PALOMAR COLLEGE
Learning for Success

STRATEGIC PLANNING COUNCIL AGENDA

Date:	August 15, 2012
Starting Time:	9:00 a.m.
Ending Time:	12:00 p.m.
Place:	**AA-140**

CHAIR: Deegan

MEMBERS: Barton, Cerda, Claypool, Cuaron, Cuaron, Halttunen, Farmer, Holmes, Larson, Laughlin, Lienhart, Maunu, Navarro, Owens, Perez, Talmo, Thompson, Titus, Tortarolo, Vernoy, Wick

RECORDER: Ashour

	Attachments	Time
A. SPC Orientation and Welcome Back Workshop	Exhibits 1, 2, 3	**3 HRS**

A special meeting of the Palomar College Strategic Planning Council scheduled August 15, 2012, was held in AA-140. President Robert Deegan called the meeting to order at 9:00 a.m.

<u>**ROLL CALL**</u>
Present: Barton, Cerda, Cuaron, Dan Dryden for Chris Wick, Deegan, Farmer, Halttunen, Holmes, Larson, Maunu, Navarro, Perez, Titus, Tortarolo, Vernoy
Absent: Claypool, Lienhart, Moore, Owens, Talmo, Thompson, Wick
Recorder: Cheryl Ashour
Guests: Joan Decker

A.   <u>**SPC ORIENTATION**</u>
An orientation utilizing PowerPoint was presented by Mark Vernoy and Michelle Barton. **(Exhibit 1)**
The constituent leader, or his/her representative, for students, the Faculty Senate, CCE, CAST, AA, and Administration reported on the role of their group in SPC. There was no representative for PFF; however, Shannon Lienhart confirmed with Michelle Barton that the information in the PowerPoint is relevant.

The following was discussed:
- Overview
- Welcome and Introductions
- Four Things You Need to Know
  - College Plans
  - How we are Funded
  - Accreditation
  - Shared Governance / AB-1725
- Defining and Implementing Governance
  - Part 1: What is Shared Governance?
  - Part 2: How does Palomar College Implement Shared Governance
- SPC Timeline
- Annual Governance Evaluation

The following documents were distributed and discussed during the orientation:
- The FTES Formula **(Exhibit 2)**
- Strategic Planning Council Governance Self-Evaluation **(Exhibit 3)**

Meeting adjourned at 11:55 a.m.

Strategic Planning Council Welcome Back/Orientation

August 2012

Overview

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

Welcome and Introductions
SPC Membership

Chair

O Superintendent/President

Members

O Vice President, Instruction

O Vice President, Student Services

O Vice President, Finance and Administrative Services

O Vice President, Human Resource Services

O One Dean, Instruction

O One Dean, Student Services

O Director, Institutional Research

O Director, Student Affairs

O Faculty Coordinator, Professional Development

Welcome and Introductions
SPC Membership (Continued)

Members (Continued)

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

Four Things You Need to Know:
College Plans

O Master Plan 2022 (Educational and Facilities Master Plan) http://www.palomar.edu/masterplan/

O Technology Master Plan 2016 http://www.palomar.edu/strategicplanning/TMP2016.pdf

O Staffing Master Plan 2016 http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf

  O Staffing Master Plan Year 2 2012 http://www.palomar.edu/strategicplanning/Staffing_Master_Plan%20Addendum_Y2_Final_050312.pdf

O Strategic Plan 2013 for Year 3 2012-13 http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013YEAR3.pdf

O Program Review and Planning http://www.palomar.edu/irp/ProgramReviewandPlanning.htm

Four Things You Need to Know:
How We are Funded

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

Weekly Faculty Contact Hours (WFCH)

O Tells us how many hours the class meets each week (not to be confused with units)

O When looking at total WFCH, we are looking at the size of our schedule

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

O WFCH is both a scheduling and state reporting variable

Weekly Student Contact Hours (WSCH)

O Tells us how many student hours we have and is the intermediate step in calculating FTES

O WSCH is calculated by the following:

WFCH x Enrollment = WSCH

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

FTES Calculation

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

O 1 FTES=30 WSCH

Therefore:

O FTES = WSCH/30

Example: 135 WSCH/30=4.5 FTES

or

O FTES = $\dfrac{\text{WSCH x 17.5}}{525}$ (full semester)

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

State Productivity Formula, WSCH/FTEF

O 1 Full-time Equivalent Faculty (FTEF) = 15 WFCH

O Sociology class with 3 WFCH X 35 enrolled students = 105 WSCH

O 3 WFCH/15 WFCH = .2 or 20% load of Full-time Equivalent Faculty

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

FTES and Funding CAP

O Dollar amount per FTES
- O Credit = $4,565
- O Non-Credit = $2,745
- O Non-Credit CDCP = $3,232

O 2012-13 FTES CAP
- O If proposition passes = 18,276
- O If proposition fails = 16,946

Four Things You Need to Know:
Accreditation

O ACCJC Standards and Compliance

O 6-Year Cycle and Reporting Requirements

O Role of SPC in Accreditation

O Proficiency report on SLOACS and SAOCS

Four Things You Need to Know:
Shared Governance/AB-1725

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

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

Defining and Implementing Governance

Part I: What is Shared Governance?

8/22/2012

What is Shared Governance?

O CCLC and Academic Senate Q&A

O Education Code 70902(b)(7)
  O "...ensure faculty, staff, and students...the right to participate effectively in district and college governance."

O Implementing regulations (Title V)
  O Governing Board "consult collegially" with academic senate on academic and professional matters
  O Students and staff have opportunity for "effective participation" in decisions that affect them.

What is Shared Governance?

O Using the consultative process to consider actions and make decisions contributes to a positive environment and stronger decisions.

O Agreement may not always be possible…

O Communication is critical…..

O Does the Superintendent/President have to agree with the recommendation of individual or collective constituent groups?

Defining and Implementing Governance

Part II: How does Palomar College Implement Shared Governance?

Palomar College Governance Structure

O How does participatory/shared governance work at Palomar? What does it look like (is there a chart anywhere?)

   O What are councils? What are committees? How many do we have?

   O How does information flow through the governance structure?

   O OK…I have volunteered to serve on SPC, what is it that I really have to do?

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

Palomar College Governance Structure

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

Palomar College Governance Structure

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

Role of Students

O Regulations specify areas for student participation.

- O Grading
- O Student code of conduct
- O Academic discipline
- O Curriculum
- O Educational programs
- O Processes for budgeting
- O Processes for planning
- O Student standards
- O Student services planning and development
- O Fees
- O Faculty evaluation and hiring

O The Associated Student Government (ASG) serves as the official representative of the students.

Role of the Faculty: Faculty Senate

O The Board of Trustees shall "Consult Collegially" with the Faculty Senate on Academic and Professional Matters

O Academic and professional matters
  O Curriculum
  O Degree requirements
  O Grading policies
  O Student progress standards
  O Faculty role in governance structures
  O Accreditation
  O Professional development
  O Program review process
  O Processes for planning & budgeting
  O Educational program development
  O Other academic and professional matters as mutually agreed upon by the Board and Senate

O **Consult Collegially at Palomar means:**
  The Governing Board relies primarily upon the advice and judgment of the faculty senate regarding academic and professional matters.

Role of the Faculty: Palomar Faculty Federation

O The role of the PFF on SPC and other planning councils involves protecting the processes mutually agreed upon by the District and the PFF in the PFF/District Contract.

O Collective bargaining issues include but are not limited to evaluation, class sizes, and academic freedom.

O Through the shared governance process, PFF stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of a larger overall check-and-balance system.

O Participation by PFF allows for

  O one more perspective to be offered in the work done in committees with the goal of contributing to the discussion in a way consistent with the overall goals and spirit of the contract.

  O identification of potentially problematic issues early on in the shared governance process.

O At times, the PFF and Faculty Senate work together to deal with issues that fall within both collective bargaining and academic/professional matters, such as grading, where a policy may have implications for working conditions and discipline.

Role of the Classified Employees

O Classified staff must be granted the opportunity to participate in the collaborative decision-making process, the developing or changing of policies, procedures and processes, that have an effect upon the classified staff.

O Classified staff must be granted the opportunity to effectively communicate such developments or changes to the CCE E-Council & their constituents as part of the decision-making processes.

O The CCE is the sole representative of the classified staff.

O Participation by the CCE allows for:

   O Inclusiveness in shared governance recommendations and decisions that may impact the College;

   O Better understanding of the vision & goals, policy & procedures and process for the College;

   O Identification of potentially problematic issues early on in the shared governance process;

   O Transparency, promoting mutual respect and trust through open communication and actions;

   O Another perspective offered in developing or changing policies, procedures, and processes;

   O Addressing challenges and providing input through the classified staff and other planning councils.

O Through the shared governance process, CCE stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of the larger overall check-and-balance system. Collective bargaining issues include, but are not limited to, evaluations, calendar, transfers, layoffs, compensation, health care plans and safety.

O A full Scope of Bargaining list will be issued to each Classified representative appointed to a governance group by the CCE.

Role of the Confidential & Supervisory Employees

O Staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them and the Palomar Community College District.

O Areas and processes are not further defined by statute.

O Confidential and Supervisory Employees are represented by CAST

Role of the Administrative Employees

O Administrative staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them.

O Areas and processes are not further defined by statute.

O Administrative staff are tasked with policy implementation.

O Administrators (excluding the President, Senior, and Executive Administrators) are represented by the Administrative Association

O Feedback to SPC through Planning Councils and A.A. representatives.

Role of the Superintendent/President

O   Ensure that the process works.

O   Make sure policies are in place and procedures are followed.

O   Serve as critical link between constituencies and Governing Board (usually serves as the designee of the board in governance matters).

O   While regulations delegate participation in decision-making, they do not take away the President's responsibility to make decisions.

O   Best situation is when the President and constituent groups are in agreement on recommendations made to the Board.

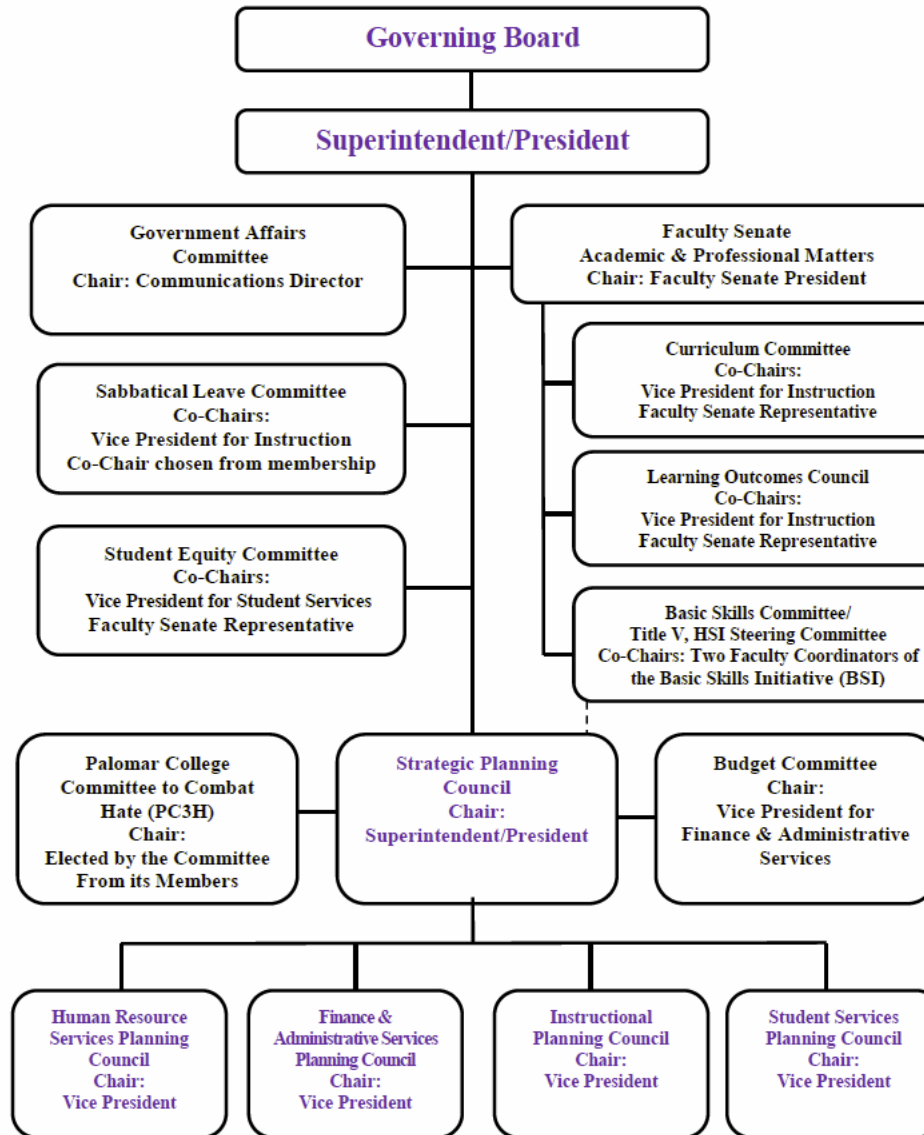# Palomar College Governance Structure Organization Chart
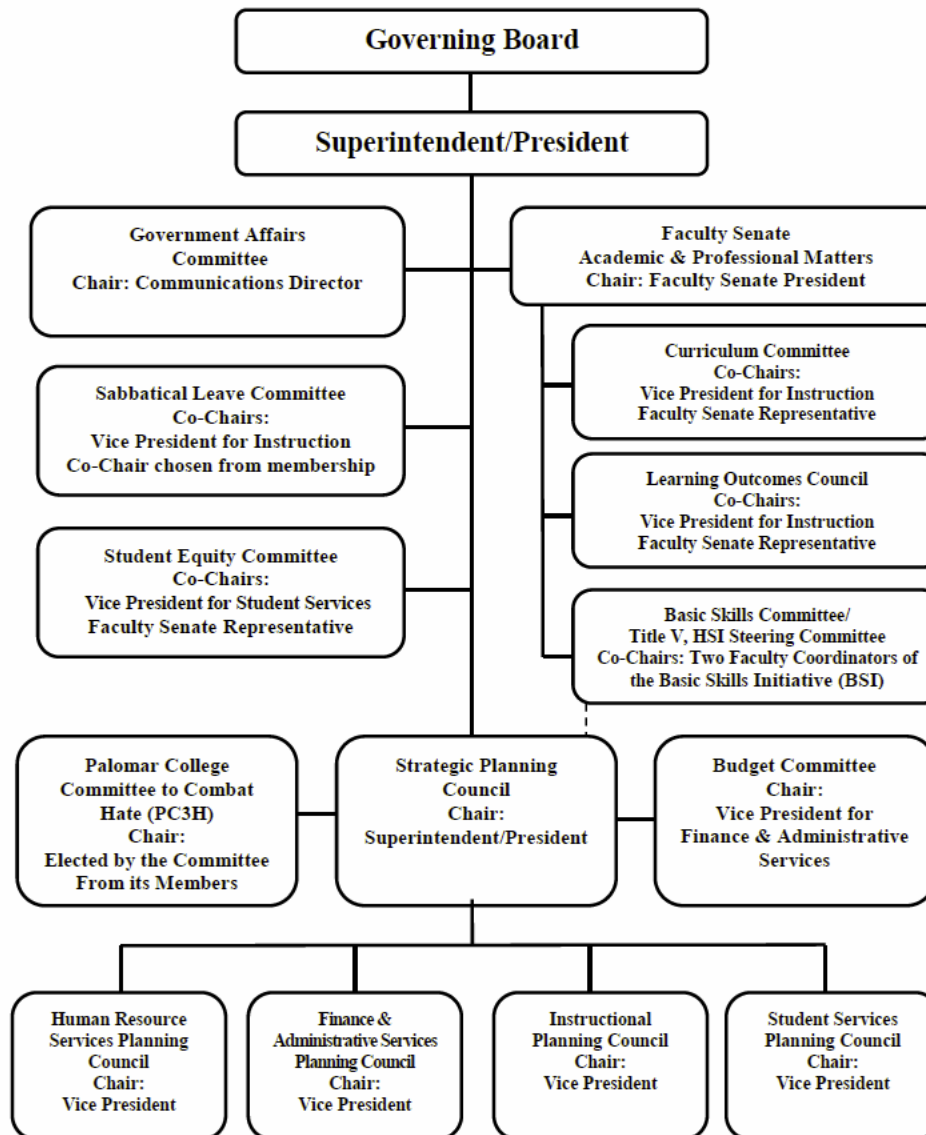
Palomar College Governance Structure Organization Chart:

Planning Councils

Strategic Planning Council (SPC)

O Principle participatory governance body

O <u>Chair</u>: Superintendent/President

O <u>Role/Products</u>:

- O Creates processes for policy recommendations and governance committee structure
- O Review recommendations and requests from other participatory governance groups
- O Amends and guides the Integrated Planning Process (IPM)
- O Allocates Strategic Plan Priority Funding (SPPF)
- O Recommends Policies and Procedures

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

IPM
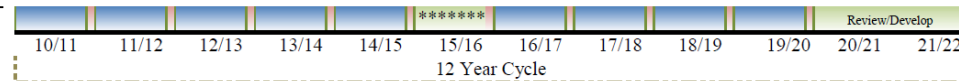
Planning Cycles

PALOMAR COLLEGE PLANNING CYCLES

MASTER PLANNING
Master Plan (Ed & Fac)
(Update Completed 09/10)

10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22

12 Year Cycle

TECHNOLOGY & STAFF
(Developed 09/10 - spring)

10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22

6 Year Cycles
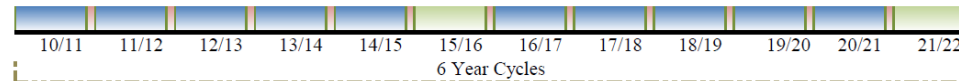
STRATEGIC PLANNING
Strategic Plan
(Developed in 09/10 - fall)

10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22

3 Year Cycles
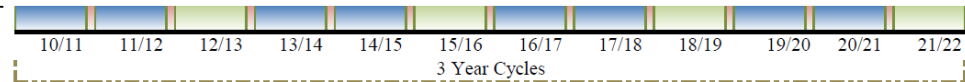
PROGRAM PLANNING
Program Review and Planning
(Instructional/NonInstructional)
(Staggered cycles)

10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22

2 Year Cycles - 1 year develop: 2nd year progress report

Review/Develop

******* Mid-cycle comprehensive update and assessment

Implement

Ongoing check-ins and assessments

8/22/2012   34

RAM

Resource Allocation Model (RAM)

If Baseline Budget and Available Resources are equal, then Budget is taken to Governing Board for approval.

If baseline budget is greater than available resources

Compare Baseline Budget & Available

If available resources are greater than baseline budget

BASELINE BUDGET (Targeted FTES)

AVAILABLE RESOURCES (Funded FTES)

Discretionary Budget

Non-Discretionary Budget

Unrestricted One-Time Funds

Supplies & Materials & Other Expenses

Supplies & Materials & Other Expenses

5% Governing Board Reserve

Categorical Funding

Scheduled Section Offerings & Services

Strategic Plan Priority Funding (SPPF) – ½ of 1% for Planning Priorities to support Master Plan 2022 & 3-Year Strategic Plan (college-wide priorities)

Unrestricted Ongoing Current Revenue

½ of 1% "Other" Reserve (operating uncertainties)

Council Priorities PRPs

Targeted FTES (Greater of 20K or Cap)

Total Compensation for Governing Board Approved Positions (salary, benefits, & agreed to negotiated items)

Beginning Balance

Institutional costs (i.e., debt service, fixed, inter/intrafund transfers)
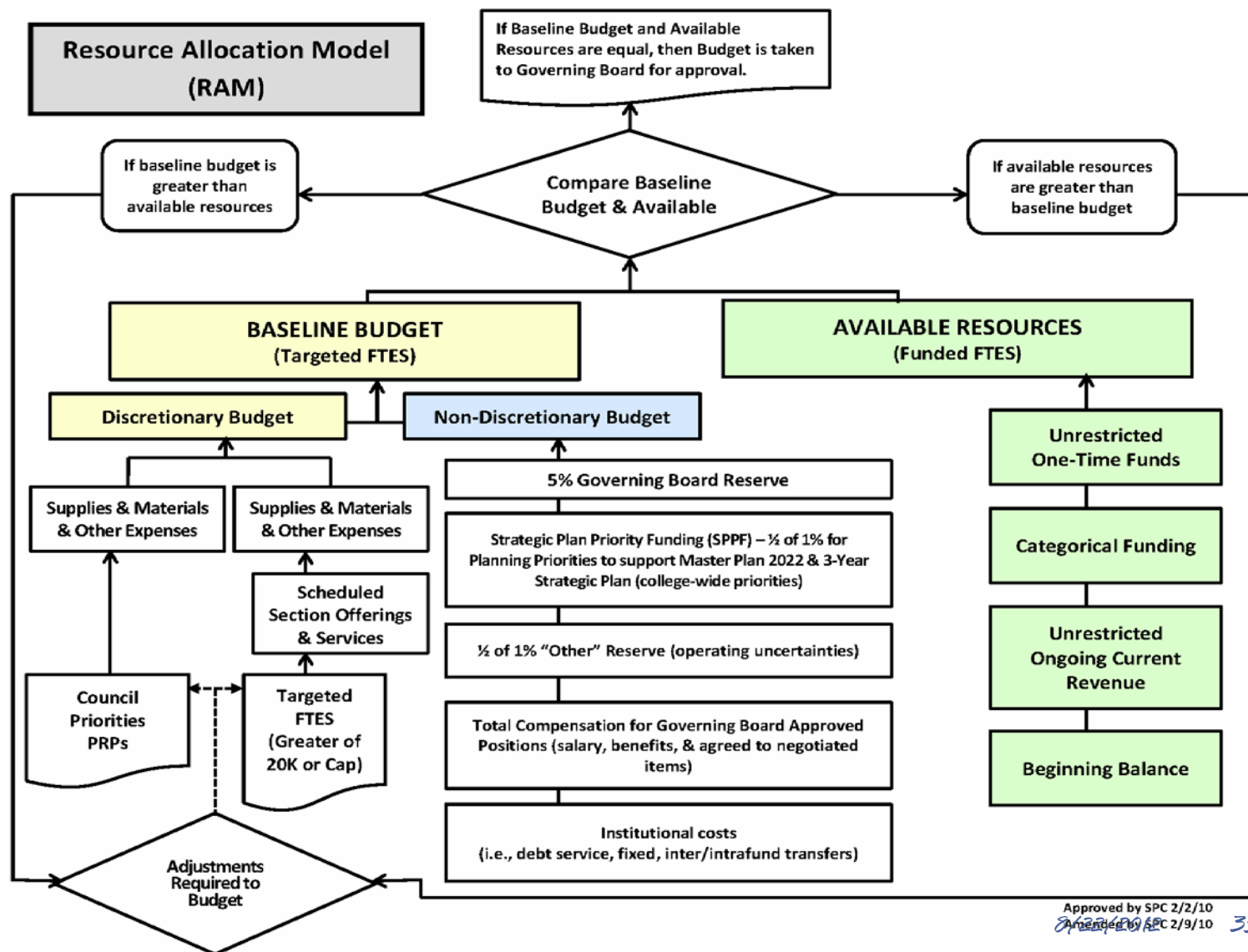
Adjustments Required to Budget

Approved by SPC 2/2/10
Amended by SPC 2/9/10   35

Planning Councils

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

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

O <u>Chairs:</u> Vice Presidents

O <u>Reporting Relationship:</u> SPC

SPC 2012-2013 Timeline

O SPC Calendar

O Strategic Plan 2013

    O 2012-2013 Objectives

      O http://www.palomar.edu/strategicplanning/BlankActionPlanYear3.pdf

O Strategic Plan 2016

Resources

O Palomar College Governance Manual
http://www.palomar.edu/strategicplanning/Governance%20Structure/Governance%20Structure%20Book.pdf

O Palomar College Glossary of Governance Terms
http://www.palomar.edu/strategicplanning/Glossary/Combined%20Glossary_of_Terms_and_Acronyms.pdf

O Palomar College Strategic Planning website
http://www.palomar.edu/strategicplanning/

O Palomar College Faculty Senate
http://www.palomar.edu/facultysenate/

O Statewide Faculty Senate
http://asccc.org/

O CCLC information on Governance
http://www.ccleague.org

The FTES Formula

HOW WE GENERATE FTES

SPC ORIENTATION, AUGUST 15, 2012

WFCH = Weekly Faculty Contact Hours

- Tells us how many hours a class meets each week (not to be confused with units)
- When looking at total WFCH, we are looking at the size of our schedule
- Example – a Sociology class meets on Mondays and Wednesdays from 8-9:20 am. It is meeting 3 hours per week = 3 WFCH

WSCH = Weekly Student Contact Hours

- Tells us how many student hours we have and is the intermediate step in calculating FTES
- WSCH is calculated by the following:
- WFCH x Enrollment = WSCH
- Example: Sociology class of 3 WFCH with 35 students enrolled, multiply 3 x 35 = 105 WSCH
- 105 WSCH/30 (an approximation) = 3.5 FTES

Census Week

- Classes that meet on a regular basis each week for the full semester. Students are counted on enrollment, not attendance, during census.
- The real formula = $\frac{WSCH \times 17.5}{525}$ (full semester)
- Example: 105 WSCH x 17.5/525 = 3.5 FTES

State WSCH/FTEF Productivity Formula

- State funding formula assumes a productivity level of 525
- Productivity formula =
  WSCH/Faculty load = WSCH/FTEF
  A Sociology class with 3 WSCH X 35 enrolled students = 105 WSCH. Faculty load is 20%
- 105 WSCH/20% load = 525 WSCH/FTEF

More examples

- Spanish 102 (5 lecture hours per week) is scheduled on Tuesday/Thursday from 9:30 am to 11:50 am and has 29 students enrolled
- WTCH = _____
- Faculty load = 33.333%_____
- WSCH = _____
- FTES = _____
- WSCH/FTEF = _____

Another example

- English 50 is scheduled on Monday/Wednesday from 12:30-2:20 pm (4 lecture hours per week) and has 22 students enrolled.
- WFCH = _____
- Faculty load = __26.667%__
- WSCH = _____
- FTES = _____
- WSCH/FTEF = _____

Another example

- Automotive 100 (2 lecture hours, 3 lab hours) is scheduled on Tuesday/Thursday with lecture from 7:00-7:50 pm and lab from 8:00-9:20 pm and has 23 students enrolled.
- WFCH = _____
- Faculty load = ___28%___
- WSCH = _____
- FTES = _____
- WSCH/FTEF = _____

Last example

- Biology 102 (2 lecture hours, 4 lab hours) is scheduled on Monday/Wednesday with lecture from 11:00 am to 12:00 pm and Monday/Wednesday lab from 12:30-2:20 pm and has 32 students enrolled.
- WFCH = _____
- Faculty load = __40%__
- WSCH = _____
- FTES = _____
- WSCH/FTEF = _____

Other FTES Funding Formula Terms

- Census Week – 3rd Monday of full-semester length classes (20% of class)
- DSCH – Daily Student Contact Hours – Classes meet on a regular basis for at least 5 days but less than a full semester (17 weeks). Enrollment is counted at 20% of the length of the class
- Positive Attendance – Actual hours of individual student attendance is counted

Questions???

Strategic Planning Council Evaluation
2012

Institutional Research and Planning
Palomar College

May, 2012

Table of Contents

INTRODUCTION

To facilitate continual improvement, the planning councils at Palomar College conduct an annual self evaluation. This involves a survey of the members of the Finance and Administrative Services, Human Resources, Instructional, Strategic, and Student Services Planning Councils, and provides data that can be used to make improvements to the councils and the governance process. Respondents were asked to evaluate the operation of the council or councils on which they served, as well as the governance process at Palomar in general. This report summarizes the results relating to the Strategic Planning Council, as well as those relating to the governance structure.

Procedures

The Institutional Research and Planning office received lists of individuals who had served on a planning council in the last year. These lists were combined then unduplicated, resulting in a list of 75 individuals. A survey link and password was e-mailed to each individual on the list. Data collection proceeded from April 19 to May 16. The survey was anonymous.

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

RESULTS

SPC Performance

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

Table S1. Strategic Planning Council Ratings

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the Strategic Planning Council (SPC) are clear and well understood.	15	33.3%	60.0%	6.7%	0.0%	0.0%
The SPC has operated effectively this year.	15	33.3%	40.0%	20.0%	6.7%	0.0%
The SPC spends the appropriate amount of time discussing and acting upon issues and topics.	15	33.3%	40.0%	6.7%	13.3%	6.7%
The Annual Implementation Plan and methods for evaluating our progress on accomplishing its tasks are clear and understood.	15	40.0%	40.0%	6.7%	13.3%	0.0%
The structure of SPC allows for open and participatory communication between constituents.	15	46.7%	33.3%	13.3%	0.0%	6.7%
I understand/understood my role and responsibilities as a member of SPC.	15	53.3%	40.0%	6.7%	0.0%	0.0%
As a member of SPC, I am/was able to participate in the decision-making process of the college.	15	53.3%	13.3%	13.3%	13.3%	6.7%
As a member of SPC, I feel that I am/was able to devote the time necessary for participation on the council.	15	40.0%	46.7%	6.7%	6.7%	0.0%

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

I think everyone on the Council understands their role and the training provided is helpful. There can still be a level of parochialism and overt mistrust shown in some meetings (body language and facial expressions being one example) which it would be good to try to mitigate.

Table S3. Comments on the effectiveness of SPC

I see no real leadership in this committee. During these times we need the executive leadership on this campus to invite innovation from the staff and faculty, not just push papers around. I see nothing strategic about this planning process. It is more a reaction to accreditation.

I wish that the Council would understand the importance of not putting things off...

The meetings are better organized and run more smoothly, a process which began in Spring 2011. Less posturing and delaying tactics than the previous years. More Better opportunity for more members to speak now that there is a clear order of who is next and that the same person saying the same thing over and over is not as common.

Too often this past year, things have been moved from first reading to second and then voted on in the same meeting. That is not how it is supposed to be - it does not give the leaders time to vet it with our groups.

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

At times, it seemed as though considerable time was used discussing issues which were not as weighty as others, which in turn left less time for those more important discussions.

Certain members of the Council use the time to exploit their own interests instead of those of SPC. Much time is wasted on matters not directly related to the tasks of the Council. It is frustrating to not have the leadership needed to properly guide the discussions.

Same as above - it's one thing to discuss it - it's another to realize that you can talk all you want, but Executive Management doesn't really care what you have to say.

The meetings are running more smoothly and items are neither "rushed through" or allowed to "drag on" as in the past. This is an improvement.

We spend a tremendous amount of time on things that could dispensed with quickly, but spend no time on anything that could bring us forward in unified way.

Table S5. Comments on the effectiveness of the procedures used to guide the functioning of SPC

The meetings are not as contentious as in the past and a better mechanism to make sure everyone is called on and no one hogs the floor have been effective.

There is a disconnect between the meetings' structure and how the meetings are conducted.

Table S6. Comments on the impact of the structure of SPC on open and participatory communication

Again, unless you are the President of the Faculty Senate (who seems to have a special spot in the President's mind), your opinion can be expressed but isn't really "heard"

Membership represents broad constituencies, but "open" communication sometimes allows for off topic comments, leading to long, pointless conversations in terms of reaching SPC goals.

The structure allows open communications but I am not sure everyone believes that or chooses to participate. There are sometimes numerous side chit-chat-whisper-smirk conversations going on while others, including the and makes it difficult to hear whats being said. Some body language and facial expressions make it clear that nothing being said is registering or being believed, but this is not followed up with constructive questions, comments or suggestions. Perhaps better training in the role of a council and its members would be helpful.

There is rarely real discussion about anything of import. Sure, everyone has the chance to speak, but I see no effort to harness the expertise of staff and faculty to find innovative solutions to our problems. There is no vision.

Table S7. Comments on the respondent's ability to participate in the decision-making process as a member of the SPC

I can vote, but the things that come to SPC are pretty unimaginative. Really we need leadership that has vision for the future and is not just reacting to accreditation mandates. We need leaders with courage and interest in making the college a better place, not those who are only interested in keeping the status quo.

Many decisions appear to be made behind closed doors and are a done deal before the meetings even take place. Participation simply makes one feel like he/she has contributed, but the level of actual impact on decisions is vague.

See other comments

There is the illusion of participation in decision making but some decisions seem to be manipulated or "shoved down our throats".

Table S8. Comments on the respondent's ability to devote sufficient time to the SPC

It was difficult at times keeping up with the tremendous amount of reading required if one was to be thorough in preparing for the discussions.

We often get things given at the meeting or just the day before, so it's hard to have time to research - but then it doesn't really matter anyway.

Respondents were asked how clear they thought the Annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives were. They were also asked about the clarity of the Integrated Planning Model and Resource Allocation Model. These ratings are summarized in Table S9. Both were perceived to be clear. Respondent comments on these topics are found in Tables S10 and S11.

Table S9. SPC - Perceived Clarity of The Annual Strategic Plan's Action Plan, IPM, & RAM

|	Not at all clear	Moderately clear	Very clear	Total
Clarity of the annual Strategic Plan's Action Plan and the process for tracking progress on the	0	3	12	15
	0.0%	20.0%	80.0%	100.0%
Clarity of the College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	0	5	10	15
	0.0%	33.3%	66.7%	100.0%

Table S10. Comments on the Clarity of the Annual Strategic Plan's Action Plan and Progress Tracking

I feel That students as well as faculty should be more aware of what the SPC has accomplished
Thanks to Michelle on this.

Table S11. SPC Comments on the Clarity of the PRP Process

Although it would be nice to have a review of them in the fall . . . .

SPC members were asked how well they thought the college's planning processes link resource allocations to planning priorities well. Figure S1 summarizes their responses, and their comments are found in Table S11.

Figure S1. The College's Planning Processes link between resource allocations to planning priorities
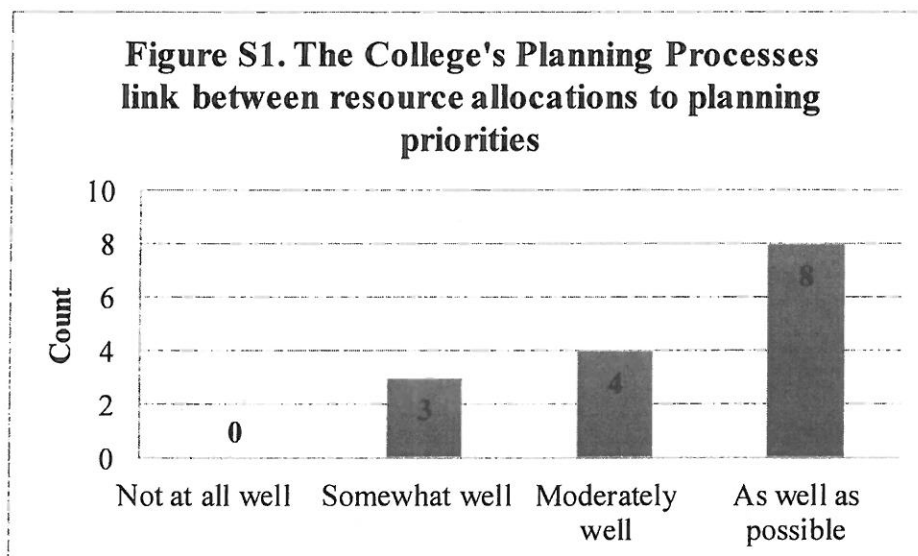
Table S11. SPC Comments on the link between Planning Priorities and Resource Allocation

Again, there have been instances where members with special interests have diverted Council priorities in order to serve their own agendas.

As well as possible under the current circumstances and as we get used to this new model. Its better than it used to be.

I think that the SPFF funds model works well.

The process continues to improve.

SPC Information Dissemination

Planning council members were asked "Who do/did you share information with regarding the issues discussed and actions taken at SPC?" Their open-ended responses are found in Table S12, and the method by which they shared such information is summarized in Table S13. Additionally, respondents answering "other" to the question of what methods they used to communicate information about SPC were asked to specify that other method. Their responses are in Table S13a.

Table S12. Who Respondents Shared Information with Regarding SPC Discussions and Actions

All Student Services Managers, Supervisors, and Dean

ASG

Both Students and Faculty

Constiguency group

Division members, faculty, staff, ADA's

Faculty Senate, my department

Faculty, staff, administrators

i have shared the information with my department and with fellow colleagues on HRSPC.

I share it with my department members, students, and other committees.

I shared information with my constituency group.

Members of my office

mostly my co-workers. Most of what goes on in SPC is pretty unremarkable, so I rarely have anything to share.

my direct reports on a weekly basis

Table S13. Methods Used to Share Information from SPC

	Frequency
E-mail	10
Formal meetings	9
Informal meetings/disc	14
Reports	6
Other	1

Table S13a. Other Methods Used to Share

Secret Decoder Rings

SPC Strengths and Weaknesses

Table S14. What SPC Did Well This Year

keep a regular and systematic check on the action plans;

Held regular meetings. Nice, clear minutes.

I think we did another good job of allocating the SPFF funds. I also feel like our discussions were thorough, and have always felt like I have been included in the decisions made by the college.

Implemented another year of the IPM. Allocated funding to planning priorities and strategic plan.

Met and conducted business with more courtesy and organization than is previous years.

SPC did an outstanding job of keeping on track, beginning with the orientation in the summer, and keeping the discussion at the important issues level. It kept from getting sidetracked.

SPPF distribution

The process to allocate the 1/2 of 1% money was very organized compared to last year's.

The timeline and task assignments tightened up considerably.

Track our process Distribute SPPF

Total

Updating SP2013, defining Integrated Planning Model and Resource Allocation Model

Table S15. How SPC Can Improve

Become strategic. Look forward and take a couple of risks that may make this college a better place for students and employees. Sometimes it seems we are on a rudderless ship that is buffeted by the wind and waves. We need a strong captain to steer our ship into the future.

Conduct a midyear "orientation" or check of SPC's responsibilities as a council and those of the members; have better leadership regarding off-topic discussions

Continue to clarify the role of the council and the members and to try to address the perceived distrust of the administration by workshops or some other mechanism.

This works well in some of the other councils and could work in SPC.

I like it how it is.

more cooperation among constituent groups..

None that I can think of.

Not be so contradicting as a group

Really listen - stop giving preferential treatment to the President of the Faculty Senate!

Sometimes the conversations go off track and veer into political issues.

The group could continue to work on the aspect of parliamentary procedure which allows for thorough discussion of all sides of a topic without allowing for repetition of those thoughts.

Using the model that we implemented for the IPM, RAM, and the SPC actions this year in working these issues.

Governance Structure

Governance Structure Evaluation

Table G1. Ratings of the Governance Structure

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The roles and responsibilities of the planning councils (Finance and Administrative Services, Human Resource Services, Instructional, Strategic, and Student Services) are clearly defined and understood.	42	33.3%	52.4%	14.3%	0.0%	0.0%
The governance structure provides an opportunity for each campus constituency (students, faculty, classified staff, and administrative staff) to identify and articulate its views on institution-wide issues.	43	44.2%	37.2%	9.3%	7.0%	2.3%
The process for proposing changes (e.g., changes to committee members, establishing a new committee) to the governance is clearly defined and understood.	42	31.0%	42.9%	21.4%	4.8%	0.0%
The process for presenting issues or matters for discussion within the governance structure is clearly defined and understood.	43	23.3%	53.5%	23.3%	0.0%	0.0%
The governance structure allows for expression of ideas, input, and feedback at all levels of the institution.	43	27.9%	41.9%	18.6%	9.3%	2.3%

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

Palomar College needs these councils and they need representatives from all campus groups to serve on them.

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

Perhaps so, but I believe that more attention is needed concerning "INPUT" from these groups. The college needs to use more ideas and recommendations from these groups.

See prior comments

The administration still refuses to allow ONE PFF representative on IPC and thus silences faculty voices.

The one challenge here is about being able to keep up with the discussion by having had time to get through all of the material to be reviewed in anticipation of the meeting. Some constituencies have release time; others do not. It tends to keep some at a disadvantage.

The structure is there; unfortunately, many if not most chooose not to participate. Why is that?

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

Based on experiences I've had, I think that people who serve on the planning councils are aware of this process, but not always those who are on committees within the governance structure that report to the planning councils. I think that periodically disseminating this kind of information throughout the rest of the governance structure would be helpful.

I don't really know the answer to this question.

The terms for each member needs to be longer to be able to completed the planning

Table G5. Comments on the governance structure's allowance for the expression of ideas

Again, everyone has the ability to air their view, but getting anyone to truly consider innovative ideas is impossible with the current administration. The status quo and reacting to accreditation mandates is all the current administration seems to know how to do.

Being able to speak and actually being "heard" are two completely different things especially when it comes to employees and benefits.

I think that information flows well vertically but not so well horizontally. Constituent group representatives on the planning councils - at least those in my group - sometimes do not share important information with their constituents.

The one challenge here is about being able to keep up with the discussion by having had time to get through all of the material to be reviewed in anticipation of the meeting. Some constituencies have release time; others do not. It tends to keep some at a disadvantage. When a person sits on several councils, it becomes easier to see the big picture. Sitting on SPC and another council is the best way to see how information does or doesn't flow vertically; it tends to flow well. Horizontal flow is a little trickier; understanding what happens at other councils requires as a start the reading of minutes of meetings that they are not a part of, which I doubt many people will do.

The structure is there, but communication through the institution may not be systematic and regular. Members perhaps need to be reminded of this.

Governance Structure Strengths and Weaknesses

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

All employee groups are represented with a designation for each group.

All groups have the opportunity to participate and a mechanism for having their voices heard. This is not always taken advantage of due to scheduling issues.

Current structure is flexible and inclusive. Virtually anyone who wants to participate can find a way to do so productively.

Every one has a way of communicating information

Faculty involvement

Gives the various constituencies a "voice" in the governance process.

Good participation and sharing of information.

If it were to work as planned there would be a great deal of information disseminated.

It embraces and solicits imput and ideas.

It is clearly defined

It is far-reaching with good intention.

It seems as if all constituencies have a chance to have their voices heard.

It's there.

That it collects the different groups on campus and forms a committee to address issues, get feedback, and help plan the future for Palomar College.

The expectation of wide participation. The respect for all ideas.

The governance structure allows for input from all corners.

The greatest strengths are transparency and inclusion. In the meetings I attend, information is presented to the entire group, and all are given the opportunity to review, reflect, and respond before action is taken. The chairs of the council and committees of which I am a member actively promote discussion, accept suggestions, and encourage participants to ask questions. Guests are invited to attend meetings to provide additional, specialized information as needed, such as the recent budget presentations that Joe Newmyer gave to HRSPC - it was nice to receive this information directly from the source.

Table G7. Continued

The leadership of Mr. Newmyer.

the members are from the different areas of disciplines

The planning process is clearly defined. Strong collegial governance.

The reasons for the need and function of shared governance committee is "defined and understood" but in my experience items discussed and agreed upon in the committee are often misrepresented to the board and public.

The structure allows for representation of all campus constituents and the flow of information to and from the constituents groups.

The structure is pretty well defined, so everyone knows where to start when it comes to bring something to the Shared Governance Committees.

transparency

We have a governance structure.

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

Accurate reporting.

As I mentioned above, I think that some committees within the governance structure may need some additional training or at least a once-a-year reminder on certain aspects of how the governance structure works. The training/orientation for the planning councils at the beginning of each academic year is excellent, and perhaps some of that information could be distilled and shared with the committees. As to the issue of constituent group representatives not sharing information with those they represent, based on conversations I've had with peers in my employment group, this might be due to uncertainty about how, when, and how often to send the information to constituents. I'm not sure if any of these ideas would work, but maybe some guidelines could be suggested to them, like asking representatives to send a brief overview of major council/committee activities to their constituents once a semester. Or, maybe new constituent group leaders could receive the governance structure orientation after they have been elected so they can provide information about the responsibilities to those they appoint to councils and committees.

Find ways to encourage greater participation from all groups. This would relieve the burden on some people who are working way to hard to keep the process going. Also people withing the various groups with divergent opinions should be encouraged to serve and not forced into "group think" mentality if they wish to be a part of governance.

Get more volunteers to serve on planning councils.

Have more Faculty involvement

I think that most of the discussions should pass on between members, as sometimes there is an issue that has been already discuss in meetings before but because people change they do not know the updated information and that takes time of the meetings in order to make decisions.

Improve the communication aspect of the structure.

It works well as it is.

less meetings

make it more inclusive and respectful to all constituents on campus.

more open communication

No back door planning after Structure makes recommendations

None that I can think of.

Table G8. Continued

Limit discussion on tangental topics

Make it what it is intended to do. The word shared seems not to be a part of shared goverance structure

More communication between planning councils.

No suggestion; process seems fine to me.

Not sure. I haven't been on IPC long enough to really comment on this.

See G6.

Select people who are willing to participate in District matters to be Council members.

Stress the importance of communication to all

The people participating need to take political science, so that they understand how government works.

Training and orientation for members. The councils are the District's governance councils for policy and procedure recommendations for the President, which many times become derailed and address operational issues. Agreement and commitment to the role of the specific councils. Ensure discussions occur in an arena free of attacks on individuals. Commitment to avoidance of personal agendas that distract discussions from policy and procedure discussions.

Strategic Planning Council
Governance
Self-Evaluation

August 2012

Annual Governance Self-Evaluation

- *o* Revised the self-evaluation form last year
- *o* Integrated process with our orientation
- *o* All councils asked to participate
  - *o* Review governance
  - *o* Review council
- *o* Results
  - *o* SPC
  - *o* Governance

SPC Self-Evaluation

Table S1. Strategic Planning Council Ratings

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the Strategic Planning Council (SPC) are clear and well understood.	15	33.3%	60.0%	6.7%	0.0%	0.0%
The SPC has operated effectively this year.	15	33.3%	40.0%	20.0%	6.7%	0.0%
The SPC spends the appropriate amount of time discussing and acting upon issues and topics.	15	33.3%	40.0%	6.7%	13.3%	6.7%
The Annual Implementation Plan and methods for evaluating our progress on accomplishing its tasks are clear and understood.	15	40.0%	40.0%	6.7%	13.3%	0.0%
The structure of SPC allows for open and participatory communication between constituents.	15	46.7%	33.3%	13.3%	0.0%	6.7%
I understand/understood my role and responsibilities as a member of SPC.	15	53.3%	40.0%	6.7%	0.0%	0.0%
As a member of SPC, I am/was able to participate in the decision-making process of the college.	15	53.3%	13.3%	13.3%	13.3%	6.7%
As a member of SPC, I feel that I am/was able to devote the time necessary for participation on the council.	15	40.0%	46.7%	6.7%	6.7%	0.0%

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5

SPC Self Evaluation

- Strategic Plan, IPM, and RAM
  - Models/Processes are clear and we are allocating resources to plans as best we can in this environment
- What SPC did well
  - Implementation of strategic plan and resource allocation
  - Process – Reg meetings, systematic check in, keeping on track
- How can SPC improve
  - Meeting process
  - More strategic vision and innovation in our planning
  - Continue to clarify roles and responsibilities
  - A couple articulated that there was nothing they could think of

6

Governance Self-Evaluation

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Annual Governance Evaluation

o Strengths
- o Clearly defined and understood
- o Provides opportunity for each constituent group to participate

o Opportunities
- o Improve horizontal communication
- o Expression of ideas from all levels of institution
  - o "Not everyone participates"
  - o Increase the number of people who participate
- o Consider training for committees in addition to councils