



STRATEGIC PLANNING COUNCIL AGENDA

Date: September 2, 2014
Starting Time: 2:00 a.m.
Ending Time: 3:45 p.m.
Place: **AA-140**

CHAIR: Deegan

MEMBERS: Barton, Claypool, Cuaron, Davis, Dimmick, Falcone, Gonzales, Holmes, Hosfield, Larson, Laughlin, Lienhart, Moore, Navarro, Perez, San Juan, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez, Wick

RECORDER: Ashour

	Attachments	Time
A. <u>MINUTES</u>		2 min
1. Approve Minutes of May 6, 2014		
2. Approve Minutes of August 12, 2014		
B. <u>ACTION ITEMS/FIRST READING</u>		60 min
1. Draft of Accreditation Self-Evaluation, Standards III and IV	Exhibit B1	
2. 3SP Plan	Exhibit B2	
C. <u>INFORMATION/DISCUSSION</u>		15 min
1. 2014-2015 Adopted Budget	Exhibit C1	
D. <u>INTEGRATED PLANNING MODEL</u>		15 min
1. SPC Timeline Check-In		
2. Strategic Plan 2016 Action Plan Status Update		
E. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Self-Evaluation Update		
F. <u>REPORTS OF PLANNING COUNCILS</u>		5 min
1. Finance & Administrative Services Planning Council – Ron Perez		
2. Human Resource Services Planning Council – John Tortarolo		
3. Instructional Planning Council – Berta Cuaron		
4. Student Services Planning Council – Adrian Gonzales		
G. <u>REPORT FROM PC3H COMMITTEE</u>		5 min
H. <u>OTHER ITEMS</u>		



STRATEGIC PLANNING COUNCIL MEETING MINUTES September 2, 2014

A regular meeting of the Palomar College Strategic Planning Council scheduled September 2, 2014, was held in AA-140. President Robert Deegan called the meeting to order at 2:00 p.m.

ROLL CALL

Present: Barton, Claypool, Cuaron, Deegan, Dimmick, Falcone, Gonzales, Holmes, Hosfield, Larson, Laughlin, Lienhart, Moore, Navarro, Perez, San Juan, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Wick, Velazquez
Recorder: Cheryl Ashour
Guests: Joan Decker, Brent Gowen, Kendyl Magnuson

A. MINUTES

1. Approve Minutes of May 6, 2014

MSC (Sourbeer/Cuaron) to approve the Minutes of May 6, 2014

2. Approve Minutes of August 12, 2014

MSC (Titus/Sourbeer) to approve the Minutes of August 12, 2014

B. ACTION ITEMS/FIRST READING

1. Draft of Accreditation Self-Evaluation, Standards III and IV (Exhibit B1)

Berta Cuaron briefly reviewed Standards III and IV; she requested feedback from SPC members. If anyone has questions, please email Brent Gowen. A clean draft will go to the Governing Board for review and approval at its October meeting. This item will return for action/second reading in October.

2. Student Success and Support Program (3SP) Plan (Exhibit B2)

Brian Stockert reviewed the Student Success and Support Program Plan and highlighted the following:

- Overview of the Student Success Act
- Timeline for Submission
- Student Success Best Practices
- Opportunities and Challenges
- Summary of Required Elements

Mr. Stockert requested that any comments or questions be sent to Adrian Gonzales or himself. This item will return for action/second reading at the next SPC meeting.

C. INFORMATION/DISCUSSION

1. 2014-2015 Adopted Budget (Exhibit C1)

Ron Perez reviewed the 2014-2015 Adopted Budget. He reviewed the planning highlights and adopted budget versus actual expenditures for 2013-2014; the State Budget, FTES and Restoration, Apportionment, and Planning Assumptions for 2014-2015; compared 2013-14 and 2014-2015 revenue and expenditures; compared the actuals and budget projection for 2012-13, 2013-14 and 2014-15; and gave a fund balance history and summary.

Shannon Lienhart expressed concern over the ability to hire 90 part-time faculty if 30 permanent faculty decide to retire through the Supplemental Retirement Program. Discussion ensued. A plan to improve and enhance the pool of part-time faculty will be created and implemented for Spring 2015.

D. INTEGRATED PLANNING MODEL

1. SPC Timeline Check-In

This item was postponed.

2. Strategic Plan 2016 Action Plan Status Update

This item was postponed.

E. ACCREDITATION RECOMMENDATIONS AND PROGRESS**1. Accrediting Commission Actions and Policy Updates**

There were no actions to report.

2. Accreditation Self-Evaluation Update

There was no update to report.

F. REPORTS OF PLANNING COUNCILS**1. Finance and Administrative Services Planning Council**

Ron Perez reported that the first FASPC meeting of the semester will be on September 11.

2. Human Resource Services Planning Council

John Tortarolo reported that the first HRSPC meeting of the semester will be today.

3. Instructional Planning Council

Berta Cuaron reported that IPC had an orientation meeting last week.

4. Student Services Planning Council

Adrian Gonzales reported that the first SSPC meeting of the semester will be on September 10.

G. REPORT FROM PC3H COMMITTEE

Sherry Titus reported that members are looking at their schedules to determine a date for the first meeting of the fall semester.

H. OTHER ITEMS**1. Accident**

Robert Deegan discussed the tragic automobile accident of eight international students last week.

I. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:30 p.m.

Standard III.A. -- Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Abstract of Standard III.A.

The College systematically plans for human resource needs, integrates this planning with other College planning, and promotes dialogue on these matters through shared governance. The Human Resource Services Planning Council and other councils and committees engage in regular dialogue to support institution-wide planning in the following areas:

- Staffing
- Employee benefits
- Equal employment opportunity
- Staff diversity
- Professional development / professional growth
- Employee wellness.

The results of human resource-related planning are implemented with rigorous public policies and procedures, collective bargaining, and constituent group dialogue. This implementation advocates and demonstrates integrity and equitable treatment of all employees and students and assures compliance with all relevant federal and state law. Included in these formal writings are

- Governing Board policies and procedures
- Hiring procedures
- Employee evaluation procedures and forms for systematic, regular evaluation
- Americans with Disabilities Act procedures
- Collective bargaining agreements
- Employee handbooks
- Employee benefit information
- Complaint procedures
- Equal employment opportunity guidelines
- Human resource advisory web content.

The College's actively and publicly recruits **[word(s) missing?]** fill all positions, requiring that all positions have clear duties, responsibilities, and authorities that are directly

position-related. The Faculty Hiring Procedure, established by the Faculty Senate because faculty hiring procedures are an academic and professional matter at Palomar College, assures full-time faculty have an instrumental, significant role in determining faculty selection criteria and making selection recommendations that appropriately consider discipline expertise, effective teaching, scholarly activities, and the potential to contribute to the College's Mission. Similar procedures are in place for non-faculty selection, in which faculty, staff, and administration participate as appropriate.

The College actively demonstrates appropriate understanding of and concern for issues of equity and diversity. This concern is reflected in the College's hiring procedures, outreach through committees and events, periodic assessment of the College's employment equity and diversity performance, strategic planning and Governing Board goals and objectives, and demonstration of fair and equitable administration of relevant Governing Board policies and procedures.

All employees are systematically and regularly evaluated in accordance with written procedures and criteria using forms established by collective bargaining agreements or employee handbooks. These procedures seek to recognize professional performance and identify areas of personal and professional improvement. Evaluations for faculty and others responsible for student progress toward achieving stated student learning outcomes have either a component addressing student learning outcomes, and/or an evaluation of employee effectiveness in performing projects and assignments that directly affect achieving these outcomes.

Employee effectiveness is underwritten by a robust Professional Development program for all faculty (full-and part-time), and a correspondingly robust Professional Growth program for all staff. In addition, the Professional Development program offerings are fully available to non-faculty staff.

The College's collective whole of institution-wide planning integrated with human resource planning, comprehensive policies and procedures, ongoing and robust shared governance conversations among constituent groups, and the organizational departments assure that the selection, retention, and fair and equitable treatment of all the College's employees support the continued success and learning of the students.

Standard III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

The District's employment practices ensure that only well-qualified candidates who will best serve the College's diverse students are hired. Guided by Governing Board policies and procedures and the contracts and handbooks for the various employee groups, Palomar College ensures that only those candidates with the appropriate education, training, and experience are selected for employment with the District. **[We'll need to be sure that we're consistent in our uses of the terms "District" and "College." The Commission's manual says to capitalize these terms.]**

[Include the following?

- All faculty and administrators hired by the College meet the minimum qualifications for their discipline/position as recommended by the Academic Senate for California Community Colleges, and published by the California Community Colleges Chancellors Office.
- Faculty may meet qualification requirements through equivalency, which is an academic and professional matter overseen by the Faculty Senate. The College has established minimum qualifications for all staff positions which personnel must meet when hired.
- The College establishes job-related minimum qualifications for all staff positions. All staff hired must meet the published minimum qualifications at the time of hire.]

Standard III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary.

Selection Policies and Procedures.

Through rigorous policies and procedures, the College has established selection processes that meet the requirements of the Standard (*Evidence: B.P. 7120; B.P. 2510; B.P. 3410; B.P. 3420; Faculty Hiring Procedure*) The College's Policies and Procedures Committee has recommended for adoption a comprehensive administrative procedure for recruitment and hiring through the College's shared governance process, clarifying and streamlining the similarly comprehensive recruiting and hiring procedures in the Governing Board Manual (*Evidence: A.P. 7120 – Draft; Policies & Procedures Committee Meeting Highlights, March 7, 2014, Governing Board Manual Recruitment Procedures*). Hiring policies and procedures are posted publicly on the Governing Board and Faculty Senate websites, and information about the selection process is also available to employment applicants through the College's online application portal (*Evidence: Links to Governing Board and Faculty Senate websites; PeopleAdmin link to FAQs*). All selection policies and procedures comply with Title 5 of the California Code of Regulations, sections 53000 et seq. (*Evidence: Title 5, CCR, sections 53000 et seq.*)

Human Resource Services (HRS) administers the College's selection process. This responsibility is carried out independently of College faculty, administration, and staff to ensure the process is fair, consistent, and legally compliant. HRS staff train hiring committee members in the College's recruitment procedures, including confidentiality, and relevant legal information prior to their participation (*Evidence: Selection Committee Training; Selection Committee Training for Faculty*). HRS reviews all applications for minimum qualifications and screens applications and selection committee materials for compliance with applicable laws, statutes, and regulations, and applicable District policies and procedures. (*Evidence: California Education Code sections 87008, 87009, 87010, 87011, 87405, 87406, and 87406.5; A.P. 7127, Faculty Hiring Procedure*). HRS maintains all selection procedure and applicant records for three years in case the legality and/or consistency of a recruitment is questioned or appealed (*Evidence: Title 5, CCR, sections 59020 et seq.; completed recruitment files in HRS storage*).

The Selection Process.

Full-time faculty hiring procedures and criteria are an academic and professional matter and established by the College's Faculty Senate (*Evidence: B.P. 2510; Faculty Hiring Procedure*). The full-time faculty establish application screening and interview criteria for each individual faculty position that assess each applicant's expertise in the discipline or service area; teaching effectiveness; scholarly activities; and potential to contribute positively to the College's Mission. Applicants for faculty positions are required to conduct teaching demonstrations to further demonstrate these skills (*Evidence: Faculty Hiring Procedure; Sample First-Level Interview Questions*). The College's faculty plays a significant role in new faculty selection. The membership of first-level faculty selection committees is comprised solely of full-time faculty. Second-level selection committees feature significant faculty membership (*Evidence: Faculty Hiring Procedure*).

Part-time faculty are currently hired through a decentralized process in which departments review applications and interview applicants without prior approval of applications and recruitment materials by HRS. HRS staff ensure all new part-time faculty are qualified to teach (see Qualifications section below) per the California Community Colleges Board of Governors regulations. In 2014, the College began a dialogue through the Faculty Senate and HRS about strengthening the part-time faculty hiring process to bolster the College's diversity and quality of hires, as part-time faculty are a logical source of full-time faculty applicants. A detailed discussion of this concept appears in Standard III.A.4.b. (*Evidence: Letter from John Tortarolo to Gregory Larson regarding Faculty Hiring Procedures, May 21, 2014; Equal Employment Opportunity Governing Board Report, May 13, 2014; Equal Employment Opportunity Advisory Committee meeting minutes, February 6, 2014 and May 1, 2014; Faculty Senate meeting minutes*).

Non-faculty selection committees screen applications and develop interview criteria to assess each applicant's expertise in the occupational area. These committees are comprised of College staff and faculty, with membership dependent on the type of position. Director-level and above administrator positions require selection committee membership comprised of most College constituent groups (*Evidence: Selection Committee Training; Palomar College Selection Committee Membership Requirements*).

[Move this paragraph on "diversity: to III.A.4.?" All selection committees are encouraged to form their membership with respect to diversity to encourage a broad variety of perspectives in the selection process in accordance with the California Code of Regulations, Title 5, section 53024. All selection committees are required to include at least one member from an outside department to further ensure an array of viewpoints are considered (*Evidence: Faculty Hiring Procedures; Recruitment Information for the Committee Chair*).

Selection committees for faculty and administrator positions include a non-voting District Compliance Officer (D.C.O.) as a required committee member. The D.C.O. is a Palomar College faculty member or administrator whose role is to ensure that the hiring process is conducted fairly and consistently for each candidate. D.C.O.s receive extensive training from HRS staff in equal employment opportunity history, laws, and regulations, as well as the College's hiring procedures. D.C.O.s may halt the hiring process to prevent or reverse a

potential breach of employment regulations (*Evidence: Faculty Hiring Procedures; Recruitment Information for the Committee Chair; Title 5, CCR, section 53024; District Compliance Officer training*). **[Reiterate this matter in IIIA.4.]**

Selection committee members are required to conduct reference checks on candidates before hire to verify answers given during the interview and statements made in application materials. Both listed references and individuals not listed on applications who have a prior work relationship with candidates may be contacted. HRS verifies all candidates meet employment requirements prior to hire.

Qualifications.

The College adheres to the minimum qualifications for full- and part-time faculty and educational administrators established by the Academic Senate for the California Community Colleges and published by the California Community Colleges Chancellor's Office (*Evidence: Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2012*). Minimum qualifications for other position types are established during the position classification process and ratified by the District's Governing Board (*Evidence: Job description webpages for classified and Administrative/Confidential and Supervisory Team positions; sample Board items approving new/reclassifications*).

The College requires that all college-level coursework and academic degrees be attained from institutions accredited by U.S. Department of Education-recognized agencies. Coursework and degrees completed at institutions outside of the United States must be evaluated, and, if needed, translated by a recognized credentials evaluation organization (*Evidence: Title 5, CCR, section 53406; General Information employment FAQs on HRS website.*)

Faculty who do not meet the minimum qualifications established by the Academic Senate for California Community Colleges undergo the College's equivalency process, which is maintained by the Faculty Senate's Equivalency Committee in accordance with California Education Code section 87359. The Equivalency Committee reviews, approves, or denies equivalency requests through a process defined in the District's Administrative Procedure 4015 – Minimum Qualifications and Equivalencies (*Evidence: Faculty Senate Committee Membership – Spring 2014; California Education Code section 87359; Application for Equivalency; A.P. 4015*).

All positions require as a minimum qualification sensitivity to and understanding of the diverse backgrounds of students, faculty, and staff in a community college in compliance with Title 5, section 53022 of the California Code of Regulations and the College's Mission Statement (*Evidence: Title 5, section 53022; Palomar College vision, mission, and values*). Reasonable, specific preferred qualifications that are higher than or outside of the required minimum qualifications may also be added to any position announcement following HRS review to ensure that such qualifications comply with Title 5, section 53006 and will not cause adverse impact to candidates of any background (*Evidence: CCR, Title 5, section 53006*).

Job Descriptions and Position Announcements.

The College establishes job descriptions for each classified, supervisory, confidential, and administrator classification (*Evidence: Job description webpages for classified and Administrative/Confidential and Supervisory Team positions*). HRS develops position announcements to advertise recruitments for all faculty and non-faculty positions. Announcements for faculty positions serve as the job description for the position being filled. Announcements for other position types contain language from the established College job description for each classification. Job descriptions and position announcements relate directly to the College's Mission, Values, and goals, and accurately describe all essential and marginal functions and qualifications as required by the California Code of Regulations, Title 5, section 53022 (*Evidence: Sample position announcements and job descriptions for each position type; Title 5, CCR, section 53022*).

At the beginning of each recruitment, HRS advertises each position in a wide variety of venues to attract a qualified, diverse pool of candidates. The College utilizes an on-line application system, PeopleAdmin, to post permanent vacancies and provide comprehensive application completion instructions to ensure broad access to the College's positions. Part-time faculty positions are posted on the College website. Advertising for faculty positions is in accordance with the District's Faculty Hiring Procedure. As required by the California Code of Regulations, Title 5, section 53021, the District advertises all faculty and educational administrator vacancies on the California Community Colleges Registry web site (*Evidence: Employment Advertising List; PeopleAdmin link; Part-Time Faculty Openings link; Faculty Hiring Procedure; Title 5, CCR, section 53021*).

Self-Evaluation.

The College meets the Standard. The criteria and procedures for selection of personnel are clearly stated and comply with all regulatory requirements. All selection procedures are conducted in accordance with the District's Strategic Plan and in concert with the Vision, Mission, Values, and goals of the College. The College ensures that all employees are well-qualified for their respective positions in accordance with state-mandated and District-approved minimum qualifications. HRS' independent role in the selection process for permanent positions ensures that applicants are treated equitably and consistently, that all stages of the process comply with applicable legal regulations, and that each recruitment is confidential.

The success of the College's selection procedures is evident in that the majority of new hires are retained after probation and new full-time faculty reach tenure. Most employees continually receive satisfactory performance evaluations, proof that College personnel are well-qualified to perform their responsibilities. Further discussion of the evaluations process and results appears in Standard III.A.1.b. (*Evidence: Full-time faculty hiring statistics, 2008 – 2013; Governing Board minutes identifying tenured faculty, 2008- 2013*).

The College consistently seeks ways to improve its selection practices. Ongoing collaboration through the College's shared governance process has led to the development of

Administrative Procedure 7120, which, once implemented, will codify the District's selection procedures for all permanent position types into a single document to clarify existing practices. The Faculty Senate and the College are currently engaging in a discussion on how to improve the full- and part-time faculty hiring processes to yield more qualified, diverse applicants and hires.

Actionable Improvement Plans.

None.

Evidence.

Chart to be inserted.

Standard III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary.

Palomar College has developed evaluation policies and procedures that reflect the commitment articulated in its Mission Statement, focusing on “helping [the College’s] students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.” The District has made substantive changes to assure the effectiveness of its human resources in relation to its Mission.

All full and part-time faculty are evaluated systematically using forms recommended by the Faculty Senate and agreed to by the PFF and the District [PFF CBA Article 17-Evaluation, TERB Calendar, TERB website and forms, TERB website instructions].

The faculty evaluation procedures establish specific evaluation criteria, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise.

Faculty evaluations assess effectiveness and encourage specific improvement. Improvement plan follow up is formal, timely, and documented.

Classified bargaining unit employees are systematically evaluated by collectively bargained procedures at regular, stated intervals. These procedures and forms establish written evaluation criteria. Improvement plans are encouraged, implemented, and followed up formally, timely, and in writing when needed [CCE CBA Article 18-Evaluations].

All administrative, supervisory, and confidential personal regularly and systematically evaluated using forms and procedures agreed to in the meet and confer process. These procedures and forms establish written evaluation criteria. Improvement plans are encouraged, implemented, and followed up formally, in a timely manner, and in writing when needed [AA Handbook, CAST Handbook].

All evaluation policies and procedures are negotiated with the bargaining unit or representative body for each employee group: faculty, classified staff, employees in the Confidential and Supervisory Team (CAST), and administrators. These bodies maintain an

active interest in the quality and design of evaluations. All groups value consistency and encourage formal, timely, and documented performance reviews. [Evidence links].

Palomar College has used a variety of mechanisms to establish regular cycles of evaluation and improvement across employee groups. Employees are evaluated at regular intervals according to contractually specified criteria. Faculty and staff evaluations are designed to encourage improvement and communication between supervisors and the employees regarding job performance and expectations, ensuring a mutual understanding of performance requirements. Personnel are required to sign their evaluations to acknowledge receipt of feedback and any suggestions for improvement. The District has developed and implemented procedures to ensure that evaluations are conducted at regular intervals, and procedures have been established to ensure that proper notification is given prior to an evaluation and that timely follow-up is executed. [Evidence links]

Recognizing the need for a culture of trust and integrity to ensure meaningful employee evaluation, the District maintains policies and procedures that require confidentiality and encourage communication and support. [Evidence links] All employees have the opportunity to respond to their evaluations, whether they agree or disagree with the findings of their supervisor or evaluation Committee. Once all signatures and comments are obtained, the original evaluations are maintained in the employee's personnel file. All employees are encouraged to view their individual evaluations as key opportunities to enter into cycles of performance assessment leading and action for improvement. [Evidence links]

Superintendent/President.

The position of Superintendent/President is key to the Palomar College vision of "Learning for Success." The evaluation of the Superintendent/President is a systematic process. The Governing Board formally evaluates the college Superintendent/President annually. The policy and procedure related to this evaluation were reviewed and updated by the Policies and Procedures Committee (and soon by the SPC) in Spring 2014 [[Evidence link, AP 2435](#)] [**A more detailed description of this evaluation appears in Standard 4B.**]

Administrative Association (Executive Administrators, Senior Administrators, Classified Administrators and Educational Administrators) /Confidential and Supervisory Team (AA/CAST).

All administrative, supervisory, and confidential personal are regularly and systematically evaluated on their anniversary date using forms and procedures agreed to in the meet and confer process (AA/CAST Evaluation Instructions, CAST evaluation form, AA evaluation form, and *II.A-27, III.A-36 AA/CAST Handbooks*). These procedures and forms establish written evaluation criteria and provide a summary of employee progress toward personal goals and objectives for the evaluation period. This collaborative process encourages growth and communication between employees and supervisors. Improvement plans are encouraged, implemented, and followed up formally, timely, and in writing when needed (*II.A-27, III.A-36 AA/CAST Handbooks*).

Classified Staff.

The classified staff evaluation process provides feedback and commentary on employee job performance as a means for improvement and attainment of employment goals. Newly-hired classified staff receive two performance evaluations from their supervisor during their first year of employment; this frequency provides more of an opportunity to communicate job expectations and provide regular feedback on performance during the probationary period. Going forward classified staff are evaluated annually on their anniversary date. (II.B-45 CCE Agreement). Classified employees are evaluated using a form mutually agreed upon by the District and the CCE/AFT (Classified Evaluation form). Supervisors conduct classified employee performance evaluations to identify progress and performance on the employee's job duties and responsibilities. Supervisors acknowledge areas of satisfactory performance as well as areas needing improvement. Improvement plans are encouraged, implemented, and followed up formally, timely, and in writing when needed as outlined in the Classified Employee agreement (II.B-45 CCE Agreement). . Christine Winterle will run a report on which evaluations are up to date during the fall semester to add as evidence. **[Are all evaluations up to date? Are they done on the anniversary date?]**

Faculty.

In recent years Palomar College has sharpened its approach to faculty evaluation, focusing on probationary faculty formation and the central goal of improvement across faculty groups. College members' awareness of requirements relating to Student Learning Outcomes has informed robust dialogue regarding revision of forms, policies, and procedures. The most overt element of this revised approach is a fundamental change in language intended to encourage cycles of peer review, self-evaluation, communication, and action, with the goal of improvement. [Evidence links]

Faculty evaluations are conducted pursuant to Article 17 of the Collective Bargaining Agreement (CBA), which addresses the evaluation of all faculty: probationary, tenured, temporary, and part-time. [Evidence links] Appendix L of the CBA covers the evaluation of Child Development Center Teachers. The policies and forms included in the CBA are the result of negotiations between the District and the Palomar Faculty Federation (PFF), following consultation with the Faculty Senate. The review and revision of Article 17 has been the subject of extensive dialogue and collaboration, and the revised Article 17 was successfully negotiated in July 2013. [Evidence link -- annotated Article 17 will indicate the scope of the change]

Performance standards are established for faculty by the appropriate faculty groups: teaching faculty, counseling faculty, and library faculty. Revisions of forms have resulted in changes in performance standards, and these standards are tied to the elements included in student evaluations of instructors, which have also been recently revised. Students were invited to participate in the development of the current student evaluation forms. Significant changes in performance standards for faculty include more specific attention to student learning and service area outcomes, as well as more specific requirements relating to the inclusion of SLOs on syllabi and the communication of course objectives and goals in course materials (Evidence links).

Governing Board policy establishes the Tenure & Evaluations Review Board (TERB), which consists of ten faculty members representing each instructional division, student services, the faculty at large, and the PFF. The Assistant Superintendent/Vice President for Instruction also serves as a voting member of the TERB and provides administrative support for faculty evaluations. The TERB is chaired by a tenured faculty member, the Tenure & Evaluations Coordinator, appointed by the Faculty Senate and affirmed by the Superintendent/President. (update links). The Coordinator reports directly to the Vice President for Instruction and oversees the development and implementation of evaluation policies and procedures, representing the TERB in regular consultation with the Faculty Senate and the PFF.

During the academic year, TERB meets bi-monthly to fulfill its responsibilities and holds special meetings to review specific evaluations and improvement plans.

Probationary Faculty.

Probationary faculty evaluation has been most directly affected by the revision of Article 17, as the four-year probationary review now focuses more on early awareness of problem areas and formative action to bring about improvement when necessary. [Evidence links]

Tenure Evaluation Committees (TECs, specific to Probationary Faculty evaluation) are formed during the first fall semester of a faculty member's probationary status, and departments attempt to keep membership consistent for all four years of probationary status whenever possible. Three tenured faculty members (two from within the evaluatee's department and one from an outside department) and two administrators, generally the division dean and the appropriate Assistant Superintendent/Vice President, comprise the membership of all tenure evaluation committees for probationary faculty. [Evidence links]

The evaluation process for probationary faculty consists of several components, which are described in Article 17 of the CBA (link).

Tenured Faculty.

Tenured faculty members are evaluated by their peers every three years after being granted tenure. Evaluation protocols are outlined in Article 17 of the CBA (Evidence link).

Part-time Faculty

Part-time faculty members are evaluated by a full-time faculty member from the same department or from a closely-related discipline. Peer Review is essential to the maintenance of high standards and subject matter expertise in all instructional programs. The Part-time faculty forms and protocols have undergone extensive revision in the past three years, and the District continues to refine evaluation processes to encourage improvement. [Evidence Links]

Self-Evaluation.

The College meets the Standard. All employee groups are evaluated using a systematic approach at regular intervals to encourage improvement and provide regular feedback on employee performance. The evaluation process supports the District's Mission, Vision, and Values by emphasizing each employee's contribution to a supportive teaching and learning environment where student success is the primary goal.

The PeopleSoft Performance Review function has successfully assisted HRS with notifying managers/supervisors on a timely basis via email of evaluations due and evaluations requiring follow-up because of the employee's less than satisfactory performance. In addition, it monitors the effectiveness of the evaluation notification process to improve responsiveness. HRS implemented an email notification procedure, which sends emails at regular intervals to supervisors and employees to insure compliance with the performance evaluation process (MEMO 5.16.13). HRS sends different types of email notices to ensure compliance and timely follow-up and provides regular reports on compliance to the Vice Presidents and President (Evidence report).

The results of the "Accreditation Employee Survey 2013" point to strong general agreement that the employee evaluation process provides assessments of job performance and recommendations for improvement. [Evidence link]

Actionable Improvement Plans.

None.

Evidence

Name
PFF Contract http://www2.palomar.edu/pages/hr/files/2014/01/PFF-Contract-FY13-14.pdf
Administrative Association Team Handbook - http://www2.palomar.edu/pages/hr/files/2013/02/Admin-Assn-Handbook-1-30-2003.pdf
Confidential and Supervisory Team (CAST) Handbook - http://www2.palomar.edu/pages/hr/files/2013/02/CASTHandbook2-14-2006.pdf
CCE Handbook- http://www2.palomar.edu/pages/hr/files/2013/05/CCE-Contract-2014-16.pdf
Confidential and Supervisory Team (CAST) Evaluation Form - http://www2.palomar.edu/pages/hr/files/2013/05/CAST-Evaluation-Form-3-12-07.doc
Administrative Association Team Evaluation Form - http://www2.palomar.edu/pages/hr/files/2013/02/Administrative-Employee-Eval-Form-3-12-07.doc
Administrative Association Team/CAST Evaluation Instructions http://www2.palomar.edu/pages/hr/files/2013/02/AdminCASTEvalInstructions.pdf
Classified Evaluation Form - http://www2.palomar.edu/pages/hr/files/2013/10/ClassEmplEvalForm.doc

Classified Evaluation Instructions - http://www2.palomar.edu/pages/hr/files/2013/10/ClassEvalInstructions.pdf
Professional Development Booklet of Workshops and Events
Employee Performance Evaluation Data provided by Christine Winterle, Personnel Technician, Human Resource Services,
Performance Evaluation Memo to Supervisors – Christine has this on file
Sample performance evaluation report to Vice Presidents and President – Christine has this on file
Evaluation of the Superintendent/ President - AP 2435 - http://www.palomar.edu/gb/Procedures%20-%20Administrative%20-%20Final/Chapter%202%20AP/AP%202435.pdf

Standard III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

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Descriptive Summary.

Student Learning Outcomes are a shared concern across employee groups, as each employee's performance is evaluated in relation to the District's Mission "to provide an engaging teaching and learning environment for students of diverse origins, experiences, abilities, and goals." Each employee is asked to share in the Mission and to be "committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world." [Evidence link – discussions ongoing]

All faculty evaluation forms have been revised to include an element directly related to the faculty member's participation in the development and assessment of student learning outcomes. [Evidence links – pending negotiations.] In addition, all full-time faculty members are required to complete a Self-Evaluation form as an element of their individual evaluations. The TERB, following consultation with the Faculty Senate and PFF, has recommended a revised Self-Evaluation form which focuses on the College's Mission and requires faculty members to reflect on their work in relation to their specific disciplines and student learning outcomes, as well as in relation to their contributions to the broader teaching and learning environment. [pending negotiation].

Instruction is taking place in many areas outside the classroom, and tutoring services are an important resource for students. [Evidence links] Tutoring services have expanded dramatically with the establishment of the Teaching and Learning Centers and the STEM Center, while other long-established student support services continue to contribute to student success. [Evidence links] To ensure the effectiveness of these services, tutors receive formal training and are evaluated regularly [Evidence links]

Non-faculty personnel provide critical support to students directly or indirectly through the job functions that they perform for the College, which assist the College in producing its stated Student Learning Outcomes (SLOs) and, for some non-instructional areas, Service Area Outcomes (SAOs). The personnel evaluation process ensures that all non-faculty personnel are evaluated and that performance is improved based on specific components of job performance directly related to each employee's duties and responsibilities. Through consistent qualitative review and improvement of employees' work performance, the College achieves its SLOs and SAOs, and this process ensures continuous systematic improvement of the College's non-faculty personnel. **[NOTE: We are in the beginning stages of looking into how and what component of evaluations should directly evaluate SLOs for non-faculty personnel. The VP of HRS will need to discuss this with various employee groups.]**

Administrative staff members play a critical role in the production of Student Learning Outcomes, as they support, encourage, and implement the systematic review of programs and any consequent requests for resources or plans for improvement. Administrative staff evaluations involve considerations of the administrator's effectiveness in these significant functions. [Evidence links – in development].

In divisions, departments, and disciplines, as well as in their own classrooms, faculty members are engaged in the work of connecting students' learning to meaningful and appropriate measures of that learning. [Evidence links] Through Program Review and Planning (PRP) processes disciplines, departments, and programs make explicit connections between the development and assessment of SLOs and the effectiveness of their work in helping students achieve those outcomes. [Evidence links] Disciplines, departments, and programs reflect on SLOAC data collected in the TracDat database and include that information in the comprehensive analysis they conduct. [Evidence links – examples from PRP's, etc.] They also consider students' persistence, retention, and completion. [Evidence link] By focusing on curriculum, scheduling, and resource needs, many departments and disciplines have made changes in course content or sequencing in order to better support students' progress in their areas. [Evidence links] These requirements have resulted in the articulation of many extremely creative and thoughtful approaches to Student Learning Outcomes Assessment Cycles (SLOACs).

Several activities have emerged from the discussions surrounding Palomar's General Education/Institutional Learning Outcomes (GE/ILO) assessment projects. After Information Literacy was assessed, the Learning Outcomes Council began work on the Dashboard project, which is a self-paced tutorial that leads students through the process of accessing and using information in their courses.

Professional Development.

Each Fall semester begins with a plenary session for both part-time and full-time faculty members, at which the Student Learning Outcomes Coordinators speak to the faculty about Student Learning Outcome Assessment Cycles (SLOACs). The SLO Coordinators also offer Professional Development workshops during the academic year, as well as breakout sessions during the plenary events.

In Palomar College's continued implementation of SLOACs, the Instruction Office offers regular SLOAC workshops for both part-time and full-time faculty. The Learning Outcomes Coordinators organize these workshops, and all faculty can receive PD hours for their SLOAC work.

Professional Development also exists for faculty using DE/CE modes of instruction. Palomar Online Education Training (POET) program is a series of self-paced, open-exit and open-entry modules to prepare the faculty at Palomar College to deliver their courses online. The program was developed by the Academic Technology Committee with approval by the Palomar Faculty Senate. It is administered by the Academic Technology Coordinator as a Professional Development activity. POET is a modular program and may be completed in approximately 10

to 12 hours. Instructors have the option to complete POET in one semester or over a several semesters. Professional Development Contracts list POET as a variable-hour activity.

In addition to offering other online, self-paced classes, the Academic Technology Resource Center offers at least twenty professional development workshops each semester to help faculty learn computer skills that will benefit them as DE/CE instructors.

Self-Evaluation.

The College meets the Standard. Recognizing the sea-change inherent in the move to the 2006 Accreditation Standards, Palomar College has struggled mightily with fundamental change and deep self-reflection. The College has approached these changes with seriousness and good intentions, and the change is necessarily time-consuming and difficult. With our students' success as our primary focus, dozens of substantive changes have brought evaluation forms, policies and protocols into alignment with the priorities outlined in Standard IIIA.

Actionable Improvement Plans.

None.

Evidence. [The Evidence grids will appear at the end of the 3A report.]

Copies of PD workshop calendars

Copies of plenary agendas

"A Guide to Faculty Professional Development at Palomar College" booklet

POET website at <http://www2.palomar.edu/poet/>

Standard III.A.1.d.

The institution upholds a written code of professional ethics for its personnel.

Descriptive Summary.

Palomar College expects and upholds high standards of professional ethics for all employees and Governing Board trustees. The *Strategic Plan 2016* identifies one of the District's primary values as that of "integrity as a foundation for all we do" (Evidence: Strategic Plan 2016). This value establishes the expectations for the rules of conduct for all employees and Governing Board trustees.

The institution has a written code of ethics in Board Policy (BP) 3050 for all of its employees and Governing Board trustees. BP 3050 states that

"The District is committed to the highest ethical standards in furtherance of our mission of education and public service:

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

This policy is aspirational and intended to work with, and shall not supersede, existing standards and codes of conduct, as well as relevant provisions in applicable employee handbooks and collective bargaining agreements.

The Governing Board (Evidence: BP 2715), Faculty (Evidence: Constitution of the Faculty), Confidential and Supervisory Team (Evidence: CAST Code of Ethics), and the Administrative Association (Evidence: Palomar Community College District Administrative Association Statement of Ethics) each has an individual code of ethics that is posted on the District website. **[Evidence links.]** The classified employee group follows and supports the institutional code of ethics.

[See the first Follow-Up Report for a description of the Liebert, Cassidy, and Whitmore workshop held in March 2010. Also the institutional code of ethics is reviewed regularly by the Policies and Procedures Committee.]

[Note: Debra Doerffler should have a hard copy of Liebert Cassidy's presentation that they made to the Board and all administrators. If she doesn't have it, we can request a copy

for the report from Liebert Cassidy. Also, we should have attendance records from the session.]

Self-Evaluation.

The College meets the Standard. The District provides all employees a copy of the code of professional ethics in their hiring packet. The District has clearly stated the codes for ethical conduct for all employees and Governing Board trustees and publishes them on the College's website and in [---].

Actionable Improvement Plans.

None.

Evidence

- Add Liebert Cassidy Presentation to Evidence

Name
Institutional Code of Ethics BP 3050 http://www.palomar.edu/GB/Policies%20-%20Board%20Policies%20-%20Final/Chapter%203%20BP/BP%203050%20Institutional%20Code%20of%20Ethics.pdf
Governing Board Code of Ethics/Standard of Practice BP 2715 http://www.palomar.edu/GB/Policies%20-%20Board%20Policies%20-%20Final/Chapter%202%20BP/BP%202715.pdf
Constitution of the Faculty of Palomar College http://www.palomar.edu/gb/PDF%20docs/Notice%20regarding%20BP%20and%20AP%20amended%20with%20manual%20attached.pdf (Page 136-137)
Palomar Community College District Administrative Association Statement of Ethics http://www.palomar.edu/aa/documents/FinalAASstatementofEthics.pdf
Confidential And Supervisory Team (CAST) Statement of Ethics http://www.palomar.edu/cast/ethics.html

Standard III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

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Descriptive Summary.

The College has well-defined and rigorous methods of identifying the number of qualified full-time faculty, and the number of staff and administrators appropriately prepared and with the requisite experience to administratively support the College's mission and purposes. The Faculty Hiring Priorities process annually assesses the College's needs for new faculty positions relating to specific educational and student support services program needs. The Staffing Master Plan (SMP) and annual SMP updates identify hiring priorities for non-faculty positions. The College's administration organizes administrative and support staffing in consultation with the departments. The planning councils (IPC, SSPC, FASPC, HRSPC) and the vice presidents annual evaluate the effectiveness of the institution's personnel work and report this evaluation through the SMP.

The College's number of permanent full-time faculty (and part-time faculty) is driven by the number of the College's Full-Time Equivalent Students and student headcount to assure a sufficient number qualified faculty and appropriately prepared and experienced administrators and staff, support the College's mission and programs. The hiring procedures described in _____ detail the applicable selection processes. Since 2008, corresponding to the decline in the College's student FTES and headcount, employee headcount across all employment groups has decreased as illustrated in Table III.A.2.-1 below.

Table III.A.2.-1: Palomar College Permanent and Part-Time Faculty Employees and Student Headcount, Fall 2013 and Fall 2008 Need to add funded FTES for each year

Data Group	Fall 2013 Headcount	Fall 2008 Headcount
Administrators	37	45
Full-Time Faculty*	266	288
Part-Time Faculty	861	883
Classified**	407	450
Total Employee Headcount	1,571	1,666
Total Student Headcount	25,939	31,589

**Includes certificated Child Development Center teachers*

***Includes non-exempt supervisory and confidential personnel*

(Source: California Community Colleges Chancellor's Office Employee Headcount Distribution by District, Fall 2013 and Fall 2008)

Despite this decline, number of qualified full-time faculty has met or exceeded the FON each year.

In 2008, the College enacted a modified hiring freeze for permanent non-faculty positions in response to the statewide fiscal downturn. Vacated positions were not filled, and work was reallocated, to maintain pay and benefits for the College's existing employees. Instructional and student support services were maintained throughout the freeze through the hard work of the College's staff and their willingness to accept additional duties and assignments. Although the freeze was lifted in 2013, the College continues to recover financially from California's budget crisis. *(Evidence: Staffing Master Plan 2016 and annual updates)*

The College recognizes that non-faculty staffing levels should be restored within budgetary constraints. SP 2016, Goal #3x addresses this need and is discussed in more detail in Standard III.A.xx.

[Keep this paragraph?] The District has an average attrition rate of 7.2% over the past ten years across all permanent employee job categories. Retention rates across all employment categories generally fell from 2003-04 through 2011-12 and then rose slightly across most categories in 2012-13 due to a larger number of retirements and resignations than usual that year. *(Evidence: Palomar Historical Attrition Rates Based on Fall Staff Data [MIS EB] Submissions to the CCCCCO, January 28, 2014)*

Number of Full-Time Faculty

The College utilizes the state-established full-time faculty obligation (FON) issued by the California Community Colleges Chancellor's Office each fall semester to determine the number of full-time faculty needed in the following year. The FON corresponds to the number of full-time equivalent students enrolled at the College. Despite the fiscal uncertainties that began in 2008 and annual changes in FTES that increase or decrease the FON, the College has demonstrated its commitment to providing quality instruction to its students maintaining faculty hiring each year to exceed the FON. *(Evidence: CCCCCO annual FON reports; CCCCCO annual employee headcount reports; Staffing Master Plan 2016 and annual updates)*

Tenure-track faculty hiring priorities are determined by the Instructional Planning Council (IPC) Subcommittee (reference relevant response section) each year. This subcommittee of the IPC reviews faculty hiring requests from departments and develops a list of the priority for hiring new positions by discipline. After the CCC Board of Governors annually determines an appropriate FON, the College determines the total number of faculty positions to fill for the following academic year from the list of priorities. Further discussion of the faculty priorities process appears in standard III.A.6. *(Evidence: IPC minutes; faculty priority lists; Staffing Master Plan 2016 and annual updates)*

Long-Term Staff Planning

The College determines long-term staffing needs for non-faculty support staff, supervisory, and administrative positions through the Staffing Master Plan 2016 ("SMP 2016"), which is the responsibility of the Human Resource Services Planning Council and one of the College's major planning mechanisms. Faculty priorities are also discussed in the SMP 2016. A thorough discussion of the SMP 2016 appears in standard III.A.6. Hiring priorities and the number of new full-time faculty being hired are included in the SMP for informational purposes.

The SMP 2016 assumed at its inception that the District was operating at a minimum staffing level due to the District's ongoing modified hiring freeze. In 2010-11, the first year of the SMP 2016, each of the District's departments identified minimum and optimum staffing levels for non-faculty positions for each year of the six-year planning period. Departments used College-wide and other relevant planning assumptions to develop these staffing projections. The SMP is updated annually and comprehensively re-written every six years. Annual updates assume that current staffing is at the minimum operational level. The optimum staffing number for each department serves as a guideline for reaching ideal staffing levels.

Each year, the College's four planning councils, which correspond with the four Assistant Superintendent/Vice President's areas, and the departments reporting directly to the Superintendent/President (Superintendent/President Group (SPG Group)), develop a list of prioritized positions to assure long-term Mission and program support. The annual SMP update, overseen by HRSPC, reflects these priorities and evaluates the College's progress toward achieving staffing goals. The annual update is provided to and discussed by the Strategic Planning Council as part of the College's overall strategic planning activities. *(Evidence for all of the above: SMP 2016 and its annual updates)*

Contingency Staffing Needs

Immediate staffing needs often arise throughout the College that must be filled outside of the SMP 2016. Departments may request new and to fill vacant positions by submitting position requests to the Human Resource Services (HRS) department, which are then reviewed and approved by the executive administration in alignment with the College's budget, planning assumptions and fulfillment of staffing priorities in the SMP 2016. *(Evidence: Position Authorization; Staffing Master Plan 2016 and annual updates; Interview with John Tortarolo)*

Self-Evaluation.

Full-time faculty staffing levels are sufficient to provide adequate instruction and services to students as evidenced by the College's commitment to exceed the FON each year, which corresponds to the number of FTES; new tenure-track faculty are hired each year in the most critical disciplines to ensure student success.

The number of staff, supervisory, and administrative positions is responsive to specific planning done by departments, planning councils, and administration. The successful hiring of individual positions through contingency staffing has allowed the College to ensure that critical positions were filled during statewide economic uncertainty and has allowed the College to maintain a sufficient number of support positions to provide effective services while maintaining the College's fiscal stability.

The College has developed a tool, the SMP 2016, to identify annual and long-term staffing needs. The SMP 2016 aligns optimized staffing numbers with appropriate planning assumptions. In 2014, the College adopted its Strategic Plan 2016 ("Plan"). This Plan currently sets forth recommendations for staffing levels; however, it does not require specific actions for increasing faculty or staff.

Objective 3.1 of the Plan requires that the College "[r]ebuild staffing levels to support priorities identified" in the SMP 2016. The College has allocated significant monies in 2015 (see Standard III.A.xx for a more complete discussion).

[State that the College needs to evaluate the IPM and the RAM to see whether they provide for a long term commitment to rebuild staffing levels—if not here then in 4A?]

Actionable Improvement Plans.

None.

Evidence.

Chart to be added later. IS THIS THE CHART AT THE TOP OF THE SECTION?

Standard III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary.

Palomar College develops its personnel policies and procedures through shared governance committees. Ultimately the Governing Board approves policy, and the Strategic Planning Council approves procedures. (Procedures appear on the Governing Board's agenda as information items.) These policies and procedures are posted on the Governing Board's website, on the Human Resource Services website, in the minutes of the Human Resource Source Planning Council and the Equal Employment Opportunity Advisory Committee, and in the College's Program Review Plan [?], Staffing Master Plan, and EEO Plan. The District has updated the majority of its *Governing Board Policies and Procedures* to incorporate revised and collective bargaining agreements, labor and case laws, the California Education Code, changes to Title 5 of the California Code of Regulations, and the needs of the institution. **[Refer specifically to BPs 2200 and 2410.]**

Palomar College provides employees at the time of hire an orientation packet that includes a copy of the appropriate employee handbook or a copy of the appropriate negotiated agreement and other pertinent information and Board policies. New employees are provided with relevant policies and procedures to ensure knowledge and awareness. They are asked to sign an acknowledgement receipt of the documents, including the non-discrimination and harassment policy, and indicate that they have read them. (Ref.??) Administrators also receive a copy of their individual employment agreement (Ref. ??) and a copy of the Administrator's Handbook. Administrators are provided trainings through Liebert, Cassidy, Whitmore legal advisory (Ref. ??)

The College subscribes to the Community College League of California's policy and procedures updates **[What's the formal name of these updates?]**, which guide the reviews and revisions conducted by the Policies and Procedures Committee.

[Include the following bullet points:

- **Key addition to discussion-the Policies and Procedures Committee periodic review of all policies and procedures, including employment procedures.**
- **Discussion of the legal updates provided by the CCLC and the process the College goes through to incorporate the changes into its policies and procedures. (or, reference Standard 4 if appropriate.**
- **Continuous policy and procedure update role of Policies and Procedures Committee as new issues require new policies and procedures.]**

Evidence

- **Links to Board Policies and Administrative Procedures**
- **Links to agendas and minutes of Policies and Procedures Committee]**

Self-Evaluation.

The College meets the Standard.

Actionable Improvement Plans.

None.

Standard III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

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Descriptive Summary.

The College formally establishes, updates, disseminates, and adheres to all its employment policies and procedures a broad spectrum of ongoing employee and leadership engagement.

Self Evaluation.

The College meets the Standard.

The College engages and supports establishing and adhering to uniform employment policies and procedures through the collective efforts of shared governance, union negotiations, employee leadership councils, and active Governing board engagement.

- Governing Board Policies and Procedures [link, GB P & P Chapters 3 and 7]
- Faculty Hiring Procedure [link, Hiring Procedure on Faculty Senate website]
- Online Application Process [link, HRS/PeopleAdmin Portal]
- Human Resources Services website employee procedure information [multiple links to "Personnel Information" page for each employee union/group on HRS website]
- Unlawful discrimination/sexual harassment complaint procedures [GB Policy link, links to HRS and Student Affairs webpages]
- Online sexual harassment awareness and prevention training [link, Keenan SafeColleges Palomar College Portal]
- Collective bargaining agreements [links, PFF & CCE CBAs on HRS webpage]
- Unrepresented employee handbooks [links, AA and CAST Handbooks on HRS webpage]
- Equal Employment Opportunity Plan [link, <http://www2.palomar.edu/pages/hr/files/2013/02/EEO-Plan-2013.pdf>]
- Shared governance participation [policies & procedures committee minutes, SPC minutes, EEO Advisory Committee minutes, HRSPC minutes]
- Periodic faculty/staff communication [document, all faculty/staff emails re unlawful discrimination/sexual harassment by VP Tortarolo, emails regarding pay during 2013 fire]

The College establishes its employment formal policies and procedures through the Policies and Procedures Committee, SPC and the Governing Board [*P & P Committee structure/membership/reporting relationship, P & P minutes, SPC structure, minutes, Governing Board minutes where P&P are approved*], and negotiates these procedures appropriately with its Unions [PFF & CCE Handbooks, cite Gov.Code 25470 *et seq?*].

Only ____ formal grievances were filed during the past six years; the grievances were resolved by contractual procedures. No complaints were filed by CAST or administrators. One public complaint was filed; it was judicially resolved in favor of the College [McMahon v. Palomar College].

The Faculty Hiring Procedure engages all full-time faculty in a fair, equitable, and uniform process to recommend selection for new full-time faculty, an academic and professional matter at the College [*Faculty Hiring Procedure, Faculty Senate Academic and Professional Matters*]. Hiring processes have specific EEO compliance oversight [compliance officer training, selection committee training, selection committee chair training, faculty hiring procedure, draft AP 7120, Governing Board Manual]. The College's Online Application System [Link to PeopleAdmin & College Recruitment pages/, HRS Employment Pages, PeopleAdmin Portal] and the District's website [link, HRS employment web page] provide the broadest possible equal access to all positions applicants.

The College's Equal Employment Opportunity Advisory Committee [links to role, membership, minutes] monitors compliance with EEO policies and procedures through the review of hiring statistics and information, and oversees of college unlawful discrimination cases and trends. [link, EEO advisory agendas/minutes, EEO Advisory Committee role].

Actionable Improvement Plans

None.

Standard III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

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Descriptive Summary.

Human Resource Services (HRS) classifies and maintains personnel records as required by Title 5 of the California Code of Regulations and other state and federal regulations. Personnel files of the College's employees are securely maintained and locked in the HRS office and retained according to document retention policies and standards. HRS makes personnel files available for inspection according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his/her designated representative, the appropriate supervisor/administrator, and HRS staff. These practices ensure that HRS permits only appropriate individuals to review personnel files (Personnel File review request evidence). In most cases, these include the employee and her/his designated union or employee group representative, auditors who periodically and confidentially review the transcripts of faculty to ensure that the District employs only appropriately qualified faculty to teach, and HRS staff (**III.A-68 Personnel Records**). Direct supervisors and administrators to which the employee reports can review performance related documentation only. Prior to transfer or promotion, potential supervisors to whom the employee may report can view the performance documentation for a finalist prior to a hiring decision.

[Throughout this section, point to BPs and APs.]

All electronic employee data is secure and maintained in PeopleSoft and in Singularity, the College's electronic records management database. All data in PeopleSoft and Singularity is backed up and stored in accordance with the District's Disaster Recovery plan (http://infoservices.palomar.edu/PCCD_DisasterRecovery_Plan071014.docx). Information Services ensures all applications, including PeopleSoft, use strong password standards and user accounts are current. The District's network security system is based on Cisco's self-defending Network Architecture (more detail is in Standard 3C.1.a), and the HRS Systems Module Functional Specialist manages user accounts to ensure access to data is restricted to those who need it for a legitimate business purpose (Christine's interview with Cindy Fisher). All applicant data is stored on PeopleAdmin's secure Cloud server, and the web based applicant portal is hosted on a secure internet connection (Christine has requested supporting documentation).

Self-Evaluation.

The College meets the Standard. The District's personnel record policies and procedures adhere to local, State and Federal laws. Practices are in place to guarantee the security and confidentiality of employment records. All employees can submit a written form to request access to their employment records or allow a designate to do so in accordance with the law. The College has begun implementation of a new electronic records management system called Onbase to meet the continuing document storage needs of the College. OnBase provides a single location to store electronic employee files, making them instantly retrievable for HRS staff and ensuring the College continues to be in compliance with document retention standards and regulations.

Actionable Improvement Plans.

None.

Evidence

Name
AP 7145 PERSONNEL FILES - http://www.palomar.edu/gb/Procedures%20-%20Administrative%20-%20Final/Chapter%207%20AP/AP%207145%20Personnel%20Files.pdf
Education Code Section 87031
Labor Code Section 1198.5
Personnel File Review Request - http://www2.palomar.edu/pages/hr/files/2013/08/personnel-file-rev-req.pdf
Lisa Hornsby interview with Christine Winterle
Christine Winterle interview with Cindy Fisher
District Disaster Recovery Plan http://infoservices.palomar.edu/PCCD_DisasterRecovery_Plan071014.docx

Standard III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

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The College's Mission Statement, which is part of the District's *Strategic Plan 2016*, includes three values statements that focus directly on equity and diversity:

- Equity and the fair treatment of all in our policies and procedures
- Diversity in learning environments, philosophies, cultures, beliefs, and people
- Access to our programs and services.

The College's *Strategic Plan 2016 Goal #3* specifically addresses the Mission Statement equity and diversity values: "Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement."

The College and the Faculty Senate are engaged in dialogue in academic year 2014-15 with two objectives addressing this goal: 1) Review and update the full-time Faculty Hiring Process, and 2) establish a uniform part-time Faculty Hiring Process (*evidence: VP Tortarolo board presentation at May 2014 GB meeting; letter from VP Tortarolo to Greg Larson re processes, Faculty Hiring Procedure*).

The Governing Board has also established Board Policies (B.P.) and Administrative Procedures (A.P.) that codify a commitment to providing a discrimination- and harassment-free educational and working environment that promotes diversity and embraces all, regardless of background. These policies and procedures include:

- B.P. 3410 – Nondiscrimination
- B.P. 3420 – Equal Employment Opportunity
- B.P. 3430 and A.P. 3430 – Prohibition of Harassment
- B.P. 7100 – Commitment to Diversity
- B.P. 7120 – Recruitment and Hiring.

As a result of these policies and procedures and the College's adherence to them, there have been no successful applicant challenges to the College's equity and diversity employment practices.

The District's Equal Employment Opportunity (EEO) Plan takes a systematic, practices-based approach to creating a culturally competent, diverse academic environment and workforce. The EEO Plan ensures compliance with the EEO regulations enumerated in Title 5, sections 53000 et. seq. of the California Code of Regulations (CCR).

College events promote and support an appreciation for diversity. The annual Unity in Diversity Event is a forum that explores local, regional, and global diversity and equity issues (*evidence: Diversity event agendas, speaker bios*). The PC3H Committee (Palomar College

Commitment to Combat Hate) promotes College-wide understanding of lesbian, gay, bisexual, and transgender issues. The Pride Center is a resource and safe place for LGBT students, supported by the administration, faculty, and staff (*Pride Center hours, description, resources*). Student events and groups celebrate and support under-represented groups (*Ev: Black History Month, Caesar Chavez' birthday, diverse clubs and activities in Student Services*). The Student Support and Success Program (3SP), Summer Bridge program, the Teaching and Learning Centers in Escondido and San Marcos, the Science, Technology, Engineering, and Math (STEM) program, and other outreach programs described in detail in Standards II.A, II.B, and II.C all work to assure the college community has an appropriate understanding and concern for equity and diversity matters, as well as providing specific means to positively address concerns.

(Evidence: Strategic Plan 2016; B.P. 3410 – Nondiscrimination; B.P. 340 – Equal Employment Opportunity; B.P. 3430 – Prohibition of Harassment; A.P. 3430 – Prohibition of Harassment; B.P. 7100 – Commitment to Diversity; B.P. 7120 – Recruitment and Hiring; Palomar College Equal Employment Opportunity Plan; CCR, Title 5, sections 53000 et. seq.)

[Evidence table necessary here instead of/in addition to list above?]

Standard III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary.

The College engages in ongoing diversity and equity dialogue with its faculty and staff through the outreach provided by the following events, programs, and services.

- Unity in Diversity Events (*Ev: agendas/programs, issues discussed, bios of panelists and speakers*)
- LGBT Safe Zone Training (*link*)
- Pride Center (*Ev: any hours, programs services info*)

- American Indian Studies department events
- Black History Month
- Cesar Chavez Day
- Diversity Day hosted by the Associated Student Government
- Library displays on specific cultures and diversity topics
- Multicultural Studies department events
- Palomar College Committee to Combat Hate (PC3H) events
- Performing Arts productions
- Political Economy Days hosted by the Economics, History, and Political Science department
- Unity in Diversity event hosted by the EEO Advisory Committee
- Veterans' Day and other events hosted by the Veterans' Services area of the Financial Aid, Veterans', and Scholarship Services department
- Women's History Month events
- Employee Benefits Fair
- Team Life Wellness Events and Programs
- Comprehensive Employee Mental Health Services
- Employee Assistance Program

The EEO Advisory Committee designs the annual Unity in Diversity event to bring faculty, staff, and students together in discussion of local, regional, and global diversity and equity issues that impact our college community. LGBT Safe Zone training heightens the awareness of all faculty and staff to the language, mores, and issues of the LGBT community in the larger college community. The Pride Center enables faculty and staff to directly work with students who identify with LGBT issues.

A number of trainings and workshops on various diversity topics are provided to employees through the Professional Development program and the Keenan SafeColleges online

training portal. Employees enrolled in the Professional Development and Professional Growth programs may earn program credit for taking these courses. The Professional Development web site at www.palomar.edu/pd displays workshops and trainings that are currently available for credit. (Evidence: Professional Development web site; Keenan SafeColleges courses)

Palomar College's Pride Center, which is hosted by PC3H, is dedicated to supporting lesbian, gay, bisexual, transgender, and queer (LGBTQ) students and employees. The Pride Center is one of only two such centers at community colleges in the United States. PC3H hosts a Safe Zone training for District employees to learn how to become allies of LGBTQ students and provide safe places on campus for students to seek support. The training materials are available to all District employees through the Keenan SafeColleges web site. Additionally, a PC3H representative has a seat on the District's EEO Advisory Committee to share information and organize diversity programs between the two committees. (Evidence: PC3H web site; Safe Zone training materials [AC to provide new version to JT]; screenshot of Keenan SafeColleges trainings available to all employees; EEO Advisory Committee membership list).

Through these ongoing college experiences, the faculty, staff (and students) experience college and professional life through the perceptions and multicultural experience of many diverse communities and populations, and gain an heightened awareness of the racial, social, cultural, ethnic, gender identification, and other perspectives of these populations. Many faculty and staff attend these events throughout each academic year.

The College periodically surveys faculty and staff on a wide range of issues, providing all employees to opportunity to weigh in on matters of importance (Ev: Accreditation Survey). Departments periodically realign programs, presentations dialogues, and events to reflect current important diversity issues (Ev: EEO Advisory Annual Debrief, Unity in Diversity Minutes re Annual topics)(check with Econ Poly Sci, Amer. Indian Studies, Student Affairs, others for relevant documented discussions). (Evidence: American Indian Studies department web site; Library web site; Multicultural Studies department web site; Palomar College Committee to Combat Hate web site; Palomar College online events calendar; Performing Arts department web site; Political Economy Days web site; Social and Behavioral Sciences division blog; Student Affairs web site; Unity in Diversity web site; Veterans' Services web site; Women's History Month flyers)

Active support for and sustaining activities, programs, and services are led by shared governance (EEO Advisory Committee, HRSPC) and administration, faculty, and staff, and the Governing Board, to assure employees full and open pursuance of their rights without discrimination.

- Governing Board Goal 1 (link to Gov. Bd. Goal 1)
- Strategic Plan 2016 Mission Statement (link to SP 2016 Mission Statement)
- Strategic Plan 2016 Goal 3 (Ev: Link to SP 2016 Goal 3)
- Board Presentations (Ev: VP Tortarolo's May 2014 board presentation)
- Shared Governance Engagement (letter to Greg Larson re Senate engagement in full-time and part-time faculty hiring processes revision)
- EEO Advisory Committee (governance structure, roles, membership, minutes)

- Governing Board Policies and Procedures (*GB P & P links*), for investigation of unlawful practices
- District Unlawful Discrimination/Sexual Harassment Procedures (*links: HRS webpage, Student Affairs web page*)
- Equal Employment Opportunity Plan (*link*)
- Cultural Climate Survey (*planning-Shawna Cohen needs to discuss*)
- 2013 Accreditation Survey (*link*)

These processes are continually evaluated for effectiveness in their application in individual cases and need, and annually reviewed for legal update by the Policies and Procedures Committee.

The College has actively led system-wide discussion of diversity and equity issues. The College was the driving force supporting the revision of Title 5, Section 53000 *et seq* to bring Title 5 into full compliance with state law and provide community colleges throughout the state with a meaningful, relevant equal employment opportunity model (*multiple citations, Shawna Cohen, Board of Governors regulation adoption, Vice Chancellor implementation letter*). This body of work codified the community colleges' responsibilities and diversity improvement opportunities in several key areas:

- Procedures for filing discrimination complaints;
- Establishing training for members of selection committees that focuses on the educational benefits of workplace diversity and the elimination of bias in hiring decisions;
- Longitudinal analysis of the District's workforce and applicants and determination of whether applicants of protected groups are underrepresented; and
- Identification of measures to address underrepresentation.

(Evidence: Model EEO Plan; memo from Steve Bruckman, Executive Vice Chancellor and General Counselor, CCCCCO, re: District EEO Plans, April 9, 2007; Governing Board minutes, August 13, 2013; memo from Steve Bruckman re: Revision of EEO Program Regulations, September 23, 2013; Board of Governors of the California Community Colleges Revisions to Title 5 Regulations: Equal Employment Opportunity; Overview of the New Title 5 EEO Regulations presentation by Sheri Wright and Laura Schulkind, presentation handout, ACHRO Fall Institute, October 18, 2013)

Standard 2B.3.d. further references many of the programs above and related services in terms of how they support students. (Evidence: American Indian Studies department web site; Library web site; Multicultural Studies department web site; Palomar College Committee to Combat Hate web site; Palomar College online events calendar; Performing Arts department web site; Political Economy Days web site; Social and Behavioral Sciences division blog; Student Affairs web site; Unity in Diversity web site; Veterans' Services web site; Women's History Month flyers)

Self-Evaluation.

The College meets the Standard.

The College engages in ongoing dialogue with faculty and staff regarding diversity and equity issues, and offers a variety of resources, practices, and services to build and sustain engagement in these issues.

Engagement in diversity issues is fostered by a number of ongoing and periodic dialogues and programs in which faculty, staff, and students are encouraged to participate. Departments periodically review program content to update and focus on current diversity issues. The College has specific policies and interventions that support the rights of our entire diversity college community for faculty, staff, and students.

Actionable Improvement Plan.

None.

Standard III.A.4.b.

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary.

The College annually reviews and publically reports its record in employment equity and diversity to the Governing Board and the college community (*Ev: College Fact Book, Institutional Effectiveness Reports, May 2014 Governing Board Presentation, Staffing Master Plan 2016*). The College reports and analyzes the gender, ethnic, and disability demographic trends of job applicants, interviewees, and hires over a 3 year period to the Chancellors Office in compliance with EEO Plan Component 10 – Analysis of Workforce and Pool (*Ev: Title 5 Section 53004; EEO Plan; Palomar College EEO Fund District Expenditure and Performance Reports for multiple years; Applicant Demographic reports for multiple years*).

The College's analysis of this data has supported improvement of employment process changes that can support increased diversity, including web-based advertising (*Ev: Advertising resource list*), an on-line application system (*Ev: HRS/PeopleAdmin Portal*), updated selection committee training and applicant workshops (*Ev: links*), integration of screening committee and equivalency committee processes (*flow chart*), and the use of CODESP, a public human resources cooperative organization for the development of employee selection procedures. (*Ev: link to CODESP home page, Monique Dumbrique interview, HRSPC minutes, EEO Advisory Minutes, hiring committee emails, ACHRO fall 2013 Training Institute program, Southern 30/EEDEC workshop notices*).

Despite these improvements, over the past 5 years the College reduced hiring of faculty and staff due to the state-wide fiscal crisis and reduced FTES apportionment (*Ev: Budget info 2008-09 to 2013-14*). While faculty and staff hiring has resumed, the College has lost diverse faculty and staff to retirement. As a result, progress toward the employment of a diverse faculty and staff representative of the state's population has been slow.

Insert chart here

The Governing Board recognized this issue and, in its Board Goal #1 established a task to “. . . report on how the college is addressing the diversity of its staff through its planning process.” Subsequently, the College addressed the issue in Strategic Plan 2016 Goal #3: “Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.”

In addition to reporting in its Annual Fact Book (*Ev: Fact Book*), in May, 2014 the College completed the Board Task with a comprehensive presentation and materials (*VP Tortarolo May 2014 Board Presentation, Employment Materials Workbook*) and made specific recommendations to address SP 2016 Goal #3. The College has since engaged the Faculty

Senate in dialogue to improve full-time and part-time faculty hiring processes to enhance the College's ability to make significant progress in its diversity goals.

The College has also negotiated a Supplemental Employee Retirement Program with its representative unions, and discussed it with its meet and confer groups. One specific goal of this SERP is to provide the College the ability to significantly change the College's diversity progress with 2015, 2016, and 2017 hiring of new faculty, administrators, and staff. (*Ev: Board SERP resolution September 9, 2014 Governing Board meeting*).

Self Evaluation.

The College meets this Standard. **[Do we want to move some of the Descriptive Summary into Self Evaluation?]**

Actionable Improvement Plan.

None.

Standard III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary.

The College's Mission Statement includes the value of "[i]ntegrity as the foundation for all we do." The District demonstrates this value through:

- Published Codes of Ethics for the Governing Board and each employee constituent group (*Ev: various ethics codes*)
- The District's Vision, Mission, and Values
- Governing Board Goals (*ref*)
- Strategic Plan 2016, 2013 (*links*)
- The College's shared governance structure (*Evidence: Strategic Plan 2016; Governing Board Policies and Procedures web site; Governance Structure Handbook*).
- Governing Board Policies and Procedures (*multiple references, don't forget Sections 4 & 5 for instruction and student services*).
- The Student Code of Conduct (*link*)
- Governing Board Resolutions (*Ev: Past Board Resolutions supporting student, faculty, staff*)
- The College Catalogue (*link*).
- The Agreement between the District and the Palomar Faculty Federation (PFF) (*link*)
- The Agreement between the District and the Council of Classified Employees (CCE) (*link*)
- The Administrative Association Handbook (*link*)
- The Confidential and Supervisory Team Handbook (CAST) (*link*).

These writings are publicly available via the College's website at the Governing Board webpages, Human Resource Services (HRS) web site, Student Services/Student Affairs webpages, College's home page, various other College web pages, and, as required by law, are posted on an accessible, public board adjacent to the HRS office. The District's sexual harassment policy and complaint procedures are also posted on the HRS web site. (*Evidence: B.P. 3410 – Nondiscrimination; B.P. 3420 – Equal Employment Opportunity; B.P. 3430 – Prohibition of Harassment; A.P. 3430 – Prohibition of Harassment; Governing Board policies and procedures web site; Human Resource Services forms web page; 2013-14 Palomar College Catalog; Human Resource Services office*)

Ongoing discussion between the Governing Board, the administration, the constituent groups, the representative Unions, the Unrepresented Employee groups, and the Associated Student Government assure that the College has honesty, commitment, cohesion, and coherence in the treatment of all faculty, staff, and students.

Self Evaluation.

The College meets the Standard.

The College endorses and publicly supports integrity in all interactions with the entire college community – students, faculty, and staff, as evidenced by its many public writings and actions.

Actionable Improvement Plan.

None.

Standard III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

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Under the coordination of the Palomar's Professional Development (PD) Office and Human Resource Services, the College provides a variety of workshops, trainings, and professional development opportunities to its faculty, staff, and administrators. The Governing Board's policy is that all employees are afforded opportunities and encouraged to participate in professional development/professional growth activities (BP 7160). There are many self-designed and pre-planned activities in addition to the Professional Development and Professional Growth programs (details are delineated in Article 10 of the applicable collective bargaining agreements) offered to faculty, staff, and administrators. Offering creative and innovative professional development opportunities that engage faculty, staff, and administrators supports the College's Mission Statement and contributes to students' success, both inside and outside of the classroom—strengthening the College's commitment to helping students achieve the learning outcomes they need in order to contribute to society as responsible, global citizens.

[Refer to the Strategic Plan's Goal #3.]

[Add also references to (1) the Professional Growth Program for all classified bargaining unit employees, CAST members, and classified administrators and (2) participation by educational administrators in education-related professional organizations, state-wide committees, and other professional organizations.]

Standard III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

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Professional Development Program

The Professional Development Program's focus is development opportunities for both full-time and part-time faculty. Professional Development hours for faculty are included as part of Palomar College's academic calendar (which is approved each year by the California Chancellor's Office) and included in the Collective Bargaining Agreement. The College receives credit for the professional development hours that are completed and verified by faculty. The faculty fulfills and documents their professional development obligation each academic year on their Professional Development Contracts.

Palomar College's Professional Development Coordinator is responsible for the coordination of our campus Professional Development Plan. His/her primary function is to oversee the contract and reporting procedures, develop programs to meet identified needs, and provide resources for staff and professional development activities. The Professional Development Office provides a guidance manual to faculty, and the workshop schedule for each new semester is available on the Professional Development Office's website, and it is distributed to all Palomar College faculty and staff at the Plenary events and each Wednesday via an email broadcast newsletter (PD workshops <http://www2.palomar.edu/pages/pd/pd-workshops/>; PD Manual <http://www2.palomar.edu/pages/pd/pd-manual/>). All staff and administrators are invited and encouraged to attend the many activities offered through this program

Palomar's faculty can fulfill their professional development obligation by participating in three types of activities: 1) Workshops, including Academic Technology seminars 2) Online, Media, and Arranged Workshops, and 3) Self-Designed Activities. Palomar encourages self-designed activities in addition to the many pre-planned activities.

Workshops are offered directly through the Professional Development office. In the fall semester, "First Friday" workshops focus on helping new tenure-track faculty acclimate to their new roles at Palomar, and new faculty are also provided with a faculty mentor (Faculty Mentor handbook (<https://docs.google.com/file/d/0ByBAeZNEZ2FWVIFqNnZ0dHITYIE/edit>)). The College's deans and educational administrators offer a "Nuts and Bolts of Teaching at Palomar" session each semester for part-time faculty. The session introduces these faculty to knowledge and skills such as classroom management procedures, the use of CurricUNET, expectations for course syllabi, information about SLOs, student discipline policies, and other areas related to Palomar's classroom policies and procedures. Online workshops, videos, and arranged activities include Keenan SafeColleges Training, at-risk behaviors, and accreditation basics, as well as online videos. Self-Designed Activities are projects that must be well-planned, professionally appropriate, and described in detail on the Professional Development Contract. There are three

categories of Self-Designed activities: 1) Currency and Growth in One's Field, 2) Workplace Effectiveness, and 3) Organizational Dynamics

Two PD codes (under the Arranged category) make it easier for faculty to engage in SLO-related activities and to encourage their participation in the SLOAC process: Code 12 -- SLOs/Work Individually or with Colleagues and Code 13-- SLOs/Attend SLO Workshops.

Professional Growth Program

All Classified Administrators, supervisors, and staff are eligible to participate in the Classified Professional Growth Program. The Professional Growth Program is designed to provide incentive to permanent classified employees to enhance and/or update their performance through continuing education and participation in professional organizations and Palomar College governance committees. Approved activities must be job related or be part of a specific career plan (II.A-27, III.A-36, II..B-45 AA, CAST, CCE Handbooks). Employees interested in the program develop their Professional Growth Plan, which must be job-related or part of a specific career plan. Points are earned for attending conferences, seminars, workshops, and/or governance committee membership. Upon completion of a Professional Growth Plan, employees can receive either an annual or one-time lump sum stipend.

Human Resource Services sends notices regarding the Professional Growth Program via email to all eligible employees in time to enroll in the Professional Growth Program for the fall, spring, and summer (evidence emails from Jennie Vastola). HRS also ensures the Professional Growth Program information is readily available on its website (Professional Growth Program website <http://www2.palomar.edu/pages/hr/employees/personnel/classified/professionalgrowth>).

Other Professional Development Opportunities

Instructional Faculty

The Professional Development Office is dedicated to providing a variety of resources for Palomar College's faculty to continue scholarship within their disciplines; to become versatile and skillful teachers, counselors, and librarians; and, finally, to meet the increasing demands of organizational and program innovation.

Palomar College participates in the Flexible Calendar Program through the California Community Colleges Chancellor's Office. The purpose of the Flexible Calendar program is to provide time for faculty to participate in professional development activities that are related to "staff, student, and instructional improvement" (Title 5, Section 55720). Guidelines for the implementation of the Flexible Calendar Program have been developed by the Faculty Development Committee of the Academic Senate for California

The College also offers Palomar Online Education Training (POET), a series of self-paced, open-exit and open-entry modules to prepare the faculty at Palomar College to deliver their courses online. The program was developed by the Academic Technology Committee with approval by the Senate. It is administered by the Academic Technology Coordinator as a

Professional Development activity. This training program assists in validating that online instructors are prepared to teach online (<http://www2.palomar.edu/poet/>).

Child Development Center Teachers.

Child Development Center Teachers are provided five professional development days. All Child Development Center Teachers develop and submit an individual Professional Development Plan consisting of activities outlines in the Child Development Permit Professional Growth Manual (Commission on Teacher Credentialing www.ctc.ca.gov). All development plans are reviewed and approved by the Coordinator of the Child Development Center and/or the Child Development Department Liaison. In addition, all CHDEV Teachers must maintain their permit, which requires 105 hours of professional growth in a five-year renewal period. (PFF Contract Appendix L 21).

Non-Faculty Personnel

Palomar College also offers professional growth opportunities to non-faculty employee groups. These professional growth opportunities support the District's Mission, Vision, and Values by increasing workplace efficiency and effectiveness.

All employee groups can attend any of the workshops hosted by the Professional Development Office; these workshops are free of charge and are available during working hours. The Academic Technology Resource Center (ATRC) offers trainings in computer applications each semester, individual trainings with staff and departments upon request, and on-demand online trainings. The District hosts an annual Classified Staff Development Day. Numerous workshops are offered in morning and afternoon sessions for all Classified Staff to attend and enhance their knowledge and skills free of cost. This event is attended by more than 200 Classified Staff. Palomar also offers specialized training through appropriate departments to ensure that staff can perform their responsibilities with competence and to enhance their job knowledge and skills. The college offers online trainings through Keenan and Associates "SafeColleges" (List of available trainings).

Administrative and Confidential and Supervisory employees host a monthly "Brown-Bag" Workshop, where they are informed of new policies and/or best practices. State mandated trainings are hosted through Keenan and Associates "SafeColleges" and completion is monitored by HRS (Shawna to provide completion rates). Educational administrators participate in educational-related professional organizations, state-wide committees, and other professional organizations (**Liberty Cassidy Whitmore training? NIMS Emergency Training?**)

Self-Evaluation.

The College meets the Standard. Through continued offerings and development of Professional Growth opportunities the District is able to increase workplace efficiency and effectiveness in both service and instruction. With the new allocation of funds, there will continue to be more opportunities to offer training that meet the needs of our staff and faculty.

Actionable Improvement Plans.

None.

Standard III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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Descriptive Summary.

The Professional Development Office and Human Resource Services arranges workshops, trainings, and professional development offerings based on faculty and staff's expressed interests as defined in the needs assessment survey. Based on the outcomes of the survey, offerings are continually expanded and revised as resources and interests grow and to meet the changing needs of faculty and staff. The Professional Development Advisory Board (<http://www2.palomar.edu/pages/pd/palomar-pd/pd-advisory-board/>) reviews the annual Performance Evaluation of the Professional Development Coordinator and the annual Needs Assessment Survey results and guides the development of Palomar College's Professional Development program.

In support of the College's Mission Statement, the Strategic Plan focuses on Professional Development opportunities for faculty, staff, and administrators. Objective 3.3 and 3.4 address the need to increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff and to implement professional development opportunities that support faculty innovation in teaching and learning through action-based research. In support of these objectives, the Strategic Planning Council (SPC) allocated \$30,000 in Strategic Plan Priority Funding (SPPF) for the Staff Development Training Program. These funds will be used to offer technology training to Palomar's staff. With this recent allocation of funds, the Staff Development and Training Committee was re-constituted in Spring 2014. The Committee, which is co-chaired by the Vice President of Human Resources and the Faculty Professional Development Coordinator, will be conducting Needs Assessment Survey in Fall 2014 to determine staff needs and ensure these needs are met. **[Make a cross reference to Standard IIIC?]**

Self-Evaluation.

The College meets the Standard. Through systematic evaluation of professional development, the College meets the needs of its faculty, staff and administrators. With the recent allocation of SPPF funds, there will continue to be more opportunities to offer training that meet the needs of our staff and faculty.

Actionable Improvement Plans.

None.

Evidence

Name
Brown Bag Lunch Emails – Christine has these
Classified Professional Growth emails – Christine has these
Labor Code Section 1198.5
Email from Shawna Hearn regarding Keenan Safe-Colleges completion rates.
Classified Staff Development Day website - http://www2.palomar.edu/pages/hr/csdday/

Standard III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary.

The College has established a relationship between its many and varied planning cycles and mechanisms, including those for human resource planning, that integrates them into a cohesive Institutional Planning, Evaluation, and Resource Allocation Decision-Making Model. (See Standard I.B for a detailed discussion of this model.)

As part of this model, in 2011, the District designed and implemented *Staffing Master Plan 2016* ("SMP"), which serves as the overarching planning mechanism for identifying planned staffing levels and non-faculty hiring prioritizations. (See section III.A.2. for further discussion.) The SMP incorporates the faculty hiring priorities recommended by the Instructional Planning Council and approved by the Superintendent/President. The Plan ensures that all staffing needs are developed with relevant planning assumptions, correspond with the goals and objectives in other institutional plans, and align with the District's stated Vision, Mission, and Values, which are included in the Strategic Plan. The District's *Integrated Planning Model (IPM)* ensures that the fulfillment of planning goals, including those stated in the *Staffing Master Plan 2016*, is tied directly to resource allocation through the *Resource Allocation Model (RAM)*. (Evidence: Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model; Resource Allocation Model; Strategic Plan 2016, Staffing Master Plan 2016, Educational Master Plan; Program Review and Planning documents)

While the SMP covers a six year planning period, key components of the SMP are updated annually to reflect the College's current needs and operating environment (*Ev: Staffing Master Plan 2016 and annual update links*). The College's departments identify staffing associated with their PRPs through the departmental planning process (*Ev: PRPs*). The IPC, through the Faculty Hiring Priority Committee, utilizes a comprehensive, well-documented assessment to identify and prioritize new faculty position hiring to the Superintendent/President. The Planning Councils (IPC, SSPC, FASPC, HRSPC) and departments reporting directly to the Superintendent/President evaluate, prioritize, and recommend non-faculty staffing needs annually based upon PRPs, retirements, resignations, and other staff attrition (*Ev: SMP Y4 Orientation Presentation*). Based upon each Council's consideration of the PRPs and College's other Master Plans, the SMP incorporates both faculty and non-faculty priorities into a single, comprehensive staffing plan.

A component of the PRP process is a review of the efficacy of programs and resource allocation in meeting the College's Mission, Vision, and goals (*EV: PRPs, Strategic Plan 2016, GB Goals*). PRPs are updated to reflect existing program efficacy, new programs, and

faculty/staff resource allocation.

HRSPC oversees the HRS development of the SMP and the annual updates. After the end of the plan year, each Council's progress toward acquiring new staff as the SMP recommends is reviewed. This review is incorporated in the following annual SMP update.

Faculty hiring is recruited as approved by the Superintendent/President, and the non-faculty staffing recommendations in the SMP are operationalized by the Superintendent/President and the Assistant Superintendent/Vice Presidents.

Self Evaluation.

The College meets this Standard.

Between 2008-09 and 2013-14, the state fiscal crisis and resulting reduction in apportionment-based FTES funding has limited the College to filling only new faculty positions and a limited number of staff positions. The unprecedented five year fiscal crisis has prevented the College from hiring recommended by the SMP. Funding has begun to return from the state, and non-faculty hiring has recommenced, albeit at a funding-constrained level. This issue has been discussed in shared governance councils and committees (*Ev: relevant SPC and other Planning Council minutes*). Dialogue through the College's shared governance process has resulted in the College adopting SP 2016 Goal #3.1: "to rebuild staffing levels to support priorities identified in Staffing Plan 2016." (*Ev: SP 2016*) The College continues dialogue on methods to achieve this goal, and included the 2014-15 fiscal year budget \$549,278 Reserve for Staffing Priorities (<http://www.palomar.edu/gb/2014/2014-06-10%20exhibits.pdf>).

Actionable Improvement Plan.

None.

DRAFT

Standard III.B.: Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Abstract of Standard III.

At Palomar College, physical resource planning, including facilities, equipment, land, and other assets is integrated with institutional planning and supports student learning programs and services. Planning for major projects is guided by the Palomar College *Educational Master Plan 2022*. Both long and short range planning are informed by the Palomar College *Strategic Plan 2016* and the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model*. District Facilities [**“Facilities Department”?**] provides support for the College for maintenance of buildings and grounds, planning, design, and construction of new buildings and renovations. The Facilities website provides information regarding processes for requesting maintenance support as well as information regarding facilities planning, the Educational Master Plan of the District, and general support.

Palomar College has a strong commitment to, and interest in, providing safe and secure facilities and equipment for all members of the College and for visitors to the College. The buildings have been designed and constructed to serve the needs of the College community and are equipped with up-to-date equipment to enhance teaching and learning. The College maximizes, maintains, evaluates, and improves physical resources on campus and at off-site facilities to support the College's Mission and to provide quality college services. The College engages in constant and consistent cycles of planning, implementation, and evaluation to maintain safe, comfortable, accessible classrooms, laboratories, student services facilities, and information technology hardware and software.

Standard III.B.1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary.

Palomar College serves North San Diego County at the 200-acre campus in San Marcos, at its eight-acre California Post-secondary Education Commission (CPEC) approved education center in Escondido, and at four sites in rented space throughout the district: Camp Pendleton, Fallbrook, Mount Carmel, and Pauma. On the San Marcos campus, student learning is facilitated in 28 permanent buildings, each specifically designed for the unique educational needs for each of the disciplines housed therein, and 25 modular buildings. Total gross square footage is 761,930. In addition, the San Marcos campus includes 20 parking lots (*III.B-1 Parking Lot Counts*), kinesiology/athletic facilities (including a shared use Wellness Center), a theatre, and an arboretum. The facilities at the Escondido Center consist of three permanent buildings and three parking lots with gross square footage of 84,925 on eight acres of land in eastern Escondido (*III.B-2 Space Inventory*). Palomar College is committed to providing a safe learning environment for all students regardless of location or mode of delivery. To guide instructional safety and maintenance, the College employs criteria and measures that are set forth in federal, state, and local laws and regulations. Board policies and procedures also guide campus safety, security and access, and emergency preparedness (BP 3500, 3502, and 3505).

Safety.

Palomar College supports the integrity and quality of its programs and services by providing and planning for safe and sufficient physical resources. The safety of the facilities is maintained by the Facilities Department and evaluated by a cadre of health, safety, and security teams and inspected by external regulatory agencies. The Facilities Department includes safety inspections as part of its Preventative Maintenance Program.

Palomar College evaluates the physical safety of its facilities through the following:

- Preventative Maintenance Inspections by the building services, custodial, and grounds departments (*III.B-3 Preventative Maintenance Program*)
- Daily and weekly safety walks of buildings and grounds by the Director of Facilities, Building Services Supervisor, Grounds Supervisor, Custodial Supervisor, Facility and Safety Technician, and the Supervisor of Environmental of Health & Safety
- Medical Injury Reports received by Health Services, Campus Police, and Human Resource Services. Forms are forwarded to the Environmental Health & Safety Department (*III.B-4 Medical Injury Report Forms*)

- Health and safety concerns reported to the Facilities Office, Campus Police, and the Environmental Health & Safety Department by phone and email by staff, students, and visitors (*III.B-5 Facilities Service Logs*)
- Annual inspections conducted by the District's liability insurance carrier (*III.B-6 SWACC Report*)
- District Safety and Security Committee activities, such as monthly reports, reviews, discussions, and recommendations of appropriate actions for identified safety concerns (*III.B-7 Safety & Security Committee*).

Sufficient Physical Resources.

Palomar College engages in comprehensive facilities planning based upon instructional and student support needs. The College, with the assistance of an Educational and Facilities Master Planner, developed *Master Plan 2022* (*III.B-8 Master Plan 2022*). A fundamental aspect of the plan was that facilities are designed to support teaching and student learning and to enhance institutional effectiveness. Palomar's current and future success in obtaining state funding for capital projects is a result of these planning efforts.

Capacity load ratios calculated from the number of weekly student contact hours (WSCH) per assignable square footage are used to indicate whether the district has sufficient space. *Master Plan 2022* identifies the space needs through 2022. Construction of the required facilities will be funded through a combination of local and state funds.

The following charts summarize the capacity of net, existing, on-campus, and assigned square footage (SF) by instructional type at the San Marcos and Escondido locations.

Table 3-1 Assigned SF San Marcos

Type of Space	Assigned SF	Fall 2012* Capacity Load Ratios
Classroom	87,945	113%
Laboratory	194,149	123%
Office	102,814	106%
Library	42,620	52%
AV/TV	1,651	7%

Table 3-2 Assigned SF Escondido

Type of Space	Assigned SF	Fall 2012* Capacity Load Ratios
---------------	-------------	---------------------------------

Classroom	26,314	258%
Laboratory	11,203	102%
Office	6,958	311%
Library	4,789	190%
AV/TV	200	22%

Capacity load ratios of 100% indicate that space is adequate. Above 100% is an indicator of excess space. Below 100% indicates a shortage of space. The capacity load ratios in the tables presented indicate that additional space is needed at the San Marcos Campus and that space needs to be redistributed at the Escondido Center.

In November 2006, the district electorate passed Proposition M (Prop M), a General Obligation bond providing the College the opportunity to begin implementation of the *Master Plan 2022 (III.B-9 Prop M, III.B-8 Master Plan 2022)*. The \$694 million bond allowed the College to build out the Master Plan per the following:

Construction projects that have been completed since 2008:

- MD Building
- HS Building
- Planetarium
- ITC
- T Building
- Escondido Center Reimaging Project
- Theatre/Performing Arts Center
- San Marcos TLC
- Escondido Center TLC
- STEM Center
- Humanities
- 12KV project
- San Marcos Fire Alarm Upgrade

Projects in Progress:

- Child Development Center
- Baseball Field
- Library/LRC
- 1,600 space parking structure (Lot 12)
- South Education Center
- Athletics/Kinesiology Complex
- Arboretum

The College actively pursues state funding to build and update its facilities. Palomar has become very competitive for state capital funds as a result of having a source of local

funds generated from Prop M. The ability to contribute local funds increases eligibility for state funding.

Construction activity at the College will be constant over the next nine years. The following table summarizes the projects in order of their District assigned priority per the District's Five Year Construction Plan (*III.B-10 Five Year Construction Plan*), which is required to be updated and submitted to the California Community Colleges System Office annually.

Table 3-3 Building Projects

Project	Occupy Date	Square Footage
Humanities Building *	2013/2014	56,170 ASF
Child Development Center *	2015/2016	11,654 ASF
Baseball Field *	2015/2016	N/A
Library/LRC *	2016/2017	74,840 ASF
Maintenance & Operations Building	2016/2017	39,000 ASF
Parking Structure (Lot 12)	2017/2018	1,600 spaces
South Education Center *	2017/2018	75,000 ASF
North Education Center	2018/2019	100,000 ASF
Athletics/Kinesiology Complex *	2020/2021	56,000 ASF
Student Services One Stop Shop	2020/2021	31,500 ASF

[3B does have minutes for the asterisked projects as evidence.]

Buildings are designed to support student learning programs and services with student learning and the end- users' functional needs as the highest priority. Faculty and staff involvement is critical during the early stages of the design and development of all projects. **[The College also involved students in the design process, right?]** The design teams meet with the users to identify the program needs and to develop schematic designs and construction documents. To ensure that the needs of students and programs are supported, the Deans create building user committees to address issues raised by the faculty and staff **[and students?]**. These groups most often include the chairs of each department that will occupy the building. Recent examples of this process are the planning of the NS Building, MD Building, Planetarium, ITC, T Building, HS Building, Theater/Performing Arts Complex, and the Escondido Center Re-

imaging Project. The institution involves all users groups and stakeholders when planning for its buildings both short and long term.

One of the core values in Palomar's Mission Statement is for the College to provide a physical presence and participation in the community. The new construction projects have given Palomar a new "university feel" to both the San Marcos campus and the Escondido Center. The new buildings on the San Marcos campus are multi-story buildings, replacing the old "K-12 style" single story buildings designed in the 1950's and 1960's. Student gathering "common spaces" [**"social spaces"?**] enhance the college experience for Palomar's commuter students. Not only do these new buildings give Palomar College a collegiate physical presence for the students, staff, and community, they also provide improved safety and access. Unlike the old buildings they replace, our new buildings have state-of-the-art fire alarm and fire suppression systems, accessibility features that meet or exceed DSA standards, and InformaCast Emergency Broadcast Systems, which are now tested on a regular basis.

The development of the Humanities building project serves as the most recent example of the Palomar College facilities planning process. To determine the needs of the programs and services, the College's architects met multiple times with user groups representing several different academic/support departments to document needs and shape a fundable proposal. The departments included English, World Languages, Reading, Speech, English as a Second Language, American Sign Language, and Journalism. The building plans were then shared with the Palomar College administration prior to submission to the Division of the State Architect for formal plan review and approval. The Governing Board approved the plans before they were advertised for public construction bids.

In addition to new construction and renovation projects, the Facilities Department engages in maintenance and operational projects on existing buildings. A work request system provides a mechanism for end-users to request necessary modifications to existing facilities. The Facilities Department responds in a timely manner to requests for repairs. Work requests for modifications and remodels are reviewed and prioritized annually and reported to the Facilities Review Committee along with the funding source (*III.B-11 Facilities Work Request Form*). Facilities Planning meets with the end users to evaluate needs and look at available spaces, with an emphasis on more efficient use of those spaces and integration of forward technology. All projects are taken on with scheduling and ways to decrease the secondary effects [**of . . .**] as the top priorities. By doing this, the impact on District Functionality [**Is "District Functionality" a trade term?**] is greatly reduced.

Several remodels have been completed through the Work Request program:

- Math Tutoring Center remodel
- Q-9 project, which converted classroom space into several modern Video/Audio Editing booths
- Student Services Center reconfiguration
- Career Center reconfiguration
- A-1 Human Resources remodel.

Self-Evaluation.

The College meets the Standard.

The College's evaluation of classroom adequacy focuses on space, safety, and effectiveness as a learning environment. As the demand for instructional programs and services increases, it will be met with the implementation of *Master Plan 2022 (III.B-8 Master Plan 2022)*. The following projects have been completed:

- Multi-Disciplinary
- Health Sciences
- San Marcos TLC
- Escondido TLC
- Humanities
- Planetarium
- T Building Remodel
- Industrial Technology Center
- Performing Arts Complex/Theatre Remodel
- ESC Reimaging.

Access for persons with disabilities is a prime concern for the college. Aging and inadequate buildings continue to require that extraordinary efforts be made by the Facilities Department to keep them functional for persons with disabilities. Therefore, the College requested that LPA, the District's architect, prepare an ADA access plan to be implemented in tandem with *Master Plan 2022 (III.B-12 ADA Master Plan)*.

The renovation of the LL Building, currently serving as the Library, into a "one-stop" Student Services Center is expected to alleviate the current crowded conditions in the Student Services Center building and will provide one centralized location for students to access services. The College submitted a Final Project Proposal (FPP) on July 1, 2008 (*III.B-13 LL Building FPP*). The College is in the process of resubmitting an FPP for this project.

Actionable Improvement Plans.

None.

Evidence [Eventually we'll move all the Evidence charts to the end of each "chapter."]

<i>Number</i>	<i>Name</i>
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	<u>BP 3500, 3502, and 3505</u>
<i>III.B-1</i>	<u>Parking Lot Counts</u>
<i>III.B-2</i>	<u>Space Inventory</u>
<i>III.B-3</i>	<u>Preventative Maintenance Program</u>
<i>III.B-4</i>	<u>Medical Injury Report Forms</u>
<i>III.B-5</i>	<u>Facilities Service Log (print copy available)</u>
<i>III.B-6</i>	<u>SWACC Inspection Report (print copy available)</u>
<i>III.B-7</i>	<u>Safety and Security Committee Minutes</u>
<i>III.B-8</i>	<u>Master Plan 2022</u>
<i>III.B-9</i>	<u>Prop M Website</u>
<i>III.B-8</i>	<u>Master Plan 2022</u>
<i>III.B-10</i>	<u>Five Year Master Plan (print copy available)</u>
<i>III.B-11</i>	<u>Facilities Work Request Form</u>
<i>III.B.8</i>	<u>Master Plan 2022</u>
<i>III.B-12</i>	<u>ADA Master Plan</u>
<i>III.B-13</i>	<u>LL Building Final Project Proposal (print copy available)</u>

The table has active links in the Number and Name columns.

Standard III.B.1.a.

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary.

Palomar College is committed to assuring effective utilization and the continuing quality of physical resources necessary to support its programs and services. In *Strategic Plan 2016*, Goal 4 focuses on ensuring that existing and future facilities and infrastructure support student learning, programs, and services (III.B- *Strategic Plan 2016, Goal 4*). **[We'll emphasize here that in planning, building, maintaining, and upgrading or replacing physical resources, the College primarily has in mind students' needs. In addition to providing a setting that is conducive to student learning, the College wants to provide "social space" for students and an aesthetically-pleasing environment.]**

Palomar College plans, builds, upgrades, and replaces facilities in a manner that assures effective utilization through the strict adherence to state guidelines for space utilization even on locally funded projects. All capital construction projects rely on the end-users' input to develop the program that drives the design that will support their needs and provide the best learning environment for student success. Maintenance of existing buildings continues to be a challenge due to operating budget shortfalls.

Palomar College engages in comprehensive facilities planning based upon instructional needs. With the passage of Prop M, the College has begun to implement *Master Plan 2022*. During the development of *Master Plan 2022*, the education plan was developed first and drove the facilities planning. As each new project begins, the design team meets regularly with the faculty and staff who will occupy the new building. The master plan program is verified or amended as instructional needs change. Based upon the discussions, the building is designed to meet current and foreseeable needs and to be flexible enough to accommodate future curriculum changes. The most recent example of this is the Humanities Building. The user group worked closely with the architect not only to design the floor plans, but also to make accommodations for the specialized furniture, audio/video equipment, and specialized instructional equipment in the Writing, World Languages, Reading, and American Sign Languages labs (III.B-9 *Prop M*, III.B-8 *Master Plan 2022*).

Student learning and student success have been enhanced by the recent addition to several facilities. New Teaching and Learning Centers have been constructed both at the Escondido Center and on the San Marcos campus. These new facilities promote student success by providing student support, academic advising and coaching, referral to services, educational and career planning, supplemental instruction workshops, embedded tutoring, and/or tutoring. In

addition, they create a pleasant working space where students and faculty can come together and exchange ideas and promote a deeper level of student and faculty engagement.

The new STEM Center, located in the Natural Sciences Building, was designed to assist Palomar College in increasing the number of STEM Bachelor's degrees awarded to low-income and underrepresented students. The STEM grant is a collaborative effort between Palomar College and CSU San Marcos to strengthen the STEM Transfer Pathway by achieving the following:

- Increasing student participation in STEM programs by providing outreach, counseling, and guidance
- Improving students' persistence by enhancing their engagement in the STEM learning process
- Strengthening STEM programs, curriculum, and equipment
- Opening a STEM Center to provide a social and academic learning environment
- Creating a seamless transfer process between Palomar College and CSUSM.

In addition to Prop M funding, Facilities seeks other outside funding sources for HVAC and energy efficiency upgrades. New HVAC systems for the Escondido Center are now in the design phase. These new units will enhance student learning by providing an energy efficient, comfortable classroom environment. The Facilities Department was able to seek State funding for the design and the installation of this project. The Facilities Department was also recently awarded Prop 39 funding for new energy efficient lighting on both the San Marcos campus (exterior lighting) and Escondido Center (exterior and interior lighting.) This project will replace outdated lighting technology with new state-of-the-art LED lighting. Students will appreciate the brighter exterior lighting, which will enhance nighttime safety as well.

Use of existing facilities is evaluated annually by analyzing the capacity load ratios. Capacity load ratios are used as an indicator to ensure that the College effectively uses the space it constructs. This evaluation is part of the Five Year Construction plan, which is approved by the Palomar College Governing Board and submitted to the California Community College's State Chancellor's office. State guidelines for space allocation are used in the design of new facilities regardless of the source of funding. During the class scheduling process, Instructional Services reviews room usage, identifies "gaps" in room scheduling, and facilitates a link between course enrollment maximums and room capacity. The Five Year Construction Plan carefully identifies the capital construction projects as established by the Facilities Master Plan.

A challenge that the College continues to face is the lack of a funding mechanism to increase Facilities Department staff when new buildings and renovations are brought online. Adjustments should be made in staffing levels to address added square footage to clean, added maintenance requirements, and added systems such as electronic HVAC and lighting controls. Despite this challenge, Palomar College has implemented several programs to ensure that the facilities are safe and support program and services requirements. The Capital Construction Program funded through Prop M and the California Community Colleges System Office Capital Outlay Program enables the District to replace aging and temporary facilities (*III.B-14 Capital Construction*). The Scheduled Maintenance and Special Repairs Program provides the

funding to maintain existing buildings (*III.B-15 Scheduled Maintenance*). Funding from the System Office Hazardous Substance Program allows the College to remove asbestos floor tile, improve indoor air quality, and provide safe storage for the College's hazardous waste (*III.B-16 Hazardous Substance*). The Preventative Maintenance Program, a District-funded program, ensures that facilities are safe and meet program requirements. The program includes weekly inspections by facilities supervisors and input and requests from staff and faculty. The Facilities Department maintains a monthly preventative maintenance schedule. The Building Services Department, the Grounds Services Department, and the Custodial Services Department conduct inspections biannually on all of the College's buildings. These inspections include examination of the mechanical, electrical, and lighting systems, fire/life safety systems, roofing and building envelope systems, interior wall/floor/ceiling conditions, and landscape and hardscape within the building vicinity (*III.B-3 Preventative Maintenance*).

If a department wants to request a facility change, including remodels, renovations, computer changes, or office reorganization, the proposed change to [**“the proposed change to”**?] Facilities Work Request Form is completed and signed by the chair, the dean, and/or the appropriate vice president. If the change represents a significant modification changing the space inventory, it must go to the Facilities Review Committee, a committee in the College's governance structure that includes student committee representation to ensure active participation and also to provide a student learning experience. The Facilities Work Request Form is used for health/safety/security, building, maintenance, furniture/equipment move, or event preparation requests. If there is an urgent problem, a phone call or email will result in help within the day. Safety issues are dealt with immediately. To assist with the process, the Facilities Department maintains a website that lists “Frequently Asked Questions” along with links to various facility request forms (*III.B-34 Proposed Change Form, III.B-14 Work Request Form, III.B-35 Facilities Website*).

Self-Evaluation.

The College meets this Standard.

As a result of the passage of Proposition M, the College has undertaken an aggressive and comprehensive capital construction program that will assure effective utilization of all facilities, including new construction, renovations, and existing facilities. The College has made a commitment to continue to follow state space guidelines for state and locally funded projects.

A continual challenge for the Facilities Department is the current level of resources given the increased demands as a result of normal operational needs and construction programs being undertaken under *Master Plan 2022*. There may be an initial decrease in preventative maintenance needs when new buildings replace aging ones, but as additional space is added district-wide, more resources will be required to maintain the additional square footage. Essentially, the College will require additional maintenance funding and additional maintenance staffing to adequately clean and maintain the additional facilities that are planned and constructed. [**Note that the College has recently funded four additional custodial positions.**] As stated, the major challenge that the College continues to face is the lack of a funding

mechanism to increase Facilities Department staff when new buildings and renovations are brought online.

Despite the shortage of resources, the Facilities Department strives to maintain, upgrade, or replace physical resources in a manner that assures effective utilization and the continuing quality necessary to support student learning and success. Relevant performance and satisfaction data was collected in the Finance and Administrative Services Survey Report 2013. **[Should we put this title in italics or quotation marks?]** In general, Facilities personnel were regarded as responsive, and the College was viewed as clean and well-maintained (*III.B- Finance and Administrative Services Survey Report 2013*).

Actionable Improvement Plans.

None.

Evidence.

Number	Name
<i>III.B-9</i>	<u><i>Proposition M Website</i></u>
<i>III.B-8</i>	<u><i>Master Plan 2022</i></u>
<i>III.B-14</i>	<u><i>Capital Construction Program – Prop M</i></u>
<i>III.B-15</i>	<u><i>Scheduled Maintenance Projects</i></u>
<i>III.B-16</i>	<u><i>Hazardous Substance Program Projects</i></u>
<i>III.B-3</i>	<u><i>Preventative Maintenance Program</i></u>
<i>III.B-</i>	<u><i>Strategic Plan 2016, Goal 4</i></u>
<i>III.B-</i>	<i>Finance and Administrative Services Survey Report 2013</i>

The table has active links in the Number and Name columns.

Standard III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary.

The College currently operates two locations – the San Marcos campus and the Escondido Education Center. The College offers classes at four additional sites but does not maintain the physical resources of those locations as they are rented facilities.

Palomar College assures its facilities provide a safe, secure, and healthful learning environment accessible to all through a variety of programs, procedures, and practices. Guiding the College is one of Palomar's core values: "providing access to all our programs and services." A recent example of providing a healthy learning environment is the no smoking policy on campus (*BP 3570*). The Environmental Health & Safety Office (EH&S) ensures that a systematic process is established for training District employees and that procedures are in place for performing workplace safety inspections. Training provides employees with the knowledge to perform assigned job functions safely, and workplace inspections are conducted in accordance with all applicable federal, state, and local agency regulations for air quality, operation, and inspection of safety/emergency devices and hazardous materials located through the campus (*III.B-17 EH&S Training Program, III.B-18 Workplace Safety Inspections*). All corrective actions are documented via electronic filing.

EH&S ensures that compliance with safety standards established by the California Occupational Safety & Health Act (Cal OSHA) is adhered to by performing routine safety inspections. Building discrepancies and any unsafe conditions identified during inspections are corrected, and all corrective actions are documented through the Building Services Preventative Maintenance Program (*III.B-3 Preventative Maintenance*).

Access to all facilities for persons with disabilities is critical to the Mission of Palomar College. Existing facilities were retrofitted to provide access as part of the College's ADA Accessible Path Project funded by Proposition M. Further upgrades are made when modifications to buildings are made or when there is a request for a specific accommodation (*III.B-19 Accommodations Request Form, III.B-20 ADA Program*).

With the passage of Proposition M, Palomar College has embarked on an aggressive capital construction program that is transforming the entire physical plant and operations of the District, with the biggest changes occurring on the San Marcos campus. As part of this program, all new construction and renovations will be fully ADA compliant with the goal to exceed standards. As part of the design review procedure, the director of the Disability

Resource Center (DRC) is included in the planning process to assist staff in making the campus and its buildings as accessible as they can be – beyond what may be required through the Department of State Architecture (DSA) accessibility plan check (*III.B-12 ADA Master Plan*).

In 2010, the District commissioned new emergency backup electrical generator systems for both Campus Police and Information Services. With the installation of these generators, the District's Information Technology services will run uninterrupted in the event of a power outage as well as the entire Campus Police building. In the event of a power outage, these generators supply backup power for voice communications, voicemail, email, internet, Campus Police applications, PeopleSoft Student, Blackboard, and other online educational systems that would remain operational for external use.

In 2012, the District hired a contractor to install a state-of-the-art fire alarm fiber optic network system for the entire San Marcos campus. This system replaced the overloaded existing copper wire fire alarm infrastructure. This new design permits any part of the system to be intercepted for adding new buildings without the loss of fire alarm protection for the rest of the College. The new system has the capability to support the future campus growth. Two command centers are installed: one at Facilities and another at Campus Police.

Palomar College offers evening classes in classrooms rented from Fallbrook Unified School District and Poway **[the Mt. Carmel site]** Unified School District. Classes are also offered at the Pauma Community Center and at the Marine Corps Base Camp Pendleton. To accommodate the schedules of active duty Marines, classes at Camp Pendleton are offered in an accelerated eight week format. The off-campus sites offer both basic skills and general education classes. Science laboratory classes are offered only at the San Marcos campus and the Escondido Center.

Because safety is a priority for Palomar College, Environmental Health & Safety, Campus Police, Risk Management, Human Resource Services, and Health Services work together to monitor the effectiveness of the programs in place. Online safety resources can be found on the Environmental Health & Safety **[“Office”]** website. A recent example of Environmental Health & Safety working together with College Police is the addition of emergency “blue phone” call boxes in Parking Lots 3, 5, 9 and 12. Surveillance cameras were installed as part of the same project. Campus Police now has the ability to receive emergency calls from these locations, and can also monitor the areas from their dispatch room using the cameras (*III.B-23 EHS Website*).

Palomar College instituted a number of safety initiatives including parking lot security cameras, panic buttons in specific offices, evacuation maps throughout the campus, and classroom phones that are equipped with an EBS. Classrooms have emergency phones that are connected directly to Campus Police and also allow for emergency messages to be broadcast to the classroom. All parking lots are lighted and the campus maintains security lighting throughout the evening. The campus is closed between 11:00 p.m. and 6:00 a.m. to ensure night-time safety. **[Don't the newest buildings also allow for classroom doors to be locked from the inside to prevent intruders from entering?]**

Palomar College's accelerated capital construction activity presents additional challenges to a safe and healthful environment. The College works closely with the construction managers and general contractors to ensure safety on the worksites. This safety is accomplished by restricting staff and students from the construction site, limiting the effect of and contact with construction traffic, and scheduling high hazard activities at times when there will be least impact on students and faculty. On occasions that require blasting on the construction site, it has been limited to time periods when there is minimum student activity on campus. On construction projects where Palomar carries the builder's risk insurance, the College's underwriter regularly sends construction safety inspectors to ensure the safety of the job site. The District's inspector of record and construction manager also provides reports of safety related concerns to the District.

The Supervisor, Environmental Health & Safety currently chairs the College's Safety & Security Committee. The purpose of this committee is to identify and address all types of safety and security concerns on campus including maintenance of equipment, the fire alarm system, any broken or substandard furnishings, and any issues that affect access. The Supervisor is also responsible for maintaining the Emergency Operations Plan. This plan has recently been updated. Under the guidance of the Supervisor, District staff receive Incident Command System training, along with other mandated emergency preparedness training (*III.B-7 Safety & Security Website*).

The District's Campus Police Department assigns a Community Service Officer (CSO) to Fallbrook to patrol and assist with security. Security on the military base is handled by the military police. In emergency situations, staff are trained to notify the appropriate authorities of the need for assistance. The College maintains its own police department for campus security at the San Marcos Campus and the Escondido Center. Police officers provide a variety of services for students and staff. The College maintains its own 24-hour dispatch center and has direct lines of contact with the Escondido Police Department and San Diego County Sheriff's Department.

Self-Evaluation.

The College meets this Standard.

Palomar assures that physical resources at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Information Services installed VoIP phones in every classroom and office at the San Marcos campus and Escondido Center. The phones have the ability to serve as a public address system with Inform-a-Cast software. Emergency phone towers were installed in parking lots 3, 5, 9, and 12 on the San Marcos campus for individuals to communicate with Campus Police in the event of an emergency. Video surveillance cameras have also been installed in these areas. The College in the discussion phase of having emergency phones installed at the Escondido Center. **[At the August 5 meeting someone said here "Add Mt. Carmel."]**

Palomar's Emergency Operation Plan gives guidance to responders on how to respond to a wide range of emergency scenarios. Board Policies 3505/*Emergency Response Plan* and Administrative Procedures 3505/*Emergency Response Plan* and 3515/*Reporting of Crimes* require the College to establish and maintain an Emergency Response Plan. The District's Emergency Response Plan also needs to comply with the Jeanne Clery Act – also known as the “Crime Awareness and Campus Security Act.” This act requires colleges and universities across the United States to disclose information about crimes committed on and around their campuses. The College's Emergency Response Plan identifies the means by which the College will distribute information throughout the San Marcos campus and Escondido Center.

One or more of the following systems will be used for sending notifications in emergency situations:

- Palomar Alert via e-mail
- InformaCast System
- Palomar College home web page www.palomar.edu
- Bullhorns/loud speakers
- Palomar College Facebook page
- Electronic signage
- Emergency Broadcast System (EBS).

Emergency preparedness structures are in place; however, more staff members need to be trained and drills conducted more often so that staff members will know what to do in case of an emergency.

The Emergency Operations Preparedness Working Group is currently revising the Emergency Operation Plan. The time frame for completion and implementation is scheduled for the end of the 2014 fall semester (*III.B-24 Emergency Operations Preparedness Working Group Minutes*).

The Environmental Health and Safety department prides itself on providing good customer service. According to the Finance and Administrative Services Survey Report 2013, most of those who had used Environmental Health and Safety Services were satisfied (*III.B – Finance and Administrative Services Survey Report 2013*). **[Add details of the results of the survey. What improvements have followed from EH&S's evaluation of the survey results?]**

Actionable Improvement Plans.

None.

Evidence.

Number	Name
<i>III.B-17</i>	<i><u>EH&S Training Program</u></i>
<i>III.B-18</i>	<i><u>Workplace Safety Inspections</u></i>
<i>III.B-3</i>	<i><u>Preventative Maintenance Program</u></i>
<i>III.B-19</i>	<i><u>Accommodations Request Form</u></i>
<i>III.B-22</i>	<i><u>ADA Architectural Barrier Removal Program</u></i>
<i>III.B-12</i>	<i><u>ADA Master Plan</u></i>
<i>III.B-23</i>	<i><u>Environmental Health and Safety Website</u></i>
<i>III.B-6</i>	<i><u>SWACC Inspection Report</u></i>
<i>III.B-7</i>	<i><u>Safety & Security Website</u></i>
<i>III.B-24</i>	<i><u>Emergency Preparedness Working Group Minutes</u></i>
<i>III.B-</i>	<i><u>Finance and Administrative Services Survey Report 2013</u></i>

The table has active links in the Number and Name columns.

Standard III.B.2.

To assure the feasibility and effectiveness of physical resources in support of institutional programs and service, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary.

Palomar College uses a variety of methods for planning and evaluating facilities and equipment. These methods include capacity-to-load ratios and a review of the Facilities Master Plan through an annual update of the Five Year Capital Outlay Plan. Facility planning and assessment are ongoing processes. This plan supports the *Educational Master Plan 2022* generally, and the Facilities Master Plan specifically, to address the needs of the College. The five-year Scheduled Maintenance Plan (FUSION SMSR 5YP) is updated annually as is the Space Inventory Report. Space utilization is reviewed in conjunction with course scheduling throughout each academic year.

Palomar College uses FUSION, a web-based application supported by the California Community Colleges Chancellor's Office, to store essential data regarding the College's facilities. This information includes space inventories, capital construction state-funded projects, and five-year scheduled maintenance and master plans. The system also allows for tracking facilities conditions and projects status. It is also a collaborative tool in communicating the scheduled maintenance and capital construction needs to the state Chancellor's Office.

Equipment is assessed on a regular basis through both institutional and departmental processes. The institution allocates resources as necessary to meet changing instructional and operational needs as evidenced in the Strategic Plan and Program Review and Planning processes as well as the four major Planning Council reviews.

Each department develops program plans to correct deficiencies and recommends improvements for their program. The Student Learning and Service Area Outcomes processes also include cycles of assessment and improvement.

The work-order system is designed to provide frequent and specific assessment information to the Director of Facilities. A total of 335 work order requests were received in FY 12/13 [**Update to 2013-14?**] with 319 being resolved (*Facilities Work Request Log FY2013*).

Self-Evaluation.

The College meets the Standard.

Each piece of equipment is replaced at the end of its useful life, and sometimes beyond that point. The College also evaluates, plans, and makes decisions regarding replacement equipment based on energy efficiency. For example, HVAC units and light fixtures are

sometimes replaced if doing so decreases the total cost of ownership. Total cost of ownership will soon be added as a criterion in planning new projects.

[On the Evidence list, change “Institutional Review” to “Program Review.”]

Evidence.

Number	Name
<i>III.B-28</i>	<i><u>Facilities Review Committee Minutes, Equipment and Technology Needs, sample minutes</u></i>
<i>III.B-29</i>	<i><u>Block Grant Spreadsheets, print copy</u></i>
<i>III.B-37</i>	<i><u>Non-resident Student Capital Outlay Fund, print copy</u></i>
<i>I.B-33</i>	<i><u>Institutional Review and Planning Documents (current)</u></i>
<i>I.B-34</i>	<i><u>Institutional Review and Planning Documents (history)</u></i>
<i>II.B-20</i>	<i><u>Student Services Planning Council Minutes, Equipment and Technology Needs, September 10, 2008</u></i>
<i>I.A-4</i>	<i><u>Strategic Planning Council Minutes, SSPC Report, December 4, 2007</u></i>

The table has active links in the Number and Name columns.

Standard III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary.

The College's *Integrated Planning, Evaluation, and Resource Allocation Model (IPM)* supports long-range, mid-range, and short-range planning. The *IPM* ensures that plans throughout the College are integrated and support institutional goals. At the top of the model is the College's Educational Master Plan. This plan establishes the long-range goals of the District, describes the programs the District plans to offer to meet the needs of the community, and drives all other College plans. For example, the Facilities Master Plan was developed and reflects the needs identified in the Education Master Plan. Together, these two plans make *Master Plan 2022*. *Master Plan 2022* is completed according to a twelve-year cycle with a six-year comprehensive update. Both the development and the update of the plan involve extensive internal and external environmental scans and interviews with every College program. As a result, the long-term needs, including facilities, are identified. The Facilities Master Plan provides a flexible framework to allow the district to adjust readily to changes in technologies, teaching methodologies, needs of students, and fluctuation of resources. Validation of *Master Plan 2022* occurs throughout the institutional planning process. The Facilities Review Committee evaluates the merit of facilities improvement requests. The results of this committee's evaluation are reviewed by the Finance and Administrative Services Planning Council and by the Strategic Planning Council (evidence).

Master Plan 2022 establishes the planned configuration of the District to meet the needs of a growing population. Over the next eight to ten years, enrollment at Palomar College is expected to reach approximately 38,000 students. Without building additional sites, the College's current facilities will not be able to accommodate future growth. As a result, through *Master Plan 2022* the College has established a configuration that includes a comprehensive and renovated San Marcos campus, a renovated Escondido Center, one new center in the South, and one new center in the North.

In 2007, the Palomar College Governing Board approved the purchase of approximately 83 acres located in the northeast portion of the district for the new northern center. The Board of Governors for the California Community College approved the site as an education center in 2008.

In 2010, the Governing Board approved the purchase of a 27-acre site in the southern portion of the district for the new southern center. The site includes an existing 110,000 square foot building and a parking structure. The College expects to open the Southern Education Center in 2017. The construction plans for this project have already been completed and submitted to DSA for plan review.

Self-Evaluation.

The College meets this Standard.

The College's Integrated Planning Model incorporates education and facilities master planning. The Education Master Plan drives the long-range Facilities Master Plan. Both plans are incorporated into one document and drive other College plans such as the mid-range Strategic Plan. *Strategic Plan 2016* addresses mid-range facilities needs of the college through Goal 4 titled Infrastructure.

Implementation of the aggressive capital construction plan funded by Proposition M provides much needed instructional and office space in accordance with the Facilities Master Plan. The bond coupled with State funds has financed the building of new facilities and the purchase of the two new education center sites. Funding for the maintenance of new space must be included in the annual budget development process. The College's Staffing Plan has identified the need for additional staff to clean and maintain the new and current space. In 2014 the College funded four new custodial positions; however, adequate staffing for the Facilities Department needs to remain a priority.

[Update this paragraph?] The following vacancies are listed in the 2014-15 Prioritized Positions for Facilities: Custodian I (**Four new positions and one open position will be filled in August 2014.**), Masonry & Concrete Skilled Maintenance Mechanic, Building Controls Network Specialist, Skilled Maintenance Technician, Supervisor of Grounds Services, Assistant Maintenance Electrician, Auto Mechanic, Maintenance Locksmith, Maintenance Painter, and Facility & Safety Technician (FASPC Meeting Minutes). The Facilities Department was authorized to fill the open Custodial positions, but the other positions remain pending due to lack of District funding. Facilities positions are prioritized within the Finance and Administrative Services division. Facilities is, in effect, competing with other departments within this division to fill its vacant positions.

Total cost of ownership for capital construction includes the hard construction costs and soft costs such as design fees, testing and inspection fees, and plan check fees. However, these costs do not include routine and scheduled maintenance and operation. The College will begin to address the total cost of ownership during the design phase of new projects beginning with the Library. During the architectural planning process, the College will begin requesting cost of ownership data from the architects.

Actionable Improvement Plan.

None.

Evidence.

Number	Name
<i>I.A-8</i>	<i><u>Governing Board Minutes, Master Plan 2022 Approval, August 26, 2003</u></i>
<i>III.B-28</i>	<i><u>Facilities Review Committee Minutes, sample minutes</u></i>
<i>III.D-20</i>	<i><u>Finance and Administrative Services Planning Council Minutes, Facilities Review Committee Reports, sample minutes</u></i>
<i>I.A-27</i>	<i><u>Master Plan 2022</u></i>
<i>I.A-19</i>	<i><u>Proposition M Website</u></i>
<i>I.A-8</i>	<i><u>Governing Board Minutes, Fallbrook Land Purchase, June 12, 2007, and August 12, 2008</u></i>
<i>III.B-30</i>	<i><u>Board of Governors, North Education Center in Fallbrook Approval, September 8, 2008</u></i>
<i>III.B-31</i>	<i><u>California Post-secondary Education Commission Minutes , September 24, 2008</u></i>
<i>III.B-32</i>	<i><u>Facilities Condition Assessment</u></i>
<i>III.B-11</i>	<i><u>Five Year Construction Plan, paper copy</u></i>
<i>III.B-33</i>	<i><u>Total Cost of Ownership, Interview with Phyllis Laderman, Director, Fiscal Services, October 2008</u></i>

The table has active links in the Number and Name columns.

Standard III.B.2.b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

[2014 Study to Board.]

Descriptive Summary.

As described in Section III.B.2.a., physical resource planning is integrated with institutional planning through the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*. (See Figure X.) Physical resource planning occurs at all levels of the planning process. At the top of the *IPM* is *Master Plan 2022*, which includes the long-range facilities plan. The Master Plan drives the development of the College's three-year Strategic Plan. Every three years, upon completion of a summative review and evaluation, the College develops a new Strategic Plan, which includes institutional improvement goals and objectives the College intends to meet. Physical Resource and Equipment planning is reflected in these goals. For example, Goal #4 is "Facilities and Infrastructure addresses the facilities, technology, and emergency preparedness needs of the college" and is drawn from the Master Plan and results of Program Review and Planning (*Strategic Plan 2016*). The Strategic Plan drives the short-term operational planning called Program Review and Planning (PRP). PRP processes involve an evaluation and assessment of the effectiveness of programs through the use of quantitative and qualitative data, including the assessment of student learning and service area outcomes (*Program Review for 2013-2014*). As a result of this evaluation, units identify program goals and the resources necessary to address them. The need for changes in facilities, equipment, and technology are addressed through this process.

Staffing to adequately clean and maintain the square footage added as the College implements the Master Plan by building new instructional space continues to be an ongoing challenge. Like all departments, the Facilities Department follows **[Is "follows" the right term? Maybe "is advised by"? In Standard 3A, we'll discuss the difference between "The Staffing Plan" and "staffing."]** the Staffing Plan used to prioritize staffing needs within the division and to connect them to the District's Strategic Plan (*Staffing Master Plan 2016*). Although these positions are needed, they are not currently funded. One example of the staffing shortage is in the Custodial department. The square footage cleaned per day, per custodian on the San Marcos campus is 32,379. This is well above the square footage for the lowest recommended national Association of Physical Plant Administrators (APPA) cleaning guidelines for basic cleanliness **[Check this language. 24,500 is the most square footage per person recommended (APPA -> k-14).]**

Self-Evaluation.

The College meets this Standard.

Physical resource planning engages all College constituencies and successfully ensures that physical resource planning is integrated with institutional planning through the *IPM*.

[Comment on the last paragraph of the “Descriptive Summary.”]

Actionable Improvement Plans.

None.

Evidence.

Number	Name
	<u>Strategic Plan 2016</u>
	<u>Program Review for 2013-2014</u>
	<u>Staffing Master Plan 2016</u>

The table has active links in the Number and Name columns.

DRAFT

Standard 3C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Abstract of Standard 3C.

As an institution with over 25,000 members, Palomar College requires and possesses the sophisticated technology systems necessary to operate efficiently and successfully. The members of Palomar College—students, staff, administrators, faculty, trustees—gain from the College’s extensive technological resources. The College has structured facilities, hardware, software, professional support, and technology services to support student learning, student achievement, and institutional effectiveness. For example, the College makes computers and data projectors available to faculty and students in all classrooms. The College uses Oracle’s PeopleSoft application to administer human resource and financial management systems. eServices organizes students’ schedules and instructors’ rosters. The CurricUNET application manages the College’s curriculum development and approval processes, and with TracDat software faculty and staff monitor Student Learning Outcome and Service Area Outcome Assessment Cycles. Every class in the schedule has a Blackboard Learning Management system “shell” that faculty and students can utilize. Students in distance education classes evaluate their instructors by means of EvaluationKIT.

These technology resources are maintained and managed by the Information Systems (IS) department and by the Academic Technology Resource Center (ATRC). IS has primary responsibility for administrative systems, networking, communications, and college-wide infrastructures. ATRC has primary responsibility for all areas of technology related to instruction. IS hosts the applications; ATRC uses them. Together the two departments coordinate through interdepartmental planning meetings of the IS/ATRC Workgroup and a universal ticketing system for projects with shared responsibility.

Technology planning involves many members of the College. The College’s Technology Master Plan, which is on a six-year cycle, is integrated with its Educational Master Plan, which is on a twelve-year cycle. By means of the three-year Program Review and Planning (PRP) processes conducted by every unit, department, and program, the College systematically evaluates its technology resources needs and uses the results to guide improvement. IS and the Technology Master Plan Workgroup review technology requests generated by these PRP processes to ensure the College plans for the necessary hardware, software, services, and resources to fulfill its Mission. Planning is also the purview of the large and active Academic Technology Committee, a Faculty Senate Committee that coordinates faculty interests in all

areas of technology.

Technology planning also addresses concerns such as disaster recovery, data security, and on-going equipment replacement. This planning defines a resource allocation process that provides redundancy of key technology systems, ensuring uninterrupted availability of critical services and protecting the College from catastrophic loss of data.

Palomar consistently offers professional development and technology training opportunities to faculty, staff, and administration. The College is developing means to assess students' digital literacy and to provide students necessary training.

Standard 3C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary.

Palomar College provides extensive technology support, products, and services to meet the needs of student learning programs and services, teaching, college-wide communications, research, and operational systems. These technology resources are maintained and managed by Information Systems (IS), which has primary responsibility for administrative systems, networking, communications, and college-wide infrastructures, and by the Academic Technology Resource Center (ATRC), which has primary responsibility for all areas of technology related to instruction.

To ensure that the College identifies its various types of technology needs, every unit, department, and program conducts Program Review and Planning (PRP) processes. By means of these processes, the College systematically evaluates its use of technology resources and uses the results to guide improvement. IS and the Technology Master Plan (TMP) Workgroup review technology requests generated by these PRP processes to ensure the College has the necessary hardware, software, services, and resources to fulfill its Mission. Often, plans that are the result of PRP processes enter into the College's Technology Master Plan, which is on a six-year cycle, and is integrated with its Educational Master Plan, which is on a twelve-year cycle.

Learning.

The College devotes abundant technology resources to support student learning. Students typically review the requirements of academic programs by accessing the College's online catalog and select their classes, check grades, and apply for financial aid on the College's eServices site. The College provides a Blackboard "shell" for every class—both face-to-face and distance education. The Blackboard system hosts the College's diverse online offerings as well as supports the face-to-face classroom environments with a variety of activities posted by faculty. The Commission recently approved the College's "Substantive Change Proposal—Distance Education (DE)." Here the College reports that 86 active degree programs and 75 active certificate programs have the potential for a student to complete 50% or more of the required courses through DE. Computer labs are accessible to students throughout the College. All students have email accounts. Soon students will be better able to monitor their academic progress online; in *Strategic Plan 2016* Goal 1/Objective 4 is "Develop and implement online supplements to orientation, transfer credit evaluation, education planning, and degree audit."

Teaching.

Palomar College's base for promoting teaching and learning with leading edge technology is the Academic Technology Resource Center. The purpose of the ATRC is to facilitate and enhance teaching and learning in a supportive environment for students, faculty, and staff. The Academic Technology Department includes a manager and six support staff that assist faculty and students not only in DE classes, but in all classes. The ATRC provides trainings, classroom tech (A/V) supported by Information Systems, and professional development. The ATRC also offers services such as digitizing media, captioning, graphic creation, and website creation. The ATRC supplies faculty with Blackboard support. The Blackboard environment is used not only by faculty teaching distance education classes but also by faculty teaching face-to-face classes.

Members of Palomar College benefit from a large and active Academic Technology Committee (ATC). This Faculty Senate committee coordinates faculty interests in all areas of academic technology and advises the Senate on relevant technology matters. It

- discusses issues on technology access related to student equity,
- coordinates with faculty on technology governance committees,
- coordinates with the Curriculum Committee on distance learning courses,
- discusses pedagogical issues relating to on-line courses and changes in technology,
- discusses issues of training for on-line instructors,
- advocates for faculty concerns regarding technology, and
- discusses academic and professional issues related to courses taught in non-traditional formats such as percentages of faculty and department loads, and
- discusses digital literacy.

Faculty employ technology resources in the design, development, and teaching of courses, such as with TracDat to collect and present SLOAC information, and with CurricUNET, the College's curriculum management system. Faculty rely on information collected by technical means, such as data provided by The Office of Institutional Research and Planning (IR&P), the needs assessment survey provided by the Professional Development (PD) Office, and the Gainful Employment Index provided by Career and Technical Education. The College has "smart" classrooms and computers/internet in every fulltime faculty member's office. Faculty use eServices to check enrollments, provide progress reports on students, monitor PD contracts, and post grades. Students in distance education classes evaluate their instructors by means of EvaluationKIT.

College-wide Communications.

The College's network infrastructure in conjunction with the Microsoft Exchange Email and EMC SourceOne application environment allow members of the College to communicate with each other via email 24-hours-a-day/7-days-a-week. The College's PeopleSoft Campus Solutions, eServices, and Blackboard systems also support 24/7 communications. The phone system is set up to contact campus police with one button, and the emergency broadcast system

provides [. . .]. Through its website, the College communicates with students, staff, faculty, administrators, and the public.

Research.

The Office of Institutional Research and Planning (IRP) employs technology resources in collecting, analyzing, and publishing data and research. The office has access to the College's databases and maintains its own secure, dedicated server to store and maintain data in a repository. In addition, IRP employs various database, analysis, and visualization software to organize, evaluate, and present data to the campus community. IRP provides data to the ATRC, the Academic Technology Committee, and the TMP Workgroup. **[Describe the kinds of data these groups are interested in. For example?]**

Operational Systems.

[Add that PeopleSoft supports the College's operational needs, including e-Services.]

The College's technology infrastructure and operating systems needs are addressed by IS through the Finance & Administrative Services Division's PRP process. IS and the Technology Master Plan (TMP) Workgroup review technology requests to ensure the District has the necessary hardware, software, services, and resources in place to support the needs of units and departments, and it informs the Planning Councils accordingly. Many of these needs were captured in *Technology Master Plan 2016*. Various groups of faculty, staff, administrators, and students contributed to the composition of this plan, which is in correspondence with the College's other master plans.

Regulatory requirements and student enrollment needs are operational issues that are addressed by IS and the applicable user departments after discussions are held at Vice-Presidents' meetings.

Self-Evaluation.

The College meets the Standard.

The ATRC and the Academic Technology Committee focus on learning, teaching, and research.

The College created the Technology Master Plan Workgroup to comment authoritatively on new software and hardware proposals and to keep the Technology Master Plan current and relevant.

Every five years IS uses surveys **[Are these the same surveys we refer to in the last section of this Standard—the ones we say are administered by Finance and Administrative**

Services?] administered by Institutional Research and Planning to gather data from faculty and staff to evaluate the quality and effectiveness of its service, systems, technology infrastructure, and the District's PeopleSoft application. The results of the 2013 survey were generally positive, and for the most part the faculty and staff's 2013 evaluation of the IS Department showed an improvement over the 2008 survey in service area quality and effectiveness. For example, ratings were high for the Helpdesk, Technical Support services, and the VOIP phone system, and each aspect of the ratings improved from 2008 to 2013. Email and Internet access, rated very highly by respondents in 2008, were rated even higher in the 2013 survey.

The 2013 survey ratings showed a decline in the effectiveness of the PeopleSoft application in all aspects of the system, with in-house training rated the lowest. To address this decline the College is considering the need to establish a Technology Trainer position.

Palomar consistently offers professional development and technology training opportunities to faculty, staff, and administration. Recognizing the need to improve this training, the College centered Goal 3/Objective 3 of *Strategic Plan 2016* on such professional development/growth: "Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff."

Actionable Improvement Plans.

None.

Standard 3C.1.a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary.

Technology resources contribute significantly to the College's fulfillment of its Mission. The Information Services (IS) Department and the Academic Technology Resource Center (ATRC), in collaboration with the Technology Master Plan (TMP) Workgroup and the four divisional Planning Councils, provide technology services, professional support, facilities, hardware, and software for the College. Advised by information and analysis provided through Program Review and Planning (PRP) processes, the College updates the Technology Master Plan to address institutional needs and to bring about institutional improvements.

Technology Services and Professional Support.

The IS Department within the Finance & Administrative Services Division is responsible for providing technology services to all divisions on the main campus and all off-campus centers and sites. IS manages the College's Data Center and provides system and user support for all hardware, software, and audiovisual equipment within the classrooms, student computer labs, offices, and conference rooms. Additionally, IS is responsible for operating and maintaining the District's network and telecommunications systems, administrative systems (student, financials, and human resources), and the audiovisual systems. IS is organized in the following areas, which provide service and often in collaboration with the ATRC:

- Helpdesk Services, which provides user support to students, faculty, staff, and community patrons for computer hardware/software, email, network services, Microsoft Office, and eServices, the College's self-service student and faculty application.
- Systems & Programming Services, which provides operational, technical, and programming support services for the College. IS maintains the administrative applications, which consist of the PeopleSoft systems and modules, which are patched on a quarterly basis for security and reliability. ATRC maintains the Blackboard learning environment [Is “maintains” the right word?], which is patched with no downtime.
- Network and Data Center Services, which provides the telecommunications and hardware/software infrastructure required (1) for email, voicemail, and Internet, telephone, and wireless network services, and (2) to operate the College's administrative information and student learning systems.
- Technical Support Services, which provides support for desktop hardware/software and for peripheral computing and audiovisual equipment used in the classrooms and offices.

Technical support services are also offered to students and faculty for the creation of **[“creation of”?]** and access to the College distance education platform, Blackboard,

- To support faculty and staff, ATRC provides PD workshops based on needs assessment. In addition to workshops, ATRC also provides one on one support for both faculty and staff on websites and online courses. IS functional specialists work in conjunction with departments to provide support for administrative information systems. **[The LOC provides support for TracDat, true?]**

Facilities, Hardware, and Software.

In 2006 the voters in Palomar College’s district passed a large bond measure to build new facilities on the San Marcos campus and renovate older buildings on campus and at Escondido Center. In the years since, the College has made steady, focused progress in the implementation of its facilities *Master Plan 2022*, requiring technology resources to keep pace. Construction has required ongoing assessment of the technology needs that will support the current and future needs in the classroom. For example,

- IS staff enhanced its conduit, cable, and telecommunications infrastructure knowledge to ensure new buildings and remodels were designed and constructed with state-of-the-art technology to meet the needs of future students, faculty, and staff. Afterwards, IS developed a standard set of cable, infrastructure, and telecommunications products, and at the April 2011 Governing Board meeting, the Trustees approved establishment of a District standard for telecommunications system products to ensure selected architects and electrical contractors complied with the District’s standards. Evidence: <http://www.palomar.edu/GB/2011/041211%20Bd%20Min.pdf>
- Facilities staff learned new systems in order to maintain the new buildings because each is constructed with new automated technologies that support and control the building’s heating, air conditioning, electrical, and door-locking functions.
- During construction of the H-building, IS staff learned new audiovisual systems, equipment, and technology in order to develop a standard set of AV system products to install in the new building’s classrooms, conference rooms, and student labs. Developed in Fall 2012, the standard AV product set has been installed in three new buildings (H, T, and TLC) on the San Marcos campus and in the remodeled Escondido Center, and has replaced outdated AV systems in the NS and C buildings.

The IS Department is responsible for installing and maintaining all information technology (IT) and audiovisual (AV) hardware and software in the college’s classrooms and instructional labs, including the study rooms and classroom in the TLC and all ATRC labs on the first floor of the Library.

In order to ensure the effectiveness of the District's systems and applications, the telecommunications infrastructure and the IT and AV hardware/software must be capable of operating at optimum performance. Software applications such as People Soft, CurricUNET, and TracDat are technological mainstays of the College's operations. IS maintains the operational systems that consist of the PeopleSoft functions "Campus Solutions," "Financial," and "Human Capital Management"—and corresponding modules—which are updated ("patched") on a quarterly basis for security and reliability.

[Include in Evidence links the lists of Microsoft products, of PeopleSoft modules, of major customizations made to the Campus Solutions applications, and of the applications housed in the District's Data Center.]

[Describe CurricUNET and TracDat with respect to the effectiveness of the institution.]

All departments within the College engage in Program Review and Planning (PRP) processes for evaluation, planning, implementation, and resource requests, including technology resources. IS and the TMP Workgroup review PRP technology requests with respect to the Technology Master Plan to ensure the District has the necessary hardware, software, services, and resources in place to support a department's need and inform the Planning Councils accordingly. The TMP Workgroup evaluates the technology and categorizes it by type and timeframe.

To ensure the District properly maintains its existing technology and does not over commit its resources, the Technology Plan includes a category for ongoing technology, maintenance, and replacement. The initiatives in this category have grown since the plan's inception in 2010, and now include the following additions:

- Implement new versions of network operating systems and applications, where appropriate, and maintain currency by applying software patches when released.
- Implement new versions of District standard operating systems, applications, and desktop productivity software, where appropriate, and maintain currency by applying software patches when available.
- Implement new functions and features in the District's Student and Administration Information Systems to improve eServices, streamline administrative tasks, and comply with federal and state regulations.
- Maintain a five-year replacement cycle for the District's servers, computers, audiovisual equipment, network infrastructure, and data center assets.

Curricular Commitments for Distance Learning Programs and Courses.

Palomar's commitment to supporting the use of technology for instructional delivery is evidenced by the District-funded staffing levels and operational resources provided through the Academic Technology Resource Center (ATRC), Information Services, and by the position of the Academic Technology Coordinator, a fulltime faculty member with 80% assigned time. The Distance Education program is facilitated by the Blackboard Learning Management System. The extensive support for online learning at the College begins with the infrastructure provided through IS and extends into the ATRC (which oversees Blackboard), the Palomar College Television Department, and the Library. **[Make reference here to CurricUNET and TracDat.]**

Provisions for Reliability, Disaster Recovery, Privacy, and Security.

[We need to address these subjects adequately—especially because in 2009 the Commission gave the college a related Recommendation. But can't we carry much of this information in an Evidence link? For instance, can we simply say that these provisions are described thoroughly in the Technology Master Plan?]

IS is responsible for the College's technology infrastructure and administrative systems and for keeping this environment reliable and secure. The technology infrastructure includes the District's Data Center, network, telecommunications, administrative, and audiovisual systems, faculty and staff desktop hardware/software, and the student labs. *Technology Master Plan 2016* requires IS to maintain currency on the District standard operating systems, applications, and desktop productivity software by installing patches and system updates when released by the District's key vendors—Microsoft, PeopleSoft, and Cisco—in order to provide quality technical services. The District utilizes the Foundation for California Community Colleges (FCCC) Microsoft Campus and Adobe Creative Cloud Enterprise license agreements to obtain the Microsoft Office and Adobe products needed to provide a quality desktop computing environment for faculty, staff, and students and regularly installs the software patches and updates released by these vendors.

Network and telecommunication system upgrades are performed during semester breaks when resources are available. The District's network is comprised of several Local Area Networks (LANs) and Wireless Local Area Networks (WLANs) and a Wide Area Network (WAN). The WAN connects the San Marcos campus to the Escondido Center and three (3) education sites (Camp Pendleton, Fallbrook, and Pauma), and the San Marcos campus LAN is comprised of 50-plus buildings connecting to a core infrastructure via air-blown fiber. The Escondido Center is the largest of Palomar's off-site facilities and consists of three separate buildings connected to the LAN.

The District's network infrastructure in conjunction with the Microsoft Exchange Email and EMC SourceOne application environment allows faculty, members of the College to communicate with each other via email 24-hours-a-day/7-days-a-week. The District's PeopleSoft Campus Solutions, eServices, and Blackboard systems also support 24/7 communications.

All of the District's information systems are based on redundant, load- balanced, clustered systems with uninterrupted power systems (UPS) to allow controlled shutdowns and an emergency diesel generator for critical communication and emergency response systems. The scope of these information systems includes those supporting distance education systems (Blackboard[?]), along with other support system such as eServices, email, and VOIP.

District and departmental websites, network drives, Blackboard [?], and streaming media data are immediately replicated on-site and backed up offsite daily using EMC's Avamar /Data Domain data recovery solution. Maintaining backups both onsite and offsite will provide the district with a means to recover data from minor to catastrophic events such as explosion, fire, earthquake, etc. The District's Disaster Recovery Plan is located on the IS home page.

The WLAN provides open access to the Internet and secured access to the local Intranet. Access is available throughout the District, IS is responsible for full implementation and management of all network devices and traffic. The District network security system is based on Cisco's self-defending Network Architecture and with supervisory approval, Virtual Private Network (VPN) connections are provided to staff from outside of the firewall.

The SourceOne application enables the District to address its information governance requirements and to comply with the Federal Rules of Civil Procedure for retrieval of electronically stored information (ESI). SourceOne email storage is private and secure, but in order to meet California Public Records Act requests and court subpoenas for ESI, all emails that pass through the District's email system are archived and available for eDiscovery.

The District's telecommunications infrastructure consists of Cisco's Internet Protocol (VoIP) Unified Computing System (UCS) hardware and software. In order to maintain a secure and reliable system, version 9 of this high Quality of Services (QoS) system was implemented in August, 2013. Cisco's UCS/VoIP system integrates voicemail with email, allowing retrieval of all messages from a single source, enables faculty and staff to retain their telephone number when changing physical locations, and provides improved customer queuing services. UCS is also integrated with the InformaCast mass notification system, and together they provide an emergency notification capability to every telephone located in classrooms and offices at the San Marcos campus and the Escondido Center. Additionally, emergency text messages and emails can be sent to students, faculty and staff regardless if they are on or off-campus via the Blackboard Connect system.

Additionally, the District policy has implemented strong passwords for its PeopleSoft and eServices applications. This policy requires students, faculty, and staff to change their password every six (6) months with commercial best practices for passwords (mixed characters, minimum length, and inability to reuse passwords based on recent history).

For data in motion, the District has implemented SSL / TLS-based communications on campus as well as remote communications (i.e. Blackboard [?], eServices, email over https for Exchange client, IMAPS, OWA over https). This is for all data that is not public / open information.

Self-Evaluation.

The College meets the Standard.

The College plans and provides the resources necessary for technology services, professional support, facilities, hardware, and software to enhance the operation and effectiveness of the institution. It has evaluation/planning processes in place to make decisions about technology services, facilities, hardware, and software. It makes provisions for reliability, disaster recover, privacy, and security. The College's technology resources accommodate its curricular commitments for distance learning programs and courses.

Actionable Improvement Plans.

None.

Standard 3C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary.

Technology training for employees is provided by a number of units: Academic Technology, Information Services, Fiscal Services, Instructional Services (including CurricUNET and TracDat/Outcomes Database), the Professional Development office, and individual academic departments. Each department provides necessary training for specific operational systems and software applications, and each division has one or more Functional Specialist positions that are responsible for providing PeopleSoft, eServices, and other administrative applications training.

Technology Training of Students.

Many departments/disciplines provide individual, specialized, and general training as an orientation to their academic instructional support labs. For example, the Library offers courses in [---] and help students navigate the World Management System index and the articles databases. The Business Department offers a wide variety of courses in Microsoft Office Suite and the internet. Programs like the Disability Resource Center help students use eServices. Graphic Communications teaches hands-on courses in the Adobe Creative Cloud Bundle and other industry standard applications. Similarly, Drafting, Fashion, Art, CSIS and CSIT have strong computer components as every vocational industry is moving to digital information.

The Academic Technology Committee is analyzing the technology training needs of students in the area of Digital Literacy in order to prepare students to perform successfully at the college level. The ATC reviewed many available products and found that the Northstar Assessment provides the most comprehensive evaluation of student readiness for face-to-face and online courses. The Northstar Digital Literacy Project (<https://www.digitalliteracyassessment.org>) identifies and assesses basic computer digital literacy standards and modules in eight main areas: Basic Computer Use, Internet, Windows Operating System, Mac OS, Email, Word Processing (Word), Social Media, and Excel. Northstar Digital Literacy Certificates are awarded to students who pass the assessment. Committee members have met with IS, PeopleSoft, and Disability Resource Center staff to determine the best strategy for implementing a Northstar solution at Palomar College. Since Northstar integrates with PeopleSoft, the Academic Technology Committee has determined that an automatic data transfer can occur through an SOA Gateway so that assessment results are recorded on transcripts in order to identify remediation needs. Palomar College has three approved courses to teach basic literacy skills for those in need of remediation: DR 40, DR 43.1, and DR.43.2. The ATC is ready to move forward with a recommendation to motivate the

college-wide discussion of assessing students' technological knowledge and skills.

The College provides Blackboard training to students in several ways: faculty may provide a Blackboard orientation to their class, some offer one-on-one training as needed, and Academic Technology Resource Center (ATRC) staff has developed online tutorials to help students become familiar with Blackboard. Links to Blackboard video tutorials, the Blackboard Knowledgebase, and Frequently Asked Questions (FAQs) are available on the Palomar College Blackboard support web page. **[Introduce the following list.]**

- Library Help Desk
- Website tutorials
- Staff will hold class training sessions if requested by an instructor
- Instructors may provide training to students

Technology Training of Personnel.

The College uses faculty and staff surveys to assess the appropriateness and effectiveness of technology training and technical support.

The Professional Development Office formally assesses the technology training needs of faculty through the annual Professional Development Needs Assessment Survey. **[Describe the technology questions on the survey.]** Faculty who had participated in technology training responded positively. **[Meaning?]** The survey also provided a mechanism to determine future training needs. Multimedia in teaching, creating and developing websites, and Blackboard topics were highest in need. Informal assessment occurs when workshop presenters ask those in attendance to name training they want to receive in the future. (Web-design and Blackboard draw the greatest interest.)

[Name the surveys the College uses to assess the technology training and technical support of staff.]

[In the following paragraphs we describe a number of types of training provided by a number of different groups. Can we describe technology training as systematic—or is it unsystematic?]

Technology training for faculty is primarily organized through the Professional Development office through online and face-to-face workshop sessions. Most of the technology training workshops are conducted by Academic Technology Resource Center staff and use hands-on approaches in which attendees use computers and other technologies to practice skills being taught. ATRC also offers individualized training.

Instructional Services offers workshops for faculty and support staff in the use of CurricUNET, the College's curriculum management system. The SLOAC coordinator also provides training on TracDat. Fiscal Services provides training related to the budget

development process, and departments provide training on the operation of specialized equipment in labs throughout the College.

The ATRC utilizes Blackboard for self-enrolled technology training. A wide variety of opportunities focused on how to effectively use technology in teaching is available each semester. Further, a number of self-paced, instructor-facilitated online workshops have been available on the Academic Technology Training website.

Palomar Online Education Training (POET) is a series of self-paced, open-exit and open-entry modules to prepare the faculty at Palomar College to deliver their courses online. The program was developed by the Academic Technology Committee with approval by the Senate. It is administered by the Academic Technology Coordinator as a Professional Development activity. **[Give context to the following list.]**

- 61 faculty have completed POET training with 132 currently in training
- Annual Best of Palomar contest for Using Technology
- Evaluation and testing of Training Software

Information technology training is provided for staff when new functionality is added to the PeopleSoft applications or by the software vendor when new applications are implemented. PeopleSoft training is provided to staff by the Functional Specialists, and IS provides some training to staff when new versions of Microsoft products are installed.

Each division within the District has one or more Functional Specialist positions that are responsible for providing PeopleSoft, eServices, and other administrative application training to faculty and staff. When a new staff member is hired or an existing staff member moves to a new position, the Functional Specialist works with the employee's supervisor to determine the appropriate PeopleSoft system security level (permission lists, roles, etc.) and access rights to other applications based on the job responsibilities. Once determined, the supervisor submits the User Access form to the IS Helpdesk to establish the employee's system rights, and application training begins. The Functional Specialists receive PeopleSoft training from the Oracle Corporation, PeopleSoft certified consulting firms, or other institutions that have already implemented the module or new functionality.

Staff are also trained through

- Professional Development workshops
- Professional Growth programs
- Web-based tutorials (i.e., PeopleSoft)

The IS Department is responsible for training its staff on the Apple, Cisco, Dell, EMC, HP, Microsoft, Oracle, PeopleSoft, and VMware technologies needed to support the District's information technology systems. This training is provided through professional IT training agreements or by the technology vendor or certified systems integrator when new hardware/software is implemented.

Self-Evaluation.

The College meets the Standard.

The PD Needs Assessment Survey included questions addressing satisfaction with the training that is offered. The majority of respondents (85.6%) indicated that PD offered the programs, resources, and workshops that met their needs. Most also rated the workshops as good (88%).

Those attending plenary workshops complete workshop evaluations. **[What are the results of these evaluations?]**

In December 2013, an Accreditation Self-Evaluation survey was administered to faculty and staff with a total of 500 college employees completing the questionnaire. Respondents were asked about the technology and technology training the College provides for them to perform their jobs, and they generally agreed that the College provides the necessary technology and training. However, the perception that the College provides the necessary technology training varied by both employee class and division, with greater agreement coming from faculty and the Instructional Services Division. With almost 25% of the employees in the Human Resources and Finance and Administrative Services divisions stating they were not getting the technology training they needed to do their jobs, this survey reconfirmed the need for technology training.

In response, the College is developing additional approaches to providing technology training. *Strategic Plan 2016*/Objective 3.3 is “Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.” The College has new technology training programs underway. The Strategic Council allocated \$30,000 of Strategic Plan Priority Funding to support needs assessment and technology training. Training for the Teaching and Learning Center and the Humanities building “smart” classrooms were provided by the vendor in Summer 2014, as the new facilities opened their doors to classes and student support services.

Actionable Improvement Plans.

None.

Standard 3C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary.

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* includes *Technology Master Plan 2016*, which is on a six-year cycle. The Finance and Administrative Services Planning Council (FASPC) reviews this plan annually and conducts a Year 3 Update—most recently in 2013—with a report and recommendations to the Strategic Planning Council for institutional priorities that should be addressed. The College uses this mid-cycle review to inform the development of the three year Strategic Plan.

Technology Planning.

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

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

Technology Master Plan 2016 established a standing workgroup as a subgroup of the Finance and Administrative Services Planning Council. This Technology Master Plan (TMP) Workgroup is responsible for evaluating technology needs; researching, assessing, and pilot-testing new technology proposals; determining related costs and cost-effective strategies; ensuring this Plan's alignment with other long-range plans; and reporting findings and making recommendations. **[Should this description of the TMP Workgroup come in the opening pages?]**

This workgroup categorizes initiatives by type and by completion or implementation timeframes. The three levels of recommended initiatives optimize the College's technology environment in support of effective programs and services to all users. A Tier 1 Initiative offers highly desirable benefits, can use existing resources, requires no additional funding, addresses a user-expressed need, or is a legal, safety, or security requirement. Tied to the Strategic Plan and departments/units' Program Review and Planning processes, a Tier 1 Initiative has a completion

or implementation timeframe of one to three years. The “Technology Master Plan Year-2 Update” lists many completed/implemented Tier 1 projects. For example, now all new buildings on the San Marcos campus and the Escondido Center have full wireless coverage, and most of the older buildings on the San Marcos campus have at least one access point. Also, Information Services installed an EMC backup system in the College’s Data Center.

A Tier 2 Initiative is similar to a Tier 1 but requires additional funding, assessment, and planning. Tied to the Master Plans, a Tier 2 Initiative has a completion or implementation timeframe of four to six years. For example, Information Services has installed the WebEx application, which the Helpdesk uses to provide support for staff at the Escondido Center. The Academic Technology Resource Center now uses JoinMe **[which is?]**. A Tier 3 Initiative requires further study to determine its feasibility and cost benefit.

The Technology Workgroup determined that the ongoing cost to fund the replacement of technology in the District’s Data Center, network infrastructure, faculty/student lab computers, and classroom audio-visual equipment would be approximately \$3 million per year. Based on the Workgroup’s recommendation, Objective 6.1 was included in *Strategic Plan 2013 –Action Plan Year Two 2011-2012* under Goal 6: “Integrate the funding of *Technology Plan 2016* into the College’s annual budget development process.” Although the College planned to begin funding yearly technology replacements in 2012-2013, it could not due to projected fiscal deficits. In 2013-2014 implementation began with a one-time provision of \$2 million and an ongoing budget of \$750,000 annually. When the State’s and College’s fiscal climate improves, more funds will be dedicated to plan. One way the College is responding to this fiscal climate is by extending the life of equipment and versions of software without support if replacement or upgrade is delayed. The College also uses Federal Perkins funding, State Instructional Equipment and Learning Materials funds, and Palomar College Foundation grants to augment its support of technology. For example, the College used a Foundation grant to purchase the site license of the “Read & Write GOLD” program for campus and home use for all students. Prop. M funds have also supported the initial technology needs in the construction of new facilities.

Management, Maintenance, and Operation of Technological Infrastructure and Equipment.

The Information Systems (IS) Department is responsible for the management, maintenance, and operation of the District’s technological infrastructure and equipment. IS is organized into four (4) operational units: Helpdesk Services, Systems & Programming, Network & Data Center Services, and Technical Support Service and uses Remedy, an automated work order system, to measure user demand for services, to track project progress, and to ensure work requests are fulfilled on a timely basis. (A detailed description of these operational units appears in section 3C.1.a.)

Systems for Reliability and Emergency Backup.

A detailed description of the College’s systems for technology reliability and emergency

backup appears in section 3C.1.a.

Self-Evaluation.

The College meets the Standard.

The College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The College provides systems for reliability and emergency backup.

Actionable Improvement Plans.

None.

Standard 3C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary.

Decision-making.

The College uses Program Review and Planning (PRP) processes to assess its progress towards achieving its stated goals and making decisions regarding the improvement of institutional effectiveness in on-going and systematic cycles of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. In the Instructional Services and Student Services Divisions, resource allocations are tied to planning, and the Planning Councils of these divisions use the PRP process to make decisions regarding the use and distribution of technology resources. The Councils determine how to allocate the available funds, and each PRP with a technology request is reviewed, prioritized against other PRP requests, and funded based upon how well they meet a strategic goal or objective. **[Note that IS is consulted to avoid duplicate funding to requests.]** The Finance & Administrative Services Division (F&AS) uses the PRP process to identify measurable goals to influence resource allocation decisions for the division's departments on an annual basis in budget development. As a department within F&AS, IS uses the PRP process for discretionary technology resource decisions. However, like the other departments within the F&AS Division, its operating budget is driven by the use and needs of the entire District, with many fixed obligations, such as the ongoing maintenance and support of infrastructure, existing systems and technology, and software site licenses.

Reliability.

As described in section 3C.1.c., the Technology Workgroup determined that the ongoing cost to fund the replacement of technology in the District's Data Center, network infrastructure, faculty/staff and student lab computers, and classroom audio-visual equipment will be approximately \$3 million per year, excluding the cost of software application license fees and printing services. Although the District's *Resource Allocation Model* does not include a funding line for technology, a one-time provision of \$2 million for replacement of technology and AV system upgrades was made for FY 2012-13 with an ongoing amount of \$750,000 established beginning FY2013-14. **[How has the College used redevelopment funds for technology?]**

Policies and Procedures.

IS has established a number of procedures to help keep the technology infrastructure current, secure, and reliable, including

- PS Password Requirements
- Cross-functional Issues Resolution
- Production Control
- PS Financial Patch Installation
- PS Security Changes
- Username and Password Security.

Additionally, IS holds monthly meetings with the Instructional Services and Student Services Divisions' systems support team to ensure the PeopleSoft and other administrative applications are performing as expected and customization projects are on track, and to schedule the testing and installation of software patch/updates released for the PeopleSoft systems each quarter. The meetings include Division management and Functional Specialists and IS management and programmers.

After ensuring that other District applications are not affected, IS routinely installs Microsoft and other vendor patch/updates shortly after release. Whenever funds are allocated, IS implements the computer replacement plans for faculty, staff, and student lab computers to keep the desktop computer infrastructure current and sustainable.

The approved data security procedures are included in *Technology Master Plan 2016*. In addition, Information Services completed a written operational disaster recovery plan in January 2010. This plan is available on Information Services' website. This disaster recovery plan successfully meets the College's external auditor's recommendation.

Improvements have been made to protecting the College's electronic data information. For example, stronger password requirements were implemented for access to all PeopleSoft administrative systems.

On campus hosted applications, websites, departmental folders, and email are now backed up nightly to the EMC Avamar/Data Domain system located at the Escondido Center.

Effective Distribution and Use of Equipment for DE Programs.

Hardware and software for Distance Education (DE) instruction are carefully selected by the Academic Technology Resource Center (ATRC), Information Services (IS), and Academic Technology Committee (ATC). Blackboard and the internet are the primary means by which faculty deliver DE classes. Every Palomar College class section has a Blackboard course site. There is wide-ranging support for online learning at Palomar College. This support includes the infrastructure provided through IS and extends into the ATRC, Palomar College Television (PCTV), and the Library. All of these areas not only provide state of the art technology, knowledgeable faculty and staff, but also have mechanisms to monitor the needs of the College's faculty and students and to make data-based decisions collaboratively.

Palomar College Television (PCTV) is another resource that provides support for distance education. In the past, PCTV's primary goal was to create TV courses, which were recorded class sessions that took place in the ETV studio, but today's video-based courses are polished and professional learning tools that are highly produced, with high-quality graphics and audio that are incorporated into Blackboard courses and other formats. Today's courses are typically produced in two 10-to-15-minute video modules per lecture, allowing the instructor more flexibility in the use of the video for enhancing student learning.

Self-Evaluation.

The College meets the Standard.

The College's distribution and utilization of technology resources effectively support the development, maintenance, and enhancement of its programs and services.

Actionable Improvement Plans.

None.

Standard 3C.2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary.

Technology Resources Evaluations and Planning.

Palomar College uses a tri-level approach to technology planning that includes general long-term technology planning, intermediate- to short-term technology planning, and short-term technology planning. Through the College's strategic planning process, the general long-term planning efforts have resulted in the development of the Technology Master Plan.

Technology planning is integrated with institutional planning at several levels. The College's *Master Plan 2022*, along with its Technology Master Plan, has provided the core of long-range planning. Other planning processes, including Program Review and Planning (PRP), allow the College to adjust its technology planning for both short-term and longer term needs and available resources. The effective use of technology resources is assessed and modified based on evaluation, planning, and resource allocation procedures.

All academic and student services departments engage in PRP processes for planning, implementation, and resource requests, including technology. Technology purchases are submitted to the appropriate Planning Council for review, and it is the Planning Council's responsibility to prioritize and fund technology purchases.

Academic Technology's PRP is evidence that the institution bases its technology decisions on the results of evaluation of program and service needs. In Academic Technology's FY2012-13 PRP, a chart was provided that reflected the adoption rate of the Blackboard Learning System at the College to demonstrate the value of the system. In the 2012 spring semester, 50% of the sections being offered by the College were using a Blackboard component, and 66% of the student headcount had logged into Blackboard. These high rates of usage validated the College's investment in the Blackboard Learning Management System.

Evaluations of Effectiveness of Meeting Technology Needs.

IS uses surveys of fulltime faculty and staff administered by the Finance and Administrative Services (FAS) Division [The Division? Or the Planning Council?] to evaluate the effectiveness of its technology purchases, programs, and service areas. A comparison of the results of the 2013 survey with the results of the 2008 survey shows that IS is improving in meeting the technology needs of faculty and staff, especially in the service areas, such as the

department's responsive to changes in technology, email, and Internet access and the Helpdesk, Systems and Programming, and Technical Support service areas. **[What did the survey results say about PeopleSoft applications and technologies?]**

Facilities Decisions.

Technology needs are an integral component in the design, build, and construction processes of new facilities. The Facilities Review Committee reviews and comments on requests for changes to the District's buildings and grounds and reports to FASPC. **[Does FASPC make the decision of whether to grant the request?]** Departmental needs are addressed through the Program Review and Planning processes.

Self-Evaluation.

The College meets the Standard.

The College bases its technology decisions on results of evaluations of program and service needs as determined by planning processes and surveys. Technology decisions involving facilities are also made on the basis of review and evaluation.

Actionable Improvement Plans.

None.

Evidence

- Technology Master Plan: <http://www.palomar.edu/strategicplanning/TMP2016.pdf>
- IS Study - July 2003: <http://www.palomar.edu/irp/briefs/IS%20Survey.pdf>
- F&AS Survey – 2008 & 2013: <http://www.palomar.edu/irp/PRPCollection.htm>
- IS Organization: <http://infoservices.palomar.edu/personnel.htm>
- Technology Master Plan Addendum:
http://www.palomar.edu/strategicplanning/TMP2016_UpdateYear3_Addendum1_Rev2.pdf
- Disaster Recovery Plan: <http://infoservices.palomar.edu/>
- Computer Schedule:
http://infoservices.palomar.edu/PropM/ComputerReplacementSchedule_PropM.pdf
- Computer Replacement Plan:
<http://infoservices.palomar.edu/PropM/ISLabComputerReplacementPlan2013-14.pdf>
- Disaster Recovery Plan: <http://infoservices.palomar.edu/>
- Program Review & Planning: <http://www.palomar.edu/irp/ProgramReviewandPlanning.htm>
- Finance & Administrative Services PRP:
<http://www.palomar.edu/irp/2013PRPSubmissions/FAS%20PRP%20Summary%20FY2010-11%202011-12%20and%202012-13.pdf>
- Academic Technology PRP: http://www.palomar.edu/irp/2012_13_SocandBehSci.html
- FASPC Meeting Minutes, April 14, 2011 - Technology Master Plan Workgroup Report:
<http://www.palomar.edu/adminserv/council/2010-2011/FASPC%20Minutes%204%2028%2011.pdf>
- IS Procedures: <http://infoservices.palomar.edu/>
- Facilities Review Committee: <http://www.palomar.edu/adminserv/frc/frcmain.htm>
- Community College Survey of Student Engagement (CCSSE):
<http://www.palomar.edu/irp/2011CCSSEReport.pdf>
- Computer Literacy & Information Competency (CLIC):
http://www.palomar.edu/ROPcompapps/CLIC/clic_computer_literacy_informa.htm
- Interview with Leanne Maunu in regards to technology training:
<https://docs.google.com/document/d/1mmaQ1csY056K7OCMy7o57TI8u24FDcDmsAgcm6WaKJM/edit>
- Interview with Terry and David Gray in regards to technology training:
<https://docs.google.com/document/d/1mQt6351REjXPGx6jLGMFarWGnvmGKpTPbMHrn1-OoyQ/edit>
- Informal Assessment of student technology literacy:
https://docs.google.com/document/d/1D_PM9ymcTQ0iiQMWiXMXWVeUiD8U5DCWT52a6fJf0QQ/edit#heading=h.29apevkpcgl2
- POET: Palomar Online Education Technology (POET) Academic Technology Resource Center Site: <http://www.palomar.edu/atrc/>
- ATRC YouTube Channel: <http://www.youtube.com/palomaratrc>
- POET trained faculty: <http://www2.palomar.edu/poet/trained-instructors.htm>
- Annual Faculty Contest for Using Technology: <http://www2.palomar.edu/pages/onlineshowcase/>
- Evaluation of Training Software: [MODULES-1-3-REPORT-Nov21.pdf](#)
- ATRC YouTube Channel: <http://www.youtube.com/palomaratrc>

- ATRC Online tutorials: [ATRC Training Fall 2013](#)
- ATRC Online tutorials: [ATRC Training Spring 2013](#)
- CLIC: [Computer Literacy and Information Competency \(CLIC\)](#)
- CCSSE: [Community College Survey of Student Engagement](#)
- Northstar Assessment: [Northstar Digital Literacy Assessment](#)
- Student online readiness self-assessment: <http://www.palomar.edu/areyouready/>

DRAFT

Standard 3D: Financial Resources

Financial resources are sufficient to support student learning and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Abstract of Standard 3D.

[Open with a “snapshot” of the 2014/15 total overall budget and FTES.] The District has maintained sufficient resources to maintain current programs and to support improvements even though the State has significantly reduced funding to all community Colleges as a result of the weak economy. Early on in the economic crisis, the District took steps to prepare for reduced funding, including implementing a modified hiring freeze and cutting discretionary spending. These actions enabled the District to weather the reductions in funding and sustain a 5% reserve, which the Board of Trustees is fully committed to maintaining. **[The College handled well the state’s fiscal crisis—continued to offer a breadth of classes, summer school, no furloughs, no layoffs.]** In addition, funding was set aside for institutional improvements determined by the District’s strategic goals and plans. Funding requests were required to be linked to a specific Strategic Plan goal to ensure that the funds were being used to develop, maintain, and enhance programs in support of the District’s mission.

The District has always managed its financial affairs with integrity and in a manner that ensures financial stability. Budgets, including budget assumptions, are vetted through the shared governance process, culminating with the Board approving both the tentative and adopted budgets in accordance with the legislated time frames. Financial reports, with an actual to budget comparison, are brought to the Board on a quarterly basis and shared with the governance groups as well. Annual audits are performed by an outside CPA firm and include reviews of both the District’s financial information and the District’s internal controls. There have been no material findings in years. The results of the audit are presented to the Board by an employee of the audit firm. The auditors also perform a financial and performance audit of the District’s bond program, and there has never been a finding on either of these reports. All of these reports and budgets are posted on line on the District’s website for public viewing.

There is always a reasonable expectation of both short-term and long-term financial solvency because the District follows its own Resource Allocation Model when preparing its budget. Budgeting in accordance with this Model would indicate any issues concerning solvency early enough to allow the District to take measures to correct the issues. The District continues to

maintain its 5% reserve and funds its retirement expenses on a pay-as-you-go basis while moving funds to an irrevocable trust to reduce its liability.

[Note to ALT: Use “District” for legal and business matters, and use “College” for academic and cultural matters.]

Standard 3D.1.

The institution's mission and goals are the foundation for financial planning.

Standard 3D.1.a.

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary.

The integration of institutional and financial planning begins with the District's Integrated Planning, Evaluation, and Resource allocation Decision-Making Model (IPM) and the Resource Allocation Model (RAM), which is at the core of the District's planning model. The IPM provides an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The IPM establishes coordination and concurrence of the District's long-, medium-, and short-range plans. The Educational, Facilities, Staffing and Technology Master Plans are the District's long-range plans, the Strategic Plan is the medium-range plan, and Program Review and Planning is the short-range planning mechanism. Currently the District has established *Strategic Plan 2016*. At the center of the IPM is the RAM, which is for the purpose of assigning resources as identified in the Master Plan and the Strategic Plan. **(IID.2, IID.5, IID.6)**

By means of the IPM and RAM the District has established Strategic Plan Priority Funding (SPPF). Annually, the Strategic Planning Council (SPC) allocates resources to support District-wide priorities as identified in Master Plan 2022 (long-range planning) and the Strategic Plan (medium-range planning). The SPC is chaired by the District's president and has membership representing faculty, administration, staff and the Associated Student Government. The SPC monitors implementation of the IPM and RAM throughout the year and reviews progress on the current Action Plan. Additionally, Planning Councils, departments, other groups, or individuals **[An individual's application would still go through the appropriate planning council.]** can apply for SPPF funding to accomplish goals and objectives set by the Strategic Plan. Examples of projects supported by SPPF are implementation of student learning outcomes and service area outcome cycles. **[Update these examples. Show that expenditures support achievement.]** **(IID.7)**

Program Review and Planning (PRP) is the District's short-range planning. PRP processes are three-year cycles conducted across the District by all instructional departments and non-instructional units. These processes are monitored in an ongoing manner by each of the District's four divisional Planning Councils. Divisional planning council priorities are funded from the discretionary budget based on availability of funding within a given year. Objectives funded through the PRP process are driven by and tied to institutional goals in the Strategic Plan. **(IID.11, IID.12)**

Academic departments, as part of the Program Review and Planning process, determine Student Learning Outcomes relevant to the District's mission and identify resources needed to achieve these outcomes. The Instructional Planning Council (IPC) reviews resource requests and forwards recommendations to SPC. In addition, IPC allocates resources based on PRP priorities—not only new monies but existing budgets. The Finance & Administrative Services Planning Council (F&ASPC) annually reviews proposed budgets of all Finance & Administrative Services (F&AS) departments, ensuring alignment with the mission, goals, and objectives of the District's existing Strategic Plan. FASPC reports to SPC. The Human Resources Planning Council, which reports to SPC, develops the plans, budgets, and expenditure projections of the Human Resource Services Department. **[I'll need to check with Adrian before incorporating the following note: The Student Services Planning Council doesn't have an "additional resource" allocation discussion but does look at SPPF and staffing plan priorities. In the PRP discussion SSPC looks at using funds within a department.]**
(IID.12)

Through these PRP processes, departments/units analyze meaningful data, evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes and of the Strategic Plan 2016. By means of these processes, all departments/units contribute to the coordination and coherence of the District's institutional system of evaluation, planning, implementation, and re-evaluation.

[Bring in the fact that the Board receives regular updates on fiscal planning and the IPM, the Quarterly 311, the tentative budget, and the adopted budget. Briefly describe the Board Finance Committee.]

Self Evaluation.

The College meets the Standard. The District has implemented a comprehensive process for integrating financial planning with institutional planning. By using the IPM, RAM, and PRP, resources are allocated to support District-wide priorities as identified in the District's Master Plan and Strategic Plan. This ensures that planning is done for the short-term, medium-term, and long-term. The District's shared governance process through the planning councils and SPC integrates annual planning and program reviews into the budget and planning process.

Actionable Improvement Plans.

None.

Standard 3D.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary.

The district develops a realistic annual budget based on projected revenues from the State, known fixed costs, and projected expenditures. The Vice President of Finance and Administrative Services presents multi-year budget projections to SPC based on economic factors, political factors such as passage of relevant propositions, area demographics, and projected FTES. These are presented as budget assumptions. **[What about revenue from other sources like grants and the Foundation?] (IID.1, IID.9, IID.10, IID.12, IID.33)**

The Strategic Planning Council and the Budget Committee are informed, review, and discuss the budget outlook and assumptions as the budget development process begins each year. In accordance with the RAM, fixed costs are budgeted, and departments, in the past, developed their discretionary budgets for hourly support staff, supplies, printing, and other operational needs based on a review of a three-year worksheet comparing actual expenditures to budgeted amounts and could request additional funds with justification. With the current decline in funding from the State, discretionary budgets have been cut, and the planning councils have been given the task of determining the allocation of discretionary funds within their divisions. **[What is the specific role and responsibility of the Budget Committee? Name examples of specific activities, such as reviews and recommendations on Fund 69, Fund 41, actuarial studies, and the temporary modification to RAM. This description can be taken from the formal governance structure (the Governance Structure Handbook?).] (IID.1, IID.6, IID.9, IID.10, IID.23)**

Also in accordance with the RAM, a commitment is made by the District to fund the comprehensive schedule of classes in order to meet the needs of the student community as well as to generate the district's FTES base and growth, to fund the faculty, staff, and administrative resources essential to provide the support services to students, and to fund the basic operational needs of the district. **(IID.1, IID.6)**

Self-Evaluation.

The College meets this standard. The District supports its institutional planning by assessing realistically all revenues and expenditures. The RAM ensures that a balanced budget is always maintained.

Actionable Improvement Plans.

None.

Standard 3D.1.c.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary.

Palomar has identified its long-range financial priorities through its Educational and Facilities Master Planning process. As a result of this process, short-range financial plans are addressed and that align with long-range planning. Several components of the long-range plans will be accomplished as a result of the passage of Prop M in 2006. [See Phyllis about composing the answer to these questions: **By what process does the College align short-range financial planning with long-range planning? Is long range planning dependent on FTE increase/decrease from State? Ensure we keep large college cap. Based around State fiscal. Long range planning of maintenance.**] (IID.2)

Financial reserves are maintained by the District in order to meet unexpected obligations as well as budget emergencies. Current reserves are maintained at a minimum 5% of the district operating budget. Designated projects are also constantly reviewed for their appropriateness and availability of resources to help balance the budget. (IID.1, IID.3)

The district has also addressed the long-term liability for health benefits for retirees. In FY04-05, the district had all departments budget for the costs of health benefits. Fund 69, the Post-Retirement Health Benefits Fund, has been established to meet long term planning goals for funding present and future benefits obligations. In addition, the Governing Board authorized a transfer of \$3.6 million to an irrevocable trust fund with the Community College League of California. A new actuarial study is done every two years, with the next one scheduled for 2014. (IID.1, IID.4, IID.13)

Self Evaluation.

The College meets the Standard. The District considers both short-term and long-term priorities including identifying and preparing for liabilities and future obligations. The District has continued to balance its budgets and is committed to maintaining a 5% reserve. The long-term liability for health benefits for retirees is monitored and reviewed on an annual basis. The amount the College contributes to this "Fund 69" is actuarially-driven and reviewed by the Budget Committee, which provides recommendations on implementation.

Actionable Improvement Plans.

None.

Standard 3D.1.d.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.

Descriptive Summary.

In accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, District-wide priorities identified in the Strategic Plan and Planning Council priorities developed from the Program Review and Planning (PRP) process are at the center of the District's resource allocation decisions. The Strategic Plan, Master Plans, and the PRPs influence the District's budget development and resource allocation processes. **(IID.2, IID.5, IID.6)**

[Use an example, such as PRPs indicating the need for technology resources, which are then funded by RDA funds.]

The core of the *IPM* depicts the annual resource allocation process. The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support District-wide priorities and discretionary funds to support Planning Council priorities developed from Program Review and Planning processes. **(IID.6, IID.7)**

To make certain that the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* drive the budget development process, the Strategic Planning Council adheres to the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which integrates annual planning activities with the District's budget development activities. The timeline institutes a sequence of activities to guarantee that planning and evaluation occur prior to budget development and resource allocations. Conceptually, the timeline is based on a "plan, do, review" approach: (1) plan a year in advance, (2) set budget priorities and implement them according to the *RAM*, and (3) conduct an evaluation of the previous year's allocations – modifying plans, processes, and allocations as necessary. **(IID.5, IID.6, IID.8, IID.9, IID.10)**

The District provides opportunities for all District constituents to give input into the yearly budget development process. This allows the District to clearly define and follow its guidelines and processes for financial planning and budgeting. A number of constituent groups such as the Budget Committee, the Planning Councils, and ultimately the Strategic Planning Council (SPC) take part in the budget process. At the Budget Committee meetings, budget planning for the District as well as the process and protocol for campus funding priorities are discussed. The time frame for developing the budget is also approved by the Budget Committee, which is comprised of members from staff, faculty, students, and administrators. The discussions and decisions from each meeting are disseminated to each respective constituency through oral or written reports at their respective meetings and by posting to the District website. **(IID.11, IID.12)**

Once the Budget Committee approves the budgeting timeline, it is then distributed along with the budget methodology to all of the departments. The budget development document is also posted on the website. The Budget Committee meets every second and fourth Tuesday of the month during the Fall and Spring semesters. Minutes for the Budget Committee meetings are posted on Palomar's website. **(IID.12, IID.23)**

After each unit's budget is developed, the budgets are reviewed by the Vice President of Finance & Administrative Services, submitted through the appropriate planning councils, the Strategic Planning Council, and ultimately are approved by the Governing Board. Minutes for each committee are posted on Palomar Community College District's website. **(IID.12, IID.1)**

Self Evaluation.

The College meets the Standard. Every constituency is represented on the District's planning councils and the Budget Committee. This allows for financial planning at the District to have input from all constituencies and for financial information to be readily available to everyone. The District treats financial data and the process of developing financial plans as a transparent process.

Actionable Improvement Plans.

None.

Standard 3D.2.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Standard 3D.2.a.

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary.

As required by the California Education Code, an annual audit by an outside Certified Public Accounting firm is performed and the results presented to the Governing Board by a representative of the audit firm. Along with the fact that the District continues to maintain an unqualified opinion status, since the year ending June 30, 2008, there has been only one reportable, although immaterial, finding regarding To Be Arranged Hours (TBA). This was in the audit report ending June 30, 2011, and was immediately corrected in the District's PeopleSoft system. Since the last accreditation report the District has changed auditors, and the new auditors have had no findings over the last two years. This is for both the District records and the Performance and Financial audits for the District's Proposition 39 General Obligation Bond Program. The Proposition 39 audits are also presented by the auditors to the District's Independent Citizens' Oversight Committee (ICOC) as well as the Governing Board. (IID.13, IID.14)

A financial status of the District is presented to the Board on a quarterly basis, along with the State required 311Qs, which provide information about revenues and expenditures and how well the District is doing financially compared to the budget and the latest news from the State. All 311Qs, as well as the annual 311, are posted on the Fiscal Services website. (IID.16)

As stated in the response for D.1.d. in accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, District-wide priorities identified in the Strategic Plan and Planning Council priorities developed from the Program Review and Planning (PRP) processes are at the center of the District's resource allocation decisions. The Strategic Plan, Master Plans, and the PRPs are focused on student learning and influence the District's budget development and resource allocation processes. [How?] (IID 2, IID.5, IID.6, IID.8, IID.12)

The core of the *IPM* depicts the annual resource allocation process. The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support District-wide priorities and

discretionary funds to support Planning Council priorities developed from Program Review and Planning processes. **(IID.7)**

Self Evaluation.

The College meets the Standard.

The financial documents for the District have a high degree of credibility and accuracy. This is proven by the fact that the District consistently obtains an unqualified opinion audit and has had no material findings in six years. The audits for the District's bond program have never had a finding. The budget reflects appropriate allocation and use of financial resources to support student learning programs and services because it is driven by the IPM and the RAM.

Actionable Improvement Plans.

None.

Standard 3D.2.b.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary.

Audit reports are presented to both the Governing Board and Independent Citizens' Oversight Committee as soon as the reports are available. Through this presentation, they are made aware of any findings and recommendations for corrections, and an update on the prior year findings are documented in the current audit report. The only reportable audit finding, although it was immaterial in nature, was immediately corrected after it was reported for June 30, 2011. Audit results, budgets, and updates on fiscal conditions are routinely shared through the shared governance process including the Budget Committee, Independent Citizens' Oversight Committee, Planning Councils, the Strategic Planning Council, the Finance Committee and the Board of Trustees. In addition all 311Qs, 311s, budgets and audit reports are posted on the Fiscal Services website in a timely manner. **(IID.12, IID.13, IID.14, IID.16, IID.18)**

Self Evaluation.

The College meets the Standard. The only reported finding in years was immediately corrected, and subsequent audits no longer carried the finding. When a finding occurs, the District's response is written in the audit report so that any actions can be communicated appropriately.

Actionable Improvement Plans.

None.

Standard 3D.2.c.

Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary.

Financial information is continually shared throughout the District in a timely manner. The President/Superintendent of Palomar College holds all-college forums on a regular basis to share information on the status of the State budget as well as the District's budget. The Vice President of Finance and Administrative Services shares financial information with the Budget Committee, Finance Committee, Planning Councils, Cabinet meetings, Vice President meetings, the Strategic Planning Council, the Independent Citizens' Oversight Committee, and the Governing Board. **(IID.12, IID.18)**

These communications take various forms, including reports from PeopleSoft, multiyear projections, cash flow analysis, State budget projections, apportionment reports, enrollment statistics, budget assumptions, 311Qs, 311s, Tentative and Adopted budget reports, and the audit report. This can include statistics such as the ending balances for the unrestricted fund for the last three years, which are \$13.6 million for FY 12-13, \$18.5 million for FY 11-12 and \$22.8 million for FY 10-11 **[Add 13-14 and maybe a table?]**. Also shared with everyone is the fact that the District has not had to do any short-term borrowing to meet cash flow needs, but as the fund balance continues to decline as a result of the State continuing to underfund community colleges, the District has prepared itself that it may have to borrow cash in the near future. **(IID.1, IID.13, IID.14, IID.26)**

Fiscal Services also maintains a website that allows anyone to access the 311Qs, 311s, Budgets, Audits and a recap of expenditures utilizing the funds from the Education Protection Account. Each department also has an individual who is trained in accessing information in the PeopleSoft financial system and who can also run reports on an as needed basis. **(IID.16)**

Self Evaluation.

The College meets the Standard. Financial information is provided throughout the institution in a timely manner via various means. Access to financial information in the PeopleSoft software system is widely distributed throughout the District in all departments, and updates to budget information is communicated through the shared governance process. Also, all budgets, 311s and audit reports are maintained on the Fiscal Services website after being approved in a public Board meeting.

Actionable Improvement Plans.

None.

Standard 3D.2.d.

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary.

Every year the Proposition 39 General Obligation Bond expenditures are scrutinized by the external auditors, who not only prepare a Financial report, but also a Performance report that documents whether the proceeds have been used in an appropriate manner. The results of both audits are reported to the Governing Board and the Independent Citizens' Oversight Committee. The District has never had a reportable finding on either of these audits. **(IID.14, IID.18)**

Currently the only other long-term debt instruments that the District has outstanding are two sets of Lease Revenue bonds. These proceeds have been fully expended in keeping with their original intended purpose. Fundraising is handled by the District's Foundation, which is not considered a component unit of the District and therefore is not reported on the District's financial statements, nor included in its audit. An external auditor performs the audit of the Foundation's financial records on an annual basis, and a copy is provided to the District. **(IID.13, IID.17)**

The Associated Student Government (ASG) is the only auxiliary activity where the District is actively involved in maintaining the financial records. The Office of Student Affairs reviews all requests for funds, and an accountant in Fiscal Services reviews and processes all expenditures. Revenues for the ASG are processed through the cashiering function in Fiscal Services. The external auditors include the ASG in their annual audit of the District's financial records and internal controls. The book store and food services are run by two separate outside vendors that the District meets with on a regular basis via a committee comprised of several constituency groups, and regular financial statements are provided by the vendors to the District. **(IID.13)**

All grants have to be approved by the Governing Board, and then grants are managed by various program managers in the District. Financial oversight is provided by the Budget Manager within Fiscal Services. The Budget Manager reviews all financial reports before they are certified by the Vice President of Finance and Administrative Services. An accountant in Fiscal Services does all of the drawdowns for Federal Grants.

Self Evaluation.

The College meets the Standard. All financial resources are utilized in a manner consistent with the intended purpose of the funding source. Proper internal controls are in place

to prevent misuse of funds, evidenced by the fact that the District does not have any audit comments, including the performance audit of the Proposition 39 bond fund.

Actionable Improvement Plans.

None.

Standard 3D.2.e.

The institution's internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Descriptive Summary.

Every year the internal controls at the District are evaluated by the external auditors, and they have not had any reportable findings related to internal controls in years. One of the audits the external auditors also complete is a Performance audit of the Proposition 39 General Obligation Bond funds. This audit also looks at internal controls over expenditures of the bond funds. There has never been a comment or finding in this report to date. In addition, the PeopleSoft system has been configured to provide budget controls that cannot be overwritten. The District also has a full time internal auditor who periodically reviews processes at the District. **(IIIF.13, IIID.14)**

Self Evaluation.

The College meets the Standard. Compliance with proper internal controls is reviewed annually by external auditors, and the District's internal auditor reviews processes on a periodic basis.

Actionable Improvement Plans.

None.

Standard 3D.3.

The institution has policies and procedures to ensure sound financial practice and financial stability.

Standard 3D.3.a.

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary.

Palomar is committed to maintaining its on-going fiscal stability by complying with the California Community College System Office fiscal monitoring requirements and Title 5 regulations related to principles for sound fiscal management. The District consistently maintains at a minimum the five percent district-required reserve as defined by Board Policy (BP) 6250. The FY2013-14 budget reflects this commitment to maintaining an adequate reserve. In addition, Palomar has an "Other Reserves" account in the General Fund that is used for emergencies and other unforeseen circumstances. (IID.19)

[Check with Phyllis here.]

Palomar's cash flow has been sufficient to cover all expenditures. The district has not had to borrow cash and has not had to delay any payments for salary or vendors. The district has not needed to utilize Tax Revenue Anticipation Notes (TRANs) because of its unrestricted fund balance. However, the TRANs program is available to the district if the need should arise. Palomar is fiscally independent and maintains its funds with the County of San Diego. Cash is closely monitored and reconciled by Fiscal Services' staff. (IID.26)

Self Evaluation.

The College meets the Standard. The District's FY2013-14 ["14-15"? Yes.] budget reflects the District's commitment to maintain its on-going fiscal stability by meeting System Office fiscal monitoring requirements and Title 5 regulations related to principles of sound fiscal management. In addition, the cash flow is continually monitored to ensure it is sufficient to cover all expenditures.

Actionable Improvement Plans.

None.

Standard 3D.3.b.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary.

An annual financial audit is performed by an outside Certified Public Accounting firm. The results of the audit are presented on an annual basis to the Governing Board by a representative of the firm. Written responses to audit findings are provided by Palomar and included in the audit report. The District has consistently maintained financial audits with unqualified opinions and no material audit findings. The auditors review financial aid programs, grants, and the ASG as well as the District's financial records. The Foundation is audited by its own external auditors with a copy of the result given to the District. In addition to an outside auditing firm, Palomar has a full-time Internal Auditor position to ensure regular reviews of internal controls. **[What kind of set-up does the Foundation have? What resources does it provide? Does it help fund PRP requests by donation? The Foundation isn't reported on the College's financial statements. We need to make sure we show they are independent.] (IID.13)**

Appropriate allocation and use of financial resources to support student learning programs and services is ensured through the budgeting and planning process. This process starts at the lowest unit/program level and proceeds through the Budget Committee and the planning councils to the Governing Board. Through the shared governance committees, the District systematically assesses the effective use of its financial resources and uses the results for improvement. Representatives from all constituent groups are provided the opportunity to evaluate **[by means of the FASPC self evaluation form]** the performance of the District and how the financial resources are utilized. In addition, the Vice Presidents meet regularly with the Superintendent/President to continue the process of assessing the district's financial standing and ensure sound fiscal management of all unrestricted, restricted, and auxiliary organizations. **(IID.5, IID.6, IID.12, IID.22, IID.23)**

Palomar uses its financial resources from auxiliary activities, fundraising efforts, and grants in a manner consistent with its missions and goals. Also, Federal, State, and Local grants are Governing Board approved. Reports on the status of funding and progress on a project are reviewed and submitted to the funding agency on a quarterly and annual basis. These reports ensure that a project's activities are being conducted as planned; and, the funding is being spent in accordance with the project's guidelines. In addition, contractual obligations are encumbered and tracked within PeopleSoft Financials. **(IID.24)**

Most of the district's revenues received are electronically transferred directly into its bank account with the County of San Diego, which allows for quicker investment opportunities. Palomar invests its funds in accordance with the Governing Board approved investment policy developed by the Vice President/Assistant Superintendent of Finance and Administrative

Services, with almost all of the funds currently being held by the County Treasurer. The County releases reports of the investments on a monthly basis. The cash being held by the investments is closely monitored and reconciled by Fiscal Services' staff. Investment reports are prepared for and approved by the Governing Board on a quarterly basis. **(IID.15, IID.25)**

Self Evaluation.

The College meets the Standard. The District engages in appropriate fiscal practices to allocate sufficient financial resources to provide for the development, maintenance, and enhancement of its programs and services in support of student success. It also ensures its financial resources provide for both short-term and long-term financial solvency. The District's financial resources, such as the State general fund, categorical funds, auxiliary revenues, grant projects, and fundraising, are utilized with integrity in support of the mission, goals, and values of the institution.

Actionable Improvement Plans.

None.

Standard 3D.3.c.

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary.

The District currently finances retiree health and dental benefits on a pay-as-you-go basis. The District contributes 100% of the cost of current year premiums for eligible retirees, spouses/registered domestic partners and eligible dependents, as applicable. The District also maintains a Post-Retirement Benefits Fund (Fund 69) to designate resources for retiree health costs. **(IID.1, IID.13)**

The District's annual OPEB cost is calculated based on the Annual Required Contribution of the employer (ARC). An amount is actuarially determined in accordance with the parameters of GASB 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities over a period not to exceed 30 years. For fiscal year 2012-13 ["12-13"?] the ARC was \$6,359,619, which was funded at 88.8%. Even though the District has adopted the pay as you go plan to finance benefits, in order to reduce the unfunded actuarial accrued liability, **[Needs to be updated]** the Governing Board approved transferring \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California.

All compensated absences and other employee related obligations are booked in the general ledger when the obligations occur in order to ensure that sufficient resources are set aside to cover the liabilities. The District maintains a comprehensive risk management program and regularly reviews strategies to reduce risk. The District participates in multiple Joint Powers Agreement (JPA) entities providing insurance of various types, including employee health benefits, workers' compensation, liability, and property coverage. **(IID.13)**

Self Evaluation.

The College meets the Standard. All liabilities and future obligations are recognized when they occur in order to ensure that the District plans for and allocates appropriate resources for the payment of the liabilities and future obligations.

Actionable Improvement Plans.

None.

Standard 3D.3.d.

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary.

The District regularly retains an actuary to prepare an actuarial study every two years to identify the liabilities associated with its current retiree health programs. This actuarial study enables the district to manage the costs and liabilities associated with its retiree health benefits. It also conveys the financial implications of its retiree health benefits. In addition, the study ensures the District complies with GASB 12, 43, and 45 related to OPEB. Palomar has been setting aside funds in its Fund 69 (Post Retirement Benefits Fund) with the County of San Diego to assist in funding the unfunded liabilities associated with the OPEB costs. In addition, the Governing Board authorized a transfer of \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California. **(IID.4)**

Self Evaluation.

The College meets the Standard. The actuarial study is prepared every two years and is reviewed and presented to the Board of Trustees before being implemented by the District.

Actionable Improvement Plans.

None.

Standard 3D.3.e.

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

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Descriptive Summary.

An annual financial audit is performed by an outside Certified Public Accounting firm that examines all debt obligations and related fiscal information as part of the annual audit process. The funding of liabilities and long-term debt service is included in the annual budget development process. **(IID.1, IID.13)**

The district has two locally incurred debts. One series of bonds was used to remodel and expand the Student Union. These bonds will mature in April 2031. The source of revenue to pay off this debt is coming from the Student Union Fee Fund. The other series of bonds was for construction costs. These bonds will mature in October 2019 and are funded from the General Fund. These payments are considered institutional costs and are budgeted for every year. **(IID.1, IID.13)**

The other debt is the benefit health care plan (the Retiree Health Plan). The plan provides for health and dental benefits to eligible retirees, spouses/registered domestic partners and eligible dependents. The district currently finances these benefits on a pay-as-you-go basis. Palomar maintains a post-retirement benefits fund to designate resources for retiree health costs. The District has set aside \$12,551,452 for future retiree health care costs in the Post-Retiree Benefits Fund. As part of the District's funding plan, the Governing Board approved transferring \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California. **(IID.15)**

In addition, Proposition 39 General Obligation bonds are paid for by property taxes assessed by the County of San Diego. These bonds were voted for in November 2006 through Proposition M. Proceeds from the sale of these bonds are used to finance certain projects of the district and to pay all necessary legal, financial, engineering and contingent costs.

Palomar remains committed to its fiscal stability and solvency. It continues to maintain a five percent reserve. Both short and long-term debt obligations are included in the annual budget report to the Governing Board. Liabilities are liquidated by the General Fund for governmental activities, including lease revenue refunding bonds and net OPEB obligations. General obligation bond liabilities are liquidated through property tax collections, as administered by the County Controller's office through the Proposition M Bond Interest and Redemption Fund. **(IID.1, IID.18)**

Self Evaluation.

The College meets the Standard. All locally incurred debt is assessed and resources are allocated for repayment on an annual basis.

Actionable Improvement Plans.

None.

Standard 3D.3.f.

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary.

The United States Department of Education (USDE) cohort student loan default rate **for the District** for the past three years is as follows:

1. FY11-12 = 31.40% (projected)
2. FY10-11 = 33.11%
3. FY09-10 = 17.10%

[See 2B/Mary San Agustin. Include more recent years.]

Federal regulations require institutions that exceed 30% to establish a college Student Loan Default Prevention Task Force to review and conduct an analysis of the defaulters and to develop and submit a Loan Default Prevention Plan. The FY10-11 rate of 33.10% was a result of 78 defaults from the 235 in repayment status. The default prevention plan required was submitted to the Department of Education by December 15th. **[What does the default prevention plan entail?]**

[Add that we decided not to pull out of the Loan Program but instead to address the default rate with plans.]

Self Evaluation.

The College meets the Standard. There are effective processes **[what processes?]** in place that are used to monitor and manage student loans so that the District is in compliance with federal requirements.

Actionable Improvement Plans.

None.

Standard 3D.3.g.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary.

The Governing Board has adopted a centralized purchasing and contracting concept to competitively obtain the best combination of services, product quality, price, and delivery. Purchasing and Contract Services' goal is to accomplish this through cooperative partnerships with vendors. The District's contracting includes, but is not limited to, the purchase of supplies, materials, equipment, and services in accordance with BP 6340. In addition, contracts for personal services, such as professional experts, independent contractors, and consultants, are in accordance with Administrative Procedures (AP) 6370. Real property acquisition, lease, sale, use, or exchange of real property is in accordance with BP 6500. Contracts that require competitive bidding for the purchase of supplies, materials, equipment and public works are in accordance with AP 6340 and AP 6345. **(IID.27, IID.28, IID.29, IID.30, IID.31)**

Under law, the Governing Board has the ultimate responsibility for all purchases and contracts of the District. The Vice President/Assistant Superintendent of Finance and Administrative Services has the delegated authority to contract for and purchase supplies, materials, equipment, and services for the District. Contractors and vendors are responsible for the satisfactory completion of a job; or, they may be legally obligated to compensate the hiring firm for failure to complete. **(IID.15)**

District purchasing and contracting operate in a highly regulated legal arena. Signature authority for purchase orders and contracts is established by the Governing Board and is consistently adhered to. Contracts and purchase orders without an authorized signature are invalid. The Education Code, Public Contract Code, Government Code, Business and Professions Code, and Labor Code govern the district's procurement activities. **(IID.32)**

Self Evaluation.

The College meets this Standard. The Vice President/Assistant Superintendent of Finance and Administrative Services ensures all contractual agreements meet institutional policies and comply with established contracting procedures.

Actionable Improvement Plans.

None.

Standard 3D.3.h.

The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary.

The Vice President/Assistant Superintendent of Finance and Administrative Services is responsible for administering, supervising, and evaluating all financial and business services, activities, and programs. Evaluations of the current and proposed financial management processes also occur through discussions in the Budget Committee, various planning councils, and program review. **[PRP processes. Emphasize SAOs. Give examples.]** All constituent groups are represented on these committees and councils to provide opportunity for input and transparency of process. The Budget Committee discusses in great detail the budget development process. In addition, it reviews the multi-year analysis report on an annual and quarterly basis to ensure the five percent reserve and ending fund balance are unfailing. The Governing Board has established a Finance Committee (consisting of two Board members, the Vice President/Assistant Superintendent of Finance and Administrative Services, and the Director, Fiscal Services) to meet to review and discuss the district's financial status. **(IID.12, IID.33)**

The district's financial information is provided via the PeopleSoft Finance system, which is continually being evaluated and enhanced. The Director, Information Services has monthly meetings with various Finance & Administrative Services staff and other represented departments to discuss and plan for any system improvements. Upgrades are planned for and scheduled to maximize the enhancements to the PeopleSoft Finance system. **(IID.34)**

Palomar has a full-time Internal Auditor position to assist in the evaluation of internal controls and provide recommendations to the District to improve financial management processes. In addition, an annual external audit is performed by a Certified Public Accounting firm to help the district strengthen its financial position and to improve financial management systems. **(IID.13, IID.14)**

Self Evaluation.

The College meets this Standard. The District regularly evaluates its financial management processes. It relies upon the PeopleSoft financial management system as the instrument for improving the effectiveness and efficiency of its procedures, as well as implementing many of its internal controls.

Actionable Improvement Plans.

None.

Standard 3D.4.

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary.

[How does the College communicate its improvements?]

The integration of institutional and financial planning begins with the District's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, which is at the core of the District's planning model. The IPM provides the College an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The *IPM* establishes coordination and concurrence of the District's long-, medium-, and short-range plans. The Educational, Facilities, Staffing and Technology Master Plans are the District's long-range plans, the Strategic Plan is the medium-range plan, and Program Review and Planning is the short-range planning mechanism. At the center of the *IPM* is the *RAM*, which is for the purpose of assigning resources as identified in the Master Plan and the Strategic Plan. (IID.5, IID.6, IID.2)

The District has synchronized its planning cycles and follows the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which identifies the dates of the District's development, implementation, and evaluation of planning and budget activities throughout the fiscal year. The Strategic Planning Council (SPC) creates the District's annual "Action Plan," which identifies the goals and annual objectives along with the individuals and groups assigned to coordinate the work necessary to complete them. The assigned individuals and groups create a work plan and timeline for completion and identify the measures that will be used to determine whether the objectives have been completed. (IID.8)

By means of the *IPM* and *RAM* the District has established Strategic Plan Priority Funding (SPPF). Annually, the SPC allocates resources to support District-wide priorities as identified in Master Plan 2022 (long-range planning) and the Strategic Plan (medium-range planning). The SPC monitors implementation of the *IPM* and *RAM* throughout the year and reviews progress on the current Action Plan. Additionally, Planning Councils, departments, or other groups can apply for SPPF funding to accomplish goals and objectives set by the Strategic Plan. Examples of projects supported by SPPF are implementation of student learning outcomes and service area outcomes. (IID.7)

Program Review and Planning (PRP) is the District's short-range planning. PRP processes are three-year cycles conducted across the District by all instructional departments and non-instructional units. These processes are monitored in an ongoing manner by each of the District's four divisional Planning Councils. Divisional planning council priorities are funded from the discretionary budget based on availability of funding within a given year. Objectives

funded through the PRP process are driven by and tied to institutional goals in the Strategic Plan. **(IID.11, IID.12)**

Through these PRP processes, departments/units analyze meaningful data, evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes and of Strategic Plan 2016. By means of these processes, all departments/units contribute to the coordination and coherence of the District's institutional system of planning, implementation, and evaluation. This also ensures that the District achieves the Sustainable Continuous Quality Improvement level of effectiveness in planning.

The District conducts two types of evaluations of the *IPM* and the *RAM*. Annually the SPC completes a formative evaluation and a summative evaluation. The purpose of the formative evaluation is to strengthen and improve the implementation of the planning and resource allocation. The summative evaluation examines the effectiveness and outcomes of the *IPM* and the *RAM* as they relate to institutional improvement and improve student learning and success.

In the summer of 2013 a subcommittee of the Instructional Planning Council (IPC) updated the Program Review and Planning process for use by instructional programs. Program review is based on a three year cycle which is aligned with the three year strategic plan cycle. Each year of the cycle allows for new resource requests. In year one, all programs conduct a comprehensive evaluation of their programs based on six years of data. Programs describe planning for curriculum, scheduling, and resource requests (to include staffing) for the next three years and an evaluation of resources received the prior year. In both years two and three programs provide a planning update and an evaluation of their previous year's plan and an evaluation of the resources they received the prior year. The process includes evaluation of the impact of resources allocated for a program, and integration of student learning program outcomes. The updated process will better align student learning outcomes, program planning, and allocation of resources with program outcomes and improvement.

Self-Evaluation

The College meets the Standard. It has achieved the Sustainable Continuous Quality Improvement level of effectiveness in planning. The District uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. Its dialogue about institutional effectiveness is ongoing, robust, and pervasive. Its planning, evaluation, and decision-making are based on data and analysis.

Actionable Improvement Plans.

None.

EVIDENCE

IIID.1	Palomar Community College District Budget 2014-15	http://www.palomar.edu/fiscal_services/ Hard copy
IIID.2	Palomar College Master Plan 2022	http://www.palomar.edu/masterplan/PAL%20Table%20of%20Cont%20.pdf
IIID.3	Designated Projects Listing	Hard copy
IIID.4	Actuarial Study	Hard copy
IIID.5	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)	http://www.palomar.edu/strategicplanning/MasterPlanChart.pdf
IIID.6	Resource Allocation Model (RAM)	http://www.palomar.edu/strategicplanning/RAM_Revised_091812.pdf
IIID.7	Strategic Plan Priority Funding (SPPF) 2013-2014	Link to web posting
IIID.8	Annual Planning, Resource Allocation, and Evaluation Timeline	Link to web posting
IIID.9	2014-15 Budget Development	Link to web posting
IIID.1	Budget Development instructions:	http://www.palomar.edu/fiscal_services/Budget/
IIID.1	The Governance Structure	http://www.palomar.edu/strategicplanning/July%20SPC%20Web/STRATEGIC%20PLANNING%20governance%20and%20planning%20councils.htm
IIID.1	Committee minutes:	http://www.palomar.edu/adminserv/budget/BC2013-2014.html http://www.palomar.edu/adminserv/FASPC/FASPC2013-2014.html

		http://www.palomar.edu/adminserv/Facilities%20Review%20Committee/FRC2013-2014.html http://www.palomar.edu/strategicplanning/SPC.html http://www.palomar.edu/strategicplanning/hrspc/ http://www2.palomar.edu/pages/ipc/ http://www.palomar.edu/student_services/Student%20Services%20Planning%20Council.htm
IIID.1 3	Palomar Community College District Audit Report 2013- 14	Hard copy and link to web posting

IIID.1 4	Palomar Community College District Prop 39 General Obligation Bond Performance and Financial Audits 2013- 14	Hard copy and link to web posting
IIID.1 5	Governing Board Minutes	Link to web posting
IIID.1 6	Fiscal Services Website	Link to web posting
IIID.1 7	Palomar Community College District Foundation	http://www.palomar.edu/foundation/
IIID.1 8	ICOC Website	Link to web posting
IIID.1 9	BP 6250 Budget Management	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
IIID.2 0	Cash Flow Spreadsheet	X:\Accounts Payable\MONTHLY EXPENSES.xls Hard copy
IIID.2 1	Title 5	http://www.ccccurriculum.net/compliance-2/title-5/
IIID.2 2	AP 3250 Institutional Planning	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
IIID.2 3	Fiscal Services Budget Development Timetable FY2014-15	http://www.palomar.edu/fiscal_services/ Hard Copy
IIID.2 4	Palomar College Vision, Mission, and Values	http://www.palomar.edu/strategicplanning/ Hard copy
IIID.2	Exhibits A-D –	http://www.palomar.edu/search/Default.aspx?q=investment%20polic

5	Annual Statement of Investment Policy	y Hard copy
IIID.2 6	Cash Flow Spreadsheet	X:\Accounts Payable\MONTHLY EXPENSES.xls Hard copy
IIID.2 7	BP 6340 Bids and Contracts	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
IIID.2 8	AP 6370 Contracts – Personal Services	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
IIID.2 9	BP 6500 Management of Real Property	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
IIID.3 0	AP 6340 Bids and Contracts	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
IIID.3 1	AP 6345 Bids and Contracts using UPCCAA	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
IIID.3 2	BP 6150 Designation of Authorized Signatures	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
IIID.3 3	Multi-Year Analysis Report	Hard copy and X:\drive path.
IIID.3 4	PeopleSoft Financials	
IIID.3	Budget Development instructions:	http://www.palomar.edu/fiscal_services/Budget/

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Standard IV. – Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

[We'll open with an abstract of Standard IV consistent in form with the abstracts of Standards I, II, and III.]

Mindful of their shared and serious responsibilities, the staff, faculty, administrators, and students in governance roles at the College secure the conditions for student learning programs and services to succeed and for institutional effectiveness to improve. The comprehensive governance structure includes representation from all College groups, providing individuals, units, departments, committees, councils, and constituencies access participation in planning and decision-making processes while recognizing the designated responsibilities of the Governing Board and the Superintendent/President.

Standard IV.A. – Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Palomar College remains committed to ensuring a college community that embraces ethical and effective leadership. This commitment is reflected in key documents, such as the Governing Board Policies (BPs) 2715 titled Code of Ethics/Standards of Practice and 3050 titled Institutional Code of Ethics, the *Strategic Plan 2016*, and the *Palomar College Governance and Administrative Structure Handbook (updated September 18, 2013)* (Evidence # BP 3050, Evidence # xx SP 2016, Evidence # xx, Governance Handbook). In this *Handbook*, the College delineates its expectations of leaders as they participate in the governance processes:

The governance structure and practices embrace the Palomar College values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do. The Governing Board is the final authority for governance at Palomar College. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the shared governance decision-making process.

This commitment to ethical effective leadership is demonstrated through the regular processes of planning, goal setting, and the implementation and evaluation of progress on institutional goals. The College recognizes the valuable contributions of leaders of all constituent groups and urges the participation of these leaders and their constituencies throughout the governance process.

The Palomar College governance structure involves students, faculty, staff, administrators, and the community in the planning and operation of the College. Ideas for institutional goals and improvement may originate from an individual, unit, department, committee, council, or a constituent group and may be introduced into the shared governance process for consideration and action. The Governing Board delegates authority to the Superintendent/President, who in turn solicits and receives contributions and participation from the various constituencies through the governance decision-making process.

Standard IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official title, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

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Descriptive Summary.

[To this “Descriptive Summary” we’ll add an example showing the interrelationship among planning councils, divisions, cabinets, chairs and directors, and so on in the strategic planning process.]

Institutional Leaders and College-wide Improvement.

At Palomar College, institutional leaders encourage [**“and establish the conditions for”**] collaborative discussion and decision making. These leaders encourage their colleagues and students to contribute to the overall improvement of the College by means of participation through constituency groups, the governance structure, departmental structures, and various College meetings.

Each constituent group – students, faculty, staff, and administrators – has a leadership organization that holds weekly, bi-monthly, or monthly meetings, providing avenues for individual members to participate in the ongoing discussion about and improvement of the College.

Students are represented in the governance process through the elected student government, the Associated Student Government (ASG). The ASG has defined roles and responsibilities as stated in its constitution. The ASG holds annual spring elections in which all registered students may vote for candidates to fill the executive positions of President and Vice President. A total of fourteen Senate seats are available for students to serve with the President and Vice President. Senators are appointed by the ASG Board, which consists of the President, Vice President, and currently serving senators. After a two-week probationary period, they are ratified to service and sworn in as Senators of the ASG.

Students who want to become active in the College community may participate in student government activities – locally, regionally, and nationally – and join student clubs. The Inter-Club Council (ICC) is a committee of the ASG. The ICC consists of at least one member of each College club, networking to share information and to plan campus-wide events. The ASG and the ICC hold weekly meetings that are open to all

students and the public. The ASG President appoints student representatives to ASG committees and to College shared governance committees subject to confirmation by the ASG. All College shared governance committees except those dealing exclusively with employee matters (for example, the Benefits Committee or Staff Development and Training Committee) include ASG representatives in their membership lists (*Evidence # xx ASG*).

The faculty leadership organizations are the Faculty Senate and the Palomar Faculty Federation (*Evidence # xx Faculty Senate, Evidence # xx PFF*). The Faculty Senate has primary responsibility for academic and professional matters; the PFF is the official collective bargaining representative for salary, benefits, and working conditions for full-time and part-time faculty members (*Evidence # xx CCE/AFT Contract*). The Faculty Senate and the PFF have overlapping purviews in critical areas such as the evaluation of faculty, the College's approach to online education, and the development of the academic calendar. The Faculty Senate's and the PFF's shared interests in crucial issues creates a need for continuous open communication between the two groups. Major committees under the purview of the Senate include the Curriculum Committee, the Learning Outcomes Council, and the Basic Skills Committee (*Evidence # xx Curriculum Committee, Evidence # xx Faculty Senate, Evidence # xx LOC, Evidence # xx BSI*). The Faculty Senate makes all appointments to shared governance councils and committees. The PFF has internal committees, but does not have external governance committees.

The collective bargaining unit for classified staff is the Council of Classified Employees (CCE), through which staff members participate in governance. The CCE Executive Council holds regular meetings and an annual retreat, as well as regularly exchanging information and suggestions for college-wide improvement with other constituent groups. CCE/AFT is the official collective bargaining representation for salary, benefits, and working conditions for district classified employees (*Evidence # xx CCE/AFT Contract*).

The Confidential and Supervisory Team (CAST) is comprised of two employee classifications: (1) confidential employees who provide administrative support to executive administrators and the Governing Board, and (2) supervisors who oversee and coordinate various district operations. The primary purpose of CAST is to ensure shared governance participation and representation and to serve as a formal channel of communications among its members. CAST delegates represent the team in Meet and Confer conferences related to salary, benefits, and working conditions (*Evidence # xx CAST Handbook*).

The Administrative Association is the constituent group that represents both classified and educational administrators. The primary purpose of the Administrative Association is to ensure shared governance participation and representation and to serve as a formal channel of communications among management-level personnel. The Administrative Association Executive Council represents the association in Meet and Confer conferences related to salary, benefits, and working conditions (*Evidence # xx AA Handbook*).

Systematic Participative Processes.

The College's governance structure consists of multi-constituent councils and committees through which groups are represented. This governance structure is organized around the Strategic Planning Council (SPC), which is the principal participatory governance body of the college and is chaired by the Superintendent/President. All constituent groups have representation on SPC as specified in the *Governance and Administrative Structure Handbook*.

The discussions, deliberations, and recommended actions of the SPC reflect the values and support the mission of the College and are in the best interest of enhancing student learning, improving student success, and serving the community. The SPC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The SPC leads the development of the Strategic Plan, a mid-range planning document that outlines the College's goals and objectives for a three-year period, and is responsible for directing and monitoring the Annual Action Plan for each of the three years to ensure that progress is made in accomplishing the College's goals and objectives. The SPC follows a consensus-building approach to decision-making, taking into account that there will be areas of disagreement among constituent groups, but making strenuous effort to build the widest support for shared governance decisions.

The four major planning councils – Instructional Planning Council (IPC), Student Services Planning Council (SSPC), Finance and Administrative Services Planning Council (FASPC), and Human Resource Services Planning Council (HRSPC) – report directly and make recommendations to SPC. **[Briefly describe the planning councils' roles and responsibilities. Periodically, planning council responsibilities are reviewed, updated, and redefined in response to changes in the College's governance structure and other factors. Add that the planning councils monitor the Program Review and Planning (PRP) processes.]** In addition, each of the planning councils has committees that report to it, and each of these committees has stipulated roles, responsibilities, a meeting schedule, membership, and a designated chairperson. When necessary, a council or a committee will form a task force or a workgroup to complete a specific assignment. In all four functional areas of the College represented by the planning councils, planning may begin at the council level or at the committee, task force, and workgroup levels. Planning may begin at department and individual levels, where personnel generate information, perspectives, and suggestions to progress through the structure to the councils for discussion and possible implementation. **[Yes, here is an opportunity to refer to PRPs.]** Action items initially come for a first reading, after which participants have the opportunity to take the items back to their groups for discussion prior to a second reading and approval. The details of the governance structure, including all campus councils and committees, are presented in the Palomar College *Governance and Administrative Structure Handbook* (Evidence # xx Governance Handbook).

[Add a transition to move from “planning councils” to “instructional departments.” (And to 2B/Student Services we’ll add a description parallel to the description here.)]

Instructional departments have strong ties with their respective instructional dean. Each department elects a department chair who serves the department according to the provisions as stated in Article 12 of the contract agreement (*Evidence # xx PFF contract*). Department chairs receive reassigned time and stipends for executing administrative responsibilities and providing leadership for the academic departments. Academic departments are typically responsible for the development of curriculum, determining effective modes of delivery of instruction for their disciplines, the discussion, creation and assessment of student learning outcomes, and completion of Program Review and Planning documents at the discipline level. Additionally, departments drive practices such as class scheduling, textbook selection, and faculty hiring. All department chairs, program directors, and division deans meet each month under the leadership of the Vice President for Instruction to discuss college-wide instructional matters. Similarly, division deans meet regularly with their department chairs – informally as necessary and more formally in division meetings – to discuss matters of immediate concern as well as future planning, budgeting, and operational considerations.

The College also provides other opportunities for students, faculty, staff, and administrators to offer perspectives and raise questions about the institution, its operations, and its activities. These opportunities include full-time and part-time faculty plenary sessions, All-College Forums, strategic planning surveys, and accreditation self-study reading and writing sessions.

In summary, the college’s institutional leaders, representing their constituencies and participating in the established governance structure, provide the support and structure for students, faculty, staff, and administrators to introduce ideas and issues, engage in dialogue, and influence campus decisions. This governance structure is described in detail in Standard I.B.

[How does the College communicate its goals and values? Do members of the College know them?]

[Include in this introduction an example of individuals and groups working together with effective leadership to improve student learning, student achievement, and institutional effectiveness in the context of the Mission. The 3SP Task Force and Student Equity Plan Committee are particularly good examples.]

Self-Evaluation.

The College partially meets the Standard. The College has a robust participatory governance structure and processes. All staff, faculty, administrators, and students may

introduce ideas regarding improvement in practices, programs, and services into the shared governance process. Constituent groups may participate in College decision making and planning. However, survey results and interviews with constituent leaders suggest that the structure and processes in place are not functioning at an optimal level.

Each spring, the councils survey their members to determine the efficiency and effectiveness of council operations, practices, and outcomes from the previous academic year. The surveys also solicit suggestions from the council members for improvements.

In the **[summative and formative evaluations conducted by IR&P, right?]** surveys conducted during the 2012-13 academic year, planning council members cited several strengths of the governance structure:

- The structure allows for participation, representation, and input from all campus groups.
- The structure provides clearly-defined roles and responsibilities in council and committee operations.
- The structure provides a forum for open dialog and encourages participation from all members and groups.

However, in the “Accreditation Employee Survey 2013,” respondents indicated less certainty about the effectiveness of the participatory governance process **[“practice”?]**. Only fifty percent of those responding indicated that they participate in College governance, and fifty-nine percent agreed that the governance process is effective at improving the College’s practices, programs, and services. It seems that those participating in the process find it to be more effective than those who do not actively participate.

Council members identified several areas for improvements:

- Methods for sharing information and soliciting feedback could be improved.
- Participation of more employees in the shared governance process could be encouraged to broaden the viewpoints represented and distribute the burden of time commitment to councils, committees, workgroups and task forces meeting and activities over a greater number of employees.
- The authorities and responsibilities of members and groups in the general decision-making process could be clarified

(Evidence # xx, Planning Councils Evaluation 2013).

Interviews with the Superintendent/President, vice presidents, and presidents of the constituent groups affirmed that, in general, the governance structure is well-defined and understood, but opportunities exist for improvement in operational aspects of the committees and councils. In particular:

- Constituent leaders find it difficult to recruit employees to fill committee assignments. Reasons may include increased workload issues and employee

vacancies. Many employees cannot commit to the time demands of participation in the shared governance process and still complete their assigned job duties.

- It appears that constituent groups primarily use agendas, minutes, and email to communicate. The Faculty Senate has the most robust and refined system for communicating outcomes. Other groups indicate they are currently developing various mechanisms to improve communication with their constituents, including summary notes and periodic newsletters. All groups are trying to reach out to their members, but the time commitment to do so is burdensome.
- The planning councils have a mechanism for evaluating their effectiveness on an annual basis. Institutional Research and Planning conducts a survey of council members to determine the members' understanding of the roles and responsibilities and their impressions of the quality and quantity of the work completed in the previous year. The results of the surveys are discussed, but one leader indicated that he has not seen any action on implementing process improvements. **[One person?]** It is unclear whether the findings of the surveys are fully evaluated, reflected upon, and used in planning the goals for the subsequent years or whether the findings are used for making process improvements. The planning councils' minutes describing the presentation of the 2013 Planning Council Evaluation survey findings do not detail the councils' discussions of the findings or identify any recommendations for improvements (Evidence #xx Minutes). Other shared governance committees appear to have no mechanism to evaluate their effectiveness.
- The committee meetings and agendas are not posted on the District's website in a consistent manner. There is no universally-accepted navigation path to access this information. Consistency in posting the results of the shared governance process is important for easy accessibility. **[Planning Council web pages are in the process of being updated for consistency.]**

Actionable Improvement Plan.

Theme: Increase participation and engagement through communication.

The College will increase engagement of its members in shared governance by developing more comprehensive and effective methods for communicating discussions, issues, and outcomes of the shared governance process.

[The 4A writers suggest as possibilities the methods listed here, but are eager to hear the Strategic Planning Council's ideas.]

- A uniform format for the presentation of and navigation to committee/council agendas and minutes on the College's web site;

- A document (such as a newsletter) sent regularly to all College members that summarizes/highlights recent discussions, issues, and outcomes of the planning process (focusing, for instance, on the activities/actions of the five planning councils and the Faculty Senate);
- A specific way in which managers/supervisors/chairs/leaders can encourage involvement in shared governance. Maybe a way to involve more members of units, disciplines, departments, and divisions in Program Review and Planning processes?
- A requirement of all councils and committees to perform and document an annual evaluation of their effectiveness in reaching their goals. The results of the evaluations should be recorded, discussed and analyzed with all members of the council or committee, and used in planning the goals for subsequent years.]

Evidence

Number	Name
	BP 3050 Institutional Code of Ethics
	BP 2715 Code of Ethics/Standards of Practice
	<i>Strategic Plan 2016</i>
	<i>Governance and Administrative Structure Handbook</i>
	Council of Classified Employees Website
	Faculty Senate Website
	PFF Website
	Curriculum Committee Website
	Faculty Senate Website
	Learning Outcomes Council Website
	Basic Skills Initiative Website
	Administrative Association Website
	Confidential and Supervisory Team (CAST) Handbook
	Associated Student Government Website
	<i>Governance and Administrative Structure Handbook</i>
	<i>Master Plan 2022</i>
	<i>Strategic Plan 2016</i>
	Action Plan
	<i>Accreditation Employee Survey 2013</i>
	Governance Structure, Interviews/Emails with Superintendent/ President, Vice-Presidents, PFF and Faculty Senate Presidents, November 2013

Standard IV.A.2.

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary.

Written Policy on Employees' and Students' Participation in Decision-Making Processes.

Palomar College's decision-making processes emanate from the Governing Board. BP 2510 titled Participation in Local Decision Making states, "The Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and directs its employees to make every effort in sincere attempts to use the collegial model in policy development."

The Faculty Senate's role in local decision-making and participative governance is well established. In accordance with Title 5, §53200-53206 (AB1725) and BP 2510, the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on academic and professional matters.

BP 2510 also states, "Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff" (*Evidence # xx BP 2510*).

The same policy acknowledges the importance of students' participation: "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration."

[BP2510 does not refer to administrators. Is there a BP that describes administrators' role in decision-making processes?]

Policy on Advancement of Ideas and Collaboration.

The Palomar College Governance and Administrative Structure Handbook includes a description of the roles and products, responsibilities, reporting relationships, meeting schedules, and membership of nearly thirty standing committees (*Evidence # xx*

Governance and Administrative Structure Handbook). Some committees are operational in focus, such as the Safety and Security Committee, while others, such as Strategic Planning Council and the planning councils that report to it, directly address policy and procedural matters of a governance nature, particularly as they relate to planning. In addition, there are numerous task forces and work groups that are convened to address issues as they arise. The Constitution of the Faculty and its by-laws include a description of Senate committees. Information about all shared governance committees appears on the Committee on Committees website, which is posted by the Faculty Senate (*Evidence # xx Committee on Committees*).

Meetings of the Faculty Senate and governance committees are open to all members of the college community. They are regularly scheduled, and agendas and minutes are readily available on line and, in some cases, in print for review by interested parties.

Self-Evaluation.

The College meets this standard. The College has a detailed and inclusive governance structure consisting of councils, committees, task forces, and workgroups identifying participants' roles, products, responsibilities, and membership. The College should continue to evaluate and refine its written policies and to monitor their effectiveness.

Actionable Improvement Plan.

None.

Evidence

Number	Name
	<u>BP 2510 Participation in Local Decision Making</u>
	<u><i>Governance and Administrative Structure Handbook</i></u>
	<u>Faculty Senate Website</u>
	<u><i>Accreditation Employee Survey 2013</i></u>

Standard IV.A.2.a.

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary.

Faculty Members' and Administrators' Roles and Authorities in Institutional Governance.

As described in previous sections of this Standard, the College's faculty and administrators have prescribed roles in the College's governance structure. Faculty and administrators have formative and substantial influence over the processes that determine the College's policies, planning, and budgeting (*Evidence # xx Governance and Administrative Handbook*). (For further description of faculty members' and administrators' roles in budget processes, see Standard III.D.) **[Point again to Board Policies here. Are BPs 4020 and 4022 sufficient to establish the faculty's authority? The Senate's website refers to a BP 4.5 that no longer exists—at least not under the title “Academic and Professional Matters.” The faculty's “11 + 1” is named in BP2510.] [Briefly describe the Superintendent/President's process of delegation.]**

Students' and Staff's Established Mechanisms or Organizations for Participating in Institutional Decisions.

The staff and students also have means for expressing opinions and perspectives and participating in deliberations and decisions. (See Standard IV.A.1.)

The ASG and staff have representatives serving on all major councils and committees in accordance with the Governance and Administrative Structure Handbook. Also, a student trustee serves on the Governing Board.

Self-Evaluation.

The College meets this Standard. The College has a detailed and inclusive governance structure consisting of councils, committees, task forces, and workgroups identifying participants' roles, products, responsibilities, and membership. The College should continue to evaluate its governance structure and to monitor its effectiveness.

Actionable Improvement Plan.

None.

Evidence

Number	Name
	<i>Governance and Administrative Structure Handbook</i>

Standard IV.A.2.b.

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary.

Faculty Groups, Curriculum Committee, and Academic Administrators.

The College relies primarily on the Faculty Senate for recommendations on all academic and professional matters, and especially on curriculum, as described in BP 2510 and in conformity with Title 5, §53200-53206. The Faculty Senate posts its Constitution on its website. Leadership of the Faculty Senate and the PFF meet regularly to clarify issues and discuss matters, such as faculty evaluations, over which they have joint responsibility (Evidence # xx Faculty Senate, Evidence # xx BP 2510).

As described in Board Policy 4022 and Title 5, the Curriculum Committee is the primary governance body responsible for oversight and recommendation of curriculum and curricular policy and procedures, including philosophy, goals, and strategic and long-range planning as it relates to teaching and student learning. The Curriculum Committee reports to the Faculty Senate, which approves its actions. This committee is co-chaired by a faculty member and the Vice President for Instruction. The five instructional deans are named positions and voting members of the Curriculum Committee. Descriptions of its responsibility and authority appear in the Constitution of the Faculty and on the committee's website.

The Curriculum Committee's course approval process has been revised to include more active and careful faculty review of proposed courses. (A description of this review appears in Standard 2, pages [---].) Curriculum Committee leadership provides training for its committee members and department chairs in course approval. The basis of the training is the Program and Course Approval Handbook, written and compiled by the Chancellor's Office.

Palomar's academic programs and services, which include basic skills, academic, and career/ technical courses for credit and noncredit, are led by the Vice President for Instruction. They are organized into five divisions that function under the leadership and supervision of division deans. The deans provide overall division leadership for on-going short-term and long-term academic planning, including supporting Program Review and Planning (PRP) processes to ensure that department chairs, program directors, and faculty can successfully complete their respective plans. The Instructional Planning Council, chaired by the Vice President for Instruction, has revised and updated the PRP process to make a stronger connection between SLOs and planning.

Division deans work closely with faculty and facilities staff to ensure that the planning and design of new instructional facilities, as defined by *Master Plan 2022*, will support the current and planned development and growth of the academic programs. The deans facilitate the schedule development process and provide relevant enrollment information to department chairs, program directors, and faculty so that the scheduling of classes will support the needs of students, enrollment trends, and workforce and community needs. Along with the Vice President for Instruction, the instructional deans support faculty in the development, review, and updating of curriculum and provide guidance with regard to compliance with Title 5 regulations and requirements of the California Community Colleges System Office (*Evidence # xx Governance and Administrative Structure Handbook*).

The Learning Outcomes Council, which reports to the Faculty Senate, has Faculty Tri-Chairs [**currently two coordinators**]. One chair oversees assessment and analysis of SLOs, one oversees the SLOAC process as it pertains to Program Review and one oversees the SLOAC process as it pertains to Accreditation. [**Membership of the Curriculum Committee, the Basic Skills/HIS Committee, and . . . includes a named position for a LOC coordinator.**]

Self-Evaluation.

The College meets this Standard. The College and its students benefit consistently from the efficient and effective cooperation of the Faculty Senate, the Curriculum Committee, and academic administrators in determining the content and direction of academic programs and services. The Faculty Senate President throughout the academic year with the college's Vice President for Instruction, regularly with the Superintendent/President and as necessary with the academic deans. At its weekly meeting, the Faculty Senate reviews the work of and acts upon the recommendations of the Curriculum Committee and the Learning Outcomes Council (LOC). The co-chairs of the Curriculum Committee and the LOC are faculty members. The Faculty Senate President and Vice President for Instruction deliver regular reports at the monthly or bi-monthly Governing Board meetings; other faculty and academic administrators add occasional reports (*Evidence # xx Faculty Senate*).

[We'll add in a brief description of learning support services such as tutoring, study groups, workshops, and discipline specific labs—which are planned, operated, and evaluated through the PRP process by faculty and division administrators. (STEM, TLC.)]

Actionable Improvement Plan.

None.

Evidence

Number	Name
	<u>Faculty Senate Website</u>
	<u>BP 2510 Participation in Local Decision Making</u>
	<u><i>Governance and Administrative Structure Handbook</i></u>
	<u>Faculty Senate Minutes</u>

Standard IV.A.3.

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary.

The participatory governance process of Palomar College is derived from Assembly Bill 1725 and is incorporated into Governing Board Policy 2510 (Evidence #xx BP 2510). Administrative Procedure 2410 [**"2410"**?] states, "No member or organization of the College community is precluded from presenting a policy proposal to the Governing Board or any of the recommending agencies" (Evidence #xx AP 2410).

Each year the Governing Board reviews and formulates annual goals and tasks (Evidence # xx *Governing Board 2013-14 Goals*), but the Strategic Planning Council (SPC) is the primary governance structure for communication among and participation by constituent groups. SPC, with representation drawn from all the College's constituent groups, implements the strategic plan, develops or revises governance structures, processes, and practices, and establishes channels of college-wide communication. SPC receives the reports and recommendations of the four planning councils. **[The planning councils' PRP priorities rise to SPC, which considers them in forming the Strategic Plan.]** When the need arises, SPC forms task forces to achieve specific objectives. For example, the Student Success and Support Program Task Force was created to address develop, prepare and submit a program plan for the Student Success and Support Program (1/24/14 SPC minutes). Decisions made by SPC must reflect the values and support the Mission of the College and must be in the best interest of improving student success and serving the community (Evidence # xx *Governance and Administrative Structure Handbook*). For example, SPC just completed *Strategic Plan 2016* (9/17/13), discussed changes to the Policies and Procedures flowchart (9/17/13) and reviewed the annual governance self-evaluation (9/6/13) (Evidence #xx *SPC Minutes*). SPC conducts an annual governance self-evaluation; representatives of all constituencies take part to effect institutional improvement (Evidence # xx *Planning Councils Evaluation 2013*).

The Faculty Senate also establishes structures, processes, and practices by which individuals and constituent groups can communicate and take action for the betterment of the college. At its weekly meetings, the Senate has the opportunity to hear reports of faculty serving on the planning councils, the Curriculum Committee, the Learning Outcomes Council (LOC), the Budget Committee, and the Palomar Faculty Federation (PFF); a representative of the Associated Student Government (ASG) reports as a guest. Also any member or group of the College community may address the Senate as a "Public Comment" agenda item or request the Senate President to be placed on the

agenda to discuss items of interest or concern. Eighteen committees/advisory groups report to the Faculty Senate; twelve are chaired by senators. Each committee discusses and makes recommendations on matters that are distinctly academic and professional. Among the Senate's primary responsibilities is to consider the recommendations and approve the actions of the Curriculum Committee and the LOC. Like SPC, the Senate's decisions must be in the best interest of the College and its students (*Evidence # xx Faculty Senate*). **[What guarantees these decisions will be in the best interest of the College and its students?]**

Administrators communicate with each other by means of the Superintendent/President's Cabinet. The Superintendent/President's Cabinet consists primarily of executive and senior administrators who meet bi-monthly to discuss and address district-wide issues and matters of immediate and general concern. These meetings provide direct communication among various administrators on subjects such as budget, enrollment and FTES, facilities planning, accreditation reporting, and operations. The overall goal of this cabinet is to communicate and to respond to district-wide issues as appropriate to the responsibilities of the individual administrators and the governance structure of the college.

The four vice presidents of the college also convene separate regularly cabinet meetings with their deans, directors, and/or managers to discuss, plan, and respond to operational matters in their respective areas of responsibility. The cabinets of the Vice President for Instruction and the Vice President for Student Services also include cross representation of deans to provide communication, coordination, and collaboration on planning, strategies, and services in support of Palomar students. These collaborative working relationships between instruction and student services have been instrumental in moving Palomar College forward with essential planning and the enhancement and implementation of programs and services in support of student access and success (*Evidence # xx VP Cabinet Meeting Agendas*).

The ASG and the Interclub Council receive and disseminate information about the College with student groups. ASG meetings offer students and other members of the College community opportunities for open, public discussion (*Evidence # xx ASG*).

The exchange of information and ideas occurs also by other means. For example, committees and councils post the minutes of their meetings; individuals gather for College forums and activities. Individuals and groups participate in joint projects, such as this Accreditation *Self-Study* and the Student Success and Support Program Task Force. Monthly governing board meetings provide students, faculty, staff, administrators, and the community opportunities to assemble and to work together for the good of the College.

(Include classified staff here.)

Self-Evaluation.

[The 4A writers recognize that this “Self-Evaluation” does not fully align with the “Self-Evaluation” in section 4A.1. The writers will rework this section.]

The College meets this Standard.

Palomar College has a well-defined governance structure in place with processes that work effectively for the good of the institution. The commitment to the concept of participation is evident in the various decision-making committees campus-wide as indicated by the illustrating that Palomar College strives to keep employees informed and involved in the governance process.

The results of the 2013 Accreditation Survey indicated in general college employees recognize shared governance processes. Sixty-nine percent of faculty staff and administrators who responded reported that they “understand the role of their constituent group in the shared governance process.” However, only fifty-nine percent agreed that the governance process is effective at improving the College’s practices, programs, and services (*Evidence # xx Fall 2013 Accreditation survey*).

The College’s shared governance structure enables communication and collaboration of all members of the college community through officially recognized constituency groups, through councils, committees, task forces, and workgroups, and through other informal means. (For profiles of the constituent groups and councils, see Standard I.B. Profiles of the committees appear in the Governance and Administrative Structure Handbook and on the Committee on Committees page of the Faculty Senate’s website) The primary focus of these communicative and collaborative efforts is to promote student learning and achievement. The successful results of these efforts are abundant and significant.

Examples include:

1. The operations of the District Policies and Procedures Committee.

The membership of this committee includes representatives of all the College’s constituent groups. Charged with reviewing and revising as necessary the documents that govern all of the activities of the institution, this committee has developed a collegial and circumspect process. Recommendations coming from this task force are reviewed by the constituent groups and by the planning councils and must be approved by SPC before being advanced to the Governing Board. When policies and procedures are returned to the committee for further research and revision, the committee is attentive and responsive (*Evidence # xx Policies/Procedures Task Force*).

2. *Master Plan 2022* (with 2010 Update) and other planning that contribute to the new facilities on this campus. Such planning is the product of college-wide initiatives that involve wide participation and several layers of the governance process (*Evidence # xx MP 2022*).
3. The current Annual Action Plan (*Evidence # xx Action Plan*).
4. The *Strategic Plan 2016*

The Strategic Plan is a document that all College personnel have an opportunity to participate in developing. It is not developed by administration. It is developed through the participatory governance process of the College (*Evidence # xx Strategic Plan 2016*).

In short, the very number of individuals who participate in the College's governance process offers evidence of the effectiveness of the process.

Through its governance structure, the College continues in its efforts to improve communication among constituent groups in a manner that is informative and solicits response. As discussed in Standard IV.A.1., while the College has defined these overarching governance structures, processes, and practices, it must refine the responsibilities and authorities of participants **[including their responsibility for reporting out to their constituents, right?]**.

The results from the 2013 Planning Council Evaluation, however, suggest opportunities exist to improve college governance structures further by bringing greater clarity to the role and responsibilities of Strategic Planning Council. For example, half of the SPC survey respondents expressed concern about whether members were able to devote the time necessary for participation on the council. Additionally, only fifty seven percent of the respondents indicated that the SPC had operated effectively in 2012-2013. These findings are supported by other responses from the fall 2013 Palomar College Accreditation Survey (*Evidence # xx 2013 Accreditation Employee Survey*).

Actionable Improvement Plan.

[Align this plan with the plan in 4A.1: "Participation" and "Communication."]

Evidence

Number	Name
	BP 2510 Participation in Local Decision Making
	2013-2014 Governing Board Annual Goals
	Governance and Administrative Structure Handbook
	Faculty Senate Website

	Vice Presidents' Cabinet Meetings, Sample Agendas
	Hispanic Serving Institution Award Letter
	<u>Associated Student Government Website</u>
	<u>Governing Board Policies and Procedures Task Force</u>
	<u>Master Plan 2022</u>
	Action Plan
	<u>Strategic Plan 2016</u>

Standard IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary.

[Briefly describe the College's compliance with federal requirements: US DOE, Title 5, HSI and STEM grants,]

[Organize this section along the lines of (1) federal, (2) state, (3) accrediting agencies?]

The College has complied with the recommendations of previous ACCJC/WASC accreditation standards and visits as evidenced by reports such as the follow up reports in 2011 and 2012, and the *Midterm Report 2012*. The *Midterm Report* includes the College's responses to the eleven recommendations made by the ACCJC and to the ten self-identified planning agendas from the Self-Study of 2009, showing that the College has sustained the improvements it began in 2009. The College developed and implemented the *Integrated Planning, Resource Allocation, and Decision-Making Model (IPM)* and *Resource Allocation Model (RAM)* to address the recommendations of the Commission. These institutional planning changes have led to a culture where funding is directly related to planning and planning is evaluated by measurable outcomes. This culture is evident when viewing standing items on many of the College's committees and councils. The Strategic Planning Council, Instruction Planning Council, Faculty Senate, and Curriculum committee all have standing items for ongoing Accreditation conversations. (*Evidence # xx Midterm Report 2012*). **[The College recently submitted and the ACCJC approved its Substantive Change Report. Annually the College submits to ACCJC a SLOAC report.]**

Palomar College has additional commitments to outside accrediting agencies and commissions. Career Technical programs such as Dental Assisting, Nursing Education, Emergency Medical Technician, Paramedic, Police (Administration of Justice), and Fire Academy (Fire Technology) have standards that are upheld and overseen by state and national accrediting commissions (*Evidence # xx Program Accreditations*). Every five years the College must complete an application process with the United States Department of Education Federal Student Aid Case Management and Oversight for participation in federal student aid programs. The college recently completed this application in 2013.

Palomar College makes information created internally and externally available to the public. A link to the Student Success Scorecard from the California Community Colleges Chancellor's office is provided on the homepage. In addition to the Scorecard, Student Learning Outcomes and Accreditation documentation is also accessible from the homepage of the website. Institutional Research and planning prepares a comprehensive yearly Fact Book, available online, that contains information on PRPs, SLO/SAO's, grant development, site assessment, and marketing. While the Fact Book provides the public information about the college, it is also used internally to guide PRPs as well as to gather demographic data for grant writing. **[Is the Fact Book still updated annually?]**

Palomar College's current institutional self-evaluation was developed with participation from all college groups. The Accreditation Steering Committee is chaired by a member of the faculty, classified staff, and administration. The committee was created from a cross-section of college constituencies (*Evidence # xx Accreditation Steering Committee Membership*). In addition, the writing team of each standard is co-chaired by an administrator and a faculty member. This year Palomar has seen increased participation campus wide with a more refined process and more structured dialogue and timeline.

Self-Evaluation.

The College meets this Standard.

The College complies with all U.S. Department of Education, California Code of Regulations, Title 5, and California Community College Chancellor's Office regulations.

The College complies with Accrediting Commission standards, policies, and guidelines for public disclosure. Palomar College students, faculty, staff, and administration have prepared this self-evaluation employing a process that includes all constituencies.

Palomar has integrated into its planning processes the Commission's recommendations following the last Self-Study. *Strategic Plan 2013* included goals and objectives that addressed the recommendations of the Accreditation Commission. For example, Goal #1 provided for the implementation of a planning, review, and evaluation model that integrates priorities, planning and resource allocation processes. The *IPM* and *RAM* were developed and implemented in 2009-2010. Goal #3 addressed activities to ensure the clarity and effectiveness of shared governance and decision-making processes at the College, including development of assessment methodology and instruments. Planning council evaluations/surveys are performed and reviewed on an annual basis to assess the effectiveness of operations. In addition, the Commission's response to the College's 2012 Midterm Report recognized that the College had addressed all 11 recommendations from our 2009 Self Study.

Actionable Improvement Plan.

None.

Evidence

Number	Name
	Self-Study 2009
	Follow-Up Report 2010
	Follow-Up Report 2011
	Midterm Report 2012
	<u>Dental Assisting Accreditation</u>
	<u>EMT Accreditation</u>
	<u>Fire Academy Accreditation</u>
	<u>Nursing Education Accreditation</u>
	<u>Paramedic Accreditation</u>
	<u>Police Academy Accreditation</u>
	<u>Accreditation Steering Committee Membership</u>
	Palomar College Website
	Fact Book
	IPC Agendas
	SPC Agendas
	Senate Agendas
	Curriculum Committee Agendas
	Financial Aid Application to DOE

Standard IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary.

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*. Annually, the Strategic Planning Council (SPC) completes (1) a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. At the end of a three-year Strategic Planning cycle, SPC completes (2) a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluation are informed by comprehensive review. **[What do the results look like?]** (An outline of these evaluations appears in Standard 1B.6.)

Annually, members of the SPC and the Finance and Administrative Services, Human Resources, Instructional Services, and Student Services Planning Councils complete an annual self-evaluation to assess the effectiveness of their operations. The Director of Institutional Research and Planning (IR&P) meets with the chairs of each of the five planning councils and shares the results of the planning council assessments. The chairs of the five planning councils disseminate the results to their planning council members. Human Resource Planning Council (HRSPC), Finance and Administrative Services Planning Council (FASPC), and the Strategic Planning Council (SPC) review the results and make recommendations for improvement to be addressed in the coming year.

[Was the 2012-2013 survey special or extraordinary? Or was it the regular annual evaluation?] During the 2012-2013 academic year, a survey was sent **[by IR&P?]** to all individuals who had served on planning councils during the academic year. In this survey respondents were asked to evaluate operations of the council on which they served as well as the overall effectiveness of the council, the dissemination of information from the councils, and the inclusiveness of the governance structure.

Of seventy-five individuals who had served on a planning council in the 2012-2013 academic year, forty-seven responded to the survey, including six who served on multiple councils during the 2012-2013 academic year. A total of fifty-three council evaluations were offered from the forty-seven respondents. Members of the Planning Councils showed confidence in the college's governance structure. Seventy-eight percent of council members reported that the structure provides an opportunity for campus

constituencies to articulate their views on institution-wide issues. Sixty-seven percent of council members indicated that the structure allows for expression of ideas, input, and feedback at all levels of the institution. Eighty percent of council members indicated that within the governance structure the system for presenting issues or matters for discussion is clearly defined and understood.

Self-Evaluation.

The College partially meets this Standard. **[Instead of “partially,” can we note that the College meets the Standard but recognizes that it can improve in using the results of these evaluations to make improvements?]**

Palomar has an established governance evaluation process. The planning councils evaluate their individual processes in the spring of each academic year and evaluate the college governance structure through a survey of planning council members. All planning councils review the results of the survey at the beginning of the following academic year. The presentation of the survey results is recorded in the planning council minutes. However, the minutes fail **to** note the discussion of the results, and it is unclear whether the findings of the surveys are fully evaluated, reflected upon, and used for making process improvements. **[The recommendations for improvement don't appear in any planning council minutes? Or is this a reference to SPC's minutes?]**

Actionable Improvement Plan.

The planning councils and committees will record and document their discussions, reviews, and recommendations for improvements, if any, in their respective minutes. **[This plan aligns with the 4A.1 plan, right? It can be tied to that plan.]**

Evidence

Number	Name
	Planning Councils Evaluations 2013
	Minutes of Council Meetings

DRAFT

Standard 4B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Abstract of Standard 4B.

The Palomar Community College District Governing Board is responsible for setting policy. Per BP 2200 titled *Board Duties and Responsibilities*, the Board is charged with representing the public interest; establishing policies that define the institutional mission and set ethical and legal standards for district operations; hiring and evaluating the Superintendent/President; delegating power and authority to the Superintendent/President to effectively lead the district; assuring fiscal health and stability; monitoring institutional performance and educational quality; and advocating for and protecting the district (BP 2200 titled *Board Duties and Responsibilities*). [**“District” as different from “College”?**] As the chief administrator, the district’s Superintendent/President is responsible for administering the policies adopted by the Board and for executing all decisions of the Governing Board that require administrative action (BP 2430 titled *Delegation of Authority to the Superintendent/President*).

Standard 4B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary.

The Palomar Community College District Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The College posts all of its policies and administrative procedures on the Governing Board's website (note: link must be to the Policies and Procedures webpage). The Board has established a Policies and Procedures Committee and charged this committee with ensuring that Board policies and procedures are regularly reviewed and updated. The College subscribes to the Community College League for California's (CCLC) policy update service, which provides institutions with recommended policy updates that come as result of new or updated state laws and regulations.

As established in Board Policy, the Board's duties and responsibilities include selecting and annually evaluating the Superintendent/President (*BP 2200* titled *Board Duties and Responsibilities*; *BP 2431* titled *Superintendent/President Selection*; *BP 2432* titled *Superintendent/President Succession*; and *BP 2435* titled *Evaluation of the Superintendent/President*). To select the Superintendent/President, the Board conducts a nation-wide search, inviting applications and nominations for the position of Superintendent/President. The process includes establishing a screening committee comprised of representatives of the various campus constituencies. The group screens and interviews all qualified candidates. The Board interviews the finalists and ultimately selects and approves the contract for the Superintendent/President.

Through Board Policy, the College's Mission Statement and related planning documents, and their own annual Institutional Effectiveness and Review Cycle, the Governing Board has established an institutional focus on continuous quality improvement. *Board Policy 4020* titled *Program, Curriculum, and Course Development* states that, "programs and curricula of the college shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency." [The emphasis here—the underlining—is the 4B writers'.]

Palomar College's Mission Statement consists of three elements: the College's Vision, Mission, and Values. The Vision —"Learning for Success"—projects the College's concentration on and commitment to student learning and the products of that learning. The Mission defines the College's educational purposes, its intended student population, and its dedication to achieving student learning. The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission. The introduction to the College

Values highlights the College's interest in continuous improvement: "Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors." The first two values establish the foundational principles of excellence and integrity.

The College's Strategic Plan is guided by the Mission Statement. The Governing Board approved *Strategic Plan 2016* in [month] 2013. The Goals and Objectives [**Yes, when to capitalize the words "goals" and "objective" and when not to?**] included in *Strategic Plan 2016* reflect Palomar's interest in providing quality instruction; assessing, evaluating, and strengthening student learning and achievement; and improving the institution's practices.

The Governing Board engages in an annual Institutional Effectiveness and Review Cycle. Standard 4B.X describes this cycle in detail. By way of this cycle, the Board establishes annual goals and related Board tasks. The Board goals are aligned with the College's Strategic Plan. The 2013-14 Board goals speak to the quality and effectiveness of student learning programs and services.

Self-Evaluation.

The College meets this Standard. The Board sets and establishes Board Policy. Further, the Board hires and evaluates the Superintendent/President in accordance with its policy. The Board hired the current Superintendent/President in December 2004 and has completed regular annual performance evaluations each year of his tenure at the College. The Board addresses institutional quality and integrity through Board Policy, the College's Mission Statement, and related planning documents. Importantly, the Board sets the tone for the College in regards to a focus on continuous improvement by engaging in its own ongoing cycle of evaluation and improvement (*BP 2745* titled *Governing Board Self-Evaluation*).

Actionable Improvement Plans.

None.

Standard 4B.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary.

The Palomar Community College District Governing Board is an independent policy-making body that reflects the public interest in Board activities and decisions. Board members are elected officials representing a geographically large and diverse community. Students are reflective of the communities within the district boundaries.

Besides representing a large and diverse community, the Governing Board establishes broad institutional policies, approves the purposes of the institution, responsibly oversees the institution's assets, upholds its educational mission and programs, ensures compliance with laws and regulations, and provides stability and continuity to the college. The Governing Board's policy-making authority is delineated in *BP 2410* titled *Policy Making Authority and Administrative Procedures*.

The Board, consisting of five public members and one student member, is the final authority for governance in the district. While Governing Board members vote independently on matters before them, they act as a whole, according to the majority vote (*BP 2330* titled *Quorum and Voting*). Members are charged with "basing decisions upon all available facts in each situation, voting [their] honest conviction in every case unswayed by partisan bias, and abiding by and upholding the final majority decision of the Board" (*BP 2715* titled *Code of Ethics/Standards of Practice*).

The five public members are elected at large by the voters of the district to four-year staggered terms of office. Elections are held every two years, in even numbered years. To ensure continuity of the Board, two seats are contested in gubernatorial election years, and three seats are contested in presidential election years (*BP 2100* titled *Governing Board Elections*). The district has a written policy to fill vacancies (*BP 2110* titled *Vacancies on the Governing Board*).

The student member is elected by the student body to a one-year term as the Associated Student Government president and Governing Board student trustee (*BP 2105* titled *Election of Student Trustee*). The student trustee has had an advisory vote in the decisions of the Board (*BP 2105*).

All Governing Board meetings are open to the public and adhere to the open public meeting requirements of the Brown Act of the State of California, which states, "All meetings of the legislative body of a local agency shall be open and public, and all persons

shall be permitted to attend any meeting of the legislative body of a local agency[.]”–A closed session precedes and follows the open meeting, as needed, and is held in accordance with Government Code §54950-54961 (*BP 2315* titled *Closed Sessions*).

The Board takes action only on matters on the Governing Board agenda. The public is afforded an opportunity to address the Board at every meeting on matters within its jurisdiction (*BP 2350* titled *Speakers*). The Board agenda is widely disseminated to local news media and libraries; it is also posted throughout the College campus and on the Governing Board website. The agenda is distributed to student representatives, faculty representatives, classified staff representatives, and College administrators. The agenda is also available to anyone who requests to be added to the distribution list.

The Board has adopted several Board Policies to protect itself and the College from undue influence or pressure (*BPs 2710* titled *Conflict of Interest*, *2715* titled *Code of Ethics/Standards of Practice*, *2716* titled *Political Activity*, and *2720* titled *Communication among Board Members*). The Board has implemented several practices that serve to protect the Board and the College [from?]. For example, the selection process of contractors and vendors does not involve Governing Board members, and the Palomar College Foundation is structured so that the Governing Board President serves only as an ex-officio and does not vote.

Self-Evaluation.

The College meets this Standard.

Board policies and practices establish the Board as an independent-policy making authority that serves as the final authority for governance of the institution. Responsibility for carrying out and implementing board policy is assigned to the Superintendent/President. Board members are charged with voting their honest conviction and not being swayed by partisan bias. They uphold the final majority decision of the Board.

In general, the “Accreditation Employee Survey 2013” revealed that most (52% - when adjusted for responses indicating that an employee had no basis for judgment) employees perceive the Board as an independent policy-making body that reflects the public interest of the Board. Only 13% disagreed with the survey statement, and 23% indicated that they neither agreed nor disagreed with the statement. **[Commentary?]** (The significant percentage of responses of “neither agree nor disagree” was a finding across the survey.) In a follow-up interview, the Superintendent/President indicated that the Board adheres to its policy-making role and respects the President’s role of implementing board policy and leading the operations of the College (insert evidence).

The Board plays a critical advocacy role for the College. For example, Board members actively participate in the San Diego and Imperial County Community College Association (SDICCCA). **[Refer to the Board’s involvement with the Community College League of California and other advocacy activities in Sacramento and DC.]** SDICCCA serves several important political purposes, including strengthening the

cooperation between districts, leveraging collectively on legislative matters, and providing a communal voice on higher education issues to the communities served. In addition, trustees have run and successfully secured seats on the California Community College's Trustees Board.

Actionable Improvement Plans.

None.

Standard 4B.1.b.

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services **and the resources necessary to support them.**

[NOTE to writing team and ALT – The guide to evaluating institutions statement above is very similar to the Guide to Evaluating institutions question in Standard IV.B. We will have to align and make a determination what information goes where. I kept everything in both sections for now.]

Descriptive Summary.

Policies and Institutional Goals to Establish Board Expectations.

The Governing Board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. *BP 2200* titled *Board Duties and Responsibilities* establishes that the Board is responsible for monitoring institutional performance and educational quality. *BP1200* titled *Mission* articulates the District's Mission Statement and establishes that this statement is to be evaluated and reviewed on a regular basis. Thus every three years the College formally reviews the Mission Statement as part of its development of a new Strategic Plan. The current Mission Statement was reviewed and approved by the Board in January 2013 [2014?].

As described earlier, *BP 4020* titled *Program, Curriculum, and Course Development* states that programs and curricula of the College shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency. Consistent with the College's Mission Statement and *BP 2510* titled *Participation in Local Decision Making*, the Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters. Academic programs are evaluated regularly through such processes as the Program Review and Planning processes to ensure quality and currency. Throughout the year, the Board approves all new courses and programs and course and program deletions.

BP 3250 and *AP 3250* titled *Institutional Planning* establish the College's *Integrated Planning, Evaluation, Resource Allocation, and Decision Making Model*, or *Integrated Planning Model (IPM)* for short. It also institutes the *Resource Allocation Model (RAM)*, which links [Can we say more than "links"?] resources to planning. Continuous implementation of the College's *IPM* and *RAM* ensure that ongoing, planning, evaluation, and resource allocation are broad-based, integrated, and focused on improving student learning programs and services as well as institutional structures. The Board monitors the implementation of the *IPM* and *RAM*. [NOTE – we need to review the *BP 3250* and *AP3250* to speak to improvement of student learning programs and services].

Through its Annual Self-Evaluation and Effectiveness review cycle [**Earlier don't we call this cycle by a different name?**], the Governing Board establishes a set of annual goals and related board tasks. The Board's goals address long-range institutional goals, respond to current issues, and improve board performance. As part of its Annual Self-Evaluation and Effectiveness Review Cycle, the Board monitors progress on its goals and related Board tasks. The Board goals are aligned with the College's Strategic Plan, a three-year plan that includes institutional goals and objectives intended to improve institutional processes, student learning, and achievement. The Board's Goals can be found on its website **(Insert link to website – link needs to be named Governing Board Goals.**

Institution Set Standards and Analysis.

As part of the Annual Institutional Effectiveness and Review Cycle [**as different from the cycle named in the first sentence of the previous paragraph?**], the Governing Board engages in a yearly institutional effectiveness workshop. The workshop includes a discussion and review of the institutional effectiveness metrics the College monitors throughout its planning cycles. The College has incorporated the California Community College's Chancellor's Office's Accountability Scorecard into its set of institutional metrics.

In 2013, the College defined a set of institutional standards as required by ACCJC for its annual report. The Governing Board reviewed and discussed the standards, including the methodology employed to establish them. The College has incorporated the standards into its institutional effectiveness metrics, and the Board engages in a review of the standards as part of its annual workshop on this subject. In addition to the presentation of the institutional effectiveness metrics, the Board receives a report on how the College analyzes the metrics and the strategies the College is implementing to improve student learning and achievement related to them. For example, during the 2103 Institutional Effectiveness workshop, the Vice President of Instruction described the strategies the College was employing to improve the success of underprepared students. In May 2014, the Board participated in a focused workshop on how the College is working to improve outcomes from underprepared or first generation, low-income students.

Resources Available to Ensure Quality, Integrity, and Improvement of Student Learning Programs and Services.

One of the Board's primary responsibilities is to guarantee the institutional integrity and financial health of the district. In *BP 2200* titled *Board Duties and Responsibilities*, the Board assures the district's fiscal health and stability. The Board receives quarterly reports on the status of the College budget. In addition, the Board reviews and ratifies the District's expenditures and reviews and approves construction contracts, change orders, and the hiring of contractors. The College maintains a dedicated intern auditor position, and two annual external audits are performed and presented to the Governing Board. An external audit is completed on all funds, books, and accounts of the District. In addition, a capital audit is completed annually. The senior administration oversees compliance with all federal, state, and local policies in relation to student financial aid and other special fiscal programs for which the Board is ultimately responsible (*BP 6400* titled *Audits*). Through its fiscal role and related policies, the Board ensures that necessary resources exist to support the quality, integrity, and improvement of student learning programs and services.

Self-Evaluation.

The College meets this Standard. The Board has established policies that define its expectations regarding the quality of the program and services offered by the College. Through its policies, the Board has institutionalized the College's *IPM* and *RAM*, which establish an ongoing cycle of planning, evaluation, and resource allocation targeted at improving student learning, student achievement, and institutional effectiveness.

Actionable Improvement Plans.

None.

Standard 4B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

[Here refer also to the independent oversight of the Prop. M monies.]

Descriptive Summary.

The Board of Trustees of the Palomar College Community College District is the governing body of the District. The Board is established by, and derives its power and duties from, the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the *California Education Code* and the directives of the Board of Governors, California Community Colleges, listed in *Title V, California Code of Regulations*. Therefore, as established through statute, regulation, and policy, the Palomar College Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Per *BP 2410* titled *Policy Making Authority and Administrative Procedures*, the Governing Board is the final authority on all policy matters. Its actions are final, not subject to the actions of any other entity. The Governing Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action (*BP 2430* titled *Delegation of Authority to the Superintendent/President*). It functions as an independent Board, representing the public's interest. Per *BP 2200* titled *Board Duties and Responsibilities*, the Board must fulfill its responsibilities to

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for District operations;
- Hire and evaluate the Superintendent/President;
- Delegate power and authority to the Superintendent/President to effectively lead the District;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Advocate for and protect the District.

Educational Quality.

[Add “Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters.”]

While curriculum is faculty-driven, all curriculum matters are presented to the Governing Board for review and approval. Additionally, the Vice President for Instruction

keeps the Board informed of instructional programs by giving periodic presentations and reports at Board meetings (*GB Minutes*).

The Board receives reports and presentations from College members. For example, during 2012-13, the Board received reports on items such as the status of educational initiatives, strategic planning updates, learning outcomes updates, accreditation planning, fiscal planning and budgets, and student services programs (*GB Minutes*). Formal reports are submitted as part of the agenda packet prepared for each Board meeting. Informal reports are provided by the Divisional Assistant Superintendent, Vice Presidents at every meeting. Both formal and informal reports are presented in public Board meetings. Suggestions for improvement or future action are discussed by the Board. On occasion, the Board requests additional information to be reported on at a designated future date.

Legal Matters.

Legal matters of the district are discussed in closed sessions of the Board. When appropriate, the Board consults with legal counsel to ensure the integrity of its legal decisions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release of an employee, potential or actual litigation, and labor negotiations are discussed in closed session meetings. In accordance with the Brown Act, the California Government Code, and the California Education Code, the intent to hold a closed session is announced in the Board agenda, and when action is taken on an item discussed in closed session, the Board reports its action in open session (**evidence: GB Minutes**). Also in accordance with the Board policy, when complaints or charges against an employee are made by another person, the accused employee must be notified at least twenty-four hours in advance of his/her right to have a hearing conducted in public (*BP 2315* titled *Closed Sessions*).

Fiscal Integrity.

The Board ensures the fiscal integrity of the district through two annual audits (operations and capital) conducted by an independent audit firm. The results of the audits are presented to the Board. The Board also ensures that the district maintains a reserve of five percent of the unrestricted general budget, as recommended by the California Community Colleges System Office (*BP 6250* titled *Budget Management*).

Self Evaluation.

The College meets this Standard.

Actionable Improvement Plans.

None.

Standard 4B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary.

The *Governing Board Policies and Procedures* are published on the Palomar College website, and printed versions are available in the Governing Board Office and the President's Office. Board size, duties, responsibilities, structure, and operating procedures are included in

BP 1300 titled Educational Philosophy
BP 2010 titled Governing Board Membership
BP 2100 titled Governing Board Elections
BP 2110 titled Vacancies on the Governing Board
BP 2200 titled Board Duties and Responsibilities
BP 2410 titled Policy Making Authority and Administrative Procedures
BP 2430 titled Delegation of Authority to the Superintendent/President
BP 2715 titled Code of Ethics/Standards of Practice
BP 2745 titled Governing Board Self-Evaluation

Self Evaluation.

The College meets this Standard.

Actionable Improvement Plans.

None.

Standard 4B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

[Emphasize the role and value of the Policy and Procedures Committee here.]

Descriptive Summary.

According to *BP 2410* titled *Policy Making Authority and Administrative Procedures*, the Governing Board adopts policies as authorized by law, as a result of accreditation standards, or as determined by the Board to be necessary for the effective and efficient operation of the district. Policies are adopted, revised, or amended at a regular Board meeting (*GB Minutes*). The Governing Board adheres to its policies and acknowledges the importance of keeping them current. Board minutes reflect adherence to Board policies.

The Board has implemented a system for evaluating and revising its policies on a regular basis. A governance committee, the Policies and Procedures Committee, meets monthly and is responsible for ensuring that all policies and procedures are reviewed and updated on a regular basis. A Trustee is a member of the committee.

Twice a year, the College receives updates from the Community College League of California (CCLC) to ensure that Board policies and administrative procedures are current. Updates are categorized as legally required, legally advised, or suggested as good practice. In addition, beginning in 2013, the committee instituted a process by which the College reviews all chapters of the Policies and Procedures on a three year cycle.

In evaluating and revising district policies and procedures, the Committee seeks input and recommendations through appropriate groups and areas of responsibilities and then advances these recommendations to the Strategic Planning Council (SPC). In some cases, SPC will return the recommendations to the Committee for further revision. After SPC approves revisions, additions, and deletions, recommendations for changes in Policy proceed to the Governing Board for discussion and approval. Recommendations for changes in procedures go to the Governing Board for information.

Self Evaluation.

The College meets this Standard.

The Board acts in a manner consistent with its policies and bylaws and has established a standing committee charged with maintaining and evaluating the College's policies and procedures. The Policies and Procedures Committee effectively works with College constituent groups to evaluate and update the College's policies and procedures. When first constituted **in**

2006 (CHECK [Yes, the (then) workgroup or task force met with Jane for several years], the committee worked with a representative from CCLC to evaluate and update all college policies and procedures. Now the committee takes the biannual updates from CCLC and incorporates changes to policies recommended by the league that are legally required, advised, or suggested as good practice. This past year, the committee implemented a process for evaluation whereby all policies and procedures will be reviewed for currency and accuracy on a three year cycle. All recommended changes for policies are sent to the Board for discussion and approval.

Actionable Improvement Plans.

None.

Standard 4B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary.

Candidate Orientation.

Under the direction of the Superintendent/President, the District conducts an orientation session for all candidates running for Governing Board office. This orientation includes an overview of primary responsibility for policymaking, College operations, learning programs, accreditation, and governance structure. A campus tour of the College is offered and conducted upon request.

Orientation.

Per *BP 2740* titled *Board Education*, the Governing Board is committed to its ongoing development as a Board. New board members participate in an orientation process. The process includes an on-campus workshop, one-on-one meetings with each of the divisional Vice Presidents, and a campus tour. Finally, the new trustees and the Superintendent/President attend the Effective Trustee Workshop provided by the Community College League of California.

Professional Development and Continuous Improvement.

Governing Board members belong to the Association of Community College Trustees (ACCT) and the Community College League of California (CCLC). These organizations annually hold conferences and are attended by the Palomar College Board of Trustees. The conferences address topics and critical issues facing the community colleges, providing Trustees with opportunities to learn about effective governance models. Networking with other College officials and trustees are natural outcomes of these events. In addition, the Board Trustees are offered the opportunity to participate in the *Excellence in Trusteeship* program offered by CCLC. This program is a two-year competency-based program and addresses topics including accreditation, student success, fiscal responsibilities, and ethics training.

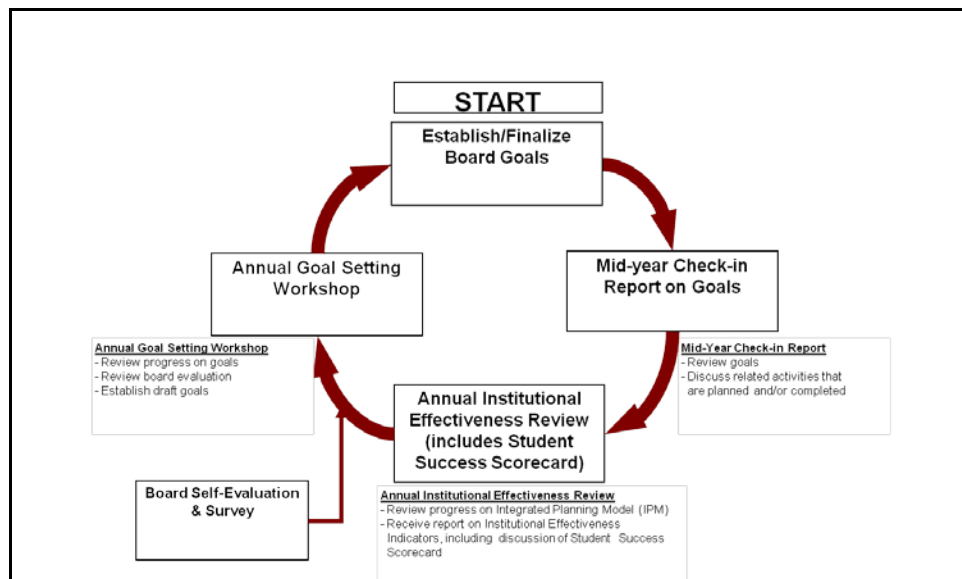
The Board implements an annual Institutional Effectiveness and Review Cycle. (See Figure X.) Each year the cycle begins with a workshop where the Board establishes its annual goals and related board tasks. Mid-year the Trustees meet to review progress on their goals. During the Spring term, the Board engages in an Institutional Effectiveness Workshop. At that time, Trustees review progress on the College's Strategic Plan, study the College's Student Success Scorecard including the state's accountability metrics, and examine the College's institution-set standards. During the workshop, members of the campus community provide updates to the Board describing the strategies the College is employing to address its institutional effectiveness and accountability metrics.

Toward the end of the Spring term, the Board engages in its annual self-evaluation. As part of the evaluation, the trustees assess progress made on their goals and related tasks and complete an assessment of the Board's performance as it relates to characteristics of effective board functioning. They also identify areas of interest for professional development or topics for further study.

At the end of the year, the Board considers the information from its annual self-evaluation and the institutional effectiveness workshop and drafts its goals for the upcoming year. The cycle begins again when the Board officially adopts its new goals. This typically occurs at the beginning of the academic year.

The Board's development includes activities designed to learn about accreditation standards and expectations. These activities include campus workshops, participation in accreditation-related sessions at conferences, and regular reports made to the Board by the College's Accreditation Liaison Officer. In October 2013, the Board engaged in a two-hour workshop on Accreditation. The workshop addressed the Board's role in the accreditation process, and accreditation eligibility requirements and standards. At that time, the Board reviewed the ACCJC Standards along with the Board Policies that are aligned with the Standards.

FIGURE X. Palomar College Governing Board's Institutional Effectiveness and Review Cycle. [Can we take off the start box?]



As described in Standard 4B.1.a., the five public members are elected at large by the voters of the district to four-year staggered terms of office (*BP 2100* titled *Governing Board Elections*). Elections are held every two years, in even numbered years. To ensure continuity of the Board, two seats are contested in gubernatorial election years, and three seats are

contested in presidential election years. The district has a written policy, *BP 2110* titled *Vacancies in the Governing Board*, to fill vacancies. Newly elected trustees are able to learn from and with the seated trustees.

Self Evaluation.

The College meets this Standard.

The Governing Board supports the purpose and concept of professional development. The Board engages in Professional Development opportunities through conferences, on-campus workshops, participation on state-level and local trustee organizations, and programs designed to strengthen board leadership. The Board also embraces the value of continuous improvement and demonstrates its commitment by participating in an annual improvement cycle. While all new trustees engage in orientation activities, the current process is informal and tailored to the trustee's needs.

[Check the status of “formalizing its orientation process.”]

Currently, the College is formalizing its orientation process to ensure that all new trustees receive the same information along with additional tailored activities to meet the individual needs of the trustees. The candidate orientation will be enhanced to emphasize both the policy role of the board and accreditation standards. Trustees will receive a copy of the accreditation standards as part of their orientation

Actionable Improvement Plans.

None.

Standard 4B.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary.

Palomar's Governing Board engages in an ongoing and systematic self-evaluation in order to identify areas of strengths and opportunities for improvement.

BP 2745 titled *Governing Board Self-Evaluation* details the process used by the Board for its self-evaluation. Each year the Governing Board reviews and discusses the instrument and/or process to be used in its self-evaluation. The evaluation instrument incorporates criteria contained in Board Policies regarding Governing Board operations. It also includes criteria defining Board effectiveness as disseminated by recognized practitioners in the field. In 2013 the Board added a section to the self-evaluation instrument to assess progress on its annual goals. In 2014 the Board expanded its self-evaluation form to include an assessment of Board performance in meeting related accreditation standards. In addition to the content areas, the evaluation instrument includes sections for Board members to identify what they perceive as the Board's greatest strengths, major accomplishments, and areas for improvement. The self-evaluation survey is completed over a two to three week period.

A report describing the methodology and results of the evaluation is presented and discussed by the Board at a session scheduled for that purpose. The results are used, along with information obtained through the Board's Institutional Effectiveness and Review Cycle, to identify Board goals for the upcoming year.

For example, in 2011-12 as a result of its self-evaluation, the Board expressed an interest in studying the results of the College's upcoming external scan. The Board engaged in a two hour workshop reflecting upon the changing demographics of the district's community, the current and future labor market needs, and feedback obtained through education and business community panels. Based on their study session, the Board established a 2012-13 goal to improve relationships with the College's K-12 partners.

Self Evaluation.

The College meets this Standard. The self-evaluation process provides an effective review of board performance. As a result of its self-evaluation, the Board has implemented goals and actions to improve its effectiveness. When appropriate the Board expands its self-evaluation to ensure it is operating effectively in a specific area.

Actionable Improvement Plans.

None.

Standard 4B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary.

BP 2715 titled *Code of Ethics/Standard of Practice* establishes the Board's Code of Ethics. It also includes a clearly defined process for dealing with behavior that violates its code.

Violations will be addressed by the President of the Board, who will first discuss the violation with the Board member in an attempt to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Governing Board President may appoint an ad hoc committee comprised of two Board members to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Governing Board officers [or committee] and may include a recommendation to the Governing Board to censor the Board member. If the President of the Governing Board is perceived to have violated the code, the Vice President of the Governing Board is authorized to pursue resolution *BP 2715* titled *Code of Ethics/Standards of Practice*, which states that the Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Self-Evaluation.

The College meets this Standard.

BP 2715 titled *Code of Ethics/Standards of Practice* includes the Board's Code of Ethics, which consists of twelve statements articulating the Board's responsibility to provide learning opportunities for all students in a manner that is consistent with its independent policy role. It also establishes a process for addressing behavior that falls outside of the Board's code. The Board reviews this policy regularly as part of a regular review cycle. For example, in January 2014 the Board and the Policies and Procedures Committee reviewed Chapter 2 of the College's Policy Handbook, which includes *BP 2715* titled *Code of Ethics/Standards of Practice*. Moreover, the Board orientation has been revised to ensure that all members received a copy of the Code as part of their new trustee information packet.

Actionable Improvement Plans.

None.

Standard 4B.1.i.

The governing board is informed about and involved in the accreditation process.

Descriptive Summary.

The Board is appropriately informed and engaged in the accreditation process. As a unit, the Board monitors the development and completion of the institutional self-evaluation [**Capitalize “institutional self-evaluation”?**] and other required reports. The Accreditation Liaison Officer provides monthly reports of progress during board meetings. During the writing of the self-evaluation, a Board member participates on the Standard 4B writing team. Prior to approval and submission of a self-evaluation, mid-term, or required progress report, the Board engages in a workshop to review in detail the document and provide feedback. In addition, to the self-evaluation, mid-term, and any required progress reports, the Board receives copies of the College's Annual Report to ACCJC and any other document submitted to the accrediting body, such as a Substantive Change Report.

The Board appropriately addresses recommendations provided to the College by ACCJC. The Board has incorporated significant recommendations into its annual goals. For example, in 2009 the College received a significant recommendation related to integrated planning. The Board established an annual goal to monitor the development and implementation of the College's integrated planning, evaluation, resource allocation, and decision-making model. Through the budget development and approval process, the Board provides the resources necessary to ensure that the College fully addresses and works toward meeting the accreditation standards.

The Board remains current on the accreditation standards through its professional development activities. Members attend conferences and participate in sessions regarding accreditation. In addition, the Board engages in on-campus workshops to review, learn about, and discuss accreditation standards. One year prior to a site visit, the Board expands its self-evaluation to include an assessment of its operations and functions according to related accreditation standards.

Self Evaluation.

The College meets this Standard. The Board is engaged in the accreditation process and understands the accreditation standards. Through its actions, the Board provides direction and resources to the College to support its work to meet all accreditation standards and effectively carry out its mission. In addition, the Board evaluates its own performance according to the accreditation standards.

Actionable Improvement Plans.

None.

Standard 4B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary.

Palomar College is a single college district. Per *BP 2200* titled *Board Duties and Responsibilities*, the Board has responsibility for selecting and evaluating the Superintendent / President of the College. The Board conducts a nation-wide search, inviting applications and nominations for the position of Superintendent/President. The process includes establishing a screening committee comprised of representatives of the various campus constituencies. The group screens and interviews all qualified candidates. The Board interviews the finalists and ultimately selects and approves the contract for the Superintendent/President. (BP 2431 titled *Superintendent/President Selection*, GB minutes where process was defined, and document laying out the process).

Per *BP 2435* titled *Evaluation of the President*, the Board evaluates the Superintendent/ President through an ongoing and systematic process conducted formally and annually. As part of the process, the Superintendent/President, using the Board's goals as guidelines, provides a written report on his/her accomplishments achieved goals. At a closed session, the Board discusses its evaluation with the Superintendent/ President (*GB Minutes*).

In *BP 2430* titled *Delegation of Authority to Superintendent/President*, the Governing Board delegates to the Superintendent/President "the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action." While the Board delegates authority to President to administer policy and oversee the operations of the College, as described earlier, the Board has established a cycle of improvement that calls for ongoing reports on institutional performance. In addition, the Board approves the College budget and receives periodic financial reports throughout the year. In 2013, the Board requested that these reports be provided on a quarterly schedule. The College conducts financial and capital audits annually in accordance with *BP 6400* titled *Audits*. These audits are presented to the Board. Each Board meeting closes with an agenda item that allows Board members to request information or a report to be provided in a subsequent meeting. Finally, the Board meets regularly with the President in closed session to discuss legal, personnel, and property matters as appropriate.

Self Evaluation.

The College meets this Standard. The Board established and hired the current Superintendent/President in 2005 using the process articulated in the description above. The Board has appropriately delegated authority for the implementation of policy and the operations of the College to the President. By extension, the President delegates authority as is appropriate to Assistant Superintendents/Vice Presidents. However, the President is held responsible for the outcomes and the well-being of the institution through annual performance evaluations conducted by the Board.

Actionable Improvement Plans.

None.

Standard 4B.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Superintendent/President of Palomar College is responsible for administering the policies adopted by the Board and for executing all decisions of the Governing Board (*BP 2430* titled *Delegation of Authority to the Superintendent/President*). He/she is empowered to interpret Board policy. He/she leads the overall planning, evaluation, and resource allocation processes of the College and ensures the quality and integrity of the services provided to students. The responsibilities of this position are more fully described below.

Standard 4B.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary.

The Superintendent/President plans, oversees, and evaluates an administrative structure that includes four general divisions: Instructional Services, Student Services, Finance and Administrative Services, and Human Resources Services. Each division is led by an Assistant Superintendent/Vice President. Palomar College is designated as a “large” college by the California Community College’s Chancellor’s office.

The administrative structure allows for the Superintendent/President to well manage the College. The Superintendent/President delegates to the Vice Presidents responsibility for the effective operation of their divisions. Each Vice President chairs a divisional planning council (i.e., Instructional Planning Council, Student Services Planning Council, Finance and Administrative Services Planning Council, Human Resource Services Planning Council). The divisional planning councils are responsible for implementing portions of the College’s planning model—in particular, Program Review and Planning, which addresses program effectiveness in an ongoing operational planning, implementation, resource allocation and review cycle. The Superintendent/President meets weekly with the Vice Presidents as a group to ensure the effective operations of the District. Bi-weekly, he/she meets individually with administrators reporting directly to her/him (Vice Presidents, Director of Institutional Research and Planning, Director of Marketing Services, and Director of the Foundation). In addition, the Superintendent/President chairs a bi-weekly cabinet meeting that includes Senior Administration and her/his “direct reports.”

The Superintendent/President delegates authority to administrators and others consistent with their responsibilities. College policy for administrative hiring is reflected in *BP 7120* titled *Recruitment and Hiring*. Staff are evaluated regularly and provided with opportunities for professional development.

Self-Evaluation.

The College meets this Standard.

Actionable Improvement Plans.

None.

Standard 4B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

1. Establishing a collegial process that sets values, goals, and priorities;
2. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3. Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4. Establishing procedures to evaluate overall institutional planning and implementation efforts.

[Add that the Superintendent/President meets with Faculty Senate President]

Descriptive Summary.

The Superintendent/President chairs the Strategic Planning Council (SPC), which serves as a campus-wide forum to exchange information and evaluate, plan, and implement the *Integrated Planning Model (IPM)*. SPC advises the Superintendent/President on matters of process, procedure, and practice. In addition, SPC reviews material to be considered by the Governing Board, provides for the exchange of information among campus constituencies, and advises the Superintendent/President on administrative procedures and practices. The Faculty Senate makes recommendations [**“The Governing Board relies primarily on the Faculty Senate. . . .”**] on all academic and professional matters, which are provided to SPC as information before being presented to the Governing Board (*SPC*). Per *BP 2510* titled *Participation in Local Decision Making*, the Governing Board relies primarily on the Faculty Senate for academic and professional matters.

Through application of the *IPM*, the Strategic Planning Council uses a broad-based approach for defining the College's Vision, Mission, Values, goals, and strategic objectives. The *IPM* integrates the College's long-, medium-, and short-range plans. The College's *Resource Allocation Model (RAM)* ensures that planning drives resource allocation decisions. Funds are applied to implement the College's three-year strategic plan and other priorities identified through the operational Program Review and Planning processes. The *IPM* is implemented and reviewed annually. Prior to the development of each three-year strategic plan, SPC conducts a summative evaluation of the planning process.

The development of College plans are informed by high quality research. Prior to the creation of a three-year strategic plan, SPC reviews and discusses the results of internal and external scans. The internal scan includes a review of student demographics and performance,

including the latest Scorecard metrics drawn from the State's accountability report. The external scan includes a description of the community the college serves and the results of education and business community panels.

The Superintendent/President communicates the College's Vision, Mission, Values, goals, and objectives in a variety of settings. The College's Governing Board participates in workshops on planning and approves the Strategic Plan, which documents the College's Vision, Mission, Values, goals, and objectives. The Superintendent/President ensures that the Strategic Plan is published on the College's website and communicates the Strategic Plan at campus and community forums.

Short-term operational or unit planning occurs through the Program Review and Planning processes. Units, departments, and disciplines evaluate, program data, student success outcomes, and the results of their Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs). As a result of evaluation, program plans are developed, including identification of goals and required resources for implementation. Completed Program Review and Planning documents are posted on the College website. [\(INSERT LINK\)](#).

The Office of Institutional Research and Planning (IR&P) reports directly to the Superintendent/President and sits on the Strategic Planning Council, Instructional Planning Council, and Student Services Planning Council. In addition, IR&P provides direct support to the Human Resource Services and Finance and Administrative Services Planning Councils. This inclusion ensures that evidence and information is available to guide all levels of College planning. The Superintendent/President meets bi-weekly with the Director of IR&P. During these meetings, they discuss relevant data and analyses of institutional performance. The Director meets with the Vice Presidents regularly to review evaluation studies and data and to provide updates on the overall planning processes of the College. Reporting directly to the Superintendent/President, the Director of IR&P participates on the President's cabinet. Finally, as part of the *IPM*, IR&P develops and reviews reports of Institutional Effectiveness [**Is "Institutional Effectiveness" different from "institutional effectiveness"?**] with the Strategic Planning Council and the Board. SPC evaluates the *IPM* as part of its annual implementation process.

Self- Evaluation.

The College meets this Standard. The Superintendent/President has established and leads an institutional planning process that is focused on improvement. The institutional planning efforts produce the long-range and mid-range plans of the College. The Superintendent/President delegates the authority to guide the operational short-range planning to the appropriate planning councils. Institutional Research and Planning reports to the Superintendent/President, and research is integrated and embedded within the governance, planning, and operational structures of the College. As a result, educational planning is guided by research and evidence regarding student success, learning, and outcomes.

Actionable Improvement Plans.

None.

Standard 4B.2.c.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary.

The Superintendent/President appropriately implements statutes, regulations, governing board policies and institutional practices that are consistent with the College's Mission. *BP 2430* titled *Delegation of Authority to the Superintendent/President* gives to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board that require administrative action. The same Board policy charges the Superintendent/President with ensuring that all relevant laws and regulations are complied with and that required reports are submitted in a timely fashion (*BP 2430* titled *Delegation of Authority to the Superintendent/President*).

While the job description of the Superintendent/President outlines the specific duties and responsibilities of the position (*Job Description*), the President has overall responsibility to know and understand all statutes, regulations, and Board policies; to assure their consistency with institutional mission and policies; and to communicate to the college community all important and pertinent regulatory information. The President is also responsible for leading the College in accordance with the institutional mission. He chairs the Strategic Planning Council bi-monthly meetings and attends and convenes other meetings, as necessary, to ensure the College is in compliance with statewide and district initiatives and regulations (*IE Report, SPC*).

The College subscribes to the Community College League for California's (CCLC) policy update service, which provides institutions with recommended policy updates that come as result of new or updated state laws and regulations. Chaired by the President, the Policies and Procedures Committee receives these updates and incorporates them into Palomar's policies and procedures as appropriate. The President ensures that all policies are reviewed for currency and accuracy on a regular schedule through the Policies and Procedures Committee. Finally, The President actively participates in the Community College League of California (CCLC) and San Diego Imperial County Community College Association (SDICCA) as a way to keep apprised of state and regional regulatory practices and initiatives (*CCLC, SDICCA*).

Self- Evaluation.

The College meets this Standard. The Superintendent/President refers to policy manuals and confers with attorneys in implementing statutes, regulations, and Board policies. He [Now just "he" rather than "he/she"?] administers the college financially, collegially,

and efficiently in the best interests of the students and the residents of the district (*BP 2430* titled *Delegation of Authority to the Superintendent/President*).

Actionable Improvement Plans.

None.

Standard 4B.2.d.

The president effectively controls budget and expenditures.

Descriptive Summary.

The Governing Board delegates to the Superintendent/President the authority to establish procedures that assure the proper administration of property and contracts; the budget, audit, and accounting funds; acquisition of supplies, equipment, and property; and the protection of assets. All transactions and operations comply with applicable laws and regulations (*BP 6100* titled *Delegation of Authority*).

In accordance with Title 5 and the California Community Colleges Budget and Accounting Manual, each year the Superintendent/President presents to the Governing Board a budget. The schedule for presentation and review of budget proposals complies with state law and regulations and provides adequate time for Governing Board study (*BP 6200* titled *Budget Preparation*).

The Superintendent/President in consultation with the Chief Business Officer (Assistant Superintendent/Vice President for Finance and Administrative Services) keeps the Governing Board advised regarding the financial status of the district through quarterly reports. The Superintendent/ President also works in consultation with other Senior Administrators to establish student fees as authorized by law and to seek, receive, and administer grants and other financial resources for the benefit of the District and the District's students.

In accordance with *BP 6400* titled *Audits*, the Superintendent/President assures that an annual audit, by a certified public accountancy firm, of all funds, books, and accounts of the District is completed in accordance with the regulations of Title 5 and in compliance with General Obligation 39 requirements (*BP 6400* titled *Audits*).

On November 7, 2006, the voters of the District passed Proposition M. Subsequently The Independent Citizens' Oversight Committee (ICOC) was established as required by law. The ICOC meets quarterly and reviews the expenditure of funds from the Proposition M general obligation bonds to ensure that bond revenues are expended only for the purposes described and that no bond funds are used for any teacher or administrative salaries or other operating expenses. The ICOC reports annually to the Board, and audits are conducted on Proposition M funds.

Self- Evaluation.

The College meets this Standard. Through the leadership of the Superintendent/President the College has maintained prudent reserves and consistently receives unqualified audit reports. Budgeting and operations are integrated in the College's planning model and are overseen and monitored through the Assistant/Superintendents. Per Board request, beginning in 2013 the Superintendent/President in consultation with the Assistant Superintendent/Vice President of Finance and Administrative Services provides regular and quarterly reports on the financial status of the College to the Board.

Actionable Improvement Plans.

None.

Standard 4B.2.e.

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary.

The Superintendent/President is an active leader in the community. He serves on numerous educational and community service organizations such as the North County Higher Education Alliance and the San Diego North Economic Development Council. Through his membership on these organizations, he is able to communicate effectively with the communities served by the College. In addition, he participates in a bi-yearly educational forum that includes the City of San Marcos, Palomar College, California State University San Marcos, and the San Marcos Unified School District. Annually, the College hosts an Educational Business and Industry Forum. The Superintendent/President encourages all administrators to participate in similar community organizations.

The Superintendent/President is active on state and local community college committees and organizations. In 2013-14, he served as the Area 11 (San Diego County) representative on the Chief Executive Board for the California Community Colleges and has actively participated in the California Community Colleges Athletics Association. Also, he is a member of the San Diego and Imperial Counties Community College Association. Along with Board members, the Superintendent/President attends legislative conferences to advocate for the status of the College and the necessary role that community colleges play in the education and financial health of the state.

The College's Public Information Officer (PIO) reports directly to the Superintendent / President. This relationship ensures that the College provides timely communication to the public through a variety of media outlets. The Superintendent / President also ensures that all requests for information are handled by the PIO or the appropriate Senior Administrator.

Self-Evaluation.

The College meets this Standard.

The Superintendent/President is actively engaged and effectively communicates with the community using a variety of methods. He attends community meetings, participates on educational forums, ensures that the College releases information through the local media, attends legislative conferences, and effectively participates on advocacy groups. In addition, he provides a report to the Board and community at the beginning of every Board meeting. The Superintendent/ President plays a role in strengthening the educational pathways from K12 to the community college to four-year universities or the workplace. For example, he meets individually with the K-12 districts served by the College. During these meetings he informs

them about the performance of their students and explores opportunities whereby the College and K12 districts can partner to enhance instructional support and services. The Superintendent/President has supported and worked to secure grants that improve transfer from Palomar to California State University San Marcos and University of California San Diego and participates on and holds forum with Palomar's university partner.

Actionable Improvement Plans.

None.

Evidence for Standard 4B



Student Success and Support Program Plan (Credit Students)

2014-15

District: Palomar Community College District
College: Palomar College

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Palomar College

District Name: Palomar Community College

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: _____

Name: Brian Stockert Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Adrian Gonzales Date: _____

Signature of the Chief Instructional Officer: _____

Name: Berta Cuaron Date: _____

Signature of College Academic Senate President: _____

Name: Greg Larson Date: _____

Signature of College President: _____

Name: Robert Deegan Date: _____

Signature of District Chancellor: _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: Brian Stockert Title: Dean of Counseling Services
Email: bstockert@palomar.edu Phone: (760) 744-1150, Ext. 2184

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

- Who is our target student audience?

We estimate we will be serving 4619 first-time students annually. A comprehensive orientation needs to be provided to all new Palomar College students; only excluding those that are students classified as exempt. This comprehensive orientation will include: 1) Academic expectations and progress and probation standards pursuant to section 55031 2) How to maintain registration priority pursuant to section 58108 3) The prerequisite or co-requisite challenge process pursuant to section 55003 4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612 5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed 6) Academic calendar and important timelines 7) Registration and college fees 8) Available education planning services.

We find that in addition to the comprehensive orientation, it would be beneficial for students to be directed to other orientations that they may find of interest; such as an area of interest in their field of study or elaborating on the student support services Palomar College provides (Financial Aid, Veteran's Services, etc.). A complete listing of orientations available on campus or on-line can be provided at the end of the comprehensive orientation or at the time a student declares a major. It's apparent to the committee that there are a lot of good departmental orientations conducted on campus or online, but we find that some students are not aware of them.

Areas of the current orientation that need to be enhanced or included in the comprehensive orientation are numbers 1 and 5 listed above. As the Board of Governors Fee Waiver criteria are finalized by the state, this will need to be updated as well. • Who are we serving now?

The committee finds that we are serving our Early Acceptance Program (EAP) students very well in the area of orientation. The EAP program is designed to make the transition from high school to Palomar College easier for our incoming high school graduate students and to provide them with the tools needed to successfully begin their college experience. Palomar College goes to select high

schools in the District to provide the assessment test to graduating seniors. Students who attend high schools that we do not go to and provide the assessment test are encouraged to come take it at the San Marcos campus or the Escondido Education Center. Once the student takes the assessment test, they are required to attend a Saturday EAP session that includes a group presentation of the comprehensive student orientation, meeting with a counselor for a one on one appointment to develop a Student Educational Plan (SEP), and receive a campus tour. EAP students are required or incentivized by means of obtaining a priority registration appointment to participate in the assessment testing and follow up Saturday EAP sessions held on campus at the San Marcos campus from late March to early June. In addition to Palomar's efforts to inform students about the need to participate in the EAP program, high school counselors are key in stressing the importance of participating in the program. We also find that many departments are offering high quality departmental orientations to their students. A goal would be to direct students to these orientations sooner in their college career to allow them to see what's available to them, both in support services provided and in areas of study.

Methods of Delivery:

- What can be delivered online?

The comprehensive orientation needs to be made available to all current and prospective students online. This will allow students to view the orientation both on and off campus. The orientation will include all 8 items included on the Orientation Checklist and can also include a virtual tour of the main campus. The ability to printout the academic calendar and important deadlines directly from the online orientation would also be helpful to students.

The MIS group will determine how to track this information. This committee suggests that the online orientation should self-track directly to PeopleSoft once completed by the student. •

What activities/services must be provided in-person?

Campus tours to all new students in person would be helpful. This would allow for brief question and answer sessions between students and staff. Online orientations should include a virtual tour of the main campus. Services: Provide a description of the orientation services that address the target audience and activities provided. Describe at what point(s) in the student's academic pathway services are provided.

- What services do we offer now?

Students can take the orientation on their own through the assessment or counseling department website, at the time they take the assessment test at the San Marcos campus or Escondido Education Center, or if they are part of the EAP program and attend an on-campus orientation. ESL, Summer Bridge, and FYE students also receive a comprehensive orientation.

We find that many departments offer great "departmental specific" orientations. These orientations should enhance the comprehensive orientation. Some options to get students to view or participate in these departmental orientations is to send them an invite at the time they register for particular class, when they declare their major, or to provide a comprehensive list of departmental orientations at the completion of the comprehensive orientation. An invitation to

participate or view an orientation on-line can be sent by email. Special attention would need to be given so that students are inundated with orientation invites. For example, if a student signs up for 3 Graphic Communications classes, they should not receive 3 separate Graphic Communication orientation invites.

- Do we have partnerships with any high schools, colleges, workforce agencies, or community partners?

We don't have any strong partnerships with these groups at this time. Adult Education programs provide an opportunity to build better partnerships with. These Adult Education programs would also be key in providing support and encouragement to participate in our orientation programs.

****Notes:** Group orientations could be offered at the Adult Education locations. Assessment tests could also be offered at this time. Consideration should be given to use the EAP program as a framework to partner with the Adult Education programs and maximize the effectiveness of our services.

- AT WHAT POINTS ARE SERVICES OFFERED ON THE STUDENT'S ACADEMIC PATHWAY?
- BEFORE OR AFTER REGISTRATION?
- AT 15 UNITS, 30 UNITS, ETC...?

****NOTES:** IT IS THE COMMITTEE'S BELIEF THAT THE ORIENTATION SHOULD BE REQUIRED OF ALL NEW PALOMAR STUDENTS; EXCLUDING THOSE STUDENTS WHO ARE EXEMPT, PRIOR TO BEING ABLE TO REGISTER FOR CLASSES. THE DISCUSSION ABOUT FOLLOW-UP ORIENTATIONS SHOULD BE HELD WITH THE 3SP "FOLLOW UP" GROUP FOR FINAL DETERMINATION.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Currently, counselors are the primary individuals that give the in person orientations. The Assessment Office is where a majority of students view the online orientation. Both the Counseling and Assessment websites provide links for students and guests to view the orientation. Consideration should be given to allow other departments to provide orientations. The Education Centers, Veterans Office, First Year Experience program, Summer Bridge program, and the English as a Second Language Department are a few examples of offices that have a lot of access to first time students that could assist in providing new students with the required orientation, while catering to their student's specific needs. Orientations from these additional offices would need to be sure that all 8 items of the Orientation Checklist are included. These departments would also need to be responsible for tracking and entering the information into PeopleSoft of the students they have served.

Additional staffing that could provide group orientations may enhance any outreach efforts Palomar provides. This would potentially expedite the process to get new students to apply, receive an orientation, take the placement test, and meet with a counselor before registering. 3SP requires all new students, excluding those classified as exempt, to receive the orientation. This requirement will dramatically increase the number of orientations that will need to be provided to students.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support

requirements.

The current online orientation will need to be updated to include all 8 of the required items on the Orientation Checklist. Some discussion was held in regards to having iPads available for in person, group orientations that students can follow along with that would track the comprehension and completion of the orientation requirement. We feel this would save staff from multiple departments a lot of time in manually entering student orientation data into the PeopleSoft system.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

Our college will be developing a comprehensive online orientation that includes all 8 of the required items on the Orientation Checklist. We have previously been conducting in-person comprehensive orientations as described earlier in this section. To ensure that all students have access to a comprehensive orientation, the college will be offering online, departmental, and in-person orientations that meet Title 5 requirements and the local needs of Palomar College Students. An Orientation workgroup was created as part of our development of the college's SSSP plan. It is anticipated that this group will be charged with further developing the online comprehensive orientation, training departments in meeting the requirements for a comprehensive orientation, and continue and enhance access to in-person orientations. To promote student access to and completion of a comprehensive orientation program, the college is implementing a SSSP dashboard showing student completion of assessment, orientation, and student education plans.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

We are also working on a process to ensure that department and program orientations for students meet the requirements for a comprehensive orientation as well under Title 5 regulations. This will be accomplished by training from College Student Success and Support Program staff and use of a college- wide online comprehensive orientation. We believe this will result in decreased repetition of providing information for students and requiring multiple orientations that are not applicable or necessary.

6 .Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

<u>STAFFING</u>	<u>DEPARTMENT</u>	<u>SSSP 2014-2015</u>
DEAN OF COUNSELING SERVICES	COUNSELING SERVICES	\$ 145,551
COUNSELORS – FT (3)	COUNSELING DEPT.	\$ 400,000
COUNSELORS – HOURLY ASSIGNMENTS	COUNSELING DEPT.	\$ 100,000
SUPERVISOR, COUNSELING SERVICES	COUNSELING SERVICES	\$ 65,000
COUNSELING SUPPORT SPECIALISTS	COUNSELING DEPT.	\$ 290,000
 <u>RESOURCES</u>		
ONLINE ORIENTATION/NEW VIDEOS		\$ 30,000
PRINTING GUIDES/BROCHURES/FOLDERS		\$ 10,000
OFFICE SUPPLIES – GENERAL		\$ 5,000

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

1. Describe the target audience: Any potential student; including, any new, current and continuing student. Any student who does not have eligibility through other means such as AP scores, SAT, ACT, CSUSM ready placement or transcripts from another college. See attached chart on page number 4.

a. The estimated numbers of students to be assessed are 10,000 testing on campus and approximately 3,000 Early Acceptance Students (EAP students) testing both here on campus and at their local high schools.

A median number of 726 of ESL students assessed annually for San Marcos Campus. In 2012-2013 the Escondido Center tested 548 students using ACT Compass/ESL (version 3.0 for Windows, 2000 compliant).

2. Description of method by which assessment and placement will be delivered: ACT Compass/ESL test is given. It is a computerized test that has no time limit. For challenge tests: the math department gives the Accuplacer which is a computerized test, and for reading and English the Asset test, a paper and pencil test, is given. ESL gives computerized test for Grammar and Reading.

3. Describe at what points assessment and placement are provided: The ACT Compass Assessment test is regularly given through the months of Jan. through Dec. However, the groups we test vary throughout the year. EAP students are tested through the months of Jan. through April. Regular students test the months of April through Sept. Special circumstance students are tested throughout the entire year. Special groups include Veterans, EOP&S, Fire Fighters and EMT. ESL department tests every semester. Spring: Dec-Jan; Summer: May-Jun; Fall: July-Aug.

4. Describe any partnerships (colleges, high schools, community groups). The assessment office has partnerships with 44 local district high school counselors for the EAP program. The assessment office also has partnerships with CSUSM for eligibility purposes for English, reading and math.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

5. Describe staffing needed: For the past 6 years, the assessment office has functioned with one less full time employee. To fill in for the absence of that full time employee, we have four temporary employees who assist with all testing, processing results, and helping with student services. The assessment office is requesting an additional full time classified be hired. Assessment is done both here in San Marcos and in Escondido and currently have 3 full time classified employees in addition to our assessment coordinator/ school relations. The ESL department would like to have 4-5 people when testing to assist with computer skills and giving results at the end of every testing session. Normally 3 employees assist during each testing session.

Total Staff – Providing Assessment Services

Assessment Center Supervisor (1), SSSP Funded, - Administration, coordination, office management
 Counseling Support Specialist (2), 1 SSSP Funded, 1 General Funded, - Schedule and proctor assessments
 Assessment Technician (1), General Funded, - Technical Support, proctor assessments
 Short-term hourly employees (4), - General Funded, assist students with high school assessments

Additional Staff Request

Counseling Support Specialist (1), SSSP Funded – Schedule and proctor assessments

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

6. Identify assessment tests being utilized for English, reading, math and ESL.

a. Be specific about versions and forms. The assessment office uses the ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) for all our in-house testing in San Marcos, Escondido and Camp Pendleton. We use the Compass/ESL (2013 Internet Version: Windows 7 Conversion) for the high school testing done offsite and for large group sessions who come to the school. For the challenge test, we use the Asset paper and pencil test (Form C-2) and the math department uses Accuplacer. The ESL department uses ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) or handwritten Essay form for a challenge test.

b. Describe method and delivery (in person, individually, groups) We use the internet version of the ACT COMPASS/ ESL test when we go out to the local high schools and for large numbers of prospective high school seniors for our EAP program testing Saturdays on the San Marcos campus. For in-house testing in our office, we use a downloaded Windows version ACT Compass/ESL (version 3.0 for Windows, 2000 compliant.) This version gives us the ability to print out scores directly and to give a copy to the students. The challenge Asset test is proctor individually in our office. The math challenge test (Accuplacer) is given individually and in groups in the math lab.

7. Describe the use of multiple measures.

i. Compass/ESL test uses Act Compass ESL Grammar Usage and Act Compass ESL Reading. Students must take both tests. The scores from the two tests are averaged ($\text{Test1Score} + \text{Test2Score} / 2$).

a. Placements are then made based on that average score. (No additional multiple measures points are added to that average score.)

ii. Multiple measures for regular ACT testing for English, reading and math are listed below:

English: ACT Compass Writing

Mathematics: ACT Compass

(1) Numerical Skills/Pre-Algebra

(2) Algebra

(3) College Algebra

(4) Trigonometry

The four Math tests are employed “adaptively” – based on students’ answers, they are moved up to a higher test or down to a lower one to achieve placement.

Reading: ACT Compass Reading

All three disciplines (ENG, MATH & READ) award multiple measures credit to students who self-report a high school GPA of 3.0 or higher (aka “B+ or better”). The GPA used is as the student reported it on her/his Application for Admission.

English and Mathematics award additional multiple measures credit to students who score “highly” (84 or more points) on the Reading Placement Test -- ACT Compass Reading.

iii. There are up to three different tests a user will take using the Math Learning Center's (MLC) Accuplacer backup testing site: Arithmetic, Elementary Algebra, and College Level Math. These tests are administered based on the user's answers to background questions or a combination of answers to background questions and test scores received while taking succeeding tests: Arithmetic to Elementary Algebra to College Level Math or Elementary Algebra to College Level Math. The Accuplacer system does not allow the print out of its tests. The user can use the below information to login as a proctor to the MLC Accuplacer demo site and go through the process of taking each of the tests herself to see what is on them. The user can then use the report login to get the placement scores for the tests that are taken.

MLC Accuplacer Demo Site Login Info:

Accuplacer Login: <https://www.accuplacer.org/cat/logout.do> (Please Use Internet Explorer to access this site)

Proctor Login

User Name: ProctorDemoSite

Password: procdemo@069

Report Login

User Name: ReportDemoSite

Password: reportdemo@069

Please use the below info when answering background questions to take each of the specific tests. You will have to go through the process three different times to take each of the tests

1. Answer "Math 10" without the quotation marks to the local a background question "Current placement level Is" to take the test for Arithmetic.
2. Answer "Math 50" without the quotation marks to the local a background question "Current placement level Is" to take the test for Elementary Algebra.
3. Answer "Math 60" without the quotation marks to the local a background question "Current placement level Is" to take the test for College Level Math.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

a. Acceptance of assessment scores and from outside district. Assessment takes SAT scores, ACT scores, AP scores and College readiness scores from CSUSM.

AP SCORE: 3 or higher English Lit/Comp or Lang/Comp
Statistics
Calculus AB or BC

SAT: Writing 500 or higher: Student will be cleared to enroll in English 100, Math 550 or higher:
Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

ACT: Writing 22 or higher: Student will be cleared to enroll in English 100
Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test.

CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:

PASSED English: Student will be cleared to enroll in English 100

PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psy/Soc 205* only if they prove they are taking a math class their senior year in high school.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable.

5. Describe college or district policies and practices on:

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance. Pre-test practice. Assessment has pre-test practice available on our website. The math department has prepared different math practice problems with answers beginning at the pre-algebra level and this goes all the way to college level. For above college level, practice problems are available all the way to Calculus I. Study guides for above college level have not been completed. To access these test practice problems, go to the quick links drop down menu and scroll to assessment. On the left hand side of this page you will see study guides. The practice problems are available there. For English test practice, the counseling department has put up practice ACT Compass problems and also some basic guides for grammar and punctuation.
- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again? Re-takes. Challenge tests are offered for both math and English. For math students are referred to the math lab where they are given the Accuplacer. For English challenge test, students are given the Asset test in our office.
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess? Recency. Students test scores from the ACT Compass Test are good for two years. After two years, the scores become inactivated. The students may re-take the ACT Compass test once a year, but an entire calendar year must have gone by in order to retake the computerized test. Challenge tests for math and English are offered only once a year.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?
- Acceptance of assessment scores and from outside district. Assessment takes SAT scores, ACT scores, AP scores and College readiness scores from CSUSM.

AP SCORE: 3 or higher English Lit/Comp or Lang/Comp Statistics Calculus AB or BC
SAT: Writing 500 or higher: Student will be cleared to enroll in English 100

Math 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

ACT: Writing 22 or higher: Student will be cleared to enroll in English 100

Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

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PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psyc/Soc 205* only if they prove they are taking a math class their senior year in high school.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable

e. Use of other 3rd party assessments/test (EAP, SAT, ACT, etc.) See the chart listed above for the cut-off scores. Assessment takes placements meeting these cutoffs for all of these tests.

Palomar College does accept an EAP result of "college ready" to exempt students from the college placement test in math and English.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

Assessment Center Supervisor	Assessment Center	\$ 95,146
Counseling Services Specialist (2)	Assessment Center	\$ 144,626
Assessment Technician	Assessment Center	\$ 73,279
Short-term hourly employees (4)	Assessment Center	\$ 72,000
Supplies	Assessment Center	\$ 25,000

iii. Counseling, Advising, and Other Education Planning Services

- Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

The target student audience is comprised of all currently enrolled students.

<p>a. Estimate the annual number of students to be provided:</p> <p>i. Counseling- 33,125 educational plan entries by all District counselors in 2012-2013</p> <p>ii. Advising- no positions currently exist on campus with exclusive academic advising responsibility</p> <p>iii. Other educational planning services</p> <ul style="list-style-type: none"> • 699 probation workshop attendees in 2012-2013 • 213 group counseling attendees in 2012-2013 through General Counseling • 1,622 counselor contacts by phone (General Counseling) in 2012-2013 • 1,158 counselor contacts via email (General Counseling) in 2012-2013 • 1,336 students attended EAP events in 2012-2013 • 139 students attended counseling- topic workshops through General Counseling in 2012-2013 • 108 students attended Career Center Workshops in 2013-2014 • 747 attended Transfer Center Workshops in 2013-2014 • 226 students attended TLC student success topic workshops in 2013-2014 • 120 students participated in registration assistance days in 2013-2014 • 93 students participated in FYE orientations in 2013-2014 <p>b. Describe the delivery method (in person, workshops, classes, online)</p> <p><input type="checkbox"/> A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email.</p> <p><input type="checkbox"/> Probation, student success topics, group counseling workshops are offered throughout the year</p> <p><input type="checkbox"/> EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration</p> <p><input type="checkbox"/> Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.</p> <p>c. Describe partnerships (colleges, high schools, community groups)</p> <p><input type="checkbox"/> EAP activities are provided for all District high schools</p> <p><input type="checkbox"/> Counselors attended outreach and college night activities at local District high schools to provide pre-enrollment advisement</p> <p><input type="checkbox"/> ULinks with UCSD</p> <p><input type="checkbox"/> CSUSM and UCSD and other universities who regularly send outreach representatives to meet with Palomar students</p> <p><input type="checkbox"/> UC TAGS with UCD, UCI, UCR, UCSC, UCSB, UCM</p> <p>d. Describe at what points services/activities are to be provided</p> <p><input type="checkbox"/> Ongoing counseling services occur at multiple points per the needs of the students</p> <p><input type="checkbox"/> EAP occurs at 0-15 units</p> <p><input type="checkbox"/> Group counseling occurs prior to completing any units</p> <p><input type="checkbox"/> DRC, SEC occurs at 0-15 units</p>	<p>2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and</p>
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time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

a. Describe the delivery method (in person, workshops, classes, online)

☐ A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email.

☐ Probation, student success topics, group counseling workshops are offered throughout the year

☐ EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration

☐ Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.

b. Indicate whether drop-in counseling is provided or appointments required

- Appointments are offered in General Counseling as well as answering of quick questions on a drop-in basis.

- DRC has walk-in times available 3 hours per day at various times

c. Describe adequacy of access to counseling and advising services

- Students may wait up to 1 week to see a counselor in General Counseling

- All students have access through the Counseling Department website to "quick" emails interactions with a counselor

- All counselors regularly respond to student phone and email inquiries

- EOPS students generally wait 1 week for an appointment in the beginning of the semester and may wait up to 1 month as the semester progresses

- DRC access to individual appointments range 3 days to 2 weeks

c Describe use of academic and/or paraprofessional advising- Currently, Palomar College does not have any position whose exclusive responsibility it is to provide academic advising.

However, the following Departments did respond to a survey and indicated the use of some staff or faculty where academic advising is a regular portion of their job responsibilities:

Nursing

Dental Assisting

Music

Child Development

Graphic Communication

ESL

Construction Inspection, Public Works Management, Water and Wastewater Technology and Apprenticeship Certificate programs

AIS

Others- TBD

- All full time and adjunct instructional faculty provide discipline specific information to students

- ADAs in Academic Departments
- Classified Staff with Advisor titles:
 1. Evaluations- Academic Evaluators/Advisors
 2. Financial Assistance Advisors (Veterans, Financial Aid Departments)
 3. Guidance Services Advisors
 4. GEAR UP/Upward Bound Guidance Services Advisors
- Degree Audit
- Foster Youth
- Transfer Center
- Career Center

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

a. Describe the scope and content of the plan

☐ Counselors use professional judgment to determine the appropriateness of developing an abbreviated or comprehensive educational plan

☐ Abbreviated educational plans will list 1-2 terms worth of recommended coursework, the students goal (if known), the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

a. The plan must address the student goal, course of study, and courses, services and programs used to achieve the goal

Comprehensive educational plans will list 2 or more terms necessary to take the student from their current term to the projected closure term with recommended coursework, the students goal, desired transfer institutions for transfer students, the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

General Counselors – 20 – Contract Full-Time – 9 Limited Full-Time

- 4 Counselors – reassigned time for coordinating functions (Department Chair, Transfer Center Director, Career Center Director and Articulation Officer)
- Assigned 30 hours per week. 25 hours per week are direct student contact
- Responsible for providing academic, career, and personal counseling to new and continuing students.
- Students receive counseling services:
 1. Individual appointment basis – 45 minutes
 2. Quick-question/drop-in sessions
 3. Workshops, group counseling, online counseling

Special Program Counselors – 4 Permanent Full-Time – 2 Limited Full-Time

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

- a. Educational planning- PeopleSoft
- b. Other support of counseling, advising and other educational planning services
- c. For third party tools, list name of product and how it is used: SARS appointment system, Singularity, SKYPE, TES, alternative media technology to assist students with disabilities to access counseling information

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

The target student audience for at-risk follow up services at Palomar College includes students enrolled in a basic skills course, students who do not have an identified educational goal or course of study, students who are on academic probation, students who are on progress probation, and students who are facing dismissal. The estimate of the annual number of students to be served is as follows:

Students enrolled in basic skills courses

- 3804 Students
Students who do not have an identified educational goal and course of study
- 2888 Students
Students who are on academic probation
- 4187 Students (Spring 2013/Fall 2013)
Students who are on progress probation
- 115 Students (Spring 2013/Fall 2013)
Students who are facing dismissal
- 601 Students (Spring 2013)

Palomar College utilizes a process by which we identify students to be provided at-risk services. We currently utilize an Early Alert Program for at-risk students enrolled in basic skills courses. Enrollment Services currently runs academic and progress probation status reports each full academic term. Students are notified by email of any probation status and are advised to seek services. Students at probation level 2 have a hold placed on their account and are required to meet with a counselor. Students who have been dismissed for academic or progress reasons are eligible to return after one semester by petition to the Academic Review Committee. The petition can be obtained from a counselor.

The Counseling Services Division and Enrollment Services are currently working on an at-risk assessment tool consisting of a comprehensive list of all students eligible for enrollment in a given term. This tool will comprise data elements including course completion, term gpa, cumulative gpa, probation status including academic and lack of progress probation, completion of assessment, abbreviated or comprehensive education plans, and basic demographic information.

A description of the strategies for addressing the needs of these students includes:

a. Types of services available to these students how they are notified and when.

- * Multiple administrative student support services including course evaluations, grade adjustment, and academic renewal forms.
- * Providing counseling to students to determine applicable math, English, and reading courses to take.
- * Academic, career, transfer, and personal counseling to assist students in persisting and succeeding with their educational goals and career pathways.
- * Facilitate support services for students with documented disabilities, including development of Student Education Contracts and arranging applicable disability related accommodations.
- * Priority registration for at-risk students including students with disabilities.
- * Financial aid assistance, scholarships, and workshops.
- * EOPS book vouchers for textbook purchases or rentals.
- * Provide a Health Services Center where a program of health education and services is available.

- * We are offering a comprehensive reading program and small group support in spelling, phonics, and study skills.

- * We are developing a Mental Health Services Program for distressed students to increase coping skills and applicable campus and community resources to promote student retention.

- * A designated counselor for athletes.

- * A Summer Bridge Program for incoming students that focuses on basic skills classes including, math, English, and ESL.

- * Transfer related workshops

- * Providing academic advising, supplemental instruction workshops, and embedded tutoring.

How are at-risk students notified and when.

At-risk students are notified of available services in a Pre-Advising Video during their initial assessment and orientation and on an on-going basis. At-risk students are also notified about available services via the college website, by instructional faculty in classes, and by counselors during appointments and drop in sessions. We also provide campus in-reach via flyers promoting services and workshops. Other ways we notify students of services include:

- Early Admissions Program Orientation and packet for incoming high school students
- Palomar College website
- Social media
- Counselors, faculty, and staff campus-wide
- On-campus in-reach via signs and flyers promoting services and upcoming workshops
- Student Union marquee
- Local high school outreach
- Palomar email
- Phone calls
- Transfer Fair
- Career Fair
- Tarde de Familia
- EAP Parent Nights
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - * Probation workshops
 - * Career workshops for undecided students
 - * Counseling traditional appointments
 - * Phone appointments
 - * Skype appointments
 - * Career counseling appointments in Career Center
 - * Counseling 165, 170, and 115 for undecided students
 - * Other Counseling classes (48-Test Anxiety, 110-College Success, 120-
 - * Counseling participation in Summer Bridge (basic skills)

- * Counseling participation in FYE (basic skills)
- * "Roaming Counselor"
- * Math Success While Reducing Anxiety workshops
- * Career and Personality Inventories
- * Stress Reduction Workshops for Students in the RN Nursing Program
- * Classroom presentations

c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).

- Pre-Advising Orientation video during their initial assessment
- Early Admissions Program Orientation and packet for incoming high school students in April and May
- Palomar College website
- Counseling and Instructional faculty in class or in the counseling office
- On-campus in-reach via large (2'x3') signs and flyers promoting services and upcoming workshops
- Local High School counselors
- •Palomar email
- Admissions/Records/Financial Aid staff

d. Describe how teaching faculty are involved or are encouraged to monitor student progress and develop or participate in early alert systems

- Census Rosters -- dropping no shows
- Early Alert Rosters (is ESL included?) -- English & Math Basic Skills Instructors Only - VPI sends out a memo at about Week 5 asking for identification of students who made need extra guidance or support by Week 7. Historically, few faculty members have replied. Those who have never know what happens with the information that they send out.
- EOPS & TRIO -- students carry a report to their instructors for signatures and grade estimation at that point in the semester.
- International Student Progress Report -- students bring report to instructors for signatures .and grade estimation
- FYE Alert -- the First-Year Experience Coordinator sends out a form requesting feedback from instructors of FYE students at Week 4. (see attached) The coordinator follows up with all instructors as a reminder for a request for their participation and with those who provide feedback in order to let them know what action has been taken on behalf of the student. Participation is stronger than with Early Alert, but the process is very time intensive for the FYE coordinator.
- Athletic Alert -- Instructors of Palomar College athletes are asked to provide information on student progress to date.
- Roster with FA notation -- asking instructors to provide last date of attendance.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Dean of Counseling Services (1) - General Funded - Serves as College's SSSP Coordinator

Counselors FT (24) Counselors PT (22 = 11 FTEs) – SSSP & General Funded – Provide counseling and educational planning to promote student persistence and subsequent success

Director of Student Success and Student Equity (1) - Categorically Funded - Assists in the planning and coordination and implementation of support programs and services associated with the college SSSP Plan

Functional Specialist (1) - SSSP Funded – This role plays a bridge that allows student data to be used effectively and efficiently to enhance student retention activities

Programmer Analyst (1) – SSSP Funded – IT Assistance for implementing technological solutions and providing MIS reporting support

Institutional Research Analyst (1) – Categorically Funded – Providing assistance for requested research regarding SSSP including student access, persistence and success for at-risk students

Student Ambassadors (6) – SSSP Funded – Campus In-reach to include working with students to increase persistence and subsequent student success

Counseling Support Specialists (2) – SSSP Funded – Assisting with follow-up activities for students including use of email, text, social media and scheduling/planning of on-campus In-reach events

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

- Counseling Department

- Appointments

- SARS Booking system

- SARS Call Appointment reminder (24 hours prior)

- People Soft – (Ed Plans – Assessment results – Transcripts)

- Singularity (records from other colleges)

- Skype Counseling – Video Conferencing

- Phone Appointments

- Email Correspondence

- Online Resources used:

- TES – College Catalogs

- Career and Transfer links (ASSIST.org – ONET – etc.)

- Resume Tutorial (Career Center website)

Online Assessments (Personality – Interests – Values)
 Financial Aid (FAFSA – BOGW – Scholarships)
 University Applications (CSU Mentor – UC)
 Job Search / Internships
 Transfer Counselor Website (CCCtransfer.org)

Counselor Reference Page

- Online Probation Workshops
- Student eservices
 - Online classes (COUN 110 – 115 – 165 – 101 – 170)
 - Counseling Website Resources (Student Success Strategies – Parent Info)
- Career and Transfer Centers
- Twitter / Facebook
 - Research / Career - Transfer Info Links
 - Event Calendars (College Fairs / Job Expos / University Reps)
 - Announcements of upcoming deadlines (TC)
 - Cross Enrollment Opportunities (TC)
 - Transfer Admission Guarantee Info (TC)
- GPA Calculator (TC)
 - Interview Tutorial (CC)
- Articulation
 - GE patterns (AA – CSU – IGETC – out-of-state- Private)
 - SDSU / CSUSM Major Prep NOT on ASSIST
 - AP/ IB / CLEP charts
 - Local College Major lists

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Dean of Counseling Services (1) - General Funded - \$145,551
 Counselors FT (24) Counselors PT (22 = 11 FTEs) – SSSP & General Funded – \$2.8 M
 Director of Student Success and Student Equity (1) - Categorically Funded - \$89,000
 Functional Specialist (1) - SSSP Funded – \$80,000
 Programmer Analyst (1) – SSSP Funded – \$80,000
 Institutional Research Analyst (1) – Categorically Funded – \$85,000
 Student Ambassadors (6) – SSSP Funded – \$24,000
 Counseling Support Specialists (2) – SSSP Funded – \$120,000

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Palomar College has a Department of Institutional Research (IR) and Planning. We have a MIS workgroup that has been working on data mapping as pertaining to the SS indicators as part of the Student Success and Support Program (SSSP). Our IR department also completes Institutional Effectiveness Reports which include data obtained from monitoring institutional effectiveness indicators over time. These are organized by college strategic goals including student success and help our college Strategic Planning Council (SPC) to further monitor and discuss the extent to which college efforts are affecting student success and student equity and improving organizational processes. Our IR department has also completed an Early Acceptance Program (EAP) Tracking Study which investigated if EAP increased priority registration usage EAP student persistence from fall to spring semesters, and what academic progress had EAP students achieved by their first spring of enrollment. It is anticipated that our SSSP will be requesting research on an on-going basis pertaining to access, persistence, and success for at-risk students and to attempt to mitigate disproportionate impact for students in conjunction with the college's Student Equity Plan.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Enrollment Services is implementing a new Workflow/Imaging system to enhance and speed up the transcript evaluation and degree audit processing. In addition, the college is seeking Customer Relations Management (CRM) software to improve our retention activities for general and special populations in support of SSSP and Student Equity activity. We have implemented in the past year an on line orientation using the Cynosure platform that enables students to meet the requirements for a comprehensive college orientation. The college is completing the implementation of the Transfer Credit Articulation module and Degree Audit later in the year in an effort to provide students, staff, and faculty with meaningful information on student progress towards meeting their stated educational goals. The college is also investigating on line educational planning software to enable students, faculty and counselors with the ability to build, share, and implement short and long term educational plans. These tools will also provide the underlying data for the college to begin to plan and build class schedules based on what students need to complete their educational goals. We have also conducted a pilot distance counseling program and are investigating possible implementation of an online student portal that would assist students to communicate more effectively with college faculty and staff. By utilizing a student portal, we believe that we can provide targeted and meaningful information for students at the time it is needed.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Our college will be providing the following transition services as part of our district match: part of a staff position in Institutional Research, multiple staff positions in Admissions and Records, career counseling and staff positions, and Transfer Center faculty and staff positions.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

New, returning, or transfer students who may be exempted from the matriculation process are students who:

- 1) Already have an associate's degree
- 2) Are attending Palomar College for personal enrichment
- 3) Are enrolled only in noncredit community education courses
- 4) Are taking classes only to upgrade job skills
- 5) Are enrolled in apprenticeship or other special vocational education programs
- 6) Are concurrently enrolled in another college or university

Exempted students are not required to participate in the matriculation process, but are encouraged to see a counselor at any time.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Palomar College uses Administrative Procedure 5055 to administer the appeal process for Priority Registration. A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student. Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Palomar College uses Administrative Procedure 4260 which describes how we establish, review, and provide for student challenges to prerequisites as follows:

this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. For these reasons, the District has sought to foster the appropriate balance between these two concerns

Challenge Process Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

- If space is available in a course when a student files a challenge to the pre-requisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.
- If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students register for that subsequent term.

Grounds for challenge shall include the following: • Those grounds for challenge specified in Title 5 Section 55201(f) • The student seeks to enroll and has not been allowed to enroll due to a limitation⁸ on enrollment established for a course that involves intercollegiate competition or⁹ public performance, or one or more of the courses for which enrollment has been⁰ limited to a cohort of students. The student shall be allowed to enroll in such a¹ course if otherwise he/she would be delayed by a semester or more in attaining the degree or certificate specified in his/her educational plan.

- The student seeks to enroll in a course that has a pre-requisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the District's own records, then the District has the obligation to produce that information

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Palomar College has developed a comprehensive Student Success and Support Task Force with campus wide participation and input from approximately seventy administrators, classified staff, students and faculty. The task force utilized workgroups focusing on the following components of the Student Success and Support Program Plan: Assessment, Counseling, Follow-Up for at-risk students, Orientation and Policies and Procedures. The college is considering re-organizing existing shared governance committees pertaining to implementation of the Student Success and Support

Program elements and how to coordinate effectively with our Student Equity Plan. Our Student Services Division has conducted discovery meetings to identify and understand the meaning and intent of the new MIS SS data elements. The results of these trainings included data mapping, enhancement for data collection, and culminated in the development of a Student Success and Support Program "Dashboard". The college will Also be developing faculty and staff professional opportunities regarding follow up for at-risk students including the use of student ambassadors for in reach as well as leveraging technology tools to better identify and connect with these students. We also identify and develop professional development activities for emerging student issues pertaining to student access, persistence, and success.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation

Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The college SSSP Coordinator has served on both the SSSP Task Force and Student Equity Committee at Palomar. Throughout the process of developing the college SSSP Plan, our groups have discussed means of mitigating disproportionate impact to ensure that all students have equal opportunity to access applicable support services that will help increase their rate of persistence and subsequent success. We are planning on utilizing best practices from existing programs i.e. FYE, STEM, EOP&S and current research to bring "to scale" methods and services to positively impact student success for all enrolled services. For example, developing a focused mentoring program for at-risk students and underrepresented student populations, online tutoring, and leveraging technology to connect with students throughout their course of study to enhance course completion, certificate and degree completion, and transfer. We are currently preparing for our accreditation site visit later this year and this provides us with an unique opportunity to coordinate our SSSP Plan with college strategic planning, student learning outcomes, and service area outcomes.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

This section is not applicable as the Palomar Community College District is a single college district.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)

PALOMAR COLLEGE

Presentation to Palomar
Community College District's
Governing Board



*Fiscal Year
2014-2015
Adopted
Budget*

FISCAL YEAR
2013-2014

Financial Report Recap



FY 2013-14 PLANNING HIGHLIGHTS

- **Passage of Proposition 30**
 - Increased sales tax ¼ percent
 - 4 years, 2013 through 2016
 - Increased income tax for those making more than \$250,000
 - 7 years, 2012 through 2018
- **14.7% of Apportionment Revenue**
 - \$14.7M
- **Avoided significant reductions to higher education**
 - 1,335 FTES
 - \$6M (mid-year)



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FY 2013-2014 ADOPTED BUDGET VS. ACTUAL EXPENDITURES (FUND 11)

	ADOPTED	ACTUAL	DIFFERENCE
BEGINNING BALANCE	\$ 13,647,560	\$ 13,647,560	\$ 0
REVENUE	101,800,289	102,575,220	774,931
EXPENDITURES	104,849,313	105,674,366	825,053
FINAL ENDING FUND BALANCE	\$ 10,598,536	\$ 10,548,414	(\$ 50,122)

- Ending Fund Balance Contains .5% Deficit (463,053)
 - State - 1% (926,106)
 - EFB, \$10,085,361
 - No Deficit
 - EFB, \$10,961,345
- FY 13-14 Recalculation
 - March 2015



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FISCAL YEAR 2014-2015

Budget Report for Adoption By Governing Board



FY 2014-15 STATE BUDGET – DISTRICT IMPACT

- **COLA (.85% - \$47.3M)**
 - \$784,640
- **Restore Access (2.75% - \$140.4M)**
 - \$2.4M
 - 514.96 FTES
- **Student Success and Support Program (\$100M)**
 - \$1.5M
- **DSPS (\$30M)**
 - \$.7M
- **Student Equity Plans (\$70M)**
 - TBD
- **STRS Rate Increase**
 - \$242,555



2014-2015 FTES AND RESTORATION

(BASED ON 2013-14 320 REPORT & 2014-15 ADVANCE)

	FUNDED FTES
CREDIT FTES	17,940.30
NON-CREDIT FTES	316.00
ENHANCED NON-CREDIT FTES (CDCP)	546.07
TOTAL	18,802.37

Following are *estimated* FTES based on the potential work-load restoration/access funding of 58.0% of FY 2011-12 Workload Reduction:

	FTES RESTORATION	REVISED FTES TARGET	APPORTIONMENT INCREASE
CREDIT FTES	514.96	18,455.26	
NON-CREDIT FTES	0.00	316.00	
ENHANCED NON-CREDIT FTES (CDCP)	0.00	546.07	
TOTAL	514.96	19,317.33	\$ 2,407,918



* Large College 19,293 FTES

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APPORTIONMENT AND FTES

	COMPUTATIONAL REVENUE	DEFICIT	ACTUAL REVENUE	FUNDED FTES	ACTUAL FTES
2008-09	\$ 96,678,572	\$ 1,150,358	\$ 95,528,214	20,183	20,461
2009-10	93,423,344	0	93,423,344	19,438	20,958
2010-11	95,695,172	309,250	95,385,922	19,797	20,251
2011-12	88,886,902	1,722,877	87,164,025	18,291	19,368
2012-13	89,870,302	1,797,406	88,072,896	18,530	18,530
2013-14*	92,610,540	463,053	92,147,487	18,802	18,802
2014-15**	95,803,098	0	95,803,098	19,317	

*As reported to the Chancellor's Office via 2013-14 Apportionment Attendance Report

**As projected by Chancellor's Office (August 2014 Budget Workshop)



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FY 2014-2015 PLANNING ASSUMPTIONS

- COLA
- Access
- Resource Allocation Model (RAM)
- Assumes cap FTES
- Faculty & Classified Hires
- Discretionary Budgets
- Step/Column Advances
- Benefits
 - Health, Dental, Vision, PERS, STRS
- Actuary Contribution
 - Fund 69
- Preserves 5% Contingency Account



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2013-2014 vs. 2014-2015 REVENUE (FUND 11 UNRESTRICTED INCLUDING DESIGNATED)

	2013-14 ACTUAL	2014-15 BUDGET
APPORTIONMENT (AFTER WORKLOAD ADJ & DEFICIT COEFFICIENT)	\$ 78,762,552	\$ 81,465,707
PRIOR YEAR APPORTIONMENT	1,673,597	600,000
EDUCATION PROTECTION ACCOUNT	13,384,935	14,337,391
MANDATED CLAIMS	517,815	517,815
APPRENTICESHIP PROGRAM	645,236	645,235
PART-TIME FACULTY	421,311	421,311
NON-RESIDENT TUITION	2,308,310	2,250,000
LOTTERY	2,463,895	2,400,000
INTEREST	62,515	50,000
CONTRACT SERVICES (FOLLETT)	530,824	525,000
PARKING FINES	201,856	204,010
MATERIALS FEES	194,377	153,888
TRANSFERS IN	376,285	728,000
TRANSCRIPTS	153,285	155,000
MISCELLANEOUS	878,427	758,155
SUBTOTAL:	\$ 102,575,220	\$ 105,211,512
BEGINNING BALANCE:	13,647,560	10,548,414
GRAND TOTAL:	\$ 116,222,780	\$ 115,759,926



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2013-2014 vs. 2014-2015 EXPENDITURES (FUND 11 UNRESTRICTED INCLUDING DESIGNATED)

	2013-14 ACTUAL	2014-15 BUDGET	PERCENTAGE OF BUDGET
1000 ACADEMIC SALARIES	\$ 45,436,547	\$ 45,683,854	42.47%
2000 CLASSIFIED SALARIES	22,474,073	22,971,840	21.35%
3000 BENEFITS	24,120,911	24,043,894	22.35%
4000 SUPPLIES & MATERIALS	999,230	987,323	0.92%
5000 OTHER OPERATING EXPENSES	8,028,199	7,598,428	7.06%
6000 CAPITAL OUTLAY	125,347	46,049	0.04%
7000 OTHER OUTGOING	4,490,059	6,252,159	5.81%
SUBTOTAL:	\$ 105,674,366	\$ 107,583,547	100.0%
7900 RESERVES (ENDING BALANCE):	10,548,414	8,176,379	
GRAND TOTAL:	\$ 116,222,780	\$ 115,759,926	



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FY 2014-2015 ADOPTED BUDGET

	ADOPTED BUDGET
BEGINNING BALANCE	\$ 10,548,414
REVENUE	105,211,512
EXPENDITURES	107,583,547
ESTIMATED ENDING FUND BALANCE	\$ 8,176,379

- Revenue Assumption
 - 58% - Restoration/Access Funding of FY 2011-12 Workload Reduction
- Deficit Spending
 - \$2.37M



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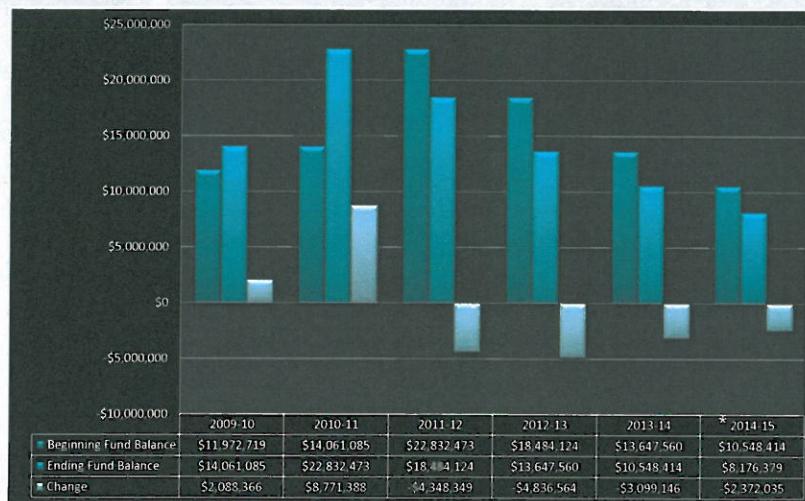
ACTUALS & BUDGET PROJECTION

RECAP	2012-13 ACTUALS	2013-14 ACTUALS	2014-15 PROJECTION
BEGINNING BALANCE	\$ 18,484,124	\$ 13,647,560	\$ 10,548,414
APPORTIONMENT REVENUE	88,072,896	92,147,487	95,803,098
OTHER REVENUE	8,342,564	9,909,918	8,890,599
MANDATED COST (\$28/FTEs)	512,064	517,815	517,815
SUB-TOTAL OTHER RESOURCES	8,854,628	10,427,733	9,408,414
AVAILABLE RESOURCES	115,411,648	116,222,780	115,759,926
EXPENDITURES	101,764,088	105,674,366	107,583,547
ENDING BALANCE	13,647,560	10,548,414	8,176,379
5% BOARD RESERVE	4,902,291	5,151,879	5,179,998
DESIGNATED ACCOUNTS	1,718,085	1,598,922	1,933,482
OTHER RESERVES	\$ 7,027,184	\$ 3,797,613	\$ 1,062,899



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FUND BALANCE HISTORY



*projected

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SUMMARY

- State fiscal situation has improved somewhat
- General Fund continues to augment the categorical programs
- Continue to strategize with campus budget committee and other committees/councils on ideas for cost savings
- Provide quarterly financial summary reports
- Align continuous expenditures with continuous revenue



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SPECIAL THANKS TO:

*Phyllis Laderman,
Brandi Taveuveu, and
Suzanne Sebring*



*The budget
is a product
of an
inordinate
amount of
work by
numerous
individuals,
but special
thanks go
to those
here
named.*