2 Identify & begin to fund recommendations in the college's Emergency Response Plan	*Need:* Improved communications during emergencies. *Project Steps:* *1.* Purchase 6 satellite phones and 20 handheld radios. *2.* Deploy & train key Emergency Response Personnel. *3.* Demonstrate use during planned emergency exercise.	Criteria A: Addresses Objective 5.2 from Strategic Plan 2013 Action Plan – Year 2 Criteria B: Improved communications will provide a more cohesive response during an emergency and improve safety for students during emergency. Criteria C: Improved communications will provide a better district wide response to emergencies. Criteria D: Addresses Self Study Planning Agenda Item # 9	Satellite phones 6 @ $1500 = $9,000 Hand held radios 20@ $750= $15,000	The successful implementation of the communication equipment will be evaluated through a planned training exercise. Of course the real measurement of success will be evaluated during our next emergency.

PRIORITY # (<u>Do not complete</u>. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic Plan 2013 Action Plan - Year 2 2011-2012 Resource Request Form - 9/21/2011

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: John M. Emerson
   Title of project/request: Emergency Response Equipment
   Requested amount: $9,000
   Project start date: December 2011
   Project end date: July 2012
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: Objective 5.2

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being

addressed and/or funded through other resources. Have other resources been sought or identified to fund this or similar requests? YES – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)

Objective 5.2 Identify & begin to fund recommendations in the college's Emergency Response Plan	*Need:*
	
	   Stage emergency response equipment in a designated readily accessible facility. Procure more emergency response equipment.
	
	Project Steps:
	   1. Purchase and install one 40'x8'x8' cargo container.
	   2. Train key Emergency Response Personnel on proper use and implementation of equipment.
	   3. Demonstrate use during planned emergency exercise.
	   4. Equipment will be donated by San Diego Office of Emergency Services. It is a wide range of equipment valued at $25,000.
		Criteria A: Addresses Objective 5.2 from Strategic Plan 2013 Action Plan – Year 2 Criteria B: Improved emergency response equipment and access to provide a more cohesive response during an emergency and improve safety for students during emergency. Criteria C: A more complete inventory of emergency equipment and staging area will provide a better district wide response to emergencies. Criteria D: Addresses Self Study Planning Agenda Item # 9	One cargo container: $5,000
			
			Electrical service hook up: $1,500
			
			Site preparation to install cargo container: $1,500
			
			Emergency response equipment valued at $25,000: Free
				The successful implementation of the emergency response equipment will be evaluated through a planned training exercise.
				
				Of course the real measurement of success will be evaluated during our next emergency.

PRIORITY # (Do not complete. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibility for leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:** Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:** Fill in the information below.

   Person submitting request: **Interim Chief of Police Anthony C. Cruz**/(bge)
   Title of project/request: **Emergency Operations Center data projector & mounting hardware**
   Requested amount: **$1,115.00**
   Project start date: **January 3, 2012**
   Project end date: **May 18, 2012**
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: **5.2**

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? (YES) – NO – DON'T KNOW (Circle One). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds. **The District has attempted to find funds to move forward with completing the Emergency Preparedness Plan, including fully equipping the EOC, but has yet to be successful.**

Description of Request: Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
5.2 – Identify and begin to fund priority recommendations defined in the college's Emergency Preparedness Plan	*Need:* To fully implement an operational Emergency Operations Center (EOC), to provide visual reference necessary for planning, coordination, briefing, and communication in times of emergencies and/or crisis. To be mounted in CP-14, maintained by the Police Dept., and immediately available at any time in which it is necessary to activate the EOC. *Project Steps:* Purchase projector, mount in CP-14, and maintain in appropriate operable condition.	Meets item A, as an item of implementing the Emergency Preparedness Plan identified as item 5.2 in the Action Plan. Meets item C, as an operational EOC is essential to protect the safety and welfare of all students, staff and faculty of the District. Item F, as funds have thus far been unavailable	LCD projector - $875 Mounting Hardware - $159 Tax – approx. $81	Successful acquisition and installation will represent 100% success of meeting this required part of the Emergency Preparedness Plan.

PRIORITY # (<u>Do not complete</u>. This will be assigned by the group(s) reviewing your request.) _____ ASSIGNED BUDGET CODE _____

QUESTIONS???? Please contact the Office of Institutional Research and Planning at ext.2360 for assistance in completing this form. Please contact the individual assigned responsibility for your objective with questions related to the objective and work plan.

Strategic Plan 2013 Action Plan - Year 2 2011-2012 Resource Request Form - 9/21/2011

Strategic and Master Plan Request for One-time Funding (1/2 of 1%): Strategic Plan 2013 Action Plan – Year 2 2011-2012

1. **Strategic Plan 2013 Action Plan Year 2:** Prior to completing this form, read *Strategic Plan 2013 Action Plan Year 2* to review the goals, objectives, and person responsible for leading the work on them. The person assigned responsibilityfor leading the work on an objective is listed in the first column of the Action Plan. If you have a funding request that will help address a specific objective and work plan, complete this form and submit it to the individual assigned responsibility for that objective in the Action Plan. You can find the Action Plan at:

   http://www.palomar.edu/strategicplanning/SP2013ActionPlan/ActionPlanYear2.pdf

   NOTE: All requests must be one-time funding requests.

2. **Due Date:**Submit completed form to the person assigned responsibility for the objective by <mark>October 14 at 4:00 p.m.</mark>

3. **General Information:**Fill in the information below.

   Person submitting request: Ron Haines, DRC Director
   Title of project/request: Replace and/or upgrade existing educational technology
   Requested amount: $24,421
   Project start date: as soon as possible
   Project end date: June 30, 2012, eventual need for updates, upgrades
   Designate the Objective # being addressed in this project from the Strategic Plan 2013 Action Plan for Year 2 2011-2012: Objective 6.1

4. **Funding Criteria:** Groups (e.g., councils, faculty senate, committees, and departments) assigned to coordinate and implement the work on your objective will use the following criteria when considering requests.
   A. Specifically addresses an objective in *Strategic Plan 2013 Action Plan - Year 2 2011-2012.*
   B. The anticipated outcome will directly impact students.
   C. The anticipated outcome will make a District-wide impact.
   D. Addresses one of the college's Accreditation Recommendations and/or Self-study Planning Agendas at:
   http://www.palomar.edu/accreditation/Self-Study%202009%20Folder/PlanningAgendas.htm.
   E. Impact/Effectiveness of expenditure is measurable and a plan for assessing the success of the activity is described.
   F. Other resources to fund the activity are limited.

5. **Other Funding Sources and Work on an Objective:** SPC encourages groups to work together and seek funds to address the college objectives from many sources. Therefore, the council asks that leaders of objectives actively work with others to determine if a similar request is being addressed and/or funded through other resources.

Have other resources been sought or identified to fund this or similar requests? Sought: YES, approved NO (BSI). If circled yes, please describe what is being funded, how it is being funded, and the need for additional SPPF funds.

6. **Description of Request:** Provide a description of your request by completing the section below. (*Use Tab key to move between boxes.*)

Identify the objective from *Strategic Plan 2013 Action Plan - Year 2* that this request addresses.	*Briefly* describe the need for the activity and specific project steps for completing it.	*Briefly* describe how the request meets one or more of the funding criteria listed in item #4 of this form.	Provide a breakdown of the expenditures for this activity.	Describe how you will measure the success of this activity in meeting the identified Strategic Plan 2013 - Year 2 Action Plan objective. (*Funded projects will require a year-end report of progress*)
Objective 6.1 Optimize the technological environment to provide effective programs and services throughout the district.	*Need:* Replace and/or upgrade existing educational technology *Project:* • **Topaz LCD Swivel Monitor (video magnifier for visually impaired)** • **HP Color LaserJet 4525n (Replacement printer)** • **Projector- Hitachi cpx3011** • **Instructional laptop computer** • **Pearl Camera (scanning device;instant OCR)** • **SARA CE Standalone scan and read device** • **Monitor replacement (7)** • **Victor Reader Streams (5)** • **Assistive Listening Devices (1)** • **Naturally Speaking License update** • **Kurzweil 3000 Read-only stations (9)** • **Read and Write Gold site license (this software can be used by all populations)**	Goal 6 emphasizes optimization of the technological environment; updates technology which is used by a wide range of students with disabilities and other students who can benefit (universal design for access); students who have better access to technology have enhanced chances for success; technology involves multiple sites; categorical funding for equipment and technology is no longer available	$3095 1500 800 1736 1195 2395 1750 1750 1000 1500 2700 5000	Successful replacement and/or upgrade of technology; use of technology can be tracked.