PALOMAR COLLEGE
Learning for Success

STRATEGIC PLANNING COUNCIL AGENDA

Date:	February 7, 2012
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, Halttunen, Laughlin, Lucero, Maunu, Newmyer, Stewart, Talmo, Titus, Tortarolo, Vernoy, Wick
RECORDER: Ashour

	Attachments	**Time**

A. MINUTES   5 min
   1. Approve Minutes of December 6, 2011

B. ACTION ITEMS/SECOND READING   10 min
   1. AP 4225-Course Repetition   Exhibit B1

C. ACTION ITEMS/FIRST READING   10 min
   1. 2013-2014 Academic Calendar   Exhibit C1

D. ACCREDITATION RECOMMENDATIONS AND PROGRESS   5 min
   1. Accrediting Commission Actions and Policy Updates   Exhibit D1
   2. Accreditation Update

E. INTEGRATED PLANNING MODEL   60 min
   1. SPC Timeline Check-In
   2. Review Progress on Action Plans   Exhibit E2
   3. Discuss CCSSE Results

F. INFORMATION/DISCUSSION   5 min
   1. Student Success Task Force Recommendations

G. 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

H. REPORT FROM PC3H COMMITTEE   5 min

I. OTHER ITEMS

A regular meeting of the Palomar College Strategic Planning Council scheduled February 7, 2012, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

ROLL CALL

Present: Michelle Barton, Monika Brannick, Judy Cater, Phil Cerda, Debbi Claypool, Berta Cuaron, Robert Deegan, Lynda Halttunen, Teresa Laughlin, Shannon Lienhart, Evelyn Lucero, Leanne Maunu, Kate Stewart, Sherry Titus, Mark Vernoy, Rich Talmo, John Tortarolo, Chris Wick

Absent: Kathy Davis, Tylor Ellard, Theresa Hogan-Egkan, Joe Newmyer

Recorder: Cheryl Ashour

Guests: Joan Decker, Brent Gowen, Glynda Knighten, Michael Large, Herman Lee

A. MINUTES

1. **Approve Minutes of December 6, 2011**

   MSC (Vernoy/Barton) to approve the Minutes of December 6, 2011 as presented

B. ACTION ITEMS/SECOND READING

1. **Administrative Procedure 4225-Course Repetition**

   MSC (Halttunen/Cater) to approve Administrative Procedure 4225-Course Repetition as written **(Exhibit B1)**

   Berta Cuaron stated that the subject of repetitive courses is still under discussion in legislative offices and the language may be revised. If so, the policy will return to the Policies and Procedures Task Force for revision.

C. ACTION ITEMS/FIRST READING

1. **2013-2014 Academic Calendar**

   Herman Lee stated that the format changed from previous calendars: the note section is on the side of the calendar instead of the bottom. **(Exhibit C1)** Minor revisions were suggested for the note section.

   MSC (Tortarolo/Vernoy) to move to second reading/action
   MSC (Tortarolo/Barton) to approve the 2013-2014 Academic Calendar as revised

D. ACCREDITATION RECOMMENDATIONS AND PROGRESS

1. **Accrediting Commission Actions and Policy Updates**

   Berta Cuaron distributed the Fall 2011 ACCJC newsletter. **(Exhibit D1)** She highlighted items on page 3, and 6-10 regarding revisions to Standard III.D; state-wide data on SLO progress; and future comprehensive visits.

2. **Accreditation Update**

   No report.

E. INTEGRATED PLANNING MODEL

1. **SPC Timeline Check-In**

   Michelle Barton reviewed the upcoming tasks.

2. **Review Progress on Action Plan**

   Michelle Barton reminded members that they were asked to review the Action Plan progress reports handout from the December meeting. **(Exhibit E2)** She asked if anyone had questions; there were none. She stated that the archive update given at the December meeting was incorporated into the document, which can be found on the strategic planning website.

3. **Discuss CCSSE Results**

   Michelle Barton introduced Michael Large, from Research and Planning, who lead a presentation on the CCSSE results. Mr. Large discussed the data that CCSSE focuses on and its methodology. He reviewed Palomar College student responses to questions regarding the following benchmarks: Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; Support for Learners. SPC members broke off into small groups to review specific questions from the benchmarks. Afterward, each group shared what they learned. Mr. Large stated that the mean score was 50; he reviewed Palomar College's score in relation to the mean and the conclusions that may be drawn.

F. **INFORMATION/DISCUSSION**
   1. **Student Success Task Force Recommendations**

      Monika Brannick reported that two SSTF forums are being offered on campus: Tuesday, February 14 at 10:00 a.m., and Thursday, February 16 at 4:00 p.m. The Faculty Senate has formed a Student Success Task Force and will meet regularly to discuss developments. A draft of changes to the Ed. Code regarding matriculation was recently sent out for review and comment by the Statewide Student Success Task Force.

G. **REPORTS OF PLANNING COUNCILS**
   1. **Finance and Administrative Services Planning Council** – no report

   2. **Human Resource Services Planning Council** – no report

   3. **Instructional Planning Council**

      Vice President Cuaron reported that IPC is working on its staffing plan, and has defined criteria on faculty hiring prioritizing.

   4. **Student Services Planning Council**

      Vice President Vernoy reported that SSPC is allocating the SPPF funds and working on its staffing plan.

H. **REPORT FROM PC3H COMMITTEE**

   Monika Brannick reported that PC3H is looking into hiring someone to staff the office; has created a semester action plan; and is working on communication to the faculty.

I. **OTHER**

   Teresa Laughlin asked the following questions:
   - When it is appropriate to use the contingency fund? For operations to the college.
   - Will there be a summer session? Yes.
   - Has the effect of the fee increase been considered in planning? Yes, estimated to be a 2% loss of students.

   Lynda Halttunen reported that the Upward Bound grant is being resubmitted and there are two new grants available: TRIO Upward Bound and Veterans Upward Bound.

J. **ADJOURNMENT**

   There being no further business, the meeting was adjourned at 4:00 p.m.

AP 4225   COURSE REPETITION

References:

     Education Code Section 76224;
     Title 5 Sections 55040, 55041, 55042, 55043, 55045, ~~and~~ 55253, and 58161

Title 5, Section 58161, defines enrollment as occurring when a student receives an evaluative or non-evaluative symbol in a course. Pursuant to this section, Palomar College will limit enrollment to a maximum of three semesters or sessions, including any combination of grades, withdrawals, and repetitions. One additional enrollment may be approved on an appeal basis for either verified extenuating circumstances or due to significant lapse of time. A withdrawal will not be allowed as the grade in this final enrollment.

Through the petition process, students may repeat courses under the following conditions:

- The course has been identified in the catalog as repeatable and the student has not attempted a course more times than allowed. State law will allow a student to repeat certain activity, performance, and skills courses. Refer to the course description for limitations.

    - Legally mandated training requirement: A condition of continued paid or volunteer employment

    - Repeatable courses: Content differs each time it is offered

    - Activity courses: Qualified courses include physical education courses or visual or performing arts courses in music, fine arts, theater, or dance

- The course is being repeated to alleviate substandard (D, F, FW, or NC/NP) academic work.

- The course is being repeated due to a significant lapse of time (at least two years) or to meet a recency requirement or prerequisite, by approved petition. Repetitions of courses completed with a passing (A, B, C, CR/P) grade are included in this category.

    - Lapse of time may include a student's acceptable level of knowledge in sequentially-based courses such as math, science, or foreign language.

    - Recency may include another institution's requirements for transfer course work.

- The course is being repeated due to extenuating circumstances, defined as verified cases of accident, illness, or other circumstance beyond the control of

36 the student, by approved petition. Repetitions of courses completed with passing
37 or substandard course work are included in this category.

38 • The course is being repeated as a disability-related accommodation as verified
39   through the Palomar College Disability Resource Center (DRC).

40 Petitions for Course Repetition are available in the Evaluations Office, located in the
41 Student Services Center. Petitions must be approved by the Director of Enrollment
42 Services prior to enrolling in the course to be repeated.

43 A student, when appropriate, will be blocked from a repetition attempt at enrollment or
44 dropped from a repeated course.

45 **Withdrawal**

46 "W" grades are included in repetition of course work. No more than three enrollments
47 are allowed in any combination of evaluative (A,B,C,D,F,FW,P,NP) and non-evaluative
48 (I,W) grade symbols.

49 **Annotations on the Student Record**

50 The student's permanent record (transcript) will be annotated in such a manner that all
51 course work will remain legible, insuring a true and complete academic history. See the
52 catalog for examples of repeatability conditions indicated below.

53 • **Repeatable Course** (currently under review by the Chancellor's Office)

54   A maximum of four enrollments, regardless of the grade(s) earned, are allowed
55   within all levels of a course that involve a similar primary activity (may be multiple
56   enrollments in a single course or multiple courses involving the same primary
57   activity). Up to two substandard grades may be disregarded through repetition
58   with an evaluative grade. Legally mandated courses have no enrollment
59   limitation.

60 • **Alleviate Substandard Course Work**

61   A maximum of two repetitions are allowed for a total of three enrollments. A
62   maximum of three enrollments are allowed. One additional enrollment may be
63   granted on an appeal basis due to verified extenuating circumstances as defined
64   above. Up to two substandard grades may be disregarded through repetition with
65   an evaluative grade.

66 • **Significant Lapse of Time/Recency Requirement**

67   A maximum of one repetition is allowed for a total of two enrollments. One
68   additional enrollment may be granted on an appeal basis. Conditions for
69   significant lapse of time must be met. The most current evaluative grade will
70   count; a maximum of two previous grades will be disregarded.

Date Approved: SPC 3/30/2010
(Replaces current Palomar Procedure 413)

- **Extenuating Circumstances**

  A maximum of two repetitions are allowed for a total of three enrollments. One additional enrollment may be granted on an appeal basis with verification of circumstances as defined above. The most current evaluative grade will count; a maximum of two previous grades will be disregarded.

- **Disability-Related Accommodation**

  No limitation on enrollment as long as it facilitates measurable progress in special education courses (the student's disability must be verified through the Palomar College DRC). These courses are specifically identified in curriculum as serving students with disabilities.

Once a course is repeated, a Grade Adjustment Form should be submitted to the Records Office (located in the Student Services Center) to update the student's records and grade point average.

For student financial aid eligibility, any course repeated enrollments will be counted as total units attempted.

When a student repeats a class course to alleviate substandard academic work, the previous grade and credit shall be disregarded in the computation of the grade point averages. A Grade Adjustment Form should be submitted to the Records Office (located in the Student Services Center) to update the student's records and grade point average.

When a student with a disability repeats a class to alleviate substandard academic work the previous grade and credit shall be disregarded in the computation of the grade point average.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.

Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors or with Title 5 or District procedures relating to retention and destruction of records.

Office of Primary Responsibility: Student Services
(Revised 11/3/2011)

PALOMAR COLLEGE   2013-2014 ACADEMIC CALENDAR

May-13

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUMMER 2013

Jun-13

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Jul-13

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SUMMER   FALL 2013

Aug-13

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sep-13

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct-13

SUN	MON	TUE	WED	THU	FRI	SAT
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6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

Nov-13

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec-13

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SPRING 2014

Jan-14

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12		14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb-14

SUN	MON	TUE	WED	THU	FRI	SAT
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Mar-14

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr-14

SUN	MON	TUE	WED	THU	FRI	SAT
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20	21	22	23	24	25	26
27	28	29	30			

SPRING

May-14

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SUMMER 2014

Jun-14

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22/29	23/30	24	25	26	27	28

Jul-14

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SUMMER   FALL 2014

Aug-14

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

SUMMER 2013

May 27	**Holiday** - Memorial Day
Jun 17	Summer 6-and 8-wk sessions begin
Jul 4	**Holiday** - Independence Day
Jul 29	6-wk session ends
Aug 12	8-wk session ends
Aug 17	Summer grade rosters due

FALL 2013

Aug 15	Part-time Faculty Plenary
Aug 16	Faculty Plenary
Aug 19	Fall semester/Fast Track 1 begins
Aug 24	Fall Saturday classes begin
Sep 2	**Holiday** - Labor Day
Oct 14	Fast Track 1 ends
Oct 16	Fast Track 2 begins
Nov 11	**Holiday** - Veterans' Day
Nov 28-30	**Holiday** - Thanksgiving
Dec 9-14	Final Exams
Dec 14	Fall semester/Fast Track 2 ends
Dec 25-30	**Holiday** - Winter Break
Jan 1	**Holiday** - New Year's Day
Dec 20	Fall grade rosters due

SPRING 2014

Jan 16	Part-time Faculty Plenary
Jan 20	**Holiday** - Martin Luther King Jr Day
Jan 21	Spring semester/Fast Track 1 begins
Jan 25	Spring Saturday classes begin
Feb 14	**Holiday** - Lincoln's Day
Feb 17	**Holiday** - Washington's Day
Mar 21	Fast Track 1 ends
Mar 24-28	Spring Break
Mar 31	Fast Track 2 begins
May 19-23	Final Exams
May 23	Spring semester/Fast Track 2 ends
May 23	Commencement
May 30	Spring grade rosters due
May 26	**Holiday** - Memorial Day

SUMMER 2014 (Tentative)

May 26	**Holiday** - Memorial Day
Jun 16	Summer 6-and 8-wk sessions begin
Jul 4	**Holiday** - Independence Day
Jul 28	6-wk session ends
Aug 11	8-wk session ends
Aug 16	Summer grade rosters due

163 Instructional Days, 12 PD Days (11 PD + 1 Plenary)

FALL 2013 SEMESTER MEETING DAYS

M	T	W	TH	F	S
16	17	17	16	16	16

SPRING 2014 SEMESTER MEETING DAYS

M	T	W	TH	F	S
15	17	17	17	16	16

LEGEND

- ◇ Faculty Plenary
- ⊗ Part-time Faculty Plenary
- ➡ Semester Begins
- △ Spring Recess
- ○ Last Class/Final Exams
- ■ Shaded Areas-Non-instructional Days

ACCJC NEWS

Higher Education Challenges "Across the Pond"

On September 10, the Council of Regional Accrediting Commissions (C-RAC) met with the European Quality Assurance Network (ENQA) in London. The discussion focused on advances and challenges in higher education quality assurance in Europe and in the U.S. President Beno attended for the ACCJC, and below are some things learned about the current practices in Europe.

Demands and expectations for higher education are changing across the globe. In the last 12 years, the European Union has undertaken a very significant project to align its higher education practices across borders. Europeans began an alignment of higher education practices across 27 countries in 1999 with the Bologna Accord. (References: see articles in the Commission's newsletter, *ACCJC NEWS*, Summer 2010 and Fall 2010.) The original tools for aligning higher education practices were: (1) definition of the general length and meaning of a baccalaureate degree, a master's degree and a doctoral degree; (2) definition of a system for granting credits; (3) creation of diploma supplements that describe each graduate's capabilities and experiences in some detail, and (4) development of degree qualifications frameworks that describe and certify the necessary knowledge and skills persons must demonstrate to be awarded a degree. In 2005, the Bergen Communiqué added a fifth tool for addressing quality: (5) The national governments were to adopt standards and guidelines for quality in the European Higher Education Area which are designed to be applicable to all institutions of higher education and quality assurance agencies.

STATUS IN 2011: The Bologna Process has been renamed the European Higher Education Area, and now includes 47 countries. (1) Most countries have created a three-year baccalaureate degree and now have implemented a master's degree and distinguished both from the doctoral degree. These are called the three "cycles" or levels of higher education. The agreement on definition of sequential bachelors and masters degrees has improved transparency and trust in institutions' degrees. (2) There has been an agreement on meaning and award of academic credit. (3) Some, but not all, institutions are issuing the diploma supplement, but not all are issuing it in English so that it can be readily used across national borders. (4) Some, but not all, nations are using a Degree Qualifications Framework. (5) All 47 participating nations now have quality assurance agencies in various stages of development. A European Registry provides common standards for quality assurance agencies: however, not all agencies have been approved by the Registry yet. There is a mix of types of quality assurance agencies; some countries have a single governmental agency, some have competing agencies, some share agencies and some countries have an agency for each state.

SIMILAR POLICY AND POLITICAL ISSUES: Some of the policy and political criticisms and debates about European quality assurance agencies are similar to those in the United States:

♦ The quality assurance agencies do not set absolute (black and white) standards and focus - i.e., they should be less "contextual."

♦ The agencies are not able to guarantee that an institution will conform to quality standards at all times - i.e., they should prevent bad behavior.

Commissioners

Commission Staff

- The agencies do not achieve goals of producing more graduates in needed disciplines – i.e., they should function as a public policy tools to redirect institutional energies toward government goals.

- The quality assurance agencies face challenges convincing academics and government ministers that quality assurance processes are important and worth the effort – i.e., internal quality assurance processes are slow to get started at some institutions.

- Some European governments are discussing student outcomes as a simpler and more direct measure of educational quality, and debate with opponents about using those outcomes as a sole measure of educational quality.

- Longstanding institutional ranking systems are preferred by some who wish for a simple measure of quality even though the rankings are not solely based on educational outcomes.

- The longstanding practice of accepting degrees from institutions without requiring certification of institutional quality through an accreditation process is slow to change.

It is interesting to see that European and American quality assurance agencies and institutions face similar challenges. There is one last common practice worth noting: quality assurance agencies in some European countries are beginning to sample assessed student learning outcomes, and accreditors and institutions are considering what level of learning is sufficient. This practice will grow on both sides of "the pond." ✦

Revisions to Application of Standard III.D.

New accounting regulations (GASB 45) and volatile economic conditions in the region and nation have made financial management, controls, stability and planning a more critically important part of institutional quality assurance. To determine whether the ACCJC's accreditation review practices are up to date, the Commission convened an ad hoc Financial Review Task Force and asked it for advice on how to update the review process, and related documents.

The Task Force included the following financial experts from member institutions:

- **President Steve Kinsella** (Gavilan College, Chair); **Assistant Vice Chancellor Fred Harris** (California Community Colleges Chancellor's Office); **President Jerry Patton** (College of the Desert); **Deputy Chancellor for Finance and Administration Jon Sharpe** (Los Rios Community College District); **Associate Vice President for Administrative Affairs Michael Unebasami** (University of Hawaii Community Colleges); **Vice Chancellor for Finance Fred Williams** (North Orange Community College District); **President John Zimmerman** (MTI College).

- The Task Force met several times between February and September 2011. It reviewed Accreditation Standard III.D, Financial Resources, the ACCJC manuals and guidelines, and the roles of evaluation team members with financial services expertise. To date, the outcomes of the Task Force include:

- Revisions of the Required Evidentiary Documents used by visiting teams to evaluate institutional financial services to reflect new accounting requirements for other post-employment benefits and liabilities such as loans and bonds. *The new documents will be used by all teams beginning with spring 2012 evaluation visits and have been posted on the Commission's website at: www.accjc.org on the "Publications & Policies" page.*

- Revisions to the Guide to Evaluating Institutions manual to include additional questions about financial practices and quality, including how OPEB is planned for and funded. *This will be available on the ACCJC website by November 1, 2011 at: www.accjc.org/Publications & Policies*

- Development of a training program for Chief Business Officers to help them to become more informed about accreditation processes and to expand their participation in accreditation activities and visits. This will be first offered at the (California) Association of Chief Business Officers meeting October 25.

- Recommendations for revisions to Standard III.D, Financial Resources. These recommendations will be submitted to the ACCJC's Policy Committee for further consideration and possible adoption. ✦

FOCUS ON QUALITY

Metric, Metric, Metric, Who's Got a Metric?

BY BRAD C. PHILLIPS

In education, accountability pressures are mounting, and higher education accreditation has been undergoing a gradual change in the level of scrutiny applied to institutions. Not that long ago, higher education regional accreditors focused on an institution's mission, applied standards of good practice and assessed the degree to which an institution was fulfilling its mission within the standards. Now, in addition to institutional practices, the scrutiny is at the level of student outcomes. There are growing expectations that achievement of mission be demonstrated in part by providing evidence of student success and student learning. Today, increased accountability of our K-12 partners, especially in the age of "No Child Left Behind" legislation, has been the major driving force behind the push for increased accountability at all levels of education.

Some welcome the increased attention; others have pushed back. While the devil is in the details of exactly how accountability is applied, the pressure we are receiving can be a good thing. With grim statistics of our nation falling behind - from the percentage of adults with an earned certificate or degree (we are now 10th in the world), or data on our nation's competitiveness, falling from first in 2008, to fifth in a recent 2011 report - we have cause to worry.

METRICS HERE, THERE AND EVERYWHERE

In response to increased scrutiny, we have a litany of performance measures - often referred to as metrics - proposed by the Federal Government, states, national organizations and foundations. The call by the Obama Administration and the Lumina Foundation for the doubling of degree and certificate completion adds to this powerful focus on community colleges. The nation cannot double completion without attention to this segment. Community colleges are in the cross hairs of the accountability movement.

The work done by Complete College America and their reports for 33 states has also increased attention on metrics. The reports focus on a number of student outcomes, including degree completion, transition through the basic skills sequence, course completion and other areas. California's Community College Chancellor's Office has recently published draft recommendations from its Taskforce on Student Success, including a call for the development of progression metrics and a student success scorecard. The Bill and Melinda Gates Foundation has also been a significant force behind metric development with substantial dollars focused on supporting and improving the success of community colleges. Metrics assessing the outcomes of the foundation's efforts are embedded in the work.

"Achieving the Dream," a national initiative that includes 160 institutions across the nation was the adrenaline shot that helped focus the nation on community colleges. Begun by the Lumina Foundation and now supported by foundations across the country, "Achieving the Dream" focuses on five key metrics: course completion; completion of basic skills coursework and transition through the sequence to degree level courses; completion of gatekeeper courses; persistence from semester to semester and year to year, and degree completion. Developed by community college experts from across the country, these five metrics often form the basis for more recent metric proposals. Metric development and the subsequent measuring of colleges on these and other proposed outcomes is not ending anytime soon and will likely be refined over time.

With all of this attention to measurement, where should a college start? Our work has demonstrated, and some notable experts agree, course success is the key metric. As Kay McClenney of the University of Texas states, "students complete college one course at a time."

HOW DOES A COLLEGE KNOW THAT IT IS DOING WELL?

Colleges can and do measure course success, but how do they know that they are doing well? Benchmarking

is one way to assess this. Benchmarking is the process by which a college compares its rates with an accepted standard. The most common approaches include the use of historical data and comparisons with "like" colleges. "Achieving the Dream" colleges, for example, have used historical baselines of their own data as their benchmark and have sought to improve their rates over time. Community college comparison data is available through the National Community College Benchmark project. Almost 300 institutions have participated in this service.

Colleges send their data and can set up comparisons with like institutions across the country. As the Complete College America work continues, comparison data should also become available from this source.

Given the possibility of benchmarking, what is a good target to achieve? Setting target goals is a combination of art and science. A college may want to improve success rates, but what is a reasonable year to year increase? We advise colleges to set an achievable increase and a stretch goal. In thinking about course success, if an average class size is 33, then one more student earning a successful course grade per section would be a 3% increase. The question colleges have to ask is: is that a reasonable increase?

THE $64,000 QUESTION

What does this all mean for student learning? Our work in Cal-PASS has shown that bringing faculty together in a non-threatening environment to review data on student outcomes provides the space to move beyond the numbers and focus on what faculty, as collegial colleagues, want a student to know, understand and be able to do as a result of instruction in their classes. Course success data are merely the starting point that can lead to courageous, collaborative, rich discussions about curriculum. We have numerous examples demonstrating that when the faculty come together to improve course outcomes, the resulting discussions and changes in practice not only help to focus on the development of consistent student learning outcomes, but also lead to continuing improvements in course success rates.

In the end, the development and implementation of metrics has to inform practice and institutions' course success rates have to have the capacity to "drill down" to a discipline and a course, or faculty will simply not be engaged in the work. If improvements are to be made, educators must trust the numbers and work together to improve student outcomes. ✦

Dr. Brad C. Phillips is the Executive Director of the California Partnership for Achieving Student Success (Cal-PASS), a system that collects data about student success and transition from every segment of education (K-16). Cal-PASS collects data and reports information through the Standardized Metrics for Analysis, Reporting, and Tracking (SMART) Tool, which has gathered information from the California Community Colleges Chancellor's Office database from fall 2002 through spring 2011. Cal-PASS partners identify problems, develop local solutions, and bring them to scale throughout Calif. to achieve success at every level. Cal-PASS representatives are regular presenters at all ACCJC Regional Workshops. A similar vehicle for data collection and reporting for two- and four-year colleges in the University of Hawaii System is available through Hi-PASS.

Summary of New Requirements for Accreditors and Institutions

Since the Higher Education Opportunities Act was adopted in 2008, the Department of Education has issued a series of new regulations. The last were effective July 1, 2011, although parts are delayed by litigation designed to stop implementation. The ACCJC has been publicizing new regulations as they were adopted (see ACCJC News, Summer 2010; Fall 2010; Spring 2011 and Summer 2011). This article summarizes *what is important for the accreditation site visit process*. The 2012 edition of ACCJC's Guide to Evaluating Institutions will integrate these requirements. For this year, teams have been informed and trained in new procedures.

- The institution must provide a description of any correspondence programs that the institution offers in which a student may earn 50% or more of a certificate, program, or degree.

  - ♦ Teams are required to document these programs, the learning resources, and student support services that are provided to enrolled students;

  - ♦ Teams must also review the materials and student work;

  - ♦ Teams should sample a correspondence course to examine the institution's adherence to its policies for establishing credit for the course.[1]

- The institution must provide a description of any distance education programs that the institution offers in which a student may earn 50% of more of a certificate, program, or degree.

  - ♦ Teams are required to document the quality of these programs, the learning resources, and student support services that are provided enrolled students, the materials, electronic access, and student work.

  - ♦ Teams should sample a distance education course to examine the institution's adherence to its policies for establishing credit for the course.

  - ♦ Accreditors are required to monitor enrollment growth and to establish thresholds for operationally defining "significant growth."

- The institution must have in place policy and procedure that ensure the integrity of distance education and correspondence education to ensure that the student registered for a course is the student doing the work and receiving the grades/credits for the course. (§602,17(g))

  - ♦ Teams must determine whether the institution has adequate processes to ensure integrity and are, at minimum, issuing each student an ID and a protected password, requiring proctored examinations or using new technologies and practices that are effective in verifying student identity.

  - ♦ Team reports will describe what methods the institution uses and whether those are judged by the team to be effective in preserving the integrity of the credits and grades awarded.

- The institution must establish a clear policy and procedures for award of credit which identifies the student work necessary to earn a credit hour.[2] Institutions must adhere to their own policy in assigning credit to all courses, in all modes of delivery including credits awarded for independent study, for service based learning, and for internships. Any institutional calculations for converting clock hours to credit hours for the purpose of awarding credit in courses/programs where there may be requirements for students to complete hours on task for licensure or occupational purposes must comply with the federal formula for conversion. (§602.16 (a) and §668.8(k)(2).

  - ♦ Accreditors are required to review the institution's policies and procedures for determining credit hour and determine whether they conform to commonly accepted practice in higher education including "time invested and content mastered."

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[1] The House of Representatives has passed legislation repealing the U.S.D.E. regulations on the "Credit Hour", but at present there is no similar bill in the Senate, so the regulations "stand."

[2] The federal regulations required a federal definition of a credit hour as equivalent to the Carnegie unit. The U.S.D.E. has now advised that institutions may establish equivalencies that pass the test of peer review, and which approximate the work done in a Carnegie unit in accordance with commonly accepted practice in higher education. (U.S.D.E. "Dear Colleague Letter, March 2011). These equivalencies are helpful for non-traditional learning modalities.

♦ Teams are required to sample how the institution awards credit for campus based, face-to-face, and distance education classes, and other forms of credit noted above.

♦ Teams have been given U.S.D.E. guidelines for evaluating clock hour to credit hour conversions.

⬇ **The institution must** make available to enrolled and prospective students the names of agencies that accredit, approve or license the institution and its programs, and the procedures by which documents describing the activity of accrediting, licensing, or approving may be reviewed. The institution must make available to any student or prospective student a copy of the documents that describe an institution's accreditation and its State, Federal or tribal approval or licensing. The institution must also provide students with contact information for filing complaints with the institution's accreditor and licensing/approval agency.[3] (§668.43)

♦ The evaluation team will examine the institution's means of providing to any student or prospective student information about its accrediting bodies and governmental licensing or approval bodies, copies of documents describing an institution's accreditation or governmental approval, as well as contact information with all such agencies for filing complaints with such bodies.

♦ The team report will describe the institution's compliance with this federal requirement.

⬇ The accreditor has standards that effectively address success with respect to student achievement in relation to the institution's mission, including as appropriate consideration of course completion, State licensing examinations, and job placement rates. (§602.16)

♦ The evaluation team will examine institutional summary data on course completion rates, licensure pass rates and job placement rates where available, and examine program/certificate completion data and graduation data provided by the college.

♦ The ACCJC has built required data templates into its new Manual for Institutional Self Evaluation.

♦ The evaluation team will use this evidence in evaluating how well the institution fulfills its mission.

⬇ The accreditor must demonstrate that it applies a set of monitoring approaches that allow it to identify institutional strengths and stability. These approaches must include collection and analysis of key data, including fiscal information and measures of student achievement. (CFR §602.19 and §602.16)

♦ Evaluation teams must examine the institution's longitudinal data, including significant changes in revenues and enrollments, and identify any team concerns about fiscal stability.

♦ Evaluation teams must examine the institution's longitudinal data on student achievement and identify any team concerns about stability and achievement of mission, as well as any trends that identify strengthened institutional performance.

⬇ Finally, new regulations that required institutions to demonstrate that the graduates of their programs are gainfully employed and require accreditors to use this data in evaluation reports **have been blocked by litigation.** ACCJC will not enforce these regulations at this time. ✦

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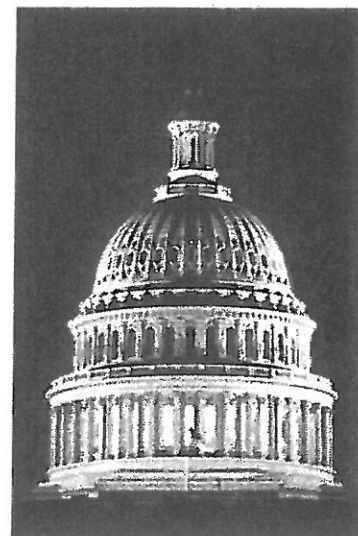
[3] The regulations requiring all state governments to develop and implement a process of approving institutions to operate has been delayed in implementation by one year, until July 1, 2012. There are at least two challenges to this regulation being forwarded. The U.S.D.E. has granted institutions a delay of one year as states try to provide this licensure function. Nevertheless, the requirement that institutions identify for students the process for filing a complaint against the institution with a state licensing agency is NOT delayed, and was effective July 1, 2011.

Annual Reports Reveal College Progress and Challenges Ahead

Progress on Student Learning Outcomes: The Commission's preliminary analysis of Institutional Annual Report data from the 2010-11 academic year indicate that colleges have made great progress in defining intended student learning outcomes (SLOs). Over 100 institutions have identified SLOs for more than 80% of their courses, programs, support services and institutional outcomes/degrees. However, assessment of SLOs is proceeding at a much slower rate. The number of colleges with more than 80% of their assessment completed is significantly lower. The data are summarized in the table below.

SLO DEVELOPMENT AND ASSESSMENT SUMMARY		
Category	# with more than 80% defined SLOs	# with more than 80% assessed SLOs
Courses	116	38
Programs	109	47
Student Support Services	114	77
Institutional SLOs	117	56

The deadline for achieving proficiency on the ACCJC's Rubric for Evaluating Institutional Effectiveness, Part III: Student Learning Outcomes is the fall 2012. The data above indicate that institutions face a challenge to complete assessment of learning outcomes, incorporate the results of assessment into institutional quality reviews and improvements in order to reach the "proficiency" level by the deadline set by the Commission.

Improving Student Achievement: ACCJC member institutions report their course completion rates range from less than 60% to more than 80%, with the majority of colleges reporting rates in the range of 66% to 75%. Institutions report their persistence rates range from less than 40% to over 81%. However, most colleges report their persistence in the range of 45% to 60%.

Accreditation Self Evaluation Reports now require institutions to compare year-to-year data on course completion, persistence and other measures of student success. Best practices in higher education ask that colleges evaluate their own effectiveness, and set goals or targets for improvement. Nationally, there are strong expectations that institutions improve student completion rates. The Commission intends to periodically examine and summarize region-wide data on student completion.

Facing Economic Challenges: The Commission's analysis of the 2010 Annual Fiscal Report (AFR) indicate the increased fiscal stress on institutions. 18 ACCJC member colleges reported reserves of less than 5% of the annual unrestricted expenditures, as required by the ACCJC. A comparison of AFR 2009 to FY 2010 revealed that the number of colleges with low ending balances (less than $1.5 million) increased from 67 to 70. The number of colleges with reserve levels of less than 5% (the required minimum) increased from 6 to 18, and the number of colleges reporting reserves of greater than 10% decreased from 88 to 77.

Additionally 18 colleges reported enrollment decreases of more than 5% and another 39 reported decreases in the range of 0% to 5%. However 20 colleges reported enrollment increases of more than 10%. Student Loan default rates have slowly increased from an average of 8.89% in FY 2007-08 to 9.2% in FY 2008-09 to 9.32% in FY 2009-10. The number of colleges with default rates in excess of the federal maximum of 20% increased from 2 to 8 in the same period.

This ACCJC's analysis of the last two annual fiscal reports illustrates a decline in the fiscal condition of member institutions.

ACCJC Monitoring: Colleges submit an Annual Report and an Annual Fiscal report to the ACCJC each spring. Both reports enable the ACCJC to meet its federal regulatory obligation to monitor institutions between accreditation visits and to identify colleges that are "at risk." The Annual Report includes information related to enrollments, completion and persistence rates, degree and certificate achievement, transfer rates, licensure pass rates, and job placement rates for Career and Technical programs. Additionally, the report summarizes the college progress in developing and assessing student learning outcomes. The Annual Fiscal Report gathers such information as ending balance, financial reserves, enrollments, and annual external audit results. ✦

Future Comprehensive Visits

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

SPRING 2012 (for June 2012 Commission Review)	FALL 2012 (for January 2013 Commission Review)	SPRING 2013 (for June 2013 Commission Review)
Barstow College	Bakersfield College	Coastline College
City College of San Francisco	Cerro Coso Community College	Copper Mountain College
Defense Language Institute	College of the Sequoias	Gavilan College
Feather River College	Hawai'i Community College	Golden West College
Guam Community College	Heald College (12 campuses)	Hartnell College
Hawai'i Tokai International College	Honolulu Community College	Imperial Valley College
Los Angeles Harbor College	Kapi'olani Community College	Los Angeles County College of Nursing
Los Angeles Southwest College	Kaua'i Community College	Los Angeles Mission College
West Los Angeles College	Leeward Community College	Los Angeles Pierce College
	Northern Marianas College	Los Angeles Valley College
	Porterville College	Orange Coast College
	Windward Community College	San Joaquin Valley College
	Woodland Community College	Carrington College of California
	Yuba Community College	

Upcoming Events & Future Directions

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA CONFERENCE

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

Accreditation Institute

The ACCJC is pleased to partner with the Academic Senate for California Community Colleges in preparation for the ASCCC's Accreditation Institute. The Institute will be held February 10 and 11, 2012, at the Sheraton Park Hotel, Anaheim Resort. This year the Institute will assist faculty and administrative leaders alike as they navigate the waters of writing their institution's Self Evaluation Report.

Appropriately titled "**From Product to Process: Accreditation for the Common Good,**" the Institute will examine ways of addressing assessment and 'closing the loop' in order to meet the proficiency level for student learning outcomes as indicated on the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III.

The Institute will not replace the ACCJC training; rather, it will supplement the knowledge needed for a robust self evaluation. As always, there will be opportunities throughout the Institute to ask questions, raise issues and concerns, create action plans for your campus, share strategies with colleagues from across the State, and develop a network of support.

Registration is open to faculty, Accreditation Liaison Officers, and all chief instructional officers. ✦
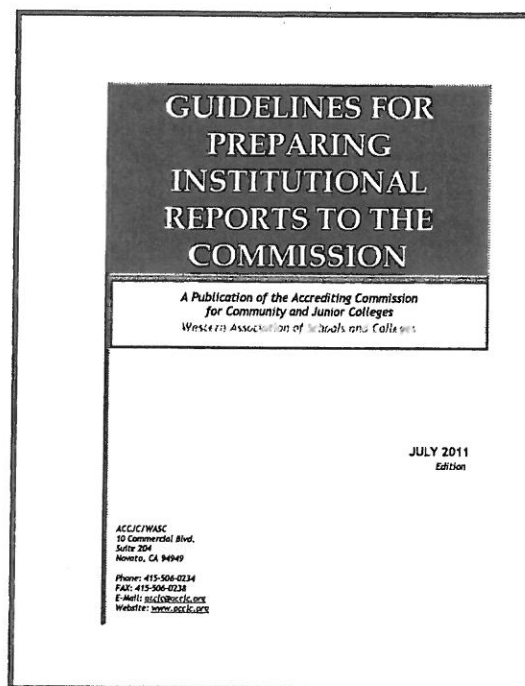
New Directions in Member Services

The ACCJC has completed its association with the Accrediting Commission for Senior Colleges and Universities (ACSCU) to participate in the Academic Resource Conference (ARC). ACCJC member institutions have informed us that in the current fiscal climate, the cost and time invested in ARC were not providing sufficient returns or benefit. They told us that single-day events focusing on two-year-college-relevant issues and held in nearby venues would be more beneficial and cost-effective. The ACCJC believes it can better meet institutional needs through drive-in regional workshops held throughout the WASC region.

➤ **Regional Workshops, "Building Capacity for Educational Excellence: Elements of Effective Program Review and Integrated Planning."** The workshop features a presentation on ACCJC Standards and then presentations by two or more institutions which have successfully demonstrated excellent practice, followed by a general sharing of practices and ideas. To date, 64 institutions and 295 individuals have benefited from the workshops, which have been offered at Mt. San Antonio College, Hawai'i Tokai International College, West Valley College, and College of the Canyons. Upcoming regional workshops are scheduled by invitation at Modesto Junior College, San Diego Mesa College, and Carrington College of California through the spring of 2012.

➤ Beginning in fall 2012, future Regional Workshops will examine good practices in learning outcomes assessment and use of assessment results to inform institutional decision making.

➤ **Regional ALO/CIO Workshops.** The first regional ALO/CIO workshop was held September 23 at Norco College. Sixty-six representatives from 55 institutions attended. The workshop consisted of two parts: (1) a briefing for experienced ALOs/CIOs on recent federal developments and Commission requirements, and (2) training for new ALOs/CIOs focusing on the roles of the ALO in campus communication, accreditation, fostering a campus culture that values student learning and achievement, and facilitating institutional reports to the Commission. Participants shared common concerns, best practices, challenges, and solutions. The PowerPoint presentation from this workshop is available on the ACCJC website under Other Resources/ACCJC Conference Presentations.

➤ ACCJC will repeat the regional **ALO/CIO Workshop in spring 2012** for institutions that were unable to attend the September workshop. Watch for news on the date and place! ✦

ACCJC Releases New Publication

This summer, ACCJC released a new publication, *Guidelines for Preparing Institutional Reports to the Commission*. This Guide describes the required sections of Midterm, Follow-Up, and Special Reports; instructions for report submissions; and sample title and certification pages. It can be found on the ACCJC website under College Reports to ACCJC (http://www.accjc.org/college-reports-accjc).

Institutional reports to the Commission can occur at any time between comprehensive visits. A **Midterm Report** is required of all institutions in the third year following the comprehensive evaluation team visit. A **Follow-Up Report** is required when an institution must provide evidence that demonstrates it has addressed recommendations identified in an evaluation team report, resolved the deficiencies, and now meet the Eligibility Requirements, Accreditation Standards, and Commission policies associated with those recommendations. When the Commission receives information that raises significant concerns about an institution, a Special Report is required to provide information about the institution that the Commission will specify in a letter. All reports to the Commission must be supported with evidence that document the information provided in the report. ✦

GUIDELINES FOR PREPARING INSTITUTIONAL REPORTS TO THE COMMISSION

A Publication of the Accrediting Commission
for Community and Junior Colleges
Western Association of Schools and Colleges

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ACCJC/WASC
10 Commercial Blvd.
Suite 204
Novato, CA 94949

Phone: 415-506-0234
FAX: 415-506-0238
E-Mail: accjc@accjc.org
Website: www.accjc.org

ALO & CIO Discussion Board

Based on requests from our member institutions, **the Commission has launched a Discussion Board for Accreditation Liaison Officers (ALOs) and Chief Instructional Officers (CIOs) on the ACCJC website.** The Discussion Board is a virtual meeting platform where ALOs and CIOs can meet to discuss issues that relate to assurance of educational quality and institutional performance and to share good practices in these areas. The Discussion Board will be organized by the following topics: the accreditation process, developing and managing evidence, updates on federal regulations, program review and planning, SLOs and assessment, campus communication, distance education, and substantive change. There will also be an open topics section where users may post about topics not otherwise classified. The Discussion Board is only accessible to ALOs and CIOs and will not be driven, monitored, or moderated by ACCJC staff. It is a space for ALOs and CIOs to initiate discussions that they consider to be important and relevant. ACCJC expects that the site will be used in this spirit and that care will be taken to share and upload only correct and useful information. ✦

Online Accreditation Basics Course

Since its launch this summer, the online **Accreditation Basics** course has enrolled approximately 20 individuals from member institutions per week. The course is intended for first-time external evaluation team members, for those who are going to be involved in accreditation at their institutions and wish to learn more about the process, and for those who want to brush up their understanding of the basic principles of accreditation. The 90-minute course focuses on the purposes of accreditation, the process used to accredit institutions, and the particular Standards used by the ACCJC to measure the educational quality and institutional effectiveness.

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

ACCREDITING COMMISSION
for **COMMUNITY** and
JUNIOR COLLEGES

10 Commercial Blvd., Suite 204
Novato, CA 94949

Goal 1:Implement an integrated planning, review & evaluation model that provides for the allocation of resources on the basis of department/unit & college-wide priorities.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 1.1 Annually evaluate the extent to which the college's Integrated Planning Model reflects the college's mission and results in improvement.					
Supt / President	SPC	1. CCSSE results shared with constituent and planning groups as part of IE tracking and monitoring. 2. Planning Councils complete Year 2 formative evaluation. 3. SPC complete Year 2 formative evaluation.	1. Fall 2011 2. Spr 2012 3. Spr 2012	* Completed planning council and group evaluations. * Completed SPC evaluation.	Objective Leader Progress Reports 12/6/11: SPC will review and discuss CCSSE results at its first meeting of the Spring semester. Planning Councils will complete their formative evaluations in March/April. SPC will complete its Year 2 formative evaluation and establish Year 3 objectives in April/May.
Objective 1.2: Communicate the college's planning models, vision, mission, values, and goals.					
Supt / President	SPC	1. Identify strategies for communicating planning models. 2. Implement strategies.	1. Fall 2011 2. Spr 2012	* Communication strategies defined and carried out. * Follow up indicates that college community is aware of planning models and documents.	Objective Leader Progress Reports 12/6/11: SPC identified small working group to meet on this objective. The group will convene in Spring 2012.

Goal 2: Strengthen programs and services in order to support our students' educational goals.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 2.1 Open a Teaching and Learning Center on the San Marcos campus, as identified in the college's basic skills plan.					
VPI, BSI/HSI Coordinators, Dean Lang. & Lit.	BSI, English, Math, Reading, ESL, Tutoring	1. Evaluate Escondido TLC successes for replication at San Marcos TLC. 2. Define administrative structure and staffing plan for inclusion in the 2011-2012 Staffing Plan update. 3.Research and develop furniture, fixtures, and equipment needs for TLC. 4. Recruit and hire staff. 5. Order Furniture Fixtures and Equipment. 6. Open San Marcos TLC.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2012 5. Fall 2012 6. Spr 2013	*TLC Opens Spring 2013.	Objective Leader Progress Reports 12/6/11: (1.)The BSI/HSI workgroup is reviewing Escondido TLC successes for replication at the San Marcos TLC. (2.) A staffing plan for the San Marcos TLC has been developed and submitted to VPI. The positions being requested have also been submitted to IPC via the PRP process. The administrative structure is under discussion. (3.) Furniture and equipment will be addressed in Spring or Fall, 2012.
Objective 2.2 Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.					
VPI, Dept Chairs/Dir (English, ESL, Math, Reading)	IPC, English, Math, Reading, ESL depts	1. Evaluate data. 2. Prepare summary of evaluation and results. 3. Develop recommendations for changes. 4. Secure resources for changes, if needed. 5. Implement changes.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2012 5. Fall 2013	Each department will write a summary/evaluation of results with recommended changes, identify and secure resources for changes, and then implement.	Objective Leader Progress Reports 12/6/11: The ESL Department has received SPPF funding for two strategies to be implemented in Spring 2012. These two strategies include (1) a pilot Academic ESL First Year Seminar and (2) ESL On-course Curriculum Integration Project. With the awarding of the STEM II grant, the Math and Reading Departments will be implementing a variety of activities to explore improving student success in basic skills curriculum.

Goal 2: Strengthen programs and services in order to support our students' educational goals.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 2.3 Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.					
President Faculty Senate	Faculty Senate, ASG	1. Establish working group to track results of GRAD program and to discuss the implementation and effectiveness of instructional strategies learned in On Course workshops. 2. Evaluate student GRAD program; revise and update the program if needed. 3. Distribute GRAD materials on campus (in departments and other locations). 4. Continue to offer On Course workshop(s) to faculty. 5. Complete implementation of Academic Advising Module.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Fall 2011-Spr 2012 5. Spr 2012	* Student survey before and after GRAD campaign. * Track the number of student contracts. * Number of participants in workshop, evaluation of impact of workshops. * Academic Advising module implemented.	Objective Leader Progress Reports 12/6/11: Made initial contact with IR&P on need to survey faculty & students for evaluation. Offered On Course workshop in August. It was a great success (43 participants), and faculty are using some of the tools they learned in the workshop. Representatives from ASG and Faculty Senate are meeting to discuss implementation of the student mentor program. The academic advising module implementation was completed. Additional SPPF awarded to implement GRAD campaign & support university field trips.

Goal 2: Strengthen programs and services in order to support our students' educational goals.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
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.					

VPI / CoCoord LOC	LOC / IPC	1.Implement a timeline with relevant activities and targeted goals toward ACCJC "Proficiency" level
		2. Complete assessment cycle for all courses and programs
		   a. Confirm 75% of courses and programs have completed SLOAC.
		   b. Confirm 100% of courses and programs have completed SLOAC.
		3. Complete assessment plans for all GE SLOs.
		4. Assess three (3) GE SLOs.
		5. Evaluate status of satisfying "Proficiency criteria".
			1. Ongoing
			2.a. Fall 2011
			2.b. Spring 2012
			3. Spring 2012
			4. Spring 2012
			5. Spring 2012
				*Timeline of SLOAC activities implemented
				*100% of courses and program SLOs identified and assesses with evidence that assessment results are used for reflection and planning
				*Assessment plans approved and in place for all GE/Institutional SLOs
				*First set of GE/Institutional SLOs assessed with assessment results completed and evaluated
				*Palomar College meets ACCJC "Proficiency" criteria for SLOACs
					Objective Leader Progress Reports 12/6/11: LOC has assisted faculty to reach 93% of courses with written SLOs and 91% with assessment plans; The identified course SLOs are now required on all faculty syllabi teaching that course or courses; LOC has endorsed a plan to assess three GE SLOs in Spring, 2012; A plan to include Program SLOs is on the Curriculum Committee agenda for December 7; Professional development: several workshops with department chairs and faculty, open SLOAC office hours weekly, website development, POD Squad support, 12 faculty, staff, and administrators attended RP Strengthening Student Success conference in October. Goal: 75% of courses completed SLOAC (results of assessment reported as of December 1)
					Achieved: 30% reported

VPSS	SSPC	1. Complete SLOs for all Counseling and Athletics courses. 2. Complete assessment cycle for at least one SLO for each course. 3. Continue with current timeline for implementation of SAO assessment cycles for all of Student Services.	1. Fall 2010 2. Fall 2011 3. Ongoing	Step #1 completed last year. Percent rate of course SLOs completed; SAO assessment plans identified; assessment cycle completed for courses and programs.	Step 1 completed. Step 2 >90 % percent of programs/courses have assessment methods. Step 3 is on schedule for all of Student Services.

Goal 2: Strengthen programs and services in order to support our students' educational goals.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
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.					
VPFAS	FASPC	1. Review and update Year 2 SAOs and complete SAOACs for the F&AS Division. 2. Implement identified outcomes and conduct assessments for each in accordance with defined timelines to meet SP2013 goals and objectives for Year 2. 3. Evaluate process on an annual basis in accordance with ACCJC standards.	1. Fall 2011 2. Fall 2013 3. Annual process	* Complete and receive approval from FASPC of template outlining F&AS Division's SAOs. * Conduct identified assessment method to evaluate the SAOs as defined in template report. * Complete all SAOs and SAOACs by end of SP2013.	Objective Leader Progress Reports 12/6/11: Finance and Administrative Services is completing its first assessment cycle and preparing to implement their second cycle. As part of the second cycle the units are reviewing and updating their SAOs and assessment measures if necessary.
VPHR	HRSPC	1. Identify SAOs and linkages to accreditation standards and SP 2013. 2. Define SAO evaluation methodology. 3. Implement SAOs. 4. Evaluate and assess. 5. Plan for change as appropriate.	1. Spr 2010 2. Fall 2010 3. Spr 2011 4. Spr 2012 5. Fall 2012 and ongoing	Steps 1, 2, and 3 completed last year. HRS Service Area Outcomes that are relevant to SP 2013, are evaluated regularly, and updated as necessary.	Objective Leader Progress Reports 12/6/11: Human Resource Services continues to assess its SAOs. HRSPC reviews and discusses SAOs at each meeting.

Goal 2: Strengthen programs and services in order to support our students' educational goals.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 2.5 Establish processes to ensure the quality of distance education offerings.					

VPI, Faculty Senate President	Curric. Comm., ATC, TERB	1. Curriculum Committee
		  a) established a workgroup who created a policy on regular effective student contact in courses taught on line.
		  b) recommended changes in curricunet and in the review process for the distance ed component in COR.
		2. TERB
		  a) Conduct a "demonstration project for the evaluation of online instructors, to preview new EvaluationKit software and new surveys developed by the TERB (in consultation with the Faculty Senate Academic Technology Committee (ATC).
		  b) Review and modify (if necessary) that delivery method and content.
		  c) Develop new online course observation protocols.
		  d) Submit new process plans and forms to the District and the PFF for negotiation.
		3. Develop online class validation checklist including
		  a) Online organization and design.
		  b) Interaction.
		  c) Appropriate use of technology.
		  d) Universal Access.
		  e) Assessment and evaluation.
		  f) Develop training modules to prepare individual faculty to develop and accomplish online classes.
		  g) Complete/Field test Modules 1, 2 & 3, deliver to Senate, respond to Senate requests for modifications, prepare final report
		4. Integrate data student achievement comparison data for distance ed. versus on campus into Program Review and Planning (PRP) process
		  a) modify the PRP forms.
		  b) fully implement assessment of distance ed versus on campus courses as part of PRP process.
			1.a Completed
			1.b Completed
			2.a Spr 2010
			2.b Spr 2010
			2.c F2009/S2010
			2.d F2009/S2010 & ongoing
			3. a-f Fall 2010
			3. g Fall 2011
			4.a Completed
			4.b Fall 2010
				* Policies are established and changes have been made in curricunet and the review process
				* Policies and protocols are established and evaluations are being conducted without interruption in the cycle. The rate of participation in online evaluation improves.
				* Updated PRP forms / Assessment of online vs. on campus integrated into PRP process
					Objective Leader Progress Reports 12/6/11: The Faculty Senate has approved one professional development module and is currently reviewing two additional modules. Implementation of this professional development program for the Palomar Online Education Training (POET) is projected for Spring 2012.

Goal 2: Strengthen programs and services in order to support our students' educational goals.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
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.					
VPI, VPSS	IPC, SSPC	1. Establish work group to include instruction and student services faculty, admin, and staff. 2. Review research on effective retention and success strategies. 3. Assess scalability of existing grant funded/categorical activities that target student success and retention. 4. Identify recommendations for funding significant strategies.	1. Fall 2011 2. Fall 2011 3. Spr 2012 4. Spr 2012	Recommendations for implementing significant strategies for increasing student retention and success.	Objective Leader Progress Reports 12/6/11: A working group of IPC and SSPC representatives will be convened in Spring 2012.
Objective 2.7 Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.					
VPI, VPSS	IPC, SSPC	1. Planning councils develop process for reviewing and funding innovative teaching and learning projects that directly impact student learning and success.	1. Fall 2011	Process defined and implemented	IPC Objective Leader Progress Reports 12/6/11: SPPF was approved for three projects: (1) Summer Bridge 2012, (2) Performing Hearts Integrative Learning Project, and (3) LGBTQ Study Room. SSPC Objective Leader Progress Reports 12/6/11: Process defined and implemented.

Goal 3: Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 3.1 Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.					
Supt / President	SPC	1. Review current practices and determine methods for centralizing documentation of major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures. 2. Develop archive.	1. Fall 2011 2. Spr 2012	Archive developed.	Objective Leader Progress Reports 12/6/11: No progress.
Objective 3.2 Develop and implement a method for assessing the effectiveness of the shared governance process.					
Supt / President	SPC	1. Review current survey for assessing effectiveness of planning councils and governance groups. 2. Establish working group. 3. Review process, revise survey instrument if necessary. 4. Implement. 5. Integrate results into orientation program. 6. Evaluate, modify if necessary. *Current evaluation will be conducted until this work is completed*	1. Fall 2011 2. Fall 2011 3. Fall 2011 4. Spr 2012 5. Fall 2012 6. Spr 2013	* Initial assessments, evaluation, and reflection completed. * Responsive steps taken to address results.	Objective Leader Progress Reports 12/6/11: SPC established working group to address this objective. The group has reviewed the current governance survey instrument and discussed the survey process. The group will review a revised instrument during the Spring term. The instrument will be administered to all planning councils in April. Planning councils will review and discuss results in May or as part of the annual orientation in the Fall.
Objective 3.3 Engage in focused dialogue to clarify and communicate the college's shared governance and decision-making process.					

Supt / President	SPC	1. Incorporate discussion of Palomar's governance and decision-making process into SPC's annual orientation. 2. Engage in focused dialogue on governance at SPC every Spring 3. Integrate results of shared governance evaluation into annual orientation.	1. Fall 2011 2. Spr 2012 3. Fall 2013 and ongoing	*Orientation completed. * Discussions held. *Evaluation completed and discussed as part of annual orientation process.	Objective Leader Progress Reports 12/6/11: Members from SPC and constituent groups developed an annual orientation. SPC conducted the orientation in August. As part of an annual cycle of review, SPC will implement steps 2 and 3 of the action plan this spring and during orientation next fall.

		Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.			
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 4.1 Complete an EEO plan.					
VPHR	EEO Advisory Comte.	1. Review System Model Plan and Title 5 2. Review EEO Plan for compliance with revised Title 5 regulations 3. Finalize Draft EEO plan 4. Review Draft EEO Plan with shared governance committees and councils 5. Recommend plan adoption to Governing Board 6. Implement Plan 7. Assess plan effectiveness and/or as indicated by revised Title 5 8. Revise plan as necessary and or as indicated by revised Title 5	1.Fall 2009 2.System-wide writing commit. est. Spr 2011 3. Spr 2011-Fall 2011 4. Fall 2011-Spr 2012 5. Spr 2012 6. Fall 2012 and/or as indicated by revised Title 5 7. As necessary and/or as indicated by revised Title 5	EEO Plan implemented.	Objective Leader Progress Reports 12/6/11: In progress.

Goal 5: Ensure that existing and future facilities support learning, programs, and services.					
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 5.1a Develop and implement a plan for opening the <u>North</u> Education Center.					
VPI, VPSS, VPFAS	All VPs, Deans, Chairs & Directors	1. Convene planning workgroup for the center. 2. Hire Architect for the center. 3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services. 4. Begin construction. 5. Develop class schedule, identify administrative and student support services needed at the site, and incorporate the required staff needs into the college's staff plan. 6. Hire and train staff. 7. Open Center.	1. Fall 2012 2. Fall 2012 3. Fall 2012 4. Fall 2013 5. Fall 2013 6. Beg Fall 2013; Complete Spr 2014 7. Fall 2015	* Class schedule for first operating year to generate and support 1,000 FTES. * Staff and resource plans updated. * Staff hired and trained; other resources secured. * Center opened and operating.	Objective Leader Progress Reports 12/6/11: No activity in Instruction in Fall 2011.
Objective 5.1b Develop and implement a plan for opening <u>South</u> Education Center, obtain education center status for the South Center.					
VPI, VPSS, VPFAS	All VPs, Deans, Chairs & Directors	1. Convene planning workgroup for the center. 2. Hire Architect for the center. 3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services. 4. Obtain Center status approval. 5. Begin construction. 6. Develop class schedule, identify administrative and student support services needed at the site, and incorporate the required staff needs into the college's staff plan. 7. Hire and train staff. 8. Open Center.	1. Fall 2011 2. Fall 2011 3. Fall 2011 4. Beg Fall 2011; complete by Fall 2013 5. Fall 2012 6. Fall 2012 7. Beg Fall 2012; Complete Spr 2013 8. Fall 2014	* Class schedule for first operating year to generate and support 1,000 FTES. * Center Status approval. * Staff and resource plans updated. * Staff hired and trained; other resources secured. * Center opened and operating.	Objective Leader Progress Reports 12/6/11: Instructional Divisions have provided initial input on facility needs to complement and/or validate data provided in Appendix E of Master Plan 2022. More detailed discussions with Chairs/Directors will occur in Spring 2012, including parameters for schedule development for the first year of operation to ensure 1,000 FTES is generated to qualify for State funding.

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Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**	**Progress Reports and SPC Actions**
Objective 5.2 Identify and begin to fund priority recommendations defined in the college's Emergency Preparedness Plan.					
VPFAS, Manager, EH&S	Safety & Security Comm. FASPC	1. Develop action plan for funding the college's Emergency Preparedness Plan. 2. Fund and implement first year of the action plan.	1. Fall 2011 2.Spr 2012	Recommendations funded and implemented.	Objective Leader Progress Reports 12/6/11: 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. E911 Service is being installed and tested in January that will allow the location of a 911 call to be determined by the recipient. SD County Emergency Notification System will be implemented in February to allow mass notification to certain specified groups. 'Blue Phones' for use in the event of an emergency will be installed during the spring semester in Parking Lots 3 & 5 and are also planned for Lots 9 & 12 after utility lines are made available.

Goal 6: Optimize the technological environment to provide effective programs and services throughout the district.					
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome	Progress Reports and SPC Actions
Objective 6.1 Integrate funding of the Technology Master Plan 2015 into the college's annual budget development process.					
VPFAS, Director Information Services	FASPC, Director Infor. & TMPW Svcs.	1. Develop and implement budget mechanism for replacement of technology equipment for the 2012-13 budget. 2. Technology Master Plan Workgroup (TMPW) develop approach for supporting PRP technology requests.	1. Fall 2011 2. Spr 2012	* Budget line item established for 2012-13 budget. * Process completed and implemented.	Objective Leader Progress Reports 12/6/11: The TMPW provided an initial estimate of the cost to replace technology equipment for the 2012-13 year. As a result of the cost and budget concerns, the workgroup is reviewing the objective and developing further recommendations. The TMPW is available to review PRP technology requests. The group will continue to work with the planning councils to determine the best process for implementing item #2 in the action plan.