



## STRATEGIC PLANNING COUNCIL AGENDA

Date: October 21, 2014  
Starting Time: 2:00 p.m.  
Ending Time: 3:45 p.m.  
Place: **AA-140**

**CHAIR:** Deegan

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

**RECORDER:** Ashour

	Attachments	Time
<b>A. <u>MINUTES</u></b>		2 min
1. Approve Minutes of October 7, 2014		
2. Approve Minutes of October 10, 2014		
<b>B. <u>ACTION ITEMS/SECOND READING</u></b>		45 min
1. Student Equity Plan	Exhibit B1	
2. Board Policies 3530-Weapons on Campus; And 3720-Computer and Network Use	Exhibit B2	
3. Administrative Procedures 3540-Sexual Assaults On Campus; 3720-Computer and Network Use; 5011-Admissions & Concurrent Enrollment of High School & Other Young Students; 7120-Recruitment and Hiring	Exhibit B3	
4. Accreditation Self-Evaluation, Standards I and II	Exhibit B4	
<b>C. <u>ACTION ITEMS/FIRST READING</u></b>		10 min
1. Combine Matriculation/Transfer Committee with With Student Equity Committee into: Student Success and Equity Council	Exhibit C1	
<b>D. <u>INTEGRATED PLANNING MODEL</u></b>		30 min
1. SPC Planning Calendar		
2. Strategic Planning Council Archive	Exhibit D2	
3. Glossary of Commonly Used Names, Terms And Acronyms	Exhibit D3	
<b>E. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u></b>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Self-Evaluation Update		
<b>F. <u>REPORTS OF PLANNING COUNCILS</u></b>		10 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		
<b>G. <u>REPORT FROM PC3H COMMITTEE</u></b>		5 min
<b>H. <u>OTHER ITEMS</u></b>	Exhibit H1	



**STRATEGIC PLANNING COUNCIL  
MEETING MINUTES  
October 21, 2014**

A regular meeting of the Palomar College Strategic Planning Council scheduled October 21, 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, Dentoni, Dimmick, Falcone, Gaspar, Gonzales, Holmes, Larson, Laughlin, Lienhart, Moore, Navarro, Perez, San Juan, Sourbeer, Stockert, Talmo, Titus, Wick, Velazquez  
Recorder: Cheryl Ashour  
Absent: Tortarolo  
Guests: Joan Decker

**A. MINUTES**

**1. Approve Minutes of October 7, 2014**

MSC (Cuaron/Stockert) to approve the Minutes of September 7, 2014

**2. Approve Minutes of October 10, 2014**

MSC (Sourbeer/Larson) to approve the Minutes of September 10, 2014

**B. ACTION ITEMS/SECOND READING**

**1. Student Equity Plan (Exhibit B1)**

Adrian Gonzales distributed and discussed an updated Executive Summary, reflecting revisions requested at the Faculty Senate meeting.

MSC (Larson/Sourbeer) to approve the Student Equity Plan as presented

**2. Board Policies 3530-Weapons on Campus; 3720-Computer and Network Use (Exhibit B2)**

MSC (Larson/Cuaron) to approve Board Policy 3530-Weapons on Campus as presented

MSC (Sourbeer/Cuaron) to approve Board Policy 3720-Computer and Network Use as presented

**3. Administrative Procedures 3540-Sexual Assaults on Campus; 3720-Computer and Network Use; 5011-Admissions & Concurrent Enrollment of High School and Other Young Students; 7120-Recruitment and Hiring (Exhibit B3)**

MSC (Cuaron/Sourbeer) to approve Administrative Procedure 3540-Sexual Assaults on Campus as presented  
MSC (Sourbeer/Cuaron) to approve Administrative Procedure 3720-Computer and Network Use as presented

MSC (Sourbeer/Larson) to approve Administrative Procedure 5011-Admissions & Concurrent Enrollment of High School and Other Young Students as presented

MSC (Cuaron/Larson) to approve Administrative Procedure 7120-Recruitment and Hiring as presented

**4. Accreditation Self-Evaluation, Standards I and II (Exhibit B4)**

MSC (Larson/Cuaron) to approve Accreditation Self-Evaluation, Standards I and II as presented

**C. ACTION ITEMS/FIRST READING**

**1. Combine Matriculation/Transfer Committee with Student Equity Committee into: Student Success and Equity Council (Exhibit C1)**

Adrian Gonzales explained the proposal to combine the Matriculation/Transfer Committee and the Student Equity Committee into the Student Success and Equity Council. He stated that the Transfer Committee will become an Advisory Committee. Mr. Gonzales reviewed the role, product, meeting date/time, and membership. Aaron Holmes requested that an additional classified staff person be added to the membership. This item will return for action/second reading at the next SPC meeting.

**D. INTEGRATED PLANNING MODEL****1. SPC Timeline Check-In**

Michelle Barton discussed the upcoming tasks.

**2. Strategic Planning Council Archive (Exhibit D2)**

Cheryl Ashour reported that the Strategic Planning Council Archive is completed and posted on the Strategic Planning website. It will continually be updated after each meeting's minutes are approved.

**3. Glossary of Commonly Used Names, Terms and Acronyms (Exhibit D3)**

Cheryl Ashour requested that SPC members review the Glossary and let her know if there are names, terms or acronyms they would like included.

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

Berta Cuaron reported that ACCJC has developed a checklist for federal requirements on program standards; Palomar College needs to develop its own definition.

**2. Accreditation Self-Evaluation Update**

Berta Cuaron reported that the District has been notified that the Site Visit Team Chair will be Tod Burnett, CEO of Saddleback College.

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

Ron Perez reported that FASPC prioritized its staffing plan and discussed facilities.

**2. Human Resource Services Planning Council**

No report.

**3. Instructional Planning Council**

Berta Cuaron reported that IPC formed a working group to modify the PRP Years 2 and 3 Form.

**4. Student Services Planning Council**

Adrian Gonzales reported that SSPC discussed a proposal to combine summer and fall registration.

**G. REPORT FROM PC3H COMMITTEE**

No report.

**H. OTHER ITEMS****1. Child Development Center Name Change (Exhibit H1)**

Berta Cuaron reported that the Child Development Center changed its name: at the San Marcos Campus the name is now Early Childhood Education Lab School/Toddler, Preschool and Kindergarten Programs; at the Escondido Center the name is now Early Childhood Education Lab School/Preschool Programs.

**2. Presidential Search Discussion at Upcoming Board Meeting**

Robert Deegan reported that the Governing Board will discuss the timeline and Presidential Search Committee membership at next week's Governing Board Workshop. All discussion will be made in open session.

**3. PFF Union Update**

Shannon Lienhart reported on efforts the CFT is making to have ACCJC lose its accrediting authority. She stated that Tom Torlinkson will be on campus next Tuesday from 4:00 p.m. to 6:00 p.m. in MD-157.

**I. ADJOURNMENT**

There being no remaining items, the meeting was adjourned at 2:45 p.m.



# **Student Equity Plan**

## **2014 – 2017**

First Reading by the Governing Board  
October 14, 2014

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# PALOMAR COLLEGE STUDENT EQUITY PLAN

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***Palomar College  
Student Equity Plan  
Signature Page***

**District:** Palomar Community College District      **Date Approved by Board of Trustees:** \_\_\_\_\_

**College President:** \_\_\_\_\_

**Vice President of Student Services:** \_\_\_\_\_

**Vice President of Instruction:** \_\_\_\_\_

**Academic Senate President:** \_\_\_\_\_

**Student Equity Coordinator/Contact Person:** \_\_\_\_\_

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# **Executive Summary**

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## EXECUTIVE SUMMARY

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In developing Palomar College's Student Equity Plan for 2014 - 2017, the College utilized a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of disproportionate impact. In the Spring of 2014 the College established a workgroup that was charged with the development of the Student Equity Plan. This workgroup consisted of representatives from faculty, staff, students and administrators. Mindful of the Student Success Act (SB 1456), the Student Equity Plan was developed to align with the district's Student Success and Support Program plan as well as the College's Strategic Plan 2016. To facilitate and monitor the implementation of the Student Success and Support Program plan and the Student Equity Plan, the college is integrating two existing governance groups into a single oversight committee.

To assist the workgroup with their charge, the Office of Institutional Research and Planning conducted research as prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. The result of the research analysis by the members of the workgroup revealed that there was clear evidence of disproportionate impact among veterans, foster youth, African Americans, and students with disabilities. Specific areas of impact included: *Access* (Veterans), *Course Completion* (Foster Youth), *ESL and Basic Skills Completion* (African Americans, students with disabilities, males, and Hispanics), and *Degree and Certificate Completion* (African Americans, students with disabilities, and students who entered college unprepared for college level work). Additionally, there appeared to be some evidence of disproportionate impact among Hispanic students throughout all student equity success indicators.

As a result of the analysis and dialogue among workgroup members, the following goals and activities were established:

### *Access*

**Goal A.1: Increase the percentage of veterans who attend Palomar by 5% over the next three years.**

- Identify and implement outreach strategies to increase the number of veterans who apply and enroll in the College.
- Examine course rotation and scheduling patterns with special emphasis on evening offerings.
- Modify college website making it easier for students to navigate and access campus resources.
- Improve data collection and research on affected student subpopulations in the College's equity plan with special emphasis on the identification and tracking of veterans and foster youth.

### ***Course Completion***

#### **Goal B.1: Increase course success rates of foster youth by 5% over the next three years.**

- Accurately identify foster youth in the College's database.
- Expand the role and responsibility of the College's foster youth support liaison.
- Provide extensive outreach and support services for foster youth including but not limited to mentoring and advising, improved access to services, and face-to-face connections and support with faculty.
- Integrate support for foster youth in the Summer Bridge and First Year Experience programs.

### ***ESL and Basic Skills Completion***

#### **Goal C.1: Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.**

- Expand the College's Summer Bridge and First Year Experience programs with a special emphasis on increasing the number of African Americans students who participate.
- Provide extensive outreach and support services for African American students including but not limited to mentoring and advising, improved access to services, and face-to-face connections and support with faculty.
- Implement a set of mandatory orientation experiences for the College's underprepared students.

#### **Goal C.2: Increase the percentage of males, students ages 25 - 49, and Hispanic students who complete the ESL basic skills sequences by 5% over the next three years.**

- Increase the number of males, Hispanic, and students ages 20 - 24 who participate in the ESL Summer Bridge and First Year Experience programs.
- Expand the mentor program with an emphasis on increasing participation among ESL students and other underrepresented student groups.
- Develop and implement a set of mandatory orientation experiences for underprepared students.

#### **Goal C.3: Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.**

- Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.
- Utilize research findings and develop and implement strategies to support DSPS students to complete their studies including the basic skills course sequences at the College.
- Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.

### ***Degree and Certificate Completion***

**Goal D.1A: Increase the percentage of underprepared students ages 25 - 49 who complete their studies by 2% over the next three years.**

**Goal D.1B: Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years.**

- Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student.
- Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals.
- Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and "high touch" support for students based on their needs. Ensure that the system of follow up and support "closes the loop" and informs faculty of the support students have received when necessary.
- Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.
- Develop, establish, and communicate clear career pathways for students.

**Goal D2: Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years.**

- Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.
- Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the College.

### **Resources to be Utilized**

In addition to Student Equity funding, sources of funding that will be utilized to achieve the College's Student Equity goals include: general fund, EOPS, DSPS, TRIO, CARE, Title V - HSI, Student Success and Support Program (both credit and non-credit), Grant Funded Student Programs, and Financial Aid and Scholarship.

### **Contact Persons**

Adrian Gonzales, Assistant Superintendent/Vice President for Student Services (Tri-Chair)

Berta Cuaron, Assistant Superintendent/Vice President for Instruction (Tri-Chair)

Greg Larson, Faculty Senate President (Tri-Chair)

Michelle Barton, Senior Director for Institutional Research and Planning

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# **Campus-Based Research**

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# **Campus-Based Research**

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In Spring 2014, the College identified a Student Equity Plan Workgroup and tasked the workgroup with the development of the draft Student Equity Plan. The Student Equity Plan workgroup consisted of faculty, staff, administration, and students. The workgroup was chaired by the Vice President for Student Services, Vice President for Instruction and the Faculty Senate President.

The Student Equity Plan Workgroup reviewed and discussed campus-based research conducted to determine evidence of disproportionate impact in seven student subpopulations. Based on the research and review of effective strategies, the workgroup developed the Palomar College Student Equity Plan. This section of the plan contains the methods and results of the college-based research.

## **METHODS**

### **Subpopulations**

The following subpopulations were examined to determine evidence of disproportionate impact.

- Gender
- Age
- Race/Ethnicity
- Students with disabilities
- Foster youth
- Economically disadvantaged
- Veterans

### **Success Indicators**

The success indicators, identified by the CCCCCO Equity Plan, are given focus in this report. These indicators are described briefly below.

1. Access – Access refers to the proportion of a given subpopulation enrolled in the college relative to that subpopulation's size in the district's service area.
2. Course Completion – Course completion refers to the ratio of successful completion of credit course with a grade of A, B, C, or Pass by subpopulation to the total credit enrollments resulting in a transcript grade.
3. ESL and Basic Skills Completion – This indicator represents the proportion of students in different subpopulations that successfully complete a degree applicable course after having started at levels below transfer.
4. Degree and Certificate Completion – This is the ratio of the number of students within a subpopulation who receive a degree or certificate to the larger subpopulation.
5. Transfer – This is the number of students, by subpopulation, who transfer to a four-year institution.

## Campus-Based Research

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### Data

Three data sources were used for this report. The data used to assess Access came from SANDAG and our own MIS files. The Course Completion analysis in this report also relies on MIS data. All other data was from the California Community Colleges' Student Success Scorecard. The Student Success Scorecard data was retrieved through Data on Demand.

Many of the metrics examined are based on cohorts formed six years ago as time must be allotted to track students to completion of basic skills sequences or their studies. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Recently, the College has improved its data collection processes. Therefore, the only foster youth metric the college was able to evaluate was the course success metric. In addition, the identification of the number of the low income and veteran population residing within the district was problematic. Low income students identified in the Scorecard metric are identified by meeting a set of criteria or services received which is different than low income as defined by SANDAG within the population served by the College. Therefore, an access metric for low income was not available at the time of the analysis.

### Assessing Disproportionate Impact

Two models are used to assess Disproportionate Impact: Proportionality and the 80% Rule. The *Proportionality Index* is a ratio of the representation of a subpopulation on a given measure relative to the size of the subpopulation within the larger population. For example, females make up 44.8% of our student population, and 50.8% of the population of Palomar College's service area. So, the proportionality of females is  $44.8\% \div 50.8\%$ , or 0.88. A value of less than 1.0 indicates a degree of under-representation.

The *80% Rule* specifies that the category with the highest percentage be used as a standard for a given outcome, and 80% of that standard serves as the threshold to indicate disproportional impact. For example, the successful course completion rate for females is 71.6%, and for males is 70.5%. As 71.6% is the higher value, it is used as the standard, and 80% of that value, that is, 57.3% is used as the threshold to determine if the other subpopulation has been disproportionately impacted.

For the issue of access, the Proportionality Index is used. The advantage of using the Proportionality Index for the access indicator is that it allows for assessing impact while considering other factors that might constrain the use of the college by some populations even if it is accessible. For example, the college may have a number of programs that feed traditionally gendered occupations, such as Fire Technology. The proportionality index could be considered in light of such information. On the other hand, the clear-cut nature of the 80% Rule allows for a more unambiguous interpretation of the results. However, when implementing the 80% Rule, the highest category is not always the most reasonable to use as a standard. Sometimes the largest category, or the overall average, may make more sense, particularly when the highest category is a relatively small subpopulation. Therefore, for all success indicators except access, three disproportionate impact gauges are used: (1) the proportionality index, (2) the 80% rule

## Campus-Based Research

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using the highest category to compute the threshold, and (3) the 80% rule using the overall average to compute the threshold.

When assessing indicators and determining the presence of disproportionate impact, the Student Equity Plan Work Group considered all three gauges. However, if a subpopulation did not meet the 80% threshold using the highest category, the Workgroup did not deem it as evidence of disproportionate impact due to the issues described above. The Workgroup determined that the proportionality index and the 80% rule using the overall average to compute the threshold were better indicators of evidence of disproportionate impact.

In the tables on the following pages, specific subpopulations highlighted in red indicate clear evidence of disproportionate impact. Specific subpopulations highlighted in blue indicate possible or potential disproportionate impact. The Workgroup developed goals for the equity plan for subpopulations that had clear evidence of disproportionate impact. The Workgroup determined that the College would continue to closely monitor those subpopulations showing possible disproportionate impact.

## Campus-Based Research

**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

<b>Proportionality by Gender, Age, Race &amp; Ethnicity, and Veterans for Fall, 2013</b>			
	Palomar	District*	Proportionality Index
<b>Gender</b>			
Female	44.8%	50.8%	0.88
Male	55.2%	49.2%	1.12
<b>Age</b>			
Under 20	22.0%	4.7%	4.67
20 to 24	38.0%	10.3%	3.68
25 to 49	33.0%	42.3%	0.78
50 or Over	7.0%	42.6%	0.16
<b>Race &amp; Ethnicity</b>			
African American	3.0%	2.0%	1.48
American Indian/ Alaska Native	0.7%	0.7%	1.01
Asian	5.1%	10.0%	0.51
Hispanic	39.6%	28.3%	1.40
White	41.7%	56.6%	0.74
<b>Veterans</b>			
No	95.7%	88.4%	1.08
Yes	4.3%	11.6%	0.37
* Data for Veterans is available only at the county level.			

### Summary

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are in within the district's service area, or the county in the case of Veterans.

It is not realistic to expect a similar representation of students over 50. In addition, a proportionality index of .78 within the 25-49 age group is not necessarily unacceptable given that individuals within this category are more likely to have completed their education and make up the significant portion of the workforce.

The district's service area is very large. Asians residing within the service area are concentrated in the southern portion of the district. The College has plans to open a South education center and will monitor enrollment to see if this affects the proportionality index for our Asian student population.

Note: Economically Disadvantaged as defined in the Scorecard metric is different than Economically Disadvantaged within the population served by the College. Therefore, an access

## **Campus-Based Research**

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metric for low income was not available at the time of the analysis. In addition, the College was not able to identify an accurate count of Foster Youth residing within the district's boundaries. Therefore, access data is not available for Foster Youth and Economically Disadvantaged categories.

## Campus-Based Research

**B. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

### Tables

Successful Course Completion by Gender for Fall 2013				
Gender	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
Female	71.6%	1.01	No	No
Male	70.5%	0.99	No	No
<i>Threshold</i>			57.3%	56.8%

Successful Course Completion by Age Category for Fall 2013				
Age Category	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
Under 20	68.6%	0.97	No	No
20 to 24	68.8%	0.97	No	No
25 to 49	76.2%	1.07	No	No
50 or Over	79.7%	1.12	No	No
<i>Threshold</i>			63.8%	56.8%

Successful Course Completion by Ethnicity for Fall 2013				
Ethnicity	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
African American	59.8%	0.84	Yes	No
Asian or Pacific Islander	76.0%	1.07	No	No
Filipino	68.9%	0.97	No	No
Hispanic	66.6%	0.94	No	No
Multi Ethnic	67.6%	0.95	No	No
Native American	71.3%	1.00	No	No
White	75.5%	1.06	No	No
<i>Threshold</i>			60.8%	56.8%

## Campus-Based Research

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Successful Course Completion by DSPS for Fall 2013				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.1%	1.00	No	No
Yes	69.5%	0.98	No	No
<i>Threshold</i>			56.9%	56.9%

Successful Course Completion by Veteran Status for Fall 2013				
Veteran	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.1%	1.00	No	No
Yes	69.9%	0.98	No	No
<i>Threshold</i>			56.9%	56.9%

Successful Course Completion by Foster Youth for Fall 2013				
Foster	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.4%	1.00	No	No
Yes	47.1%	0.66	Yes	Yes
<i>Threshold</i>			57.1%	56.9%

### Summary

The Student Equity Planning Workgroup noted disproportionate impact for the course success indicator for foster youth. The Workgroup also noted possible disproportionate impact for African Americans.

## Campus-Based Research

**C. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

### Tables

#### *English*

<b>English: Completed Degree Applicable English by Gender for the 2006-2007 Cohort</b>				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	33.8%	1.10	No	No
Male	28.0%	0.91	No	No
<i>Threshold</i>			27.0%	24.5%

<b>English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort</b>				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	32.8%	1.07	No	No
20 to 24	26.1%	0.85	Yes	No
25 to 49	28.3%	0.92	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			26.2%	24.5%

<b>English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort</b>				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	22.0%	0.71	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	59.0%	1.90	No	No
Filipino	34.7%	1.12	Yes	No
Hispanic	26.6%	0.86	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	33.8%	1.09	Yes	No
<i>Threshold</i>			47.2%	24.9%

## Campus-Based Research

<b>English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort</b>				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	32.0%	1.05	No	No
Yes	22.5%	0.74	Yes	Yes
<i>Threshold</i>			25.6%	24.5%

<b>English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort</b>				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	31.5%	1.03	No	No
Yes	29.2%	0.95	No	No
<i>Threshold</i>			25.2%	24.5%

<b>English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort</b>				
Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	30.0%	0.97	No	No
Yes	N < 40	1.10	No	No
<i>Threshold</i>			24.0%	24.8%

## Campus-Based Research

### Math

<b>Math: Percent Who Completed Degree Applicable Math by Gender for the 2006-2007 Cohort</b>				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	29.7%	1.11	No	No
Male	23.0%	0.86	Yes	No
<i>Threshold</i>			23.8%	21.3%

<b>Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort</b>				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	27.1%	1.01	No	No
20 to 24	27.1%	1.01	No	No
25 to 49	25.6%	0.96	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			21.7%	21.4%

<b>Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort</b>				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	13.8%	0.52	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	37.3%	1.41	No	No
Filipino	35.6%	1.35	No	No
Hispanic	22.1%	0.84	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	30.2%	1.14	No	No
<i>Threshold</i>			29.8%	21.2%

## Campus-Based Research

<b>Math: Percent Who Completed Degree Applicable Math by DSPS for the 2006-2007 Cohort</b>				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.6%	0.99	No	No
Yes	28.0%	1.05	No	No
<i>Threshold</i>			22.4%	21.4%

<b>Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort</b>				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	27.3%	1.02	No	No
Yes	25.8%	0.96	No	No
<i>Threshold</i>			21.8%	21.4%

<b>Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort</b>				
Veterans Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.0%	0.96	Yes	No
Yes	38.0%	1.41	No	No
<i>Threshold</i>			30.4%	21.6%

ESL

<b>ESL: Percent Who Completed Degree Applicable English by Gender for the 2006-2007 Cohort</b>				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	15.8%	1.14	No	No
Male	10.3%	0.75	Yes	Yes
<i>Threshold</i>			12.6%	11.0%

## Campus-Based Research

<b>ESL: Completed Degree Applicable English by Age for the 2006-2007 Cohort</b>				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	34.5%	2.51	No	No
20 to 24	N < 40	N < 40	N < 40	N < 40
25 to 49	6.0%	0.44	Yes	Yes
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			27.6%	11.0%

<b>ESL: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort</b>				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	N < 40	N < 40	N < 40	N < 40
Asian	30.8%	2.21	No	No
Filipino	N < 40	N < 40	N < 40	N < 40
Hispanic	9.6%	0.69	Yes	Yes
White	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			24.6%	11.2%

<b>ESL: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort</b>				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	13.8%	1.00	No	No
Yes	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			11.0%	11.0%

<b>ESL: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort</b>				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	8.0%	0.58	Yes	Yes
Yes	27.2%	1.98	No	No
<i>Threshold</i>			21.8%	11.0%

## Campus-Based Research

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### Summary

Summary of Findings Basic Skills / ESL Completion		
	<i>Disproportionate Impact</i>	
<i>Success Indicator/SubPopulation</i>	<i>Possible</i>	<i>Clear</i>
<b>Basic Skills English Completion</b>		
Age 20-24	✓	
African American		✓
Hispanic	✓	
DSPS		✓
<b>Basic Skills Math Completion</b>		
Males	✓	
African American		✓
Hispanic	✓	
<b>ESL</b>		
Male		✓
25-49		✓
Hispanic		✓

For basic skills course completion, the Workgroup noted clear evidence of disproportionate impact for African American and DSPS students. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored over time and many of the activities identified to address basic skills completion will help the college's Hispanic students.

In regards to ESL, the Workgroup noted clear disproportionate impact for males, Hispanics, and students ages 25-49. The Workgroup noted significant overlap of students within each of these categories. In other words, male ESL students are typically Hispanic and within 25-49 age range.

The basic skills and ESL completion metric is based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, basic skills and ESL completion data are not available for foster youth students at this time.

## Campus-Based Research

**D. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

### **SPAR**

Completion as defined in the first set of tables includes the percentage of students who show intent and then continue on to earn a degree, certificate, transfer, or become transfer prepared within six years of entry. It is the SPAR (Student Progress and Achievement Rate) from the California Community College's Scorecard. Note, the number of Foster Youth in cohorts was deemed too small upon which to make a valid judgment.

<b>Completion by Preparation Level and Gender for Cohort Year 2006-2007</b>					
Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	72.5%	1.06	No	No
	Male	65.0%	0.95	No	No
	<i>Threshold</i>			58.0%	54.6%
Unprepared	Female	48.3%	1.06	No	No
	Male	42.1%	0.93	No	No
	<i>Threshold</i>			38.6%	36.3%

<b>Completion by Preparation Level and Age for Cohort Year 2006-2007</b>					
Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	67.9%	1.00	No	No
	20 to 24	76.2%	1.12	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			61.0%	54.6%
Unprepared	Under 20	46.9%	1.03	No	No
	20 to 24	41.6%	0.92	No	No
	25 to 49	34.2%	0.75	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			37.5%	36.4%

## Campus-Based Research

<b>Completion by Preparation Level and Race for Cohort Year 2006-2007</b>					
Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	81.4%	1.20	No	No
	Filipino	68.2%	1.00	No	No
	Hispanic	64.6%	0.95	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	67.7%	1.00	No	No
	<i>Threshold</i>			65.1%	54.3%
Unprepared	African American	46.6%	1.03	No	No
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	56.2%	1.24	No	No
	Filipino	42.9%	0.95	Yes	No
	Hispanic	39.6%	0.87	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	48.2%	1.06	No	No
	<i>Threshold</i>			45.0%	36.2%

<b>Completion by Preparation Level and Economically Disadvantaged for Cohort Year 2006-2007</b>					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	68.7%	1.48	No	No
	Yes	67.4%	1.46	No	No
	<i>Threshold</i>			55.0%	37.0%
Unprepared	No	46.3%	1.02	No	No
	Yes	44.5%	0.98	No	No
	<i>Threshold</i>			37.0%	36.3%

## Campus-Based Research

Completion by Preparation Level and DSPS Student for Cohort Year 2006-2007					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80%	
				Highest	Overall
Prepared	No	67.9%	1.46	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			54.3%	37.1%
Unprepared	No	46.4%	1.02	No	No
	Yes	35.1%	0.77	Yes	Yes
	<i>Threshold</i>			37.1%	36.3%

Completion by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	68.3%	1.50	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			54.6%	36.3%
Unprepared	No	45.4%	0.99	No	No
	Yes	54.3%	1.19	No	No
	<i>Threshold</i>			43.4%	36.6%

### Count of Degrees and Certificates only

Degree or Certificate % by Gender for the 2006-2007 Cohort					
Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	29.6%	1.21	No	No
	Male	20.4%	0.84	Yes	No
	<i>Threshold</i>			23.7%	19.5%
Unprepared	Female	18.4%	1.05	No	No
	Male	16.7%	0.95	No	No
	<i>Threshold</i>			14.7%	14.1%

## Campus-Based Research

Degree or Certificate % by Age for the 2006-2007 Cohort					
Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	23.2%	0.95	Yes	No
	20 to 24	38.1%	1.56	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			30.5%	19.5%
Unprepared	Under 20	17.3%	0.98	No	No
	20 to 24	19.2%	1.09	No	No
	25 to 49	19.5%	1.10	No	No
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			15.6%	14.1%

Degree or Certificate % by Race for the 2006-2007 Cohort					
Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	24.5%	0.99	No	No
	Filipino	20.5%	0.83	No	No
	Hispanic	25.2%	1.02	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	25.6%	1.03	No	No
	<i>Threshold</i>			20.5%	19.8%
Unprepared	African American	12.9%	0.75	Yes	Yes
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	28.9%	1.67	No	No
	Filipino	14.3%	0.83	Yes	No
	Hispanic	16.3%	0.94	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	17.3%	1.00	Yes	No
	<i>Threshold</i>			23.1%	13.8%

## Campus-Based Research

<b>Degree or Certificate by DSPS for the 2006-2007 Cohort</b>					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	24.3%	1.00	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			<i>19.4%</i>	<i>19.5%</i>
Unprepared	No	17.6%	1.00	No	No
	Yes	18.5%	1.05	No	No
	<i>Threshold</i>			<i>14.8%</i>	<i>14.1%</i>

<b>Degree or Certificate % by Economically Disadvantaged for the 2006-2007 Cohort</b>					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	22.1%	0.91	Yes	No
	Yes	28.8%	1.18	No	No
	<i>Threshold</i>			<i>23.0%</i>	<i>19.5%</i>
Unprepared	No	16.2%	0.92	No	No
	Yes	19.3%	1.09	No	No
	<i>Threshold</i>			<i>15.4%</i>	<i>14.1%</i>

### Summary

See Section E: Transfer for a summary of findings for all completion outcomes.

## Campus-Based Research

**E. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

**See Section D Degrees and Certificates for a review of Disproportionate Impact of the Student Progress and Achievement Rate (SPAR) Scorecard Metric as this metric includes student transfer counts in the outcome.**

### Count of Transfers or Transfer Prepared only

<b>Transfer-Related Outcome by Gender for the 2006-2007 Cohort</b>					
Preparation Level	Gender	Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	71.0%	1.07	No	No
	Male	62.7%	0.94	No	No
	<i>Threshold</i>			56.8%	53.1%
Unprepared	Female	46.0%	1.07	No	No
	Male	39.5%	0.92	No	No
	<i>Threshold</i>			36.8%	34.4%

<b>Transfer-Related Outcome by Age Category for the 2006-2007 Cohort</b>					
Preparation Level	Age Category	Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	66.7%	1.01	No	No
	20 to 24	69.8%	1.05	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			55.8%	53.0%
Unprepared	Under 20	45.1%	1.05	No	No
	20 to 24	36.0%	0.84	Yes	No
	25 to 49	28.4%	0.66	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			36.1%	34.4%

## Campus-Based Research

<b>Transfer-Related Outcome by Race for the 2006-2007 Cohort</b>					
Preparation Level	Race	Transfer-Related Outcome	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	80.4%	1.22	No	No
	Filipino	65.9%	1.00	No	No
	Hispanic	64.6%	0.98	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	65.2%	0.99	No	No
	<i>Threshold</i>			<i>64.3%</i>	<i>52.8%</i>
Unprepared	African American	46.6%	1.08	No	No
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	52.9%	1.23	No	No
	Filipino	42.0%	0.98	Yes	No
	Hispanic	36.9%	0.86	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	45.8%	1.07	No	No
	<i>Threshold</i>			<i>42.3%</i>	<i>34.4%</i>

## Campus-Based Research

Transfer-Related Outcome by Economically Disadvantaged for the 2006-2007 Cohort					
Preparation Level	Econ D	Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.9%	1.01	No	No
	Yes	65.3%	0.98	No	No
	<i>Threshold</i>			53.5%	53.0%
Unprepared	No	44.2%	1.03	No	No
	Yes	41.6%	0.97	No	No
	<i>Threshold</i>			35.4%	34.4%

Transfer Related Outcome by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.5%	1.54	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			53.2%	34.5%
Unprepared	No	43.1%	1.00	No	No
	Yes	45.7%	1.06	No	No
	<i>Threshold</i>			36.6%	34.6%

### Summary of ALL Completion Indicators

Summary of Findings SPAR, Degrees and Certificates, and Transfer Outcomes		
<i>Success Indicator/SubPopulation</i>	<i>Disproportionate Impact</i>	
	<i>Possible</i>	<i>Clear</i>
<b>SPAR</b>		
25-49		✓
Hispanic	✓	
DSPS		✓
<b>Degrees and Certificates</b>		
Filipino	✓	
Male	✓	
African American		✓
<b>Transfer Outcome</b>		
20-24	✓	
25-49		✓
Hispanic	✓	
DSPS		✓

## **Campus-Based Research**

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The Workgroup noted disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students, and DSPS students. The DSPS students were close to the cut off and the Workgroup suggested completing follow up research to further break down these students and evaluate their needs. In addition, the Workgroup noted that goals of students vary more within age group 25-49. It is possible that students age 25-49 are more likely to attend Palomar to complete just one or two courses related to their current profession. For example, the College offers a set of two drafting courses that provide instruction on the latest technology in the field. Students often attend these classes to improve their skills in their current profession without the intention of completing a certificate or degree.

The SPAR, degrees and certificates, and transfer related metrics are based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, completion data are not available for foster youth students at this time.

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## Goals and Activities

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**A. STUDENT SUCCESS INDICATOR FOR ACCESS**

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”*

**Goal A.1. Increase the percentage of veterans who attend Palomar College by 5% over the next three years.**

<b>Activity</b>		<b>Outcome</b>	<b>Persons/Group Responsible</b>	<b>Timeline</b>
A.1.1	Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college.	Number of veterans enrolled at the college will increase by 1-2% annually.	Dir. Enrollment Services, Dean Counseling Services, Dir. Institutional Research & Planning (IR&P)	<ul style="list-style-type: none"> <li>• Conduct research and identify strategies by Summer 2015</li> <li>• Begin to implement strategies by Spring 2016</li> </ul>
A.1.2	Examine course rotation and scheduling patterns with special emphasis on evening offerings.	Course rotation and scheduling patterns reviewed and refined to ensure that students can complete their programs within a specified timeframe.	VP Instruction, Instructional Deans and Department Chairs & Directors	<ul style="list-style-type: none"> <li>• Complete review by Summer 2016</li> <li>• Identify refinements Fall 2016</li> </ul>
A.1.3	Modify college website making it easier for students to navigate and access campus resources.	Improved structure of college website with simplified navigation and access to campus resources.	Dir. Public Information, Dean Social and Behavioral Sciences (SBS), Mgr. Academic Technology	<ul style="list-style-type: none"> <li>• Initiate improvement process by July 2015</li> <li>• Hire webmaster by July 2015</li> <li>• Complete improvement by July 2017</li> </ul>
A.1.4	Improve data collection and research on affected student subpopulations in the college's equity plan with a special emphasis on the identification and tracking of veterans and foster youth.	Veterans and foster youth reliably identified and flagged within the college's data system. Ongoing research on student access and completion for affected subpopulations in the college's equity plan.	VP Student Services, Dir. Institutional Research and Planning, Director of Enrollment Services.	<ul style="list-style-type: none"> <li>• Identify data collection and research needs by Spring 2015</li> <li>• Implement processes to ensure accurate identification of veterans and foster youth by Summer 2015</li> <li>• Hire institutional researcher by Summer 2015</li> <li>• Conduct appropriate research studies to support the college's efforts to address student equity. (Ongoing)</li> </ul>

## Goals and Activities

### B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

#### Goal B.1. Increase course success rates of foster youth by 5% over the next three years.

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
B.1.1	Accurately identify foster youth in the college's database.	Foster youth appropriately flagged within the database and reports generated.	VP Student Services, Dir. Enrollment Services, Dir. IR&P	<ul style="list-style-type: none"> <li>Complete by Spring 2015</li> </ul>
B.1.2	Expand the role and responsibility of the College's foster youth support liaison.	Foster youth will meet with support liaison(s) twice per year (or semester).	Dean of Counseling, Dir. Enrollment Services	<ul style="list-style-type: none"> <li>Implement by Fall 2015</li> </ul>
B.1.3	Provide extensive outreach and support services for foster youth including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	All foster youth will receive appropriate and strategic follow-up services.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, Faculty Resource (FR) Coordinator, and Basic Skills Committee, Dir EOPS	<ul style="list-style-type: none"> <li>Initiate faculty dialogue and identify related activities by Spring 2015</li> <li>Begin implementation Fall 2015</li> </ul>
B.1.4	Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs.	All foster youth will be directed to participate in a first year experience and/or summer bridge program.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> <li>Begin implementation Fall 2016</li> </ul>

## Goals and Activities

### C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”*

**Goal C.1. Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.**

<b>Activity</b>		<b>Outcome</b>	<b>Persons/Group Responsible</b>	<b>Timeline</b>
C.1.1	Expand the College’s Summer Bridge and First Year Experience (FYE) programs with a special emphasis on increasing the number of African American students who participate.	Number of African American and students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> <li>Plan for expansion and increased outreach of programs to special populations by Spring 2015</li> <li>Implement Summer and Fall 2015</li> </ul>
C.1.2	Provide extensive outreach and support services for foster youth including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of Counseling, Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator, Director EOPS	<ul style="list-style-type: none"> <li>Initiate faculty dialogue and identify related activities by Fall 2015</li> <li>Plan for expansion and increased outreach to special populations by Spring 2016</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>
C.1.3	Implement a set of mandatory orientation experiences for the College’s underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan’s term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> <li>Develop by Summer 2015</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>

## Goals and Activities

**Goal C.2. Increase the percentage of males, students ages 20-24, and Hispanic students who complete their ESL basic skills sequences by 5% over the next three years.**

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
C.2.1	Increase the number of males, Hispanic, and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs.	Number of males, Hispanics, and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> <li>Plan for expansion and increased outreach of programs to special populations by Spring 2015</li> <li>Implement Summer and Fall 2015</li> </ul>
C.2.2	Provide extensive outreach and support services for ESL students including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), FR Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> <li>Plan for expansion and increased outreach to special populations by Spring 2016</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>
C.2.3	Develop and implement a set of mandatory orientation experiences for underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> <li>Develop by Summer 2015</li> <li>Begin implementation Fall 2016</li> <li>Continue implementation Spring 2017</li> </ul>

## Goals and Activities

**Goal C.3. Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.**

<i>Activity</i>	<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
C.3.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DRC/DSPS, Director of Institutional Research and Planning  • Research completed by Spring 2016
C.3.2	Utilize research findings and develop and implement strategies to support DSPS students to complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DRC/DSPS, DRC/DSPS, Basic Skills Committee  • Strategies implemented by Spring 2017
C.3.3	Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.	Tools, resources, and professional development opportunities will be developed and provided to faculty.	Dean of Counseling, Faculty Development Coordinator, Dean of LL, Dean of MNHS, VP Instruction, Chairs, and Directors  • Develop by Summer 2015 • Begin implementation Fall 2016 • Continue implementation Spring 2017

## Goals and Activities

### D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”*

After reviewing the disproportionate impact data and research on best practices related to completion, the Student Equity Workgroup determined that strategic, timely, and ongoing follow-up is critical to help students complete their educational goals. Also, the Workgroup recognized that students in the affected subpopulations often need “high touch” and multiple types of support. However, as configured, the College’s current technology infrastructure and processes cannot support this approach. In order to establish an effective follow-up and strategic support system, the Workgroup recommended that the College complete two significant tasks. First, improve the technology infrastructure it uses to communicate with students. Second, partner this improvement with a strategic follow-up process that utilizes that infrastructure while allowing for significant targeted personal interaction between faculty, staff, and students, especially those students identified as “at risk.”

**Goal D.1A. Increase the percentage of underprepared students ages 25-49 who complete their studies by 2% over the next three years.**

**Goal D.1B. Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years**

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
D.1.1	Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student.	All students will access and interact with the college’s online system using a single sign on. Upon signing in, students will receive any relevant communication and be directed to support services if needed.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Dir. Information Services, IT Project Manager, Dean of LL, Dean of Social and Behavioral Sciences	<ul style="list-style-type: none"> <li>• Hire IT Project Manager by Summer 2015</li> <li>• Research and identify software tool by Summer 2015</li> <li>• Purchase, install, and test by Fall 2016</li> <li>• Pilot Spring 2017</li> <li>• Implement Fall 2017</li> </ul>
D.1.2	Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals.	Students will use an electronic education system to help plan, track, and monitor their progress to goal completion.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Faculty Senate President, FYE Coordinator Counseling Services, Dean of Information Services, Dean of LL, Basic Skills Committee	<ul style="list-style-type: none"> <li>• Review current planning and degree audit systems by Summer 2015</li> <li>• Identify additional software needs by Summer 2015.</li> <li>• Install and test by Fall 2016</li> <li>• Prototype Spring 2017</li> <li>• Begin implementation Fall 2017</li> </ul>

## Goals and Activities

Activity		Outcome	Persons/Group Responsible	Timeline
D.1.3	Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and “high touch” support for students based on their needs. Ensure that the system of follow-up and support “closes the loop” and informs faculty of the support students have received when necessary.	Research completed. Strategies and processes defined and implemented. Faculty notified of follow-up services and support received by students when necessary.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Information Services, Dean of LL, Dean of MNHS, Director of Research and Planning, FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"><li>• Conduct research – initial by Summer 2015 (then ongoing)</li><li>• Develop strategies by Fall 2016</li><li>• Prototype Spring 2017</li><li>• Begin implementation Fall 2017</li></ul>
D.1.4	Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.	Faculty and staff will participate in training and/or related activities to learn about the support services available to students.	Vice President Student Services, Vice President Instruction, Vice President Human Resource Services, Faculty Senate President, Professional Development Coordinator, Professional and Staff Development Committee	<ul style="list-style-type: none"><li>• Develop by Fall 2016</li><li>• Implement Spring 2017 and ongoing</li></ul>
D.1.5	Develop, establish, and communicate clear career pathways for students.	<p>The number of programs that will have defined career pathways will increase.</p> <p>Career pathways will be integrated into the Student Success and Support services provided to students.</p>	Vice President Instruction, Dean of Career and Technical Education, Dean of MNHS, Dean of Counseling, Chairs and Directors	<ul style="list-style-type: none"><li>• Identify high demand CTE programs by Fall 2015</li><li>• Develop pathways by Summer 2016</li><li>• Develop outreach materials to communicate pathways with students by Fall 2016</li></ul>

## Goals and Activities

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**Goal D.2. Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years.**

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
D.2.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DRC/DSPS, Director of Institutional Research and Planning, Basic Skills Committee	<ul style="list-style-type: none"> <li>Research completed by Spring 2016</li> </ul>
D.2.2	Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DRC/DSPS, DRC/DSPS, Basic Skills Committee	<ul style="list-style-type: none"> <li>Strategies implemented by Spring 2017</li> </ul>

## Goals and Activities

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### **E. STUDENT SUCCESS INDICATOR FOR TRANSFER**

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

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**See Section D. Degrees and Certificates for the College’s goals around completion, including transfer.**

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# Budget

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## **SOURCES OF FUNDING**

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### **Sources of Funding**

The sources of funding that will be utilized to support the proposed goals and activities will include both internal and external funding sources.

Funding sources will include: general fund, EOPS, DSPS, TRIO, CARE, Title V - HSI, Student Success and Support Program (both credit and non-credit), Grant Funded Student Programs, Financial Aid and Scholarship, and College Strategic Planning funds.

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## **Evaluation Schedule and Process**

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## **Evaluation Schedule and Process**

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During each spring term, the Student Equity Committee will complete an evaluation of progress on the Plan's goals and activities. The Office of Institutional Research and Planning will collect baseline and performance data to track and monitor progress on activity outcomes and the Plan's stated goals. This information will be provided to teams leading the work on the plans and strategies and the Student Equity Committee. Teams leading each activity will provide a progress report describing their efforts to the Committee. In addition to a review of the baseline and performance data, progress reports will address work completed on an activity, resources allocated and expended, and an evaluation of the activity's status.

The Student Equity Committee will discuss the reports and make appropriate recommendations where needed to ensure that adequate progress is made on the plan. The report with recommendations will be presented to the campus community and integrated into the college's overall planning process which includes the preparation and implementation of a strategic plan and program reviews.

The Strategic Planning Council and the College's Board of Trustees annually reviews and discusses the institutional effectiveness of the College. The review includes a report on access, student progress, and completion metrics. In addition to providing data to monitor progress on the Student Equity Plan, the Office of Institutional Research and Planning will incorporate into the College's annual review of institutional effectiveness an ongoing equity report that assesses the disproportionate impact across the subpopulations addressed in this plan.

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## **Attachments**

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**Palomar College  
Student Equity Task Force  
Spring 2014**

**Membership List**

**Chairs:**

Greg Larson, Faculty Senate President  
Berta Cuaron, Vice President for Instruction  
Adrian Gonzales, Vice President for Student Services

**Members:**

Sandra Andre, Faculty, Design & Consumer Education  
Cynthia Anfinson, Faculty, Mathematics  
Rosie Antoneccia, Faculty, Counseling  
Michelle Barton, Senior Director, Institutional Research and Planning  
Melinda Carrillo, Faculty, Reading  
Shayla Fox, Specialist, Counseling Center  
Anel Gonzalez, Specialist, Teaching and Learning Center  
Mireya Gutierrez-Aguero, Supervisor, Title V-HSI (STEM)  
Nimoli Madan, Faculty, English as a Second Language  
Martha Martinez, Faculty, Mathematics  
Wendy Nelson, Faculty, Communications  
Patrick O'Brien, Faculty, Counseling  
James Odom, Manager, ETV & KKSM Radio Operations  
Wilma Owens, Dean, Career, Technical & Extended Education  
Kathleen Sheahan, Faculty, World Languages  
Gary Sosa, Faculty, English as a Second Language  
Brian Stockert, Dean, Counseling Services  
Diane Studinka, Faculty, Child Development  
Rocco Versaci, Faculty, English  
Lorie Waite, Faculty, DRC/DSPS



# **Student Equity Plan**

## **2014 – 2017**

First Reading by the Governing Board  
October 14, 2014

## EXECUTIVE SUMMARY

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In developing Palomar College's Student Equity Plan for 2014 - 2017, the College utilized a collaborative, shared-governance process which included research, dialogue, and the development of proposed strategies to address areas of disproportionate impact. In the Spring of 2014 the College established a workgroup that was charged with the development of the Student Equity Plan. This workgroup consisted of representatives from faculty, staff, students and administrators. Mindful of the Student Success Act (SB 1456), the Student Equity Plan was developed to align with the district's Student Success and Support Program plan as well as the College's Strategic Plan 2016. To facilitate and monitor the implementation of the Student Success and Support Program plan and the Student Equity Plan, the college is integrating two existing governance groups into a single oversight committee.

To assist the workgroup with their charge, the Office of Institutional Research and Planning conducted research as prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. The workgroup utilized two models to assess disproportionate impact across subgroups: Proportionality and the 80% Rule. For proportionality a cut-off of .85 was established for judging presence of disproportionate impact. In addition, the workgroup applied the 80% rule to two rates 1) the overall performance rate and 2) the highest rate earned by a particular subgroup. Importantly, the workgroup recognized that the 80% rule applied to the highest performing group is not always the best indicator of disproportionate impact. Therefore, the two primary gauges to determine *clear* evidence of disproportionate impact were the proportionality index and the 80% rule applied to overall performance rates. See the Methodology section for a more detailed description of the models used.

The result of the research analysis by the members of the workgroup revealed that there was clear evidence of disproportionate impact among veterans, foster youth, African Americans, and students with disabilities. Specific areas of impact included: *Access* (Veterans), *Course Completion* (Foster Youth), *ESL and Basic Skills Completion* (African Americans, students with disabilities, males, and Hispanics), and *Degree and Certificate Completion* (African Americans, students with disabilities, and students who entered college unprepared for college level work).

There were some instances where a subgroup's performance fell below the 80% threshold compared to the highest performing group. However, the subgroup's performance was slightly above the .85 cutoff and did not fall below the 80% threshold compared to overall performance. In these cases, the workgroup established the need to closely monitor the subgroup's performance throughout the duration of the plan and make adjustments to the plan if necessary. It is of note, that Hispanic subgroups were the groups that typically fell into this category.

As a result of the analysis and dialogue among workgroup members, the following goals and activities were established:

### *Access*

**Goal A.1: Increase the percentage of veterans who attend Palomar by 5% over the next three years.**

- Identify and implement outreach strategies to increase the number of veterans who apply and enroll in the College.
- Examine course rotation and scheduling patterns with special emphasis on evening offerings.
- Modify college website making it easier for students to navigate and access campus resources.
- Improve data collection and research on affected student subpopulations in the College's equity plan with special emphasis on the identification and tracking of veterans and foster youth.
- Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

### *Course Completion*

**Goal B.1: Increase course success rates of foster youth by 5% over the next three years.**

- Accurately identify foster youth in the College's database.
- Expand the role and responsibility of the College's foster youth support liaison.
- Provide extensive outreach and support services for foster youth including but not limited to mentoring and advising, improved access to services, and face-to-face connections and support with faculty.
- Integrate support for foster youth in the Summer Bridge and First Year Experience programs.

### *ESL and Basic Skills Completion*

**Goal C.1: Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.**

- Expand the College's Summer Bridge and First Year Experience programs with a special emphasis on increasing the number of African Americans students who participate.
- Provide extensive outreach and support services for African American students including but not limited to mentoring and advising, improved access to services, and face-to-face connections and support with faculty.
- Implement a set of mandatory orientation experiences for the College's underprepared students.

**Goal C.2: Increase the percentage of males, students ages 25 - 49, and Hispanic students who complete the ESL basic skills sequences by 5% over the next three years.**

- Increase the number of males, Hispanic, and students ages 20 - 24 who participate in the ESL Summer Bridge and First Year Experience programs.
- Expand the mentor program with an emphasis on increasing participation among ESL students and other underrepresented student groups.
- Develop and implement a set of mandatory orientation experiences for underprepared students.
- Provide extensive outreach and support services for ESL students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

**Goal C.3: Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.**

- Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.
- Utilize research findings and develop and implement strategies to support DSPS students to complete their studies including the basic skills course sequences at the College.
- Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.
- Provide extensive outreach and support services for DSPS students enrolled in basic skills English courses including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

### ***Degree and Certificate Completion***

**Goal D.1A: Increase the percentage of underprepared students ages 25 - 49 who complete their studies by 2% over the next three years.**

**Goal D.1B: Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years.**

- Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student.
- Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals.
- Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and "high touch" support for students based on their needs. Ensure that the system of follow up and support "closes the loop" and informs faculty of the support students have received when necessary.

- Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.
- Develop, establish, and communicate clear career pathways for students.
- Provide extensive outreach and support services for students in affected group including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

**Goal D2: Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years.**

- Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.
- Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the College.
- Provide extensive outreach and support services for DSPS students with education goal to earn a degree, certificate or transfer including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.

**Resources to be Utilized**

In addition to Student Equity funding, sources of funding that will be utilized to achieve the College's Student Equity goals include: general fund, EOPS, DSPS, TRIO, CARE, Title V - HSI, Student Success and Support Program (both credit and non-credit), Grant Funded Student Programs, and Financial Aid and Scholarship.

**Contact Persons**

Adrian Gonzales, Assistant Superintendent/Vice President for Student Services (Tri-Chair)  
 Berta Cuaron, Assistant Superintendent/Vice President for Instruction (Tri-Chair)  
 Greg Larson, Faculty Senate President (Tri-Chair)  
 Michelle Barton, Senior Director for Institutional Research and Planning

**GENERAL INSTITUTION**

**REV 7/16/14**

**BP 3530 WEAPONS ON CAMPUS**

**References:**

Penal Code Sections 626.9, and 626.10, and 12020

Firearms or other weapons shall be prohibited on any District property or any facility used for District purposes except for activities conducted under the direction of District officials or as authorized by an official law enforcement agency.

## General Institution

REV 8/28/14

## BP 3720 COMPUTER AND NETWORK USE

## Reference:

Education Code Section 70902;  
Government Code Section 3543.1(b);  
Penal Code Section 502;  
Cal. Const., Art. 1 Section 1;  
17 U.S. Code Sections 101 et seq.  
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, 45

Employees and students who use District computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The Superintendent/President shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

❖ ~~From current Palomar College Policy 512.1 titled Computer Software (92-15350)~~

~~No person shall make, cause to be made, use, or cause to be used on the District's computer facilities an illegal copy of copyrighted or licensed software. An illegal copy is defined as any copy which violates the tenets of Public Law 96-517, Section 7(b) which amended Section 117 of Title 17 of the United States Code.~~  
~~GB 11-10-92~~

❖ ~~From current Palomar College Policy 512.2 titled Network and Telecommunications User Policy (97-18884)~~

~~The Palomar Community College District encourages all members of the College community to take full advantage of the administrative and educational activities made available for collaboration, research, management, and student learning by the appropriate use of information technology. Use of information technology includes the use of fax, telephone, intra/Internet networks, voice/video conferencing facilities, and other networking/telecommunications resources of the District. It is the policy of the District not to monitor electronic transmissions for content except when required to do~~

**NOTE:** The **red ink** signifies language that is legally required. The information in **black ink** is current Palomar College Policy 512.1 titled Computer Software adopted on 11-10-92 and Policy 512.2 titled Network and Telecommunications User Policy (97-18884) adopted on 4-28-98.

**Date Adopted:**

*(Replaces current Palomar College Policies 512.1 and 512.2)*

43 ~~so in the normal course of business, in a criminal investigation, in response to a lawfully~~  
44 ~~issued subpoena or valid court order, or when specific written permission to do so is~~  
45 ~~granted by the Superintendent/President. Neither this policy nor the associated~~  
46 ~~procedures are to be construed in any way to restrict Constitutional guarantees~~  
47 ~~including freedom of expression and the open exchange of ideas.~~  
48 ~~GB 4-28-98~~

**NOTE:** The **red ink** signifies language that is legally required. The information in **black ink** is current Palomar College Policy 512.1 titled Computer Software adopted on 11-10-92 and Policy 512.2 titled Network and Telecommunications User Policy (97-18884) adopted on 4-28-98.

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**Date Adopted:**

*(Replaces current Palomar College Policies 512.1 and 512.2)*

## GENERAL INSTITUTION

REV 9-3-14

## AP 3540 SEXUAL ASSAULTS ON CAMPUS

## References:

Education Code Section 67385;  
20 U.S. Code Section 1092(f);  
34 Code of Federal Regulations Section 668.46(b)(11)

**Note:** This procedure is **legally required**. Included here are the minimum requirements contained in the Education Code and in “the Clery Act,” 20 U.S. Code Section 1092(f) as of June 2013. The requirements of the Act are broader than those found in Ed Code, and apply to all institutions of higher learning that receive federal aid.

The District may wish to include procedures on responding to domestic violence, dating violence, sexual assaults or stalking at District sponsored activities on non-District property.

This sample procedure addresses domestic violence, dating violence, sexual assaults and stalking. Districts may wish to cross reference to other procedures including AP 3500, 3510, and 3515.

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking as defined by California law, whether committed by an employee, student, or member of the public, occurring, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities or at another location, or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization is a violation of District policies and regulations and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see AP 5500 titled Standards of Student Conduct)

“Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse of the victim;
- by a person with whom the victim shares a child in common;

- by a person who is cohabitating with or has cohabitated with the victim as a spouse;
  - by a person similarly situated to a spouse of the victim under California law; or
  - by any other person against an adult or youth victim who is protected from that person's acts California law.
- "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, also see AP 3500 titled Campus Safety, AP 3510 titled Workplace Violence Plan, and AP 3515 titled Reporting of Crimes).

All students, faculty members, or staff members who allege they are the victims of a domestic violence, dating violence, sexual assault or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Palomar College Police Department, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Palomar College Police Department is authorized to release such information.

The Palomar College Police Department shall provide all alleged victims of domestic violence, dating violence, sexual assault or stalking with the following, upon request:

- A copy of the District's policy and procedure regarding sexual assault
- A list of personnel on campus who should be notified of the assault and procedures for such notification, if the alleged victim consents. The Chief of Police or designee shall notify the following individuals, as applicable:
  - Superintendent/President
  - Vice President of Student Services
  - Vice President of Human Resources Services
  - Director of Student Affairs
  - Public Information Officer Director, Communications, Marketing & Public Affairs
- Services include:
  - Facilitate transportation to a hospital, if necessary
  - Referral to a counseling center
  - Notification to appropriate police authorities, if desired
  - A list of other available campus resources or appropriate off-campus resources

- A description of available services and the persons on campus available to provide those services if requested. The departments responsible for providing or arranging them include:
  - Palomar College Police Department
  - **Student** Health Services
  - Office of Student Affairs
  - Counseling Department
  - Human Resources **s Services**
- A description of each of the following procedures:
  - Criminal prosecution
  - Civil prosecution (i.e., lawsuit)
  - District disciplinary procedures, both student and employee
  - Modification of class schedules
  - Tutoring, if necessary

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435, regardless of whether a complaint is filed with local law enforcement. All alleged victims of **domestic violence, dating violence, sexual assault or stalking** on District property shall be kept informed, through the Palomar College Police Department of any ongoing investigation. Information shall include the status of any student of employee disciplinary proceedings or appeal. Alleged victims of **domestic violence, dating violence, sexual assault, or stalking** are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

The District shall maintain the identity of any alleged victim or witness of **domestic violence, dating violence, sexual assault, or stalking** on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged sexual assaults on District property shall be referred to the District's Communications, **Marketing, & Public Affairs** Office, which shall work with the Palomar College Police Department to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses, **domestic violence, dating violence, or stalking**
- Procedures to follow if a **domestic violence, dating violence, sex offense, or stalking** occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests

- Information for students about existing on and off-campus counseling, mental health, or other student services for victims of sex offenses
- Notice to students that the campus will change a victim's academic situation after an alleged domestic violence, dating violence, sex offense, or stalking and of the options for those changes, if those changes are requested by the victim and are reasonably available
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sex offense, or stalking, including a clear statement that:
  - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding and
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking

Regarding Education and Prevention Information, the Palomar College Police Department shall:

- Provide, as part of the District's established on-campus orientation program, education, and prevention information about domestic violence, dating violence, sexual assault, or stalking. The information shall be developed in collaboration with District-based and community-based victim advocacy organizations.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

Also see BP/AP 3430 titled Prohibition of Harassment and AP 3435 titled Discrimination and Harassment Investigations

Office of Primary Responsibility: Student Services

## AP 3720 COMPUTER AND NETWORK USE

**References:**Government Code Section 3543.1(b);Penal Code Section 502;17 U.S.C. Sections 101 et seq.;Cal. Const., Art. 1 Section 1;Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45

The District Computer and Network systems are the sole property of the District. They may not be used by any person without the proper authorization of the District. The Computer and Network systems are primarily for District instructional and work related purposes only, although incidental personal use is permitted as described below.

This procedure applies to all District students, faculty and staff and to others granted use of District information resources. This procedure refers to all District information resources whether individually controlled or shared, stand-alone or networked. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes personal computers, workstations, mainframes, minicomputers, laptops, tablets, smartphones, and associated peripherals, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

**Conditions of Use**

Individual units within the District may define additional conditions of use for information resources under their control. These statements must be consistent with this overall procedure but may provide additional detail, guidelines and/or restrictions.

**Legal Process**

This procedure exists within the framework of the District Board Policy and state and federal laws. A user of District information resources who is found to have violated any of these policies will may be subject to disciplinary action up to and including but not limited to loss of information resources privileges; disciplinary suspension or termination from employment or expulsion; and/or civil or criminal legal action Any disciplinary action will be in accordance with Board policy, negotiated labor agreements, the California Education Code, and/or Student Code of Conduct.

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**Date Approved:**

*(Replaces current Palomar College Procedures 512.1 and 512.2)*

## **Copyrights and Licenses**

Computer users must respect copyrights and licenses to software and other on-line information.

- **Copying** - Software protected by copyright may not be copied except as expressly permitted by the owner of the copyright or otherwise permitted by copyright law. Protected software may not be copied into, from, or by any District facility or system, except pursuant to a valid license or as otherwise permitted by copyright law.
- **Number of Simultaneous Users** - The number and distribution of copies must be handled in such a way that the number of simultaneous users in a department does not exceed the number of original copies purchased by that department, unless otherwise stipulated in the purchase contract does not violate the licensing rules of the product.
- **Copyrights** - In addition to software, all other copyrighted information (text, images, icons, programs, etc.) retrieved from computer or network resources must be used in conformance with applicable copyright and other law. Copied material must be properly attributed. Plagiarism of computer information is prohibited in the same way that plagiarism of any other protected work is prohibited.

## **Integrity of Information Resources**

Computer users must respect the integrity of computer-based information resources.

- **Modification or Removal of Equipment** - Computer users must not attempt to modify or remove computer equipment, software, or peripherals that are owned by others without proper authorization.
- **Unauthorized Use** – Computer users must not interfere with others access and use of the District computers. This includes but is not limited to: the sending of chain letters or excessive messages, either locally or off-campus; printing excess copies of documents, files, data, or programs, running grossly inefficient programs when efficient alternatives are known by the user to be available; unauthorized modification of system facilities, operating systems, or disk partitions; attempting to crash or tie up a District computer or network; and damaging or vandalizing District computing facilities, equipment, software or computer files.

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- **Unauthorized Programs** - Computer users must not intentionally develop or use programs which disrupt other computer users or which access private or restricted portions of the system, or which damage the software or hardware components of the system. Computer users must ensure that they do not use programs or utilities that interfere with other computer users or that modify normally protected or restricted portions of the system or user accounts. The use of any unauthorized or destructive program will result in disciplinary action as provided in this procedure, and may further lead to civil or criminal legal proceedings.

### **Unauthorized Access**

Computer users must not seek to gain unauthorized access to information resources and must not assist any other persons to gain unauthorized access.

- **Abuse of Computing Privileges** - Users of District information resources must not access computers, computer software, computer data or information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the District. For example, abuse of the networks to which the District belongs or the computers at other sites connected to those networks will be treated as an abuse of District computing privileges.
- **Reporting Problems** - Any defects discovered in system accounting or system security must be reported promptly to the appropriate system administrator so that steps can be taken to investigate and solve the problem.
- **Password Protection** - A computer user who has been authorized to use a password-protected account **must keep their username and password secure and confidential.** ~~may be subject to both civil and criminal liability if the user discloses the password or otherwise makes the account available to others without permission of the system administrator.~~ **Computer users sharing their username and password with others or using another person's username and password either with or without their knowledge may be subject to disciplinary actions.**

### **Usage**

Computer users must respect the rights of other computer users. Attempts to circumvent these mechanisms in order to gain unauthorized access to the system or to another person's information are a violation of District procedure and may violate applicable law.

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- **Unlawful Messages** - Users may not use electronic communication facilities to send defamatory, fraudulent, harassing, obscene, threatening, or other messages that violate applicable federal, state or other law or District policy, or which constitute the unauthorized release of confidential information.
- **Commercial Usage** - Electronic communication facilities may not be used to transmit commercial or personal advertisements, solicitations or promotions (see Commercial Use, below). ~~Some public discussion groups have been designated for selling items by [insert names of groups, if any] and may be used appropriately, according to the stated purpose of the group(s).~~ It is permissible for students to post items for sale and for the local community to post room rental notices on space provided on the Office of Student Affairs' website.
- **Information Belonging to Others** - Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, or passwords belonging to other users, without the permission of those other users.
- **Rights of Individuals** - Users must not release any individual's (student, faculty, and staff) personal information to anyone without proper authorization.
- **User identification** - Users shall not send communications or messages anonymously or without accurately identifying the originating account or station.
- **Political, Personal and Commercial Use** - The District is a non-profit, tax-exempt organization and, as such, is subject to specific federal, state and local laws regarding sources of income, political activities, use of property and similar matters.
  1. **Political Use** - District information resources must not be used for partisan political activities where prohibited by state, federal, or other applicable laws.
  2. **Personal Use** - District information resources should not be used for personal activities not related to appropriate District functions, ~~except in a purely incidental manner.~~ Incidental uses may be allowed and may include checking non-district email accounts, the weather, traffic, news, etc. for a brief period of time. Certain computers may be designated for "public use" and non-District functions are allowed. Examples of public use areas include designated workstations in labs or the library.

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- 164 3. **Commercial Use** - District information resources should not be used for  
165 commercial purposes. Users also are reminded that the “.cc” and “.edu”  
166 domains on the Internet have rules restricting or prohibiting commercial  
167 use, and users may not conduct activities not appropriate within these  
168 domains.

169  
170 **Nondiscrimination**

171 All users have the right to be free from any conduct connected with the use of the  
172 District’s network and computer resources which discriminates against any person on  
173 the basis of the categories listed in Board Policy 3410 titled Nondiscrimination. No user  
174 shall use the District network and computer resources to transmit any message, create  
175 any communication of any kind, or store information which violates any District  
176 procedure regarding discrimination or harassment, or which is defamatory or obscene,  
177 or which constitutes the unauthorized release of confidential information.

178  
179 **Disclosure**

- 180  
181 • **No Expectation of Privacy** - The District reserves the right to monitor all use of  
182 the District network and computer to assure compliance with these policies.  
183 Users should be aware that they have no expectation of privacy in the use of the  
184 District network and computer resources. The District will exercise this right only  
185 for legitimate District purposes, including but not limited to ensuring compliance  
186 with this procedure and the integrity and security of the system. The District will  
187 exercise the right to access all uses of the District network and computers only  
188 for legitimate District purposes, including, but not limited to, ensuring compliance  
189 with this procedure; or integrity and security of the system; to address system  
190 performance issues; or to access District information when an employee is out  
191 sick or otherwise not on duty; or in response to a subpoena or court order; or  
192 when specific written permission has been granted by the Superintendent/  
193 President. Access to faculty members’ District-issued computers shall only be in  
194 accordance with Article 20.8.1 of the collective bargaining agreement with the  
195 Palomar Faculty Federation. In addition, users should also be aware that  
196 Information Services, contractor or external agency personnel may have  
197 incidental access to data contained in or transported by network e-mail, voice  
198 mail, telephone and other systems in the course of routine system operation,  
199 problem resolution and support. Employees and students have no expectation of  
200 complete privacy in the use of the District network and computers.
- 201  
202 • **Possibility of Disclosure** - Users must be aware of the possibility of unintended  
203 disclosure of communications.  
204

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- Retrieval - It is possible for information entered on or transmitted via computer and communications systems to be retrieved, even if a user has deleted such information.
- Public Records - The California Public Records Act (Government Code Sections 6250 et seq.) includes computer transmissions in the definition of "public record" and nonexempt communications made on the District network and computer must be disclosed if requested by a member of the public.
- Litigation - Computer transmissions and electronically stored information may be discoverable in litigation.

### Dissemination and User Acknowledgment

All users shall be provided copies of these procedures and be directed to familiarize themselves with them.

~~A "pop-up" screen addressing the e-mail portions of these procedures shall be installed on all e-mail systems. The "pop-up" screen shall appear prior to accessing the e-mail network.~~

~~Users shall sign and date the an acknowledgment and waiver, in a form prescribed by the Superintendent/President, included in this procedure stating that they have read and understand this procedure, and will comply with it. This acknowledgment and waiver shall be in the form as follows:~~

~~Computer and Network Use Agreement (Sample Language)~~

~~I have received and read a copy of the District Computer and Network Use Procedures and this Agreement dated, \_\_\_\_\_, and recognize and understand the guidelines. I agree to abide by the standards set in the Procedures for the duration of my employment and/or enrollment. I am aware that violations of this Computer and Network Usage Procedure may subject me to disciplinary action, including but not limited to revocation of my network account up to and including prosecution for violation of State and/or Federal law.~~

### ~~❖ From current Palomar College Procedure 512.1 titled Computer Software~~

~~In order to certify the District's right to use software installed on District-owned computers, it is required that copies of all software licenses be on file in the Information Services Office. When installing software on a District-owned computer, the person completing the installation is responsible for the following:~~

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A. ~~Installing the software according to the instructions provided by the software author/distributor.~~

B. ~~Filling out a Palomar College Software Registration Form.~~

C. ~~Forwarding the Palomar College Software Registration Form, the Software License Agreement received with the software, and a copy of the software purchase order to the Palomar College Information Services Office.~~

~~Information Services staff will make an archival copy of the Software Registration Form and Software License Agreement and return the originals to the department.~~

~~If a software audit is performed, either by District staff, law enforcement officers or regulatory agencies, the archival records will be used to prove ownership of specific software products. If an archival record does not exist for a specific copy of software, and the department is unable to provide proof of purchase, the software will be deleted from the computer's storage media and all backup copies will be destroyed.~~

~~Before a District-initiated software audit is conducted, or new software is installed, individuals will be given a one-week notice so that data files can be screened and sensitive data protected or removed.~~

~~Appointments will be made with District staff members prior to an audit or installation process to ensure that the integrity of sensitive data is maintained.~~

~~❖ From current Palomar College Procedure 512.2 titled District Procedures and Guidelines for Telecommunications Access and Use~~

**Access Approval**

~~Access to and use of the Palomar Community College District telecommunications equipment, facilities and networks must be authorized by the appropriate computer laboratory director, supervisor or administrator. Students using computer classroom or laboratory facilities will be expected to adhere to the guidelines for student conduct published in the Student Conduct Code. Commercial use of telecommunications equipment or facilities except for the development of course-related materials by faculty or staff is not permitted. Commercial product advertising must be approved in advance by the governing board. Use of District property including telecommunications resources for political activities as defined by California Education Code Section E.C 7054 is prohibited (See Definitions). The District retains the right to withdraw permission to use the telecommunications resources in the event that established procedures are not followed. While district technicians may monitor transmissions for purposes of network administration, they shall not monitor transmissions for content except when legally required to do so or when specific written permission to do so is granted by the Superintendent/President.~~

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### Copyright and Plagiarism Issues

The Palomar College community is encouraged to become familiar with the District's policy encouraging the full use of information technology. Anyone approved to use District telecommunications equipment or facilities, however, must agree to adhere to copyright and software licensing laws.<sup>1</sup>

In addition, anyone who uses District telecommunications equipment or facilities to retrieve from and/or publish material on the Internet must respect copyright constraints and the guidelines for fair use of such materials. Anyone who uses District telecommunications equipment or facilities agrees to adhere to the Academic Integrity Code of Conduct, Board Policy 305, that prohibits plagiarism, defined as "false representation of another's work as one's own," for any material published on District intranets or the Internet.

The illegal capture, printing, duplicating, and mounting of Web sites or other electronic resources on District computers is expressly forbidden.

Users wishing to publish electronic material on District equipment must follow the District guidelines as detailed in the "Access Approval" section of this document. The user and not the District accepts responsibility for the content and currency of all electronic material.

### Laboratory or Classroom Computer Facilities

System administrators such as instructional computer laboratory directors are responsible for setting minimum guidelines applicable to a particular laboratory within the parameters established for use of District information technology resources. These guidelines should be prominently displayed in the laboratory or on the startup screen of individual computers.

### User Responsibilities

- The individual user is responsible for maintaining the security of any passwords to accounts that are issued.
- These passwords must be kept confidential by taking care that others do not learn them through carelessness on the part of the authorized user.
- The user must not attempt to mislead a potential reader about the origin of a message.
- The user must not attempt any malicious act which would threaten the integrity of the District telecommunications equipment, programs, or facilities. Attempts to gain unauthorized access to files, data or programs or to introduce a virus on a workstation or a District network are to be construed as malicious acts and may result in disciplinary action.

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- The user must respect the privacy of others and the security of the system. The user must obey federal and state laws relating to the communication or receipt of threats, harassment, obscenity, or pornography.

### **Privacy of Telecommunications Transmissions**

District computers and telecommunications equipment are public property, purchased with public funds and provided to public employees and enrolled students for use in conducting the public's business.

They also provide educational opportunities to qualified members of the public. The privacy of student and employee records shall be protected by appropriate security procedures.

District officials may monitor telecommunication transmissions in the normal conduct of college business to insure the accuracy, authenticity, and confidentiality of the data. The District may provide such information to contracted district auditors to meet legal requirements. Such monitoring will be limited to institutional electronic data interchanges.

Users should be aware that communications including e-mail may become accessible to unauthorized individuals. District technicians may have access to telecommunications transmissions while performing network or other telecommunications maintenance or when troubleshooting network problems. It is the responsibility of District telecommunications staff to report apparent inappropriate or illegal use of District telecommunications resources.

### **E-MAIL**

As the Internet tends to be a public medium, the sender is responsible for the content of any e-mail that the user transmits. The e-mail user, however, must follow the guidelines appropriate to discourse in an academic community.

### **VIOLATIONS**

All suspected violations of the Palomar Community College District Network and Telecommunications User Policy or these procedures shall be reported in writing to the appropriate District administrator.

### **Definitions**

**1. District:** the officers and other employees of the Palomar Community College District as well as its vendors and consultants.

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~~2. User: any person who uses telecommunications resources owned by, rented by, or leased to the Palomar Community College District.~~

~~3. Telecommunication resources: A broad term covering all hardware, software, conduit, cable, lines of transmission, and all related equipment and maintenance support services for telephone, fax, e-mail, Internet, radio, and television owned, rented, leased, and used by the District.~~

**4. Use of District Resources for Political Activities (Section 7054 of the California Education Code):**

~~(a) No school district or community college district funds, services, supplies, or equipment shall be used for the purpose of urging the support or defeat of any ballot measure or candidate including but not limited to any candidate for election to the governing board of the district.~~

~~(b) Nothing in this section shall prohibit the use of any of the public resources described in subdivision (a) to provide information to the public about the possible effects of any bond issue or other ballot measure if both of the following conditions are met.~~

~~(1) The informational activities are otherwise authorized by the Constitution or laws of this state.~~

~~(2) The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.~~

~~(3) A violation of this section shall be a misdemeanor or felony punishable by imprisonment in the county jail not exceeding one year or by a fine not exceeding one thousand dollars (\$1,000), or by both, or imprisonment in a state prison for 16 months, or two or three years.~~

Office of Primary Responsibility: Finance and Administrative Services

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## STUDENT SERVICES

REV 9-5-14

**AP 5011 ADMISSION AND CONCURRENT ENROLLMENT OF HIGH SCHOOL AND OTHER YOUNG STUDENTS****References:**

Education Code Section 76000 and cites below

To be considered for admission, minors under 18 years of age must have completed the eighth grade or reached the age of 15 16 and have permission of the local accredited school district. Home-schooled minors may enroll with permission of the local accredited school district or provide the Private School Affidavit from the County Office of Education. Minors under 15 16 years of age, with permission from an accredited public or private school and the Palomar faculty member(s), may enroll only in courses specified by the local school district or private school. ~~Otherwise, minors under 15-16 years of age are limited to enrolling in special classes devoted to children, such as child development lab classes or youth orchestra.~~ Admission to the District does not guarantee enrollment in a class. The final decision as to whether a minor under the age of ~~fifteen sixteen~~ (15 16) may be enrolled in a class rests with the instructor. (California Education Code Sections 76000-76002).

To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission is subject to seat availability. The student must submit:

- ~~The~~ application for admission
- written and signed parental or guardian consent on the K-12 Minor Form
- written and signed approval of the principal or designee on the K-12 Minor Form and (**Note:** A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.) **Parents of homeschooled students should provide a copy of the Private School Affidavit from the County Office of Education and sign their name as the administrator (principal) on the K-12 Minor Form.**
- demonstration that the student is capable of profiting from instruction. **Palomar College limits enrollment to 7 units for Fall and Spring Semester and to 5 units for the Summer Session. Students who have demonstrated academic success may petition using the K-12 Minor Unit Petition Form to take more units.** ~~(Enrollment Services has the authority to make the final decision whether a student can benefit from instruction and whether a student can take more units than the established limits.)~~

**Proposed changes in yellow highlight submitted by Enrollment Services 4/23/14. Green from 9/5/14 proposed by Child Dev.**

**Date Approved: SPC 04/08/2008**

- the enrollment fee for special part-time students is waived. (0.5 units to 11.5 units)

To be considered for admission as a special fulltime student (over 12 or more units), the student must meet the eligibility standards as established in Education Code Section 48800.05 and complete the ~~same form as for special part-time students~~ K-12 Minor Form with the written and signed approval of the principal or designee, in addition, the principal or designee must sign the additional approval line authorizing fulltime attendance. K-12 students wishing to study full-time, must have demonstrated academic success and will also need to submit the K-12 Minor Unit Petition form.

The enrollment fee for special full-time students is not waived. Students will be responsible for all of the enrollment fees assessed.

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Section 76001.

The student must submit:

- written and signed parental or guardian consent on the K-12 Minor Form
- written and signed approval of the principal or designee that the student has availed himself or herself of all opportunities to enroll in an equivalent course at the school of attendance and
- demonstration that the student has adequate preparation in the disciplines to be studied

All required documents must be submitted to the Office of Enrollment Services.

**High School Students:** For students attending high school, the guidance counselor will review the materials and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the guidance counselor shall be final. This determination may be done by one or more of the following options:

- a review of the materials submitted by the student
- meeting with the student and the parent or guardian
- consultation with the Director of Enrollment Services or designate
- consideration of the welfare and safety of the student and others and/or
- consideration of local, state and/or federal laws

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72 Students will not be admitted unless they have availed themselves of all opportunities to  
73 enroll in equivalent courses at their schools of attendance. Courses in which high  
74 school and other young students are permitted to enroll will be open to the entire District  
75 population and will be taught with the rigor appropriate to college-level courses in  
76 accordance with the approved course outline.

77 If a request for special part-time or fulltime enrollment is denied for a pupil who has  
78 been identified as highly gifted, the Governing Board shall provide written findings and  
79 reasons for the denial within 60 days. A recommendation regarding the request for  
80 admission and the denial shall be submitted to the Governing Board at a regularly  
81 scheduled meeting that falls at least 30 days after the request for admission has been  
82 submitted.

83 Office of Primary Responsibility: Enrollment Services

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9/5/14 proposed by Child Dev.

**Date Approved: SPC 04/08/2008**

**AP 7120 RECRUITMENT AND HIRING****References:**

Education Code Sections 70902 (d); 87100 et seq., 87400, 87408-87408.6, 88003, and 88021;

Title 5 Code Sections 53000 et seq.;

Accreditation Standard III.A

**GENERAL PROVISIONS**

**Equal Employment Opportunity (EEO) – Commitment to Diversity:** In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination on bases including but not limited to: ethnic group identification, race, color, national origin, religion, socio-economic status, age, gender, gender identity, **gender expression**, sex, physical or mental disability, sexual orientation, political affiliation, transgender, marital status, veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Applicants not possessing specific qualifications as outlined in the job announcement who feel that their background and experience is equivalent to the minimum requirements are encouraged to apply.

Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

**ANNOUNCEMENTS AND RECRUITMENT****A. Announcements**

Human Resource Services must approve all announcements prior to posting. **Full-time faculty positions are requested by departments or disciplines and then are prioritized by a subcommittee of the Instructional Planning Council (IPC), utilizing a procedure developed by IPC. The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and Human Resource Services (HRS).**

*The **green** changes were made on 3/7/14 in Committee.*

**Date Approved:**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

1. Approval: Announcements must receive final authorization as indicated in Table 1.

**Table 1. Announcement Authorizations by Position Type.**

Position Type	Required Approval
Superintendent/President	Governing Board
Vice President	Superintendent/President or Designee
Directors and Deans	Appropriate Executive Administrator
Administrators Below Director	Supervisor of Position or Designee
Faculty	Hiring Committee Chair, Department Chair or Program Director, Dean of the appropriate division, and the appropriate Vice President
Classified	Supervisor of Position or Designee
CAST (Confidential and Supervisory Team)	Supervisor of Position or Designee
Child Development Center Teachers	Supervisor of Position or Designee

2. Components: The position announcement must include the following:

- A description of the position duties, responsibilities, salary, assignment, benefits, and terms of employment (including working hours and conditions, employment group, and status);
- For academic positions, minimum qualifications as determined by the Board of Governors, and for classified positions, as determined by the Governing Board (Board);
- Preferred qualifications (when listed) that are job related and consistent with business necessity;
- For faculty positions, a provision for determination of equivalency;
- Depending on employment unit, a statement regarding required participation in shared governance;
- Additional language required for compliance with federal, state, and District regulations (e.g., Equal Opportunity Employer notice);
- Any application procedures specific to the posted position.

## **B. Advertising**

- HRS provides assistance including the identification of appropriate advertising media. Table 2 outlines minimum advertising durations.
- Job announcements are advertised through various organizations (e.g., the California Community Colleges Registry) and through various electronic and print media;
- Transfer Opportunities: For eligible positions, notice of transfer opportunities will be distributed internally to provide current employees notice of such positions, subject to provisions of applicable collective bargaining agreements or employee handbooks.

The **green** changes were made on 3/7/14 in Committee.

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**Table 2. Advertising Durations for Permanent Positions.\***

Position	Minimum Advertisement Duration
Educational Administrators	8 weeks, open until filled
Classified Administrators	4 weeks, open until filled
CAST	4 weeks, open until filled
Classified	2 weeks, open until filled
Faculty	8 weeks,** open until filled
Child Development Teachers	4 weeks, open until filled

\* A minimum two-week advertising period is required for all interim appointments.

\*\* In extenuating circumstances, a six-week advertising period may be authorized by the appropriate Vice President.

### C. Recruitment Methods

- HRS recruits all permanent positions.
- Presidential searches will be handled in accordance with BP 2431 titled Superintendent/President Selection.
- Part-Time Faculty: HRS will accept applications on an ongoing basis for part-time faculty positions (see the section titled Part-Time Faculty).
- All applications shall be submitted to HRS.

### D. Applications

1. Applications are attached to each job announcement and are available online through the District website. Hard copy applications are available in the HRS Office. The application will contain the following basic components:
  - Application form inclusive of educational and professional histories, skills and qualifications and references;
  - Attachment to application (conviction history questionnaire); and
  - Confidential data sheet for federal and state collection and reporting purposes.
2. HRS will accept application materials until the position is filled.

## SCREENING AND INTERVIEW

### A. Pre-Screening

HRS will pre-screen all applications for completeness and evidence of minimum qualifications prior to forwarding applications to the selection committee.

### B. Selection Committee Screening

Screening criteria and interview questions must be approved by HRS before Selection Committee members receive applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement. Depending on the volume of applications received for a particular position, additional screening criteria may apply.

*The green changes were made on 3/7/14 in Committee.*

### **Date Approved:**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

### C. Selection Committee Composition

1. Selection Committee composition is outlined in Table 3 below and applies to both permanent and interim appointments.

**Table 3. Composition of Selection Committee by Position Type and Interview Level.**

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
<b>Assistant Superintendent/ Vice President for Instruction*</b> †‡ Ψ	<ul style="list-style-type: none"> <li>1st-Level: Another Vice President</li> <li>2nd-Level: Superintendent/President</li> </ul>	<ul style="list-style-type: none"> <li>At least one faculty member from each instructional division; and one faculty member from Student Services</li> <li>Two Instructional Deans appointed by the Superintendent/President</li> <li>One member of the Administrative Association</li> <li>One member of the Confidential &amp; Supervisory Team</li> <li>Two classified employees to include one from Instruction and one at-large</li> <li>Two students</li> </ul>	<ul style="list-style-type: none"> <li>All other Vice Presidents</li> </ul>
<b>Assistant Superintendent/ Vice President for Student Services*</b> †‡ Ψ	<ul style="list-style-type: none"> <li>1st-Level: Another Vice President</li> <li>2nd-Level: Superintendent/President</li> </ul>	<ul style="list-style-type: none"> <li>Four faculty members, to include two from Student Services and two at-large</li> <li>Two Student Services administrators appointed by the Superintendent/President</li> <li>One member of the Confidential &amp; Supervisory Team</li> <li>One member of the Administrative Association</li> <li>Four classified employees to include three from Student Services and one at-large</li> <li>Two students</li> </ul>	<ul style="list-style-type: none"> <li>All other Vice Presidents</li> </ul>
<b>Assistant Superintendent/ Vice President for Finance &amp; Administrative Services*</b> †‡ Ψ	<ul style="list-style-type: none"> <li>1st-Level: Another Vice President</li> <li>2nd-Level: Superintendent/President</li> </ul>	<ul style="list-style-type: none"> <li>Four faculty members to include three instructional faculty members and one from Student Services</li> <li>One representative from Instruction appointed by the Assistant Superintendent/Vice President for Instruction</li> <li>One representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services</li> <li>Two Finance &amp; Administrative Services Directors appointed by the Superintendent/President</li> <li>One member of the Confidential &amp; Supervisory Team</li> <li>One member of the Administrative Association</li> <li>Four classified employees to include three from Finance &amp; Administrative Services and one at-large</li> <li>Two students</li> </ul>	<ul style="list-style-type: none"> <li>All other Vice Presidents</li> </ul>

The green changes were made on 3/7/14 in Committee.

#### Date Approved:

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

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Position	Committee Chair	1st-Level Committee	2nd-Level Committee
<b>Assistant Superintendent/ Vice President for Human Resource Services*</b> †‡ Ψ	<ul style="list-style-type: none"> <li>1st-Level: Another Vice President</li> <li>2nd-Level: Superintendent/President</li> </ul>	<ul style="list-style-type: none"> <li>One faculty member from each division;</li> <li>One Instructional Dean appointed by the Assistant Superintendent/Vice President for Instruction</li> <li>One Student Services Dean or Director appointed by the Assistant Superintendent/Vice President for Student Services</li> <li>One Finance &amp; Administrative Services Director appointed by the Assistant Superintendent/Vice President for Finance &amp; Administrative Services</li> <li>One member of the Administrative Association</li> <li>One member of the Confidential &amp; Supervisory Team</li> <li>Four classified employees</li> <li>One representative of Human Resource Services appointed by the Superintendent/President</li> <li>Two students</li> </ul>	<ul style="list-style-type: none"> <li>All other Vice Presidents</li> </ul>
<b>Dean*</b> †‡	<ul style="list-style-type: none"> <li>1st-Level: Co-chairs consisting of an existing Dean from any division (with the approval of the appropriate Vice President) and a faculty member appointed by the Faculty Senate</li> <li>2nd-Level: Superintendent/President</li> </ul>	<ul style="list-style-type: none"> <li>One faculty member from each constituent discipline/department within the affected division</li> <li>One representative from each of the other constituent employee groups: Administrative Association, Confidential &amp; Supervisory Team, and the bargaining unit represented by CCE/AFT</li> <li>Additional members may be appointed at the President's discretion</li> </ul>	<ul style="list-style-type: none"> <li>The appropriate Vice President</li> <li>The Dean co-chair of the 1st-level committee</li> <li>An additional member from relevant/ affected divisions may be appointed by the Supt./ President where appropriate</li> </ul>
<b>Director*</b> †‡	<ul style="list-style-type: none"> <li>1st-Level: Any executive, senior, or Administrative Association administrator (for directors who report to the Superintendent/President, the chair shall be appointed by the Superintendent/President or designee)</li> <li>2nd-Level: Appropriate executive or senior administrator</li> </ul>	<ul style="list-style-type: none"> <li>One representative from each of the constituent employee groups: Administrative Association, Faculty, Confidential &amp; Supervisory Team, and the bargaining unit represented by CCE/AFT</li> <li>Additional members may be appointed at the discretion of the executive or senior administrator to whom the position reports</li> </ul>	<ul style="list-style-type: none"> <li>Chair of the 1st-Level Committee</li> <li>An additional member from relevant/ affected divisions may be appointed by the executive or senior administrator where appropriate</li> </ul>
<b>Faculty*</b>	<ul style="list-style-type: none"> <li>1st-Level: Department Chair/Director or faculty designee (co-chairs may be appointed)</li> <li>2nd-Level: Two interviews are conducted for each finalist and are as follows:</li> <li>President's interviews: Superintendent/President (serves as both chair and the sole committee member)</li> <li>Joint Selection Committee's interviews: Appropriate Dean</li> </ul>	<ul style="list-style-type: none"> <li>Majority of committee must consist of faculty members from the discipline or a closely related discipline (Note: may substitute one community member or faculty member from another institution)</li> <li>One faculty member from outside of the department</li> <li>One student (optional – non-voting)</li> </ul>	<ul style="list-style-type: none"> <li>Joint Selection Committee:</li> <li>Appropriate Vice-President</li> <li>Chair of the first-level committee</li> <li>At least two additional members from the 1st-level committee</li> </ul> <p><b>Note:</b> Not to exceed seven members, including the chair, except where extenuating circumstances exist</p>

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**Date Approved:**

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

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Position	Committee Chair	1st-Level Committee	2nd-Level Committee
All other Administrative Association positions, Confidential & Supervisory Team positions, <b>Child Development Center Teacher positions</b> , and Classified positions*	<ul style="list-style-type: none"> <li>Supervisor of the position or designee</li> </ul>	<ul style="list-style-type: none"> <li>Majority of committee must consist of employees from within the affected department/program</li> <li>One employee from outside of the department</li> </ul> <p><b>Note:</b> Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position</p>	<p>2nd-Level interviews are not required; if conducted, the committee consists of the following:</p> <ul style="list-style-type: none"> <li>Supervisor of the position</li> <li>All or some members of the 1st-level committee</li> <li>The executive, senior, or other administrator to whom the position's supervisor reports (optional)</li> <li>Additional members may be appointed at the executive, senior, or other administrator's discretion (optional)</li> </ul>
<b>Child Development Center</b>	<ul style="list-style-type: none"> <li>Coordinator or Center Liaison or designee</li> </ul>	<ul style="list-style-type: none"> <li>Majority of committee must consist of employees from within the affected department/program</li> <li>One employee from outside of the department</li> </ul> <p><b>Note:</b> Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position</p>	<p>2nd-Level interviews are not required; if conducted, the committee consists of the following:</p> <ul style="list-style-type: none"> <li>Supervisor of the position</li> <li>All or some members of the 1st-level committee</li> <li>The executive, senior, or other administrator to whom the position's supervisor reports (optional for all positions except site supervisor or coordinator)</li> </ul>

\* A District Compliance Officer, appointed by HRS, is required to observe and monitor all stages of the 1st- and 2nd-level hiring processes.

† For these positions, the 1st-level committee shall appoint a faculty member of the committee to serve as a non-voting observer during the 2nd-level interviews (for faculty positions, the non-voting observer is appointed to the Superintendent/President's interviews).

‡ For these positions, except where otherwise indicated, constituent group representatives are appointed by the leadership of their representative constituent groups (e.g. classified employees are appointed by the CCE/AFT Executive Council; students are appointed by the Associated Student Group leadership; faculty are appointed by the Faculty Senate, and administrators by the Administrative Association).

Ψ For these positions, interim Vice Presidents who are not applying for the position in question may serve on 2<sup>nd</sup>-Level Committees.

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2. Verification of Committee Composition: HRS verifies compliance of selection committee membership with applicable Board policies and procedures.
3. Diversity: The selection committee should be balanced in its diversity and, to this end, will seek representation from under-represented groups whenever possible.
4. Confidentiality: Each participant in the hiring process is responsible for maintaining the confidentiality of all aspects of the selection process, including written materials, oral discussions and any other information that relates to the selection process. Such information may be shared only with members of the Selection Committee, HRS, and the administrators involved. Confidentiality must be maintained permanently.
5. Training:
  - a. Prior to participating as a selection committee member, members must receive training on the selection process. Such training must occur within one year prior to serving on a selection committee. HRS shall provide selection committee training. See the Selection Committee Training Packet available through HRS.
  - b. Training shall include the philosophy and commitment to staff diversity as outlined in the District's Equal Employment Opportunity Plan and inclusive of cultural diversity, the roles and responsibilities of all members of the selection committee, the selection process, interview procedures and techniques (including guidelines on appropriate follow-up questions and reference checks), and the confidentiality of the selection process.
6. Responsibilities:
  - a. The Committee Chair/Co-Chairs shall be responsible for:
    - Ensuring compliance with District policies and procedures in conjunction with the hiring process;
    - Coordination of calendars to ensure participation of all committee members, including the Compliance Officer;
    - Coordination of candidate interviews with HRS;
    - Maintaining committee records;
    - Performing other duties determined by agreement with the committee.
  - b. Voting Committee Members shall be responsible for:
    - Identifying selection criteria based on the minimum and preferred qualifications of the position in light of the expected duties and responsibilities of the position. Screening criteria will include an evaluation of the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college;
    - Developing interview questions, directly related to the position announcement criteria, designed to distinguish candidates who will best meet the needs of the District in the position;

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- Screening all applications forwarded by HRS to select candidates for interview;
- Interviewing candidates selected for interview using pre-approved questions.
- The voting members of the Selection Committee recommend an unranked list of finalists for consideration. All of the finalists recommended must be fully acceptable to the Committee.

7. Attendance: All members of the Selection Committee must be present for all interviews. If a voting member of the committee misses any part of an interview, the committee member is ineligible for further participation in the hiring process.
8. The Compliance Officer's Role: It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure complete fairness and consistency for each applicant and to serve as a non-voting resource person to the selection committee(s). For faculty positions, see the Faculty Senate's Faculty Hiring Procedure on the Faculty Senate website for details on the Compliance Officer's role. For all other positions, see the Selection Committee Training Packet available on the HRS website.
9. The Observer's Role:
  - a. The observer may observe the interviews, but not actively participate. S/he may not ask questions of or comment on the candidates during or between the interviews;
  - b. The observer may attend the deliberations for Vice President, Dean, and Director positions at the discretion of the chair of the second-level hiring committee. For faculty positions, the observer is required to attend the deliberations;
  - c. If attending the deliberations after the interviews, the observer's role remains non-participatory. He/she will may be invited to comment on factual observation and process only. only discuss the interviews, candidates, results of reference checks, or any other information related to the hiring process if specifically invited to do so by the chair of the second-level hiring committee or, for faculty positions, the Superintendent/ President;
    - Since the observer's role is non-participatory, he/she is not permitted to conduct reference checks on finalists;
    - Other first-level committee members, including the chair of the first-level committee, may conduct the reference checks.

#### **D. Background Checks**

Policies and procedures governing applicant background checks are as outlined in AP 7126 titled Applicant Background Checks.

#### **E. Reference Checks**

Reference checks are required for all positions. See the Selection Committee Training Packet, available via the HRS website, for specific procedures designed to assist committees in conducting reference checks.

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**Table 4. Reference Check Process by Employment Unit.\* †**

Employment Unit	Deciding Authority/Process
Classified, Confidential & Supervisory Team, and Administrative Association* (except directors)	Supervisor or designee checks prior to submitting finalists or making a hiring recommendation.
Faculty, Directors*, Deans*, and Vice Presidents*	1 <sup>st</sup> -level committee conducts reference checks and forwards to 2 <sup>nd</sup> -level committee

\* The supervisor of the position may conduct additional reference checks in accordance with established procedures prior to the job offer.

† For all non-faculty positions, HRS may conduct reference checks in lieu of or in addition to those conducted as provided in Table 4.

## **F. Interviews**

1. Practical Skills, Demonstrations and Testing: The initial interview process may involve skills testing and performance demonstrations appropriate to the position. All skills tests and performance evaluation processes must be approved in advance by HRS.
  - a. Faculty positions require in-person teaching demonstrations as indicated in the Faculty Hiring Procedure available on the Faculty Senate's website.
2. Interviews are conducted as outlined in Tables 3 and 5.
3. In the event a selected applicant declines the position or is otherwise unable to be employed in the position, the qualified applicant pool for any posted position may be utilized for up to 90 days after an offer of employment has been extended.

**Table 5. Positions Requiring Second-Level Interviews and Specific Components.**

	Vice Presidents	Directors	Deans	Faculty
Open Forum	X (required)			
Site Visits	X (optional)		X (optional)	
Reference Checks between 1st and 2nd level Interview	X (required)	X (required)	X (required)	X (required)
Teaching Demonstration				X (required)

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4. Final Administrative Interviews: The Superintendent/President interviews the finalists for all senior and executive administrative positions recommended by the Selection Committee. It is at the Superintendent/President's discretion to include other Palomar employees in the final interview or to arrange additional interviews or meetings with appropriate campus constituencies.

5. Joint Selection Committee for Full-Time Faculty 2<sup>nd</sup> Level Interviews: The Joint Selection Committee and the Superintendent/President meet after completing separate interviews of each of the final candidates. Each candidate is discussed and assessed relevant to the separate interviews, reference checks, teaching demonstration, and needs of the discipline/ department. The Superintendent/ President considers input from each Committee member and works towards consensus as much as possible in making the final selection. The Superintendent/ President will make the final recommendation to the Governing Board.

#### G. Applicant Travel Expenses

Palomar College does not reimburse applicants for first-level interviews for expenses incurred during the application and/or first-level interview process. Second-level applicant expenses will be eligible for reimbursement as follows:

1. For full-time faculty and some administrator positions (president, vice-president, director, dean), applicants who must travel 150 miles or more one way from their residence to the District are eligible for reimbursement with proper verification. Reimbursement is available only for 2nd-level interviews.
2. All expense documentation must be submitted to HRS within 30 days of completing travel. Only original receipts shall be accepted as proper travel expense documentation for reimbursement purposes.
3. Reimbursement is limited to \$1,000.00 to cover the travel costs incurred by the applicant on behalf of him/herself only. Allowable travel costs and associated processes are outlined in the District's travel procedure contained in the Finance and Administrative Services Handbook.

#### H. Deliberation and Selection Process

1. Deliberations: For all positions, after interviews are completed, the voting members of the Selection Committee discuss and evaluate the qualifications of the interviewed candidates.
2. For positions requiring second-level interviews, a minimum of two unranked candidates must be forwarded. Exceptions require the approval of the Superintendent/President or designee. Where an exception to the minimum candidates is not warranted, the original applicant pool shall be revisited for potential candidates and the position recruitment shall be extended.

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3. Table 6 below outlines the alternatives where there are insufficient finalists for a position.

**Table 6. Actions and Required Authorization for Insufficient Position Finalists for non-faculty positions.**

Authorized Action	Deciding Authority
Cancel the recruitment	Responsible administrator
Authorize a single candidate	Superintendent/President or designee
Review the applicant pool again	Responsible administrator and the 1st Level Committee
Extend 1st Screening Duration	Responsible administrator and the 1st Level Committee, subject to HRS approval

4. Selection: Final selection is the sole responsibility of the Superintendent/ President, and is subject to Governing Board approval. See BP 2430 titled Delegation of Authority to the Superintendent/ President and BP/AP 7110 titled Delegation of Authority.
5. If none of the finalists are selected for hire, the Selection Committee and the appropriate administrator will:
- Review information regarding the recommended finalists and/or the nature of the position; and/or
  - Review the interview pool to ensure that other potential finalists have not been overlooked; and/or
  - Recommend that the search be extended..

## **EMPLOYMENT OFFERS**

- A. **Conditional Offers:** All employment offers are conditional pending satisfaction of employment requirements, including submission of required forms, background and/or reference checks, fingerprinting, proof of eligibility for employment, TB test results and certificate of freedom from communicable disease (see BP/AP 7330 titled Communicable Disease) and Governing Board approval. All conditions of employment must be met prior to employment.
- B. **Pre-Employment Requirements:**
1. Physical Examination: Depending on the nature of the position, a pre-employment physical examination may be required to ensure sufficient fitness for the duties associated with the particular position. See BP 7335 titled Health Examinations.
  2. Criminal History-Live Scan Verification: All offers of employment are conditional pending receipt of satisfactory criminal history reviews via Live Scan. See: AP 7337 titled Fingerprinting.

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**C. Conditional employment offers are made as follows:**

1. For classified, CAST, administrative and child development teacher positions, HRS will make the offer;
2. For full-time faculty positions, the appropriate dean will make the offer;
3. For dean positions, the appropriate vice president will make the offer; and
4. For vice-president positions, the president will make the offer.
5. HRS coordinates all necessary intake and orientation procedures and extends the formal job offer after completion of all pre-employment requirements.

**FULL-TIME FACULTY SELECTION**

The selection process is described in the Faculty Hiring Procedure, which can be obtained through the Faculty Senate, and is intended to reflect the District's commitment to shared governance, as outlined in BP/AP 2510 titled Participation in Local Decision Making.

**PART-TIME FACULTY RECRUITMENT AND SELECTION**

The following provisions shall apply to all faculty for part-time positions.

**A. Announcement and Recruitment:**

1. Establishing the Position: Departments shall notify HRS when a position becomes available.
2. Advertising the Position: HRS shall advertise all part-time faculty positions.

**B. Applications, Screening and Selection:**

1. All application packets (including the appropriate application form and attachments, transcripts, and other documents/forms as required by the appropriate departments) shall be submitted directly to HRS;
2. HRS shall record all legally required applicant information and remove and/or redact any confidential data;
3. Prior to forwarding applications to the appropriate departments for selection, HRS shall conduct a preliminary screen to determine completeness of application and satisfaction of minimum qualifications and/or possible need for equivalency;
4. The Department shall select qualified candidates for interview, and conduct all interviews. The Department Chair/Director shall notify the appropriate Dean and HRS of his/her selection of part-time faculty.
5. HRS shall retain all applications for a minimum of three years.

Also see BP/AP 3410 titled Nondiscrimination; BP/AP 3420 titled Equal Employment Opportunity; BP/AP 7211 titled Faculty Service Areas and Competencies, BP/AP 4015 titled

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Minimum Qualifications and Equivalencies; AP 7126 titled Applicant Background Checks; and AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal Records.

Office of Primary Responsibility: Human Resource Services

**NOTE:** The information in **black ink** reflects current Palomar Procedures 26 titled Administrative Hiring approved on 2-3-98, revised 5-19-98, and revised on 1-22-02; 174 titled Faculty Hiring Procedures approved on 10-12-93, revised 6-9-98, and revised on 1-22-02; 174.1 titled Adjunct Faculty Hiring approved on 4-26-94, revised 6-9-98, and revised on 1-22-02; 174.2 titled Temporary Contract Faculty Hiring approved on 4-26-94, revised 6-9-98, and revised on 1-22-02; and 190 titled Classified Hiring Procedures approved on 5-19-98. The **red type** signifies **legally advised** language recommended from the CCLC and legal counsel (LCW) The language in **green ink** reflects revisions/additions made by Human Resource Services. This procedure was reviewed at the 3-6-09, 8-28-09, 09-18-09 and 11-20-09, 1-21-11, 2-11-11; and 4-15-11 P&P mtgs

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❖ From current Palomar Procedure 26 titled Administrative Hiring

~~Establishing the Position~~

~~New administrator positions are identified annually by the division administrators or the Superintendent/President and submitted through an established procedure to the Staff Priorities Committee. The Superintendent/President will attempt to reach a mutually satisfactory agreement with the affected departments, division, the Faculty Senate, and the Administrative Association Council when the development of new administrative positions results in reorganization of instructional departments. In the case of the conversion of a faculty position into an administrative position, the conversion will be presented to the Faculty Senate and to the Administrative Association Council by the Superintendent/President before it is submitted to the Staff Priorities Committee. The Superintendent/President is responsible for the implementation and maintenance of an effective administrative structure.~~

~~The Staff Priorities Committee reviews and evaluates all new position requests to develop a priority list of positions to be funded.~~

~~Below are criteria which the Staff Priorities Committee will consider in justifying the need to establish a new administrative position. Please write a narrative addressing these criteria as well as any other factors that are believed to be relevant in substantiating the need for a new administrative position. These criteria will be used as guides for the Staff Priorities Committee in recommending the order of establishing positions across the College District as a whole.~~

~~It is expected that the request to establish a new administrative position will initiate with the senior or executive administrator responsible for the new position who will also prepare the rationale in support of new positions. The appropriate vice president will submit all requests to the Staff Priorities Committee with a priority listing based upon the needs of the area as a whole.~~

~~These are the criteria which should be addressed in each proposal:~~

- ~~number of staff supervised/increase in number of staff supervised~~
- ~~failure to function from lack of supervision~~
- ~~complexity of operation (including multiple site requirements)~~
- ~~accreditation requirements~~
- ~~compliance with state and federal laws/regulatory standards~~
- ~~backlog of work among existing administrators~~
- ~~program growth or demand (e.g. student, employees, classes offered)~~
- ~~increase in number of projects/programs/activities~~
- ~~District goals and objectives~~
- ~~technological or other changes requiring the employment of staff with special skills~~
- ~~position's inclusion in the five year plan~~
- ~~introduction of new programs~~

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~~any other relevant factors specific to the department's needs not included above~~

~~These criteria are not in priority order and all need not be addressed.~~

~~The Staff Priorities Committee forwards its recommendations to the Superintendent/President and the Budget Development Committee.~~

~~After the Budget Development Committee identifies the available funds for new positions, the Superintendent/President submits a list of new position recommendations to the Governing Board for approval.~~

~~Replacement positions require the approval of the Superintendent/President.~~

~~The Position Announcement~~

~~The position announcement is developed through a collaborative process involving the appropriate administrators and Human Resource Services.~~

~~Human Resource Services provides technical assistance, including the identification of recruitment areas and appropriate advertising media.~~

~~The position announcement must include the following:~~

~~a description of the position duties and responsibilities;  
minimum qualifications as determined by the appropriate administrator in accordance with Education Code Section 87356;  
preferred qualifications (when listed) that are job related, consistent with business necessity and which do not adversely impact members of historically under-represented groups;  
a provision for presentation of qualifications that are equivalent to the minimum qualifications;  
a statement regarding required participation in shared governance;  
legal qualifiers established by Human Resource Services to comply with federal, state, and District regulations.~~

~~The position announcement must be approved by the Division Dean, the appropriate Vice President, the Superintendent/President for certain positions, and the Vice President for Human Resource Services.~~

~~The Selection Committee~~

~~Membership/Composition~~

~~Selection Committees for Executive Administrative positions are established and convened by the Superintendent/ President and shall have representation from the faculty, classified staff, administration, and students as noted. The Faculty Senate, the CCE/AFT, the Administrative Association, and the ASG shall make the appointments of~~

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~~their members to the selection committee upon the request of the Superintendent/President or designee.~~

~~Assistant Superintendent/Vice President for Instruction: The Selection Committee shall have at least one faculty member from each instructional division, the Library/Media Center/ETV, and Student Services; one member from the Administrative Association; two classified employees from the bargaining unit represented by the CCE/AFT to include one from Instruction and one at-large representative; two Instructional Deans appointed by the Superintendent/President; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Assistant Superintendent/Vice President for Student Services: The Selection Committee shall have four faculty members to include two from Student Services and two at-large; one member from the Administrative Association; four classified employees from the bargaining unit represented by the CCE/AFT to include three from Student Services and one at-large; one Student Services Dean and one Student Services Director appointed by the Superintendent/President; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Assistant Superintendent/Vice President for Finance and Administrative Services: The Selection Committee shall have four faculty members to include three instructional faculty members and one Student Services faculty member; one representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services; one representative from Instruction appointed by the Assistant Superintendent/Vice President for Instruction; two Administrative Services directors appointed by the Superintendent/President; one member from the Administrative Association; four classified employees from the bargaining unit represented by the CCE/AFT to include three from Administrative Services and one at-large; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Assistant Superintendent/Vice President for Human Resource Services: The Selection committee shall have five faculty members; one Instructional Dean appointed by the Assistant Superintendent/Vice President for Instruction; one Student Services Dean appointed by the Assistant Superintendent/Vice President for Student Services; one Administrative Services Director appointed by the Assistant Superintendent/Vice President for Finance and Administrative Services; one representative from the Administrative Association; four representatives from the employees in the bargaining unit represented by the CCE/AFT; one representative from Human Resource Services appointed by the Superintendent/President; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Selection Committees for Senior Administrative positions will be established by the appropriate Vice President in consultation with the Superintendent/President and the Vice President for Human Resource Services. Senior administrative positions which~~

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~~have a broad impact on faculty and the instructional programs have appropriate representation of the faculty most likely to be affected by the administrator. The Faculty Senate President shall be consulted to determine the appropriate faculty representation for Instructional positions. All faculty representatives will be appointed by the Faculty Senate.~~

~~Selection Committees for Academic and Classified Administrators as well as for Supervisors and Confidential positions will be established by the appropriate Senior or Executive Administrator in consultation with the Vice President for Human Resource Services.~~

~~Selection Committees for interim appointments for Senior and Executive administrative positions shall have the same composition of membership as noted above.~~

~~Selection Committees for interim appointments for Academic and Classified Administrators, Supervisors, and Confidential positions shall be formed by the Senior or Executive Administrator in consultation with the Vice President for Human Resource Services.~~

#### ~~Diversity~~

~~The Selection Committee should be balanced in its diversity and, to this end, will seek representation from historically under-represented groups whenever possible. Historically under-represented groups include ethnic minorities, women, and persons with disabilities.~~

#### ~~The Selection Committee Chair~~

~~For Executive and Senior Administrative positions in Instruction, co-chairs will be appointed from the committee membership: one by the Superintendent/President or the appropriate Vice President; and one by the Faculty Senate. For other Executive and Senior Administrative positions, the chair will be appointed by the Superintendent/President from the committee membership. The committee may decide whether or not to elect a co-chair.~~

~~For Academic and Classified Administrator positions the chair will be appointed by the appropriate senior administrator or vice president. The committee may decide whether to or not elect a co-chair.~~

~~The chair or co-chairs will be voting members of the committee.~~

#### ~~Convening the Committee~~

~~The Vice President for Human Resource Services will convene the first meeting of the Selection Committee. The appropriate senior or executive administrator will attend the first meeting of the Selection Committee. The following training and information will be provided:~~

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~~the philosophy and commitment of the District to staff diversity;  
the roles and responsibilities of all members of the Selection Committee;  
the selection process;~~

~~the interview procedures and techniques, including guidelines on appropriate follow up  
questions and reference checks;  
cultural diversity in the interview process;  
the confidentiality of the selection process.~~

#### Responsibilities

~~The voting members of the Selection Committee identify selection criteria based on the  
minimum and preferred qualifications of the position in light of the expected duties and  
responsibilities of the position. Screening criteria will include an evaluation of the extent  
to which applicants have and demonstrate a sensitivity to and understanding of the  
diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the  
community college community.~~

~~The voting members of the Selection Committee develop job-related interview questions  
designed to distinguish candidates who will best meet the needs of the District in the  
position.~~

~~The voting members of the Selection Committee screen all complete applications that  
meet the stated minimum qualifications to select candidates for interview.~~

~~The voting members of the selection Committee interview candidates selected for  
interview using pre-approved questions. Follow up questions may be used if they are  
based directly on a candidate's response to a question and if they do not seek  
information outside of the scope of the established hiring criteria.~~

~~The voting members of the Selection Committee recommend an unranked list of  
finalists for consideration. All of the finalists recommended must be fully acceptable to  
the Committee since only a finalist recommended by the Selection Committee will be  
hired.~~

~~Each member of the Selection Committee and its representatives is responsible for  
maintaining the confidentiality of the interview as well as evaluative comments made  
during the interview process. Such information may be shared only with the members  
of the Selection Committee and the administrators involved.~~

#### Recruitment Procedures for Administrative Positions:

~~Vacancies are advertised for a minimum of four weeks.~~

~~In addition to regular mailed announcements to colleges, universities, organizations  
committed to referring applicants of under-represented groups and local advertising,  
positions are advertised in professional publications recommended by the Selection  
Committee and/or the appropriate Senior or Executive Administrator. Every effort,~~

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including the utilization of the Chancellor's Office Diversity Registry, is made to recruit qualified ethnic minority and female applicants and applicants with disabilities. Interim appointments shall be advertised on campus for a minimum of one week.

#### Applications/Screening

A. Human Resource Services accepts applications and supplemental materials until 4:30 p.m. on the closing date.

B. Human Resource Services verifies the diversity of the applicant pool and may 1) extend the search or 2) modify or remove the preferred qualifications to include applicants who were initially screened out because they failed to meet locally established "desirable or preferred" qualifications beyond minimum qualifications in order to increase the diversity of the pool after consultation with the Selection Committee and the appropriate administrator.

C. Screening criteria and interview questions must be approved by Human Resource Services before Selection Committee members have access to applications. Screening criteria help members to review objectively each application for the position. The screening criteria must be listed on the selection criteria report, along with the point value assigned to each criterion and the method of evaluation. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement.

D. The voting members of the Selection Committee complete screening forms for each applicant.

E. Upon determination of applicants to be interviewed, the chair or co-chair returns all applications and screening forms to Human Resource Services.

F. Human Resource Services reviews the diversity of the pool nominated for interview and may recommend that additional candidates be interviewed or further recruitment be initiated in order to meet the diversity goals of the District.

#### Interviews

A. Interviews are scheduled by Human Resource Services upon notification by the Selection Committee of dates and times when all members of the committee can be in attendance.

B. The Human Resource Services office provides copies of the applications and interview screening forms to the Selection Committee with an interview schedule.

C. All members of the Selection Committee must be present for all interviews and subsequent discussions. If a voting member of the committee misses an interview, the committee member is removed from the Selection Committee.

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~~D. After interviews are completed, the voting members of the Selection Committee discuss and evaluate the qualifications of the interviewed candidates including whether the candidates will contribute to staff diversity at Palomar College.~~

~~E. The Selection Committee forwards the application materials of the unranked finalists to the appropriate senior or executive administrator. All finalists must be acceptable to the Selection Committee. The Chair of the Selection Committee notifies the Vice President for Human Resource Services of the names of the finalists forwarded to the appropriate senior or executive administrator and returns the screening and interview forms to the Human Resource Services Office.~~

~~F. If the Selection Committee is not satisfied with the interviewed candidates, the Committee Chair or Co-Chairs may request to review the applicant pool to ensure that qualified applicants have not been overlooked or recommend that the position be reopened.~~

~~G. The voting members of the Selection Committee will conduct reference checks in accordance with the policies and principles of equal opportunity. The voting members of the Committee will determine the questions to be asked in advance and reference checks will be conducted in the format provided by Human Resource Services. Reference information must be held in strict confidence within the committee.~~

#### ~~Final Selection~~

~~A. If the senior or executive administrator or the Superintendent/President is concerned with the diversity of the finalist pool or the number of finalists, the concerned party or designee will meet with the Selection Committee to discuss the concern. The concerned party and the Selection Committee will review the applicant and/or interview pool to ensure that qualified applicants have not been overlooked. As a result of this review, the Selection Committee and the concerned party may decide to continue with the interview process with or without additional finalists.~~

~~Otherwise, the position will be reopened.~~

~~B. The Selection Committee may appoint one voting member to attend the final administrative interviews as an observer. The Committee member must attend all of the finalists' interviews and, except for reports to the Committee, is responsible for the confidentiality of the interview.~~

~~C. The Superintendent/President interviews the finalists for all senior and executive administrative positions recommended by the Selection Committee. It is at the discretion of the Superintendent/President to include other Palomar employees in the final interview or to arrange additional interviews or meetings with appropriate campus constituencies (the Vice Presidents, the Deans, the Faculty, the Administrative Association, Classified staff, ASG, etc.).~~

#### ~~D. Site Visits~~

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*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

~~Executive Administrative positions: The Superintendent/ President may visit the local campus of each finalist for the position. The Superintendent/President will decide whether or not additional Palomar representatives will participate in the site visits.~~

~~Senior Administrative positions: The Superintendent/President and/or the appropriate Vice President may visit the local campus of each finalist for the position. The Superintendent/President will decide whether or not additional Palomar representatives will participate in site visits.~~

~~E. The appropriate Dean, Vice President, or the Superintendent/President will meet with the Selection Committee to discuss the final selection. Any ranking of the finalists may be discussed at this time. The appropriate Dean, Vice President, or the Superintendent/President will make the final selection for recommendation to the Governing Board. If none of the finalists is selected for hire, the Selection Committee and the appropriate administrator will:  
review information regarding the recommended finalists and/or the nature of the position; and/or  
review the interview pool to ensure that other potential finalists have not been overlooked; and/or  
recommend that the search be reopened.~~

~~F. The Superintendent/President or designee extends the offer of employment to the selected finalist. Human Resource Services coordinates all necessary intake and orientation procedures.~~

~~G. All offers of employment are subject to approval by the Governing Board.  
rev. PAC 2/3/98, 5/19/98, 1/22/02~~

## ❖ From current Palomar Procedure 174 titled Faculty Hiring Procedures

### ~~Faculty Hiring Procedures~~

#### ~~Establishing the Position~~

~~A. New faculty positions are identified by the department/program and submitted through an established procedure to the Staff Priorities Committee.~~

~~B. The Staff Priorities Committee reviews and evaluates all new position requests to develop a priority list of positions to be funded.~~

~~Below are criteria which the Staff Priorities Committee will consider in justifying the need to establish a new faculty position. Please write a narrative addressing these criteria as well as any other factors that are believed to be relevant in substantiating the need for a new faculty position. These criteria will be used as guides for the Staff Priorities Committee in recommending the order of establishing positions across the College District as a whole.~~

~~It is expected that the request to establish a new position will initiate with the individual departments which will prepare the rationale in support of new positions. These~~

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~~requests should then be reviewed by the division deans, who will also contribute to the request by indicating how high a priority the dean would assign to the request given requests received from throughout the division. Similarly, the division dean should submit the request to the appropriate vice president who will submit all requests to the Staff Priorities Committee with a priority listing based upon the needs of the area as a whole.~~

~~These are the criteria which should be addressed in each proposal:~~

- ~~• 75/25 ratio (i.e., full time to adjunct faculty ratio)~~
- ~~• average class size in the department/program~~
- ~~• WSCH/FTE ratio~~
- ~~• number of sections offered each semester~~
- ~~• number of adjunct faculty employed each semester~~
- ~~• position's inclusion in the five year plan for the department/program~~
- ~~• professional standards for staffing~~
- ~~• course requirements~~
- ~~• program growth or demand~~
- ~~• District goals and objectives~~
- ~~• safety considerations~~
- ~~• external regulatory agency requirements or standards~~
- ~~• technological or other changes requiring the hiring of faculty with special skills~~
- ~~• scarcity of qualified adjunct faculty~~
- ~~• any other relevant factors specific to the department's/program's needs not included above~~

~~These criteria are not in priority order and all need not be addressed.~~

~~C. The Staff Priorities Committee forwards its recommendations to the Superintendent/President and the Resource Allocation Committee.~~

~~D. After the Resource Allocation Committee identifies the available funds for new positions, the Superintendent/President submits a list of new position recommendations to the Governing Board for approval.~~

~~E. Replacement positions require the approval of the Superintendent/President.~~

#### **Recruitment**

~~A. The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and Human Resource Services.~~

~~B. Human Resource Services provides technical assistance including the identification of recruitment areas and appropriate advertising media.~~

~~C. The position announcement must include the following:~~

~~1. A description of the position duties and responsibilities including a statement of required participation in department/program activities and College District governance;~~

~~2. Minimum qualifications:~~

~~a. as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may be included.~~

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~~b. a statement in accordance with Education Code section 87360 that requires that all applicants be sensitive to and have an understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. Departments/programs may require applicants to explain or submit written materials that provide evidence of such understanding;~~  
~~c. provision for presentation of qualifications that are equivalent to the minimum qualifications.~~  
~~3. Legal qualifiers established by Human Resource Services to comply with federal, state, and District regulations.~~  
~~4. The position announcement must be approved by the Department Chair/Director, the Dean, the appropriate Vice President, and Human Resources.~~

#### Advertising

~~A. Positions are open and advertised for a minimum of eight weeks. In unusual or extenuating circumstances, the time frame may be reduced to not less than six weeks with the approval of the appropriate Vice President.~~  
~~B. Position announcements are mailed to colleges, universities, and organizations committed to referring applicants from under-represented groups. In addition, positions are advertised locally and in professional publications recommended by the Selection Committee and/or the Department Chair/Director. Every effort is made to recruit qualified applicants from historically under-represented groups including the utilization of the Chancellor's Office Diversity Registry.~~  
~~C. As part of the recruitment process, departments/programs are expected to contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position.~~

#### Applications

~~A. Human Resource Services accepts applications and supplemental materials until 4:30 p.m. on the closing date.~~  
~~B. Applications which do not meet minimum qualifications but which have a completed equivalency form will be forwarded to the Senate Equivalency Committee for review and action.~~  
~~C. All applicants with completed applications who meet stated minimum qualifications will be forwarded to the Selection Committee.~~

#### Screening

~~A. Screening criteria and interview questions must be approved by the Human Resource Services Office before Selection Committee members have access to applications. Screening criteria help members to review objectively each application. The screening criteria must be listed on the Selection Criteria Report, along with the point value assigned to each criterion and the method of evaluation. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement.~~  
~~B. All members of the Selection Committee complete screening forms for each applicant.~~

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~~C. Upon determination of applicants to be interviewed, all applications and screening forms are returned to Human Resource Services.~~

### ~~Interviews~~

#### ~~Selection Committee~~

~~A. Interviews are scheduled by Human Resource Services upon notification by the Selection Committee.~~

~~B. Human Resource Services provides copies of the application and interview screening forms to the Selection Committee with an interview schedule.~~

~~C. All members of the Selection Committee must be present for all interviews. If a voting committee member misses an interview, that committee member is removed from the Selection Committee.~~

~~D. At the request of the Selection Committee, a candidate who must travel more than 150 miles to interview with the Selection Committee may be interviewed by the Joint Selection Committee and the Superintendent/President or designee within a day of the Selection Committee interview. If the candidate becomes a finalist for the position, these interviews will serve as finalist interviews.~~

~~E. After interviews are completed, members of the Selection Committee discuss and evaluate the qualifications of the candidates. The Committee also considers whether the candidates selected as finalists will contribute to diversity at Palomar College.~~

~~F. If the Selection Committee is not satisfied with the interviewed candidates, the Committee Chair may request to review the applicant pool to ensure that qualified applicants have not been overlooked.~~

~~G. Multiple finalists for each position are forwarded. All recommended finalists are fully acceptable to the Selection Committee.~~

~~H. Voting members of the Selection Committee conduct reference checks. Reference information must be held in strict confidence within the committee.~~

~~I. The Selection Committee Chair forwards the application materials of the finalists to the Dean who then convenes the Joint Selection Committee. The Selection Committee Chair returns the screening and interview forms and all other non-finalist application materials to the Human Resource Services Office.~~

### ~~Joint Selection Committee~~

~~A. The Joint Selection Committee interviews all finalists forwarded by the Selection Committee.~~

~~B. The Joint Selection Committee refers all interviewed finalists to the Superintendent/President.~~

~~C. The Superintendent/President, or designee, interviews the finalists and presents his/her assessments and recommendations to the Joint Selection Committee. In addition the Selection Committee may appoint a representative from the committee to attend the Superintendent/President's interviews as an observer. This representative must attend all of the finalists' interviews and any subsequent meetings between the Selection Committees and the Superintendent/President.~~

~~D. The Joint Selection Committee will consider the Superintendent/President's assessment and recommendations before coming to consensus. If the Joint Selection~~

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~~Committee and Superintendent/President agree on the recommended finalist, the name is recommended to the Governing Board. If no agreement is reached, the Joint Selection Committee and Superintendent/President will meet to discuss the finalists. The Superintendent/President will make the recommendation to the Governing Board.~~

~~E. Each member of the Selection Committee and Joint Selection Committee is responsible for maintaining the confidentiality of the interviews as well as evaluative comments made during the selection process. Such information may be shared only with members of the Selection Committee and the administrators involved. Confidentiality must be maintained permanently.~~

~~F. The appropriate Vice President or designee extends the tentative offer of employment to the selected finalist and coordinates all necessary intake and orientation procedures with the Human Resource Services Office.~~

~~G. All offers of employment require approval by the Governing Board.~~

~~GB 10-12-93, rev. GB 6/9/98, 1/22/02~~

**❖ From current Palomar Procedure 174.1 titled Adjunct Faculty Hiring (93-16345)**

~~Adjunct faculty perform an invaluable service for Palomar College. The hiring procedure for these positions is no less important than that for tenure-track faculty positions.~~

~~A. Notification~~

~~1. Each semester every department/program will identify subject areas for which additional adjunct faculty are needed for the subsequent semester and will notify Human Resource Services of the positions available in their disciplines and subject areas.~~

~~2. Upon request, Human Resource Services will advertise for adjunct faculty positions. Advertising for special recruitment efforts will be expanded at the request of the department/program. Advertising may be necessary each semester for larger departments in order to maintain a sufficient pool.~~

~~3. Each position requires:~~

~~a. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.~~

~~b. Minimum qualifications as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges plus any additional qualifications established by the department/program. Additional qualifications will be reviewed by the Vice President for Human Resource Services for potential adverse impact.~~

~~4. Position announcements will state that the positions are part time and not eligible for tenure.~~

~~B. Application/Selection Process for Adjunct Positions~~

~~1. Human Resource Services will forward all adjunct faculty applications and completed equivalency forms to the appropriate department/program.~~

*The **green** changes were made on 3/7/14 in Committee.*

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*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

~~2. Applications that do not meet the minimum qualifications but which have a completed equivalency form will be forwarded to the Senate Equivalency Committee by the Department Chair/Director for review and approval.~~  
~~3. The Department Chair/Director or designee and, when possible, at least one other fulltime tenured or tenure track faculty member will screen and review all applications and select those qualified applicants who best meet the needs of the department/program to interview.~~  
~~4. Each candidate interviewed for an adjunct faculty position will submit proof of qualifications.~~  
~~5. Each department/program may require a demonstration of teaching, counseling, or librarianship skills.~~  
~~6. The Department Chair/Director will notify the appropriate Dean of his/her selection of new adjunct faculty through the Schedule Information Sheet (S.I.S.).~~  
~~7. All tentative offers of employment require approval by the Governing Board.~~  
~~8. The department/program may rehire an adjunct faculty member for subsequent semesters in the same discipline.~~  
 GB 4-26-94, rev. 6/9/98, 1/22/02

❖ **From current Palomar Procedure 174.2 titled Temporary Contract Faculty Hiring (93-16345)**

**Temporary Contract Faculty Hiring**

~~Temporary contract faculty perform an invaluable service for Palomar College. The hiring procedure for these positions is no less important than that for tenure track faculty positions.~~

~~Temporary contract opportunities will be identified by the Department Chair/Director and the Dean in consultation with the appropriate vice president.~~

**A. Planned Temporary Replacement Contracts**

~~When a temporary contract is identified in advance to replace a faculty position, the position will be filled in accordance with the policy, criteria, and procedures for hiring tenure track faculty (BP 174), except that the position announcement will state that the position is temporary and not a tenure track position.~~

**B. Emergency Temporary Replacement Contracts**

~~In emergency situations temporary contract positions will be filled in compliance with Title 5 Regulations \ and Equal Employment Opportunity Programs and BP 174.2. These regulations allow the District to fill positions through internal recruitment for interim appointments or when justified by "business necessity." Business necessity means that the District would suffer substantial additional financial cost, or there exists a threat to human life or safety, or student learning would be severely impacted, or the District has no opportunity to plan (for example, the sudden death of an employee).~~

**C. Notification**

*The green changes were made on 3/7/14 in Committee.*

**Date Approved:**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

~~When an emergency situation occurs, the District will recruit a temporary replacement from current qualified full-time and adjunct faculty who have taught in the discipline during the current or previous year.~~

~~1. Human Resource Services secures approval of "business necessity" from the Chancellor's Office.~~

~~2. Human Resource Services advertises internally for temporary contract positions.~~

~~3. Each position requires:~~

~~a. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.~~

~~b. Minimum qualifications as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges plus any additional qualifications established by the department/program. Additional qualifications will be reviewed by the Vice President for Human Resource Services for potential adverse impact.~~

~~c. Position announcements will state that the positions are temporary and not eligible for tenure.~~

~~D. Application and Selection Process for Emergency Temporary Replacements~~

~~1. Human Resource Services will forward all temporary contract applications and completed equivalency forms to the appropriate Department Chair/Director.~~

~~2. Applications that do not meet the minimum qualifications but which have a completed equivalency form will be forwarded to the Senate Equivalency Committee by the Department Chair/Director for review and approval.~~

~~3. The Department Chair/Director and the Dean or their designees and at least three (3) other full-time tenured or tenure-track faculty members will screen applications and select applicants to interview. The committee should normally have no more than seven members.~~

~~4. Each candidate interviewed for a temporary contract position will submit proof of qualifications.~~

~~5. The department/program committee may require a demonstration of teaching, counseling, or librarianship skills.~~

~~6. The Department Chair/Director will notify the appropriate Vice President and Human Resource Services of the committee's selection. The Department Chair/Director will complete a Request for Academic Contract form.~~

~~7. All tentative offers of employment require approval by the Governing Board.~~

~~8. Terms of employment for temporary contract faculty are limited by applicable sections of the Education Code (Sections 87478, 87481, 87482).~~

~~GB 4-26-94, rev. 6/9/98, 1/22/02~~

## ❖ From current Palomar Procedure 190 titled Classified Hiring Procedures

~~Classified Hiring Procedures~~

~~Establishing the Position~~

~~A. New Classified positions are established through the reallocation of existing budgeted funds or through growth funding as described in the Resource Allocation Plan.~~

*The **green** changes were made on 3/7/14 in Committee.*

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~~Highest priority will be given to staff positions that are recurring short term assignments and/or critical to the support of growth. Of lesser priority will be the establishment of positions that enhance delivery of service but are not critical to support growth.~~

~~B. Requests for all new positions are identified in advance in the department/program plans or the Educational Master Plan and are established according to need and priority within the area as funds become available.~~

~~Below are criteria which the Staff Priorities Committee will consider in justifying the need to establish a new classified position. These criteria will be used as guides for the Committee in recommending the order of establishing positions across the College District as a whole. You may address these criteria, as well as any other factors relevant to the need for a new classified position, by completing the Rationale Form for New Classified Positions.~~

~~The individual departments should initiate the Rationale Forms for New Classified Positions.~~

~~These requests should then be reviewed by the appropriate dean or administrator, who will also contribute to the request by indicating how high a priority s/he would assign to the request given requests received from throughout the area for which he or she is responsible. Similarly, the dean or administrator should submit the request to the appropriate vice president who will submit all requests to the Staff Priorities Committee with a priority listing based upon the needs of the area as a whole.~~

~~These are the criteria which should be addressed in each proposal:~~

- ~~• continuing use of short term staff to perform the functions of the proposed position~~
- ~~• overtime/compensation time expended by the department or unit~~
- ~~• technological or other changes requiring the employment of staff with special skills~~
- ~~• scarcity of qualified short term staff~~
- ~~• backlog of work~~
- ~~• increase in demand for services provided by the department or unit~~
- ~~• industry standards~~
- ~~• external regulatory agency requirements or standards~~
- ~~• District goals and objectives~~
- ~~• position included in the department or unit's five year plan~~
- ~~• increased service requirements/added responsibilities and/or inability of the department or unit to accept additional responsibilities due to current staffing~~
- ~~• any other factors specific to the department's or unit's needs not included above~~

~~These criteria are not in priority order and all need not be addressed.~~

~~C. Each administrative division is responsible for establishing the order of funding for positions within it, after consultation with the requesting departments/programs.~~

~~D. The Vice Presidents are responsible for establishing the order of funding for positions within the District as a whole, consistent with the Educational Master Plan.~~

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*The **green** changes were made on 3/7/14 in Committee.*

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*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

1055 ~~E. After available funds for new positions have been identified, the~~  
1056 ~~Superintendent/President submits new position recommendations to the Governing~~  
1057 ~~Board for approval.~~

1058 ~~F. If a new position also involves a new classification, the District should seek and~~  
1059 ~~consider any input from the CCE/AFT in accordance with B.P. CCE/AFT 6 C;~~  
1060 ~~rev. PAC 5/19/98~~  
1061

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*The **green** changes were made on 3/7/14 in Committee.*

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**Date Approved:**

*(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)*

## **Actionable Improvement Plans**

1. The Planning Councils will (1) better communicate to members of the College the nature and significance of the dialogue that occurs at their meetings – especially the dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. The Planning Councils also will (2) provide members more opportunity to participate in their processes – and especially in the evaluation/planning cycles (I.B.1, I.B.4).
2. The Assistant Superintendent/Vice President of Human Resource Services will gather input and recommendations from the Faculty Senate, Human Resource Services Planning Council, and other constituent groups to develop and implement a plan beginning FY 2014-15 to improve the diversity of faculty, staff, and administrators to support the student community and to respond to legislative expectations (III.A.4.b).
3. The Assistant Superintendent/Vice President of Finance and Administrative Services will gather input and recommendations from the Strategic Planning Council and the Budget Committee to develop a fiscal plan beginning FY 2015-16 that aligns projected revenues with expenditures while allowing for the contingencies created by staffing needs and legislative mandates (III.D.1.b).
4. The College will improve members' engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).

This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils' and committees' agendas and minutes on the College's website; that these documents will be posted in a timely manner; and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact (IV.A.1, IV.A.3).

## **Institutional Self Evaluation Using Commission Standards**

### **Standard I.: Institutional Mission & Effectiveness**

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

#### **Abstract of Standard I.**

Palomar's Mission Statement expresses the College's philosophy, purposes, ethics, and practices. This Mission Statement focuses the College's efforts on creating conditions by which students and the institution thrive. The College communicates this Mission Statement to its members and its community.

In order to fulfill its Mission Statement, the College performs cycles of evaluation, planning, implementation, and re-evaluation (typically referred to in this report as "evaluation/planning cycles"). Members of the College make these cycles successful by sustaining productive dialogue. They organize this dialogue by means of the College's governance structure. This structure is based on planning councils. The planning councils motivate and monitor the evaluation/planning cycles of all the College's programs.

The College formulates the relationship among its many and varied evaluation/planning cycles in the *Institutional Planning, Evaluation, and Resource Allocation Decision-Making Model*. These cycles include the long-range Master Plan, the mid-range Strategic Plan, and the short-range Program Review and Planning processes. At the core of this comprehensive design is the *Resource Allocation Model*.

The College reports the results of these evaluation/planning cycles to its members. It continuously refines these cycles in an effort to improve the learning and achievement of students and the effectiveness of the institution.

Palomar College is at the level of Sustainable Continuous Quality Improvement for Planning as defined by the Commission.



## **Standard I.A. - Mission Statement**

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

### **Descriptive Summary.**

Palomar College's Mission Statement consists of three elements: the College's Vision, Mission, and Values (I.A/1).

The Vision—"Learning for Success"—projects the College's commitment to advancing student learning and student achievement.

The Mission defines the College's educational purposes, intended student population, and concentration on student learning:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission.

- Excellence in teaching, learning, and service;
- Integrity as the foundation of 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.

### **Self Evaluation.**

Palomar College meets the Standard.

Palomar's Mission Statement—its Vision, Mission, and Values—expresses the College's commitment to engaging, supporting, and encouraging students from a diversity of backgrounds and experiences, at various levels of readiness, and with a wide range of future endeavors.

Appropriate to a California community college, the Mission focuses on students preparing to transfer to four-year institutions, students developing a foundation in general education, students seeking the fundamental skills they need for success in school and life, and students preparing for the workplace and careers.

The Mission focuses also on students pursuing aesthetic and cultural enrichment and lifelong education as the College believes that these qualities can make more meaningful both individual lives and collective life.

The College identifies this student population and its educational requirements through internal and external scans (I.A/2 will get scans from Michelle). The internal scans examine student demographics, needs, learning, progress, and achievement. The external scans examine the current and future student demographics, needs, employment and career opportunities, and civil responsibilities. The internal and external scans ensure that the education, services, and events the College provides its students, its projected students, and its community are appropriate to its location, resources, and role.

The results of the "Accreditation Employee Survey 2013" demonstrate that a significant majority of respondents (93.1%) either "Agreed" or "Strongly Agreed" with the statement that "As a whole, the Vision, Mission, and Values [of Palomar College] reflect a commitment to student learning and student achievement." (I.A/3)

### **Actionable Improvement Plans.**

None.

## Standard IA.1.

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

### Descriptive Summary.

Palomar College provides its students Instructional Programs, Student Services Programs, and Learning Resource Programs aligned with its Mission Statement. The first two goals of the College's current Strategic Plan focus on student learning, support, and success.

- Goal #1 Student Learning: Support excellence in teaching and academic programs and services to improve student learning.
- Goal #2 Student Support and Success: Implement effective pathways that support student access, progress, and completion (IA/4).

The College's degree and certificate programs give students general education/transfer-readiness education, career/technical education, and basic skills development. The College offers 162 associate degrees (including AS, AA, AS-T, and AA-T degrees) and 155 certificates of achievement and proficiency. The instructional program also includes many noncredit community development and personal enrichment classes. The College maintains articulation and transfer agreements with the California State University and the University of California systems and with private four-year institutions (IA/5)

The College provides a comprehensive and accessible set of support services to all students. These services include Admissions and Records; Orientation and Assessment; Counseling, Advising, and Educational Planning; Transfer and Career Information; Financial Aid; Health Services; and services for special populations (IA/6).

The Learning Resource Programs supply wide-ranging tutoring services, including the Math, English, and Reading Centers; the Students Taking Academic Responsibility (STAR) Tutoring Center, which provides students tutoring in social and behavioral sciences, languages, business/accounting, and basic skills (English and Math); the STEM Center, with tutoring in science, technology, engineering, and mathematics; the Teaching and Learning Center (TLC) in Escondido, with tutoring in Math, English, Spanish, and ESL; and the Teaching and Learning Center—the newest facility on the San Marcos campus—with tutoring for students enrolled in Learning Community classes covering a variety of disciplines (IA/7). These tutoring services are now being coordinated and refined by the Tutoring Committee, which reports to the Faculty Senate.

The College's educational programs meet the labor market's needs. Current labor market data for the San Diego/Carlsbad/San Marcos Metropolitan Statistical Area suggest that the occupations requiring an associate or bachelor's degree with the most demand for

employees and the most projected growth include healthcare; computer software development; business marketing, accounting, and commerce; and the science, technology, engineering, and mathematics (STEM) fields. Career Technical and Extended Education (CTE) programs use labor market data supplied by Economic Modeling Specialists, Inc. (EMSI), Launchboard, and the U.S. government to determine local job demand. CTE programs relate service- and work-based learning, technical skill applications, current business practice and learning beyond the classroom walls to specific industry demands (I.A/8) . **[The rest of this paragraph may work better in IIA.]** The competencies requested locally are captured through programs held annually and through collaborative trade advisory committees. These advisory committees provide information about changes and developments in technology, the labor market, and the workplace that have an impact on programs of the college. The committees also make suggestions that improve occupational curricula and programs of the college and that foster closer cooperation, understanding and communication between the college and the business community. The Workforce and Community Development (WCD) program provides professional training and development programs in the form of workshops, classes, seminar, activities, and events to help students continue to grow, develop their professional skills, and enhance their employment opportunities. WCD is now in a consortium with the Adult Education schools in the College's service area.

The College offers students a variety of co-curricular opportunities for engagement, such as the Phi Theta Kappa Honor Society, the Associated Student Government, and the many clubs that send representatives to the Interclub Council.

### **Self Evaluation.**

The College meets the Standard.

Governance groups, such as the Strategic Planning Council, the divisional planning councils, the Faculty Senate, and the Curriculum Committee, engage in ongoing discussion to ensure that the College's student learning programs and services align with its purposes, character, and student population as named in its Mission Statement (I.A/9).

Throughout the College, groups collect and analyze ample information in order to ensure that the College is establishing appropriate student learning programs and services. This information includes data that appear in the California Community Colleges Student Success Scorecard, the Basic Skills Progress Tracker, institutional program review and planning data, and internal and external environmental scans(I.A/11 evidence 10 no longer relevant here, new evidence to cite from this sentence. Check evidence table for consistency and in language of the standard).

For example, groups' analyses of information show that the College's student population continues to become more diverse. Analyses also show that the College is not yet meeting the needs of all students. Prepared students transfer and/or graduate at high rates, pass their licensure exams, perform well at their transfer institutions, and gain

employment in the economy. But as is the case with colleges and universities nationwide, Palomar's less prepared students, who constitute the majority of the student body, are not earning degrees or certificates or transferring in high numbers. Indeed, many are not completing their basic skills curriculum.

In particular, the College's Latino population is growing and representing a larger percentage of the student body. Increasingly, these Latino students are first generation students coming from families with little or no college experience or attendance. And, in general, this Latino population has a higher percentage of students in need of basic skills instruction and strong support and guidance. (I.A/12). To address these students' needs—and, in fact, all students' needs—the College has formed the Student Success and Support Program Task Force, the Basic Skills Committee/Title V HSI Steering Committee (with both a Faculty Resource Center Coordinator and a First-Year Experience Coordinator), and the Tutoring Committee. Moreover, currently the Student Equity Plan Workgroup is meeting to form this plan, which will involve three themes: (1) student access, (2) basic skills, and (3) completion (including student achievement and career pathways).

The College commits to guiding and supporting all of its students. The first two goals of *Strategic Plan 2016* are (1) improve student access, progress, learning, and achievement and (2) strengthen educational, business, and community partnerships to increase students' learning experiences and public connectedness (I.A/4).

A series of statements in the "Accreditation Employee Survey 2013" were designed to measure whether the College's employees find that its student learning programs and services are aligned with its purpose, character, and student population (I.A/3). Ninety percent of the respondents state that the College's programs and services support the varied goals of the students regardless of their age or level of education. Eighty-five percent of the respondents state that the College's programs and services are designed to support all of Palomar's intended students. Employees were encouraged to add open-ended comments. In its Mission the College pledges to support and encourage students who are pursuing aesthetic and cultural enrichment and lifelong education, but California legislative mandates have forced the College to reduce offerings in these areas (I.A/1). Consequently, the most frequent concerns expressed by those commenting were (1) the reduction in courses related to serving an often older community of life-long learners and (2) the impact of California's new repeatability regulations on the ability to serve the community in the arts, technology, and kinesiology.

#### **Actionable Improvement Plans.**

None.

## **Standard IA.2.**

**The mission statement is approved by the governing board and published.**

### **Descriptive Summary.**

In January 2014 the Palomar College Governing Board approved the revised Mission Statement corresponding with *Strategic Plan 2016* (I.A/4). (The College's naming convention is to use the last year of a given evaluation/planning cycle in its title.)

Much dialogue occurs among College constituency groups before the Mission Statement is forwarded to the Board for its review and approval. The Board receives a report summarizing this dialogue as part of a workshop on strategic planning. Then the Board examines the proposed Mission Statement with respect to the trustees' analysis of pertinent information and accreditation standards and recommends changes as necessary.

The Mission Statement is published in a number of prominent places, such as the College's home page, the Governing Board's Policies and Procedures web page, the Strategic Plan, the College catalog, the schedule of classes, and the Commencement brochure. Moreover, the Mission Statement's Values form the core of the College's Institutional Code of Ethics (I.A/13-17, I.A/4, I.A/5).

### **Self Evaluation.**

The College meets the Standard.

The current Mission Statement has been approved by the Governing Board and is published widely. In addition to the settings named above, the Mission Statement also appears in the College's Program Review and Planning (PRP) documents (I.A/18). All College units and departments use these documents to complete these evaluation/planning cycles.

### **Actionable Improvement Plans.**

None.

### **Standard IA.3.**

**Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

#### **Descriptive Summary.**

At the beginning of each three-year strategic planning cycle and in conjunction with formulating the new Strategic Plan, Palomar College evaluates and modifies the Mission Statement (Vision, Mission, and Values) as necessary to meet the changing needs of students and to ensure that the College is aligning its programs and services with its purposes, character, and student population.

Members of the Strategic Planning Council (SPC), the college's principal participatory governance group, begin this work by reviewing the definition and function of a mission statement (I.A/19). Members also review accreditation standards and any external legislation or mandates that may influence the College's mission. Through a facilitated discussion, members address three questions:

- (1) Is the existing Mission Statement still relevant? Does the Mission Statement accurately describe the College's student body and intentions?
- (2) Are there matters the College should add to or delete from the Mission Statement?
- (3) Does the Mission Statement address accreditation standards?

Then a writing team drawn primarily from members of SPC prepares an updated draft of the Mission Statement. This draft is circulated among constituent groups either through survey or email for response and evaluation. Based on this feedback, SPC makes changes and arrives at the version it approves. As described in Standard 1A.2, the Mission Statement then is reviewed and discussed by the Governing Board. The Board's response and evaluation is taken back to and addressed by SPC. The Board approves the Mission Statement when it approves the Strategic Plan (I.A/20, I.A/21).

#### **Self Evaluation.**

The College meets the Standard.

The widespread discussion and evaluation of the Mission Statement by members of the College ensure that it accurately reflects Palomar College's purpose and intended student population.

The current Mission Statement was approved by the Strategic Planning Council on April 16, 2013 (IV.A/22). SPC discussed and crafted the document across seven meetings

throughout Spring semester 2013 and with the support of a writing team. During this period, the President of the Faculty Senate distributed the Mission Statement in draft form to all fulltime and part-time faculty members, drawing response and evaluation.

**Actionable Improvement Plans.**

None.

## **Standard IA.4.**

**The institution's mission is central to institutional planning and decision making.**

### **Descriptive Summary.**

The Mission Statement is the impetus for Palomar College's planning and decision-making. This Mission Statement guides the Strategic Planning Council (SPC) as it develops the goals and objectives of the new Strategic Plan at the beginning of each three-year strategic planning cycle. Each fall semester, the SPC orientation session opens with the council's review of the Mission Statement's themes. Each spring semester, SPC considers the Mission Statement before determining the Action Plan for the upcoming year (I.A/23).

The Mission Statement is central to the PRP processes of departments and units and thus in the planning and decision-making of the planning councils.

The Faculty Senate and the TERB refer to the Mission Statement when reviewing and revising faculty evaluation forms. The Policy and Procedures Committee uses the Mission Statement to drive its review and revision of Governing Board Policies and Administrative Procedures.

### **Self Evaluation.**

The College meets the Standard.

The Mission Statement guides the College as it engages in the evaluation/planning cycles by which it determines and pursues its goals and objectives.

### **Actionable Improvement Plans.**

None.

**Evidence for I.A**

<b><u>Number</u></b>	<b><u>Name</u></b>
1	Mission Statement
2	Internal and External Scans
3	Accreditation Employee Survey 2013
4	Strategic Plan 2016
5	College Catalog
6	Student Services Website
7	Tutoring Services Website
8	Career Technical and Extended Education Website
9	Council and Committee Agendas and Minutes
10	Accountability Reporting for the Community Colleges (ARCC)
11	Student Success Scorecard
12	Stats for Latino/1gen need for basic skills
13	Palomar College website
14	Governing Board Policies and Procedures website
15	Palomar College Class Schedule
16	Commencement brochure
17	Institutional Code of Ethics BP 3050
18	Program Review and Planning Documents
19	Governance Structure Handbook
20	Governing Board Minutes approval of mission statement
21	Governing Board Minutes approval of strategic plan
22	Strategic Planning Council minutes April 16, 2013
23	Strategic Plan 2013 year 3 Action Plan

## **Standard I.B. - Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

### **Abstract of Standard I.B.**

In order to fulfill its Mission, the College performs cycles of evaluation, planning, implementation, and re-evaluation (referred to throughout this report as “evaluation/planning cycles”). The success of these cycles depends on members of the College sustaining productive dialogue. This dialogue is organized by the College's governance structure—a structure that is based on planning councils. The planning councils motivate and monitor the evaluation/planning cycles of all the College's programs.

The College formulates the relationship among these many and varied cycles in the *Institutional Planning, Evaluation, and Resource Allocation Decision-Making Model*. At the core of this comprehensive model is the *Resource Allocation Model*. These cycles include the long-range Master Plan, the mid-range Strategic Plan, and the short-range Program Review and Planning processes.

The College reports the results of its cycles to its members. It continuously refines these cycles in an effort to improve the learning and achievement of students and the effectiveness of the institution.

Palomar College is at the level of Sustainable Continuous Quality Improvement for Planning as defined by Commission.

## **Standard I.B.1.**

**The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

### **Descriptive Summary.**

In order to fulfill its Mission, Palomar College employs cycles of evaluation, planning, implementation, and re-evaluation (**I.B/1**).

These cycles are of various kinds and durations—ranging, for instance, from the efforts of individual professors to improve their students' performances to a college-wide educational master plan reaching into the next decade. What these cycles all have in common is a concentration on improving student learning and achievement and on institutional effectiveness.

The success of these cycles depends on the sustained productive dialogue among the individuals and groups conducting them.

### Dialogue.

The College maintains intentional dialogue about improving students learning and institutional processes.

This dialogue occurs across the College and at all levels, from the global level of the Strategic Planning Council, where dialogue coalesces, to area levels, like the Title V HSI/Basic Skills Committee, to the local level of academic disciplines and non-academic units. This dialogue—and the contemplation and conscious improvement that follow from it—proceeds horizontally, for instance among members of contiguous committees, and vertically, as when the priorities identified by a department's program review are discussed at a meeting of the planning council it reports to. This dialogue is also documented at all levels—for instance, in the minutes of Governing Board and Faculty Senate meetings as well as in the records of disciplines and units meeting to discuss Student Learning Outcomes and Service Area Outcomes Cycles (**I.B/2-4**).

### Governance Structure.

This dialogue is organized by the College's governance structure (**I.B/5**). This governance structure is based on planning councils—and on members' relationships within and across planning councils.

By drawing members into relationship, the College's planning council structure focuses collegial and self-reflective dialogue about student learning, student achievement, and institutional effectiveness.

This planning council structure is defined by the Strategic Planning Council (SPC), by the four divisional planning councils that report to it, and by the Faculty Senate, which reports at SPC meetings. This structure is comprehensive and inclusive. It includes not only these five councils

and the Senate, but also the Learning Outcomes Council (LOC) and numerous committees, departments, disciplines, units, and even individual members of the College. Ultimately, all committees, departments, disciplines, and units report to a planning council and/or to the Senate. Occasionally a college-wide project requires a planning council or the Senate to assemble a workgroup or a taskforce, as when the Strategic Council formed the Student Success and Support Program (3SP) Task Force to develop the 3SP plan submitted to the Chancellor's Office of California Community Colleges in October 2014 (I.B/6).

The Strategic Planning Council, as the principal participatory governance body of the College, creates the processes for recommending College policies, procedures, and governance structures and is responsible for the development of the Strategic Plan, which is a three-year cycle of institutional evaluation, planning, implementation, and re-evaluation (I.B/7). SPC is chaired by the College president. The four College vice-presidents, each representing one of the four divisional planning councils, are also seated. Faculty membership on SPC is appointed from the Faculty Senate and Palomar Faculty Federation; staff membership by the Council of Classified Employees; and student membership by the Associated Student Government (I.B/8). Administration membership is defined by SPC's structure or made by executive appointment. This inclusiveness promotes collegial dialogue across the college.

Whereas the purview of SPC is the entire College, the purview of each planning council is the disciplines, departments, and units it represents. The four divisional planning councils reporting to SPC are the Instructional Services Planning Council (IPC), the Student Services Planning Council (SSPC), the Finance and Administrative Services Planning Council (FASPC), and the Human Resource Services Planning Council (HRSPC) (I.B/5). Each planning council makes distinct contributions to the College's evaluation/planning processes in achieving the goals of improving student learning, student achievement, and institutional effectiveness. Each council

- (1) develops, evaluates, and revises college wide plans that are relevant to its responsibilities (for instance, as HRSPC does with the Staffing Plan) (I.B/9);
- (2) develops, motivates, monitors, and responds to the Program Review and Planning (PRP) processes conducted by each of the College's departments, disciplines, units, and programs (I.B/10);
- (3) implements the processes and resources necessary to achieve the goals and objectives of the Annual Action Plan—the primary vehicle for realizing the Strategic Plan (I.B/11);
- (4) provides information, perspective, and recommendations for the District's Educational Master Plan and Strategic Plan (I.B/12); and
- (5) forms and guides task forces and work groups concentrating on specific projects (I.B/13).

To ensure dialogue among the planning councils, each council has membership from the participatory governance groups. Importantly, personnel from Institutional Research & Planning

(IRP) participate as members of the Strategic Planning Council, the Instructional Services Planning Council, and the Student Services Planning Council and provide support for the Finance and Administrative Services Planning Council and Human Resource Services Planning Council. IRP members help councils, committees, departments, and disciplines formulate questions about and are immediately responsive to inquiries related to the evidence and evaluation of student learning, student achievement, and institutional effectiveness. The planning councils are responsible for distributing the results of dialogue across campus constituencies and among the other councils (I.B/14).

The Faculty Senate is primarily responsible for academic and professional matters, as per Governing Board policy. At Palomar College, academic and professional matters are the “11” guaranteed in the California Code of Regulations plus “1”: other academic and professional matters as mutually agreed upon by the Governing Board and the Faculty Senate. Nineteen councils, committees, and boards report to and advise the Senate, including the Curriculum Committee, the Learning Outcomes Council, and the Tenure & Evaluations Review Board (I.B/5).

### **Self Evaluation.**

The College meets the Standard.

The College adheres to cycles intended to improve student learning, student achievements, and institutional effectiveness. The dialogue that realizes these cycles has brought about continuous improvement—for instance, the development of the Basic Skills Committee/Title V, Hispanic Serving Institution (HSI) Steering Committee, which, among other responsibilities, researches and develops learning venues to meet the needs of basic skills, Hispanic, and low-income students (I.B/15).

Also, this dialogue about improving student learning, student achievement, and institutional processes has directly led to the integration of all plans with the Mission of the College and to the refinement of these plans. It has also led to the development of a mechanism to request funding to support such work (I.B/16). (This mechanism, the *Resource Allocation Model*, is described in detail in Standard IB.4.)

Moreover, the ongoing, collegial, and self-reflective nature of dialogue on campus about student learning has led to a collective understanding of the meaning of evidence and research. For example, ongoing General Education/Institutional Learning Outcome Assessment (GE/ILO) has resulted in products such as “Dashboard,” a student guide to using information accurately and ethically (I.B/17).

In late 2013, the Office of Institutional Research and Planning conducted the “Accreditation Employee Survey 2013.” (I.B/18) The results of this survey revealed that members recognize ongoing dialogue about student learning and assessment and institutional effectiveness exists throughout the College. However, the results also revealed that the College must better delineate classified staff’s understanding of and role in student assessment. Also, a college-wide discussion about part-time faculty’s participation in PRP processes needs to take place.

Moreover, according to IRP's analysis of the results of this Accreditation survey, the planning councils need to better communicate to their members the nature and significance of the dialogue that occurs at meetings—especially dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. At present, this communication occurs primarily through cross council memberships and through councils posting the minutes of their meetings and publishing announcements, but it is insufficient. IRP pointed out that “Assessment of survey results suggests that the College should examine how to more effectively communicate the timelines, processes, and outcomes of its evaluation/planning cycles.”

Constituent groups play a significant role in communication. Constituent groups are asked to seek input on the planning processes and communicate the outcomes of such processes. But the College believes this responsibility should be shared by the planning councils and committees themselves. Using the Accreditation Survey results to guide improvement, the Strategic Planning Council will identify strategies to improve the availability and communication of information regarding the College's evaluation/planning cycles and outcomes.

Some activities are already underway in this area. For examples, all planning councils are revising and standardizing their websites so that visitors can easily access information.

#### **Actionable Improvement Plans.**

The Strategic Planning Council will (1) seek ways to better communicate to members of the College the nature and significance of the dialogue that occurs at planning council meetings—especially the dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. SPC also will (2) seek ways to provide members more opportunity to participate in planning council processes—and especially in the evaluation/planning cycles. (This plan aligns with the Standard IV plan below.)

## **Standard I.B.2.**

**The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### **Descriptive Summary.**

Through the cycles motivated and carried by the dialogue described in Standard IB.1, the College sets goals at both the institutional level and the program/unit level in accordance with the College's Mission Statement.

Brief description follows of the major cycles in which goals are central. Longer discussion appears in Standard IB.3.

### Strategic Planning.

Palomar's Strategic Planning is the method by which the College establishes institutional goals and objectives in pursuit of better student learning, student achievement, and institutional effectiveness. Strategic Planning is the primary function of the Strategic Planning Council. As a product of this Strategic Planning, SPC develops the Strategic Plan (I.B/7). SPC's development of this plan is informed by streams of information:

- (1) internal and external scans provided by the Office of Institutional Research and Planning (I.B/19),
- (2) priorities of other College-wide plans, such as the Educational, Facilities, Staffing, and Technology Plans (I.B/20-23),
- (3) Institutional Effectiveness metrics including California Community Colleges Student Success Scorecard metrics (I.B/24, I.B/25), and
- (4) goals that emerge from the Program Review and Planning processes conducted by every one of the College's disciplines, departments, and units under the management of the Planning Councils (I.B/10). Representatives of the divisional Planning Councils bring these priorities to SPC.

### Annual Action Plan.

Once SPC develops the Strategic Plan, it creates an annual Action Plan (I.B/26). In the context of the College's Mission, the Action Plan identifies the goals and objectives the College will concentrate on in that particular year and names the group responsible for coordinating and completing the work, the steps this group will take, a timeline for completion, and objective

measurable outcomes. SPC monitors progress on the Action Plan's goals and objectives throughout the year.

SPC crafts specific, clear, engaging, innovative, and measurable Strategic Planning goals and objectives. Through the *Institutional Planning, Evaluation, and Resource Decision-Making Model (IPM)* and *Resource Allocation Model (RAM)*, projects are funded that directly lead to meeting the College's priorities (I.B/27, I.B/16). For example, on the basis of the *Strategic Plan 2016* Action Plan—Year One and with Strategic Plan Priority Funding (SPPF) the College is funding programs in (1) General Education/Institutional Learning Outcome Assessment, (2) Student Support and Success, and (3) Staff Technology Training (I.B/26, I.B/28).

Each completed Action Plan (i.e., Year One, Year Two, and Year Three) is used as part of SPC's formative and summative evaluations of the College's planning and resource allocation processes (I.B/29, I.B/30). SPC annually reviews progress on the Strategic Plan's objectives along with measures of institutional effectiveness. As a result of this review, SPC updates the objectives in the Strategic Plan.

### **Self Evaluation.**

Palomar College meets the Standard.

Working in the context of its Mission Statement and through the evaluation/planning cycles, the College concentrates on achieving its goals and objectives (I.B/1). The College is committed (1) to establishing goals to increase student learning, student achievement, and institutional effectiveness and (2) to monitoring groups' and individuals' progress on this work, which leads to the completion of these goals. The *IPM* funds resource requests specifically designed to increase student learning and student achievement and to improve institutional processes (I.B/27).

### **Actionable Improvement Plan.**

None.

### **Standard I.B.3.**

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

#### **Descriptive Summary.**

##### Planning Cycles.

The College systematizes its evaluation, planning, implementation, and re-evaluation cycles in a comprehensive planning model: the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* (I.B/27).

In 2009 the Strategic Planning Council (SPC) established the *IPM*, which was fully implemented with the adoption of the FY2010-11 budget. The *IPM* provides an ongoing, systematic, and cyclical process that integrates evaluation, planning, resource allocation, implementation, and re-evaluation toward achieving its goals. [See Figure #1.] The *IPM* also provides for the coordination and concurrence of the College's long-, medium-, and short-range plans and for dialogue among the planners.

##### Long-range Planning.

The College has four long-range plans. The primary long-range plan is the Educational Master Plan, which drives the development of the Facilities Master Plan, the Staffing Plan, and the Technology Plan. The Educational Master Plan and the Facilities Master Plan are fully integrated and together comprise *Master Plan 2022* (as the College's naming convention for planning documents is to use the last year of the planning cycle in the title)(I.B/31). The Master Plan is reviewed and evaluated informally each year, formally every six years, and recast every twelve years. The Technology and Staffing Plans are reviewed and evaluated informally each year. The Technology Plan is updated formally every third year, and the Staffing Plan is updated annually. This alignment enables the College to incorporate changes into the Educational Master Plan as the environment and conditions require.

##### Medium-range Planning.

The Strategic Plan is a medium-range plan on a three-year cycle of review, evaluation, and reformulation. The Strategic Plan expresses the College's Mission, Vision, and Values, and establishes the goals and measurable objectives that the College uses to influence its resource allocation decisions. Also, the Strategic Plan focuses on the College's institutional effectiveness and ongoing improvement.

At present, the College is implementing *Strategic Plan 2016* (I.B/7). As discussed in Standard IB.2., SPC develops and implements an Annual Action Plan to help guide and monitor the

implementation of the Strategic Plan. At the time of this report, the College is preparing *Strategic Plan 2016 – Action Plan Year Two 2014-15*. This Action Plan identifies the College’s goals and annual objectives along with the individuals and groups assigned to coordinate the work necessary to complete them. The articulation of each objective includes a brief work plan, a timeline for completion, and the measures that assigned individuals and groups will use to determine whether the objective has been completed. The individuals and groups assigned responsibility to work on an objective identify and request resources necessary to complete their project.

The Strategic Plan is based upon College members’ reviews and analyses of evidence and data. The Office of Institutional Research and Planning (IRP) conducts external and internal scans every three years as part of the development of the Strategic Plan (I.B/19). These scans inform the development of the planning process through the reporting and evaluation of a broad range of data that includes a review of institutional set standards (as per the Commission’s definition) and the metrics contained in the California Community Colleges Student Success Scorecard (I.B/25). IRP presents the information to SPC, identifying “takeaways” to summarize the scans and to allow the council to evaluate the critical findings (I.B/32).

Guided by the scans, SPC completes an evaluation of the College’s strengths, weaknesses, opportunities, and threats (I.B.33). The outcome of the review predicts the Strategic Plan—the set of suggested goals and objectives that will guide the College over the course of the next three years. For example, in its review of the Palomar’s specific Student Success Scorecard, SPC noted that underprepared students did not complete their studies at the same rate as prepared students. Further, SPC judged the Remedial Completion rates of the College’s underprepared students as needing improvement. As a result of this analysis, SPC established an objective in *Strategic Plan 2016* to “Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.” (I.B/7) Groups involved in reaching this goal include the department chairs of the English, English as a Second Language, Mathematics, and Reading departments; the Basic Skills Committee; and the Science, Technology, Engineering, and Mathematics (STEM) Workgroup.

### Short-range Planning.

All academic departments and non-academic units within the four divisional planning councils use Program Review and Planning (PRP) processes for short-range planning (I.B/10). PRP processes further lead to the coordination and coherence of the College’s institutional system of evaluation, planning, implementation and re-evaluation.

The three-year PRP cycles begin with an analysis of program specific information, student achievement data, and the results of the assessment of student learning and/or service area outcomes. Programs (1) evaluate themselves through the analysis of this quantitative data and additional qualitative factors. They (2) reflect on their specific mission and performance, (3) set goals and (4) establish plans for improvement that are tied to the College’s Mission Statement and to the Strategic Plan’s Goals and Objectives, and (5) identify necessary resources in support of student learning outcomes and service area outcomes. These processes yield a broad-based understanding of the College’s goals and an adoption of a shared vision. During Year One of the

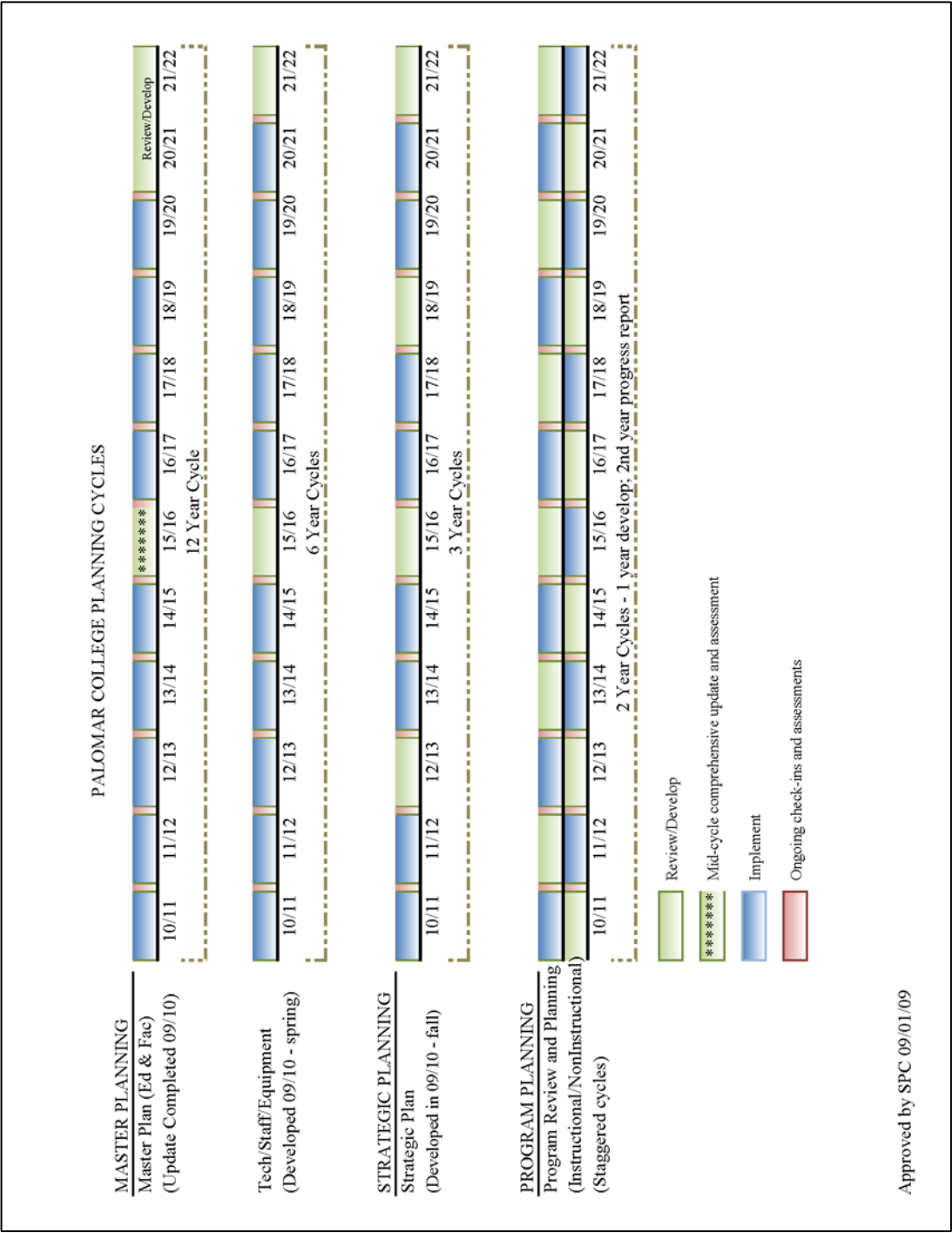
cycle, programs complete a comprehensive review and assessment of performance and establish their plans for improvement. During Years Two and Three, update their assessments, report on progress made on their goals and make any necessary modifications to their plans.

PRP processes for academic programs have increased departmental discussions about and focused attention on the goal of improving student learning and assessment results. For example, faculty in Reading Services examined student success in the Reading 30 and Reading 50 courses and determined they could achieve the established learning outcomes of improving student performance and completion through enhanced learning materials, software to assist in tracking student progress, and increased tutoring hours available in the Reading Center. Faculty in Psychology, after reviewing success data disaggregated by preparedness, implemented a prerequisite in order to improve student success. And math faculty, after reviewing data about student progression to Math 60, developed curriculum to support student success in statistics courses.

Figure #1 – Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)



Figure #2 – Palomar College Planning Cycles



### Institutional Effectiveness.

In addition to using evidence and data at the beginning of a planning cycle, the College annually monitors and tracks measures of Institutional Effectiveness in order to achieve progress and to realize the influence of its planning processes on student learning and achievement (I.B/24). SPC and the College place significant emphasis on the State's Student Success Scorecard (I.B/25). The Scorecard provides a transparent and publically available set of metrics that charts the College's success in remedial instruction, job training, retention of students, and graduation and completion rates. The data are reported by gender, age, and ethnicity. Each year, SPC reviews and discusses the Scorecard as part of its formative evaluation of the Strategic Plan and Annual Plan processes. In addition, the Governing Board has incorporated a discussion and review of the Scorecard and other measures of institutional effectiveness as part of its annual institutional effectiveness and review cycle (I.B/34-37). Moreover, the Student Equity Plan Workgroup uses Scorecard data to measure disproportionate impact across student populations.

In 2012-13, the College established a set of minimum acceptable institutional performance standards for a number of metrics and reported those standards in its annual report to the Commission (I.B/38). In 2013-14, the College reviewed and updated these metrics (I.B/39). The College has established standards for course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and private four-year institutions, and transfer rates. To establish the standards, the College examined up to ten years of trend data for each metric. The College also examined the impact of external variables on the metrics and compared its performance over time to that of similar colleges or the state average. For example, the College examined its overall course success rate to the course success rates of the state.

A working group of faculty, administrators, and researchers met to review and discuss the data. The group established recommended standards and shared these standards with the Faculty Senate. The Senate made minor revisions, and the standards were moved forward to the Strategic Planning Council for review and discussion.

The College annually examines performance on the metrics. If necessary, standards are adjusted using the same review and collaborative process that was followed to initially establish them. For example, the Faculty Senate increased the institution's standard for course success rates from 69% to 70% after discussing the state average and performance of students over time. The institution-set standards are included as part of the annual institutional effectiveness review and discussion. In addition, the Governing Board receives reviews and discusses the standards as part of its Annual Institutional Effectiveness and Review Cycle (I.B/40).

### Office of Institutional Research and Planning.

In addition to its role in helping the College collect and analyze qualitative and quantitative data, the Office of Institutional Research and Planning (IRP) produces abundant data, evidence, and reports used by programs in evaluating their effectiveness and planning for improvement (I.B/24, I.B/41). Each year, the office produces and publishes a "College Factbook" that contains information on the District's community and on College participation rates, student demographics and outcomes,

program efficiency and effectiveness, and staff demographics (I.B/42). IRP also prepares reports in response to specific requests from faculty and administrators. IRP assists in the preparation of grant proposals and in the evaluation of grants and institutional efforts focused on basic skills and STEM instruction. IRP regularly conducts and provides to the College student surveys and interviews. Every three to four years IRP conducts the Community College Survey of Student Engagement, and IRP assists the Career Technical Education programs as they regularly survey and conduct follow-up interviews with their students and employers.

### **Self Evaluation.**

Palomar College meets the Standard.

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* improves institutional effectiveness and with the College's *Resource Allocation Model (RAM)* at its center ensures the College maximizes its resources in support of student learning and service area outcomes (I.B/27, I.B/16). (The *RAM* is described in the next section, IB.4.) By means of the *IPM* and *RAM*, the College has established Strategic Plan Priority Funding (SPPF) (I.B/28). From this fund, the Strategic Planning Council allocates resources to support College-wide priorities as identified in the Master Plan and in the Strategic Plan, such as implementing Student Learning Outcomes and Service Area Outcomes Assessment Cycles at the course, program, and institutional levels.

The Strategic Planning Council monitors the implementation of the *IPM* and the *RAM*. SPC discusses the *IPM* and *RAM* as part of standing agenda item at each meeting, and reviews progress on the current Action Plan. Each completed Action Plan (i.e., Year One, Year Two, and Year Three) is used as part of SPC's formative and summative evaluations of the College's planning and resource allocation processes (I.B/7, I.B/29, I.B/30). (The specific approach SPC employs to evaluate the *IPM* and *RAM* is described in Standard IB.6. In addition, the approaches utilized by the Planning Councils to evaluate and improve their Program Review and Planning processes are described in Standard IB.7.)

The College is performing at the Sustainable Continuous Quality Improvement level on the Commission's "Rubric for Evaluating Institutional Effectiveness—Part II: Planning." The *IPM* and *RAM* have been in effect since 2009. All plans are up-to-date and reviewed or reformulated as per their designated cycle. SPC engages in an annual implementation process—the Action Plan—to carry out the goals and objectives identified in the College's Strategic Plan (I.B/26). The College recognizes that thorough Program Review and Planning processes are crucial to the success of its system. All program and units across the College engage in ongoing, operational PRP processes—albeit in various ways and to varying extents. The College is consistently refining these processes. Formative and summative evaluations are in place to ensure that the College's planning processes are reviewed and adjusted as necessary. Ongoing quantitative and qualitative data and analyses include a review of institution-set standards, and the information they provide guides the development, implementation, and review of plans.

### **Actionable Improvement Plan.**

None.

## Standard I.B.4.

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

### Descriptive Summary.

#### Constituent Group Participation.

As described in Standard IB.3., the *Integrated, Planning Evaluation, and Resource Allocation Decision-Making Model (IPM)* outlines a broad-based process that offers opportunities for participation, dialogue, and influence in evaluation/planning cycles by appropriate constituencies (I.B/27). The Strategic Planning Council (SPC) and the divisional planning councils—the Instructional Services Planning Council (IPC), the Student Services Planning Council (SSPC), the Finance and Administrative Services Planning Council (FASPC), and the Human Resources Planning Council (HRSPC)—are participatory governance entities with representatives of every constituent group defined in the College’s governance structure (I.B/5). Each constituent group is responsible for recruiting and choosing its own representatives to serve on the councils.

While councils are representative and diverse in composition, they require additional participation, input, and guidance from the greater campus community. The Program Review and Planning (PRP) processes, for example, provide for broad involvement of employees within each program or unit (I.B/10). The annual Action Plans required by SPC to monitor implementation of the Strategic Plan likewise require an assortment of individuals to work on institutional goals objectives. SPC also seeks direct input and guidance via methods that include but are not limited to departmental interviews, surveys, and focus groups for the purpose of developing and implementing plans, such as the Educational Master Plan and the Staffing and Technology Master Plans. For example, every department is interviewed and provides input into the development and updating of the long-range Educational Master Plan, and SPC recently sought significant involvement of College members (in the form of seven discussion sessions) over several months to update the College’s Mission Statement included in *Strategic Plan 2016* (I.B/43, I.B/7).

#### Resource Allocation Model.

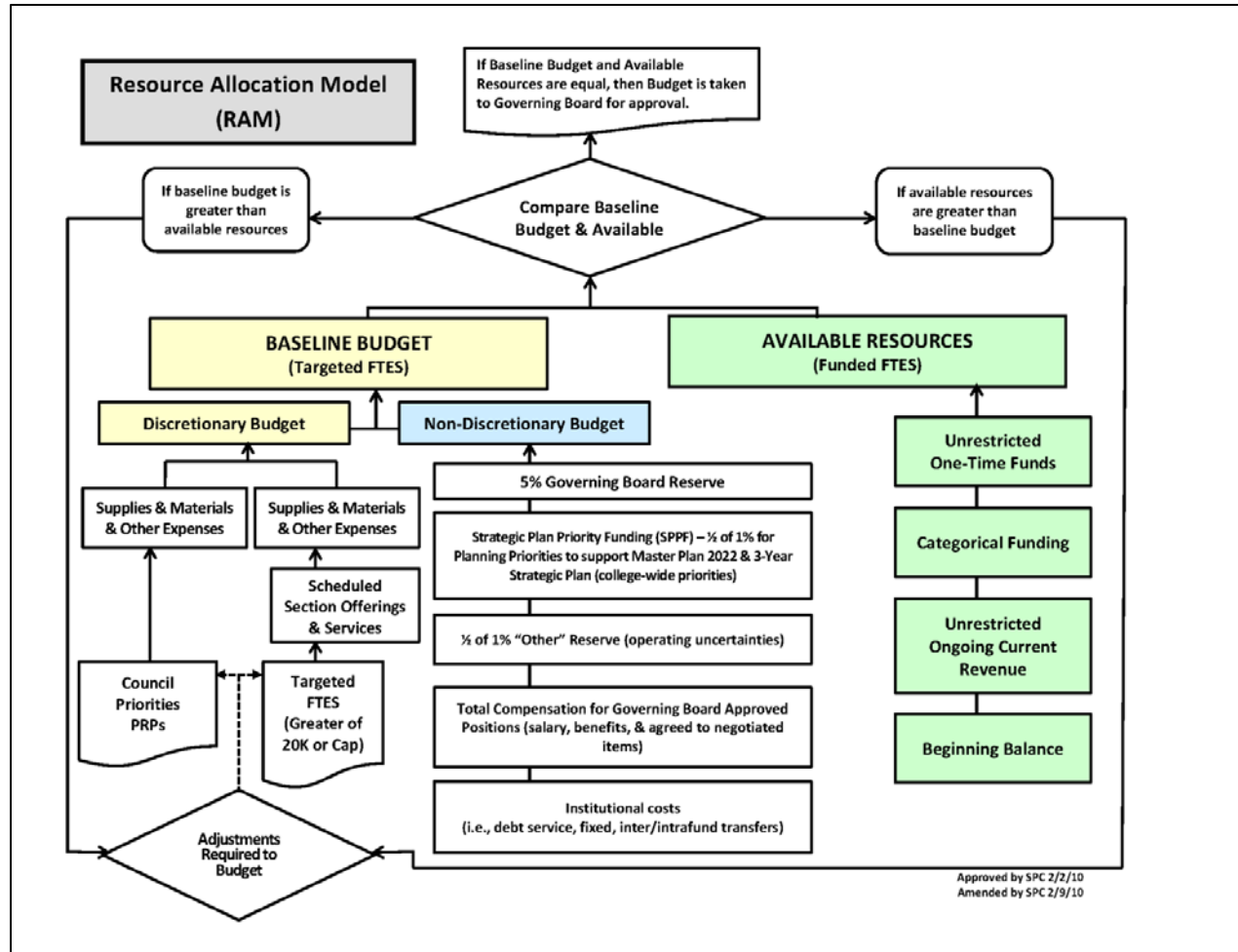
The *Resource Allocation Model (RAM)* at the core of the *IPM* guarantees that College planning drives resource allocation decision-making. The *RAM* is the College’s on-going, transparent, and inclusive process to arrive at an annual balanced operating budget that links available resource allocation and budget requirements to planning and reviews. The *RAM* designates discretionary funding to support Planning Council priorities developed from Program Review and Planning processes. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support College-wide priorities. For example, SPC has allocated 1.1 million in SPPF to support Strategic Plan 2013 and continues to allocate SPPF to support *Strategic Plan 2016*. In Year One of *Strategic Plan 2016*, SPC allocated approximately \$200,000 in SPPF. The Planning Councils fund priorities developed from Program Review and Planning (PRP) processes from the discretionary

budget. For example, the Instructional Planning Council (IPC) has allocated [\$] to address priorities derived from the Instructional PRP Process. Also, the College has institutionalized positions that were originally grant-funded in order to support students' basic skills needs.

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

The majority of the College's funding comes from property taxes and state apportionment generated by Full Time Equivalent Student (FTES) values. Additional funding is obtained from federal, state, and private sources. All funds coming to the College are carefully tracked and documented. The College maintains a 5% reserve level for contingencies and for expansion.

Figure #3 – Resource Allocation Model (RAM)



External Funding and Institutional Effectiveness.

Through past planning processes and the current *IPM* and *RAM*, the College has identified areas of resource needs beyond the capacity of the budget to provide. In response, the College has pursued and secured several federal and state grants to help address student learning and success. The College has a history of securing Perkins Grants to support a number of the College's Career-Technical Programs. Recognizing the need to improve support for the basic skills needs of its student population, the College secured a \$2.5 million Title V Hispanic Serving Institution (HSI) Department of Education (DOE) grant. College members then targeted the Science, Technology, Engineering, and Mathematics (STEM) disciplines, securing a Cooperative \$3.75 million Title V HSI Grant and an individual \$4.35 million Title III HSI STEM Grant (I.B/45, I.B/46).

These HSI grants support in a variety of ways the recruitment and retention of students transferring to universities. The College started a Summer Bridge program to support incoming Basic Skills students. These grants permitted the construction of the Teaching and Learning Center at the Escondido Center, construction of the STEM Center on the San Marcos campus, and remodeling of the Math Learning Center, also on the San Marcos campus. They have funded development of new curricula and strategies to improve students' basic skills and college-level completion rates. For example, the Title III grant is supporting the implementation of accelerated math sequences that include a program that moves STEM students from Intermediate Algebra to Calculus in one year. The College has also secured cooperative grants from the National Institutes of Health (NIH) and the National Science Foundation (NSF) to fund instructional innovation, student success strategies, and student internships in the STEM related disciplines (I.B/47, I.B/48). To provide additional support in the area of Student Services, the College has successfully received several federally funded TRIO, Gear Up, and Upward Bound grants designed to strengthen the preparation of incoming students as well as support the College's low-income and diverse student population (I.B/49-51).

This external funding has benefitted students. For example, the STEM Center logged 17,573 visits and the Math Learning Center 34,876 visits in 2012-13 by students seeking a place to study, tutoring, supplemental instruction, and other support services (I.B/52, I.B/53). Courses receiving supplemental instruction (SI) have seen improvement in measures of success. The College has grown its Summer Bridge program from 20 students in 2010 to 160 students in 2013 (I.B/54). A change in the instructional pedagogy in Math 15 (Prealgebra) has improved retention and persistence, and the number of Math 15 courses employing this pedagogy has grown from two sections to fourteen sections in just one year (I.B/55).

The Palomar College Foundation provides resources to the College to support its plans and improve institutional effectiveness. For example, in 2013-14, the Foundation gave \$100,000 to the Instructional Planning Council to allocate for equipment needs identified through the PRP process. In addition, the Foundation has traditionally allocated resources to support academic student groups such as the College's forensics, team and it is responsible for awarding student grants and implementing a book loan program.

**Self Evaluation.**

The College meets the Standard.

The *IPM* and *RAM* have been in place (with refinements) since 2009-10. Although the College always seeks improvement in this area, the cyclic evaluation/planning processes are inclusive and representative. All members of the College have an opportunity to participate, and plans are developed with input from constituent groups, programs, and disciplines. Planning is tied to resource allocation, and areas needing improvement are identified and addressed via SPPF, discretionary, and/or external funding. The College has been particularly aggressive and successful in the pursuit of outside funding to support instruction and student services.

The “Accreditation Employee Survey 2013” revealed that most respondents participated in planning and efforts to improve student learning (**I.B/18**). Overall, more than half (58.5%) of the respondents agreed with a statement indicating that they had been involved in program review and planning in their area. Respondents also assessed the link between planning and resource allocation. 69.6% reported that the College’s planning processes linked resource allocations and planning priorities either as well as possible or moderately well. This number suggests that College members recognize that the College integrates planning and budgeting.

The College wants to improve in the area of communicating the activities and actions of the Planning Councils, including the role of the Faculty Senate. In particular, the College wants to ensure that members have adequate time, and are more effectively sought out, to participate in the discussions regarding the development of planning processes.

### **Actionable Improvement Plan.**

The Strategic Planning Council will (1) seek ways to better communicate to members of the College the nature and significance of the dialogue that occurs at planning council meetings—especially the dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. SPC also will (2) seek ways to provide members more opportunity to participate in planning council processes—and especially in the evaluation/planning cycles. (This plan aligns with the Standard I.B.1 and IV plan below.)

## Standard I.B.5.

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

### Descriptive Summary.

#### Student Success Scorecard and Basic Skills Tracker.

Palomar College collects, analyzes, and communicates matters of quality assurance throughout the institution and to the public. Institutionally, the College utilizes the results of the California Community Colleges Student Success Scorecard and the Basic Skills Cohort tracker, which tracks students through their basic skills course sequences to assess and evaluate student progress and outcomes (I.B/25, I.B/56). As described in Standard 1B.3, the Scorecard provides institutions with an annual set of student outcomes metrics. These metrics address the College's success in remedial instruction, job training, retention of students, and graduation and completion rates. The data are reported by gender, age, and ethnicity. In addition, the Scorecard presents student outcomes data for both prepared and unprepared student cohorts. Upon receipt of the Scorecard data, the College reviews and discusses the data and its implications. This dialogue takes place at the institutional level through the Strategic Planning Council and Faculty Senate (I.B/34, I.B/35). The Governing Board devotes an annual workshop to reviewing accountability and other measures of institutional effectiveness (I.B/40). During this workshop, the Board reviews the data, poses questions, and learns about approaches the College is taking to improve student learning and achievement. Dialogue about the Scorecard takes place at department and unit levels too. Various departments and programs on campus review the Scorecard's metrics. For example, the Mathematics, English, and ESL departments discuss and analyze the Scorecard's Remedial Completion and data from the Basic Skills Cohort Tracker. Evaluation of student performance in remedial or basic skills courses has led to several innovations in how courses are delivered and support provided to students. In 2011, the ESL Department developed a plan to seal "leakage points" in the "pipeline" from ESL 101 to college-level English. The solution was to create LEAPstart, a year-long accelerated Learning Community—a program which began in Fall 2012. The program has just finished its second year and has a 52% success rate for its 12-14 ESL 101 cohort, double that of the 11-13 cohort. **[Insert evidence here.] [Longer paragraph than most, cut in half?]**

The Office of Institutional Research and Planning (IRP) accesses the underlying student level data used by the Chancellor's Office to generate the Palomar College Scorecard. As a result, the College conducts additional analyses to help understand and interpret the findings. For example, IRP has examined unit completion at the College for students included in the Progress and Achievement Rate cohorts (I.B/57). In earlier versions of the accountability system, the College found that approximately one hundred students earned a degree, certificate, or transferred within six months after the six-year tracking time-frame. The College has also used the Scorecard metrics to help evaluate programs. For example, the College examined the Progress and Achievement Rates of students who took courses at its Camp Pendleton site as well as students enrolled in STEM programs.

The Student Success Scorecard is presented in an easy-to-read format on the Chancellor's Office website. On the front page of the Palomar website, the College posts a link that allows the public to navigate directly to its Scorecard data. The reports and presentations provided to SPC and the Governing Board are posted on the IRP website. Other reports using Scorecard data are provided to departments and programs upon request.

### Institution-set Standards

In 2012-13, the College established a set of minimum acceptable institutional performance standards for a number of metrics and reported those standards in its annual report to the Commission (I.B/38). In 2013-14, the College reviewed and updated these metrics (I.B/39). The College has established standards for the following metrics: course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and Private four year institutions, and transfer rates. To establish the standards, the College examined up to ten years of trend data for each metric. The College also examined the impact of external variables on the metrics and compared its performance over time to that of similar colleges or the state average. For example, the College examined its overall course success rate to the course success rates of the state. The institution-set standards are included as part of the annual institutional effectiveness review and discussion. In addition, the Governing Board receives reviews and discusses the standards as part of their Annual Institutional Effectiveness and Review Cycle (I.B/40). **[Include the standards in an evidence link.]**

### Program Level Data/Student Learning Outcomes.

The Learning Outcomes Council (LOC) makes available institutional level assessments and analyses are made available across campus through the Learning Outcomes website (I.B/58). **[SLOACs are fully described in Standard IIA.]** The Learning Outcomes Council is the governance body charged with monitoring the implementation of Student Learning Outcomes Assessment Cycles (SLOACs). The LOC's website provides students with a listing of all Student Learning Outcomes at the course, program, and institutional levels. The LOC posts the annual report describing the assessment of General Education/Institutional Learning Outcomes (GE/ILOs) on its website along with the rubrics faculty have created for the assessment of each GE/ILO.

As described in Standard 1B.3, each department/discipline's PRP process begins with assessments of program-related data and SLOs (I.B/59, I.B/60). The results of these assessments drive program planning and ultimately resource allocation. Program Review and Planning documents are also publically available for review (I.B/61). The College maintains a Gainful Employment Program Index website, and IRP maintains its own website with links to Institutional Planning and data, completed Program Review and Planning documents, an annual "College Factbook," and results of the Community College Survey of Student Engagement (I.B/62-64). IRP also provides tailored analysis and assessment to members of the campus community upon request. For example, IRP performs cohort tracking studies of specific student groups such as athletes, has developed an annual Basic Skills Activity report that examines student outcomes based upon the use of specific support programs, and has created a detailed tutoring report that breaks down course success rates by amount and type of tutoring received (I.B/65, I.B/66). **[Add evidence links.]**

### **Self Evaluation.**

Palomar College meets the Standard.

The College makes available and communicates the results of assessments on student learning and achievement to all members and to the community. The College strives to work closely with its education and business partners. The Superintendent/President meets with the Superintendents of the K-12 districts and provides them with assessment and placement information of their students. Career and Technical Education programs work with their advisory committees and provide them with the information regarding the success of students enrolled in their programs.

Assessment and matters of quality assurance are presented to all planning councils, College committees such as the Basic Skills/Title V, HSI Steering Committee, Faculty Senate, Chairs and Directors, department meetings, and workshops. The results of assessments are used throughout the College's evaluation/planning cycles to inform the development of plans, monitor progress, and evaluate impact.

**[Ask Laura Gropen how the College determines how and whom to market to—any evaluations or assessments.]**

### **Actionable Improvement Plan.**

None.

## Standard I.B.6.

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### **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)* (I.B/27, I.B/16). 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 (I.B/29, I.B/30). Both types of evaluation are informed by comprehensive review. Outlines of these methods follow.

### Formative Evaluation.

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

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

The formative evaluation answers the following questions:

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

As a result of the formative evaluation, SPC

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

#### Summative Evaluation.

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

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

The summative evaluation answers these questions:

- (1) Did the College complete the objectives identified in its three-year Strategic Plan?
- (2) Is the College making expected progress on fulfilling its long-range plans?
- (3) Did implementation of the *IPM* and the *RAM* lead to improved institutional effectiveness, student learning, and student success?

As a result of the summative evaluation, SPC

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

## **Self Evaluation.**

Palomar College meets the Standard.

The College has institutionalized a comprehensive and integrated planning process that is linked to resource allocation. SPC annually evaluates progress on College plans and the planning process.

The Planning Councils evaluate the Program Review and Planning processes of disciplines, departments, and units in their area of purview. Changes to processes, plans, and materials are made as a result of the evaluation. For example, annually in the area of instruction, the Instructional Planning Council improves the PRP processes for instructional programs to better focus program planning on student learning, rather than simply on resource requests (Evidence ?). The 2013 - 14 iteration aligned all requests for resources with either the Mission Statement of the College or the Strategic Plan. Further, each discipline developed its own mission statement aligned with the College's. Finally, each discipline completed an analysis of its own strengths, weaknesses, opportunities, and challenges. The planning process has led to numerous improvements of student learning. [Insert evidence here, same as highlighted above]

The process for allocating SPPF has been refined and improved over the years based on feedback from SPC. Initiatives included in the College's Strategic Plan are supported through Strategic Planning Priority Funding (SPPF). SPC's evaluation of the College's most recently completed Strategic Plan indicated that 20 out of 30 objectives were completed. A total of [\$] was allocated to support the objectives. Improvements and changes that came as a result of the institutional planning process include (1) advancing the GE/ILO assessment project, (2) aligning the GRAD program with the Student Support and Success Program, (3) developing technology training programs for staff, and (4) enhancing the College's internship program. [Insert evidence here.]

The College's focus on improving students' basic skills is beginning to result in changes and improvements in outcomes. For example, the success rates in Basic Skills courses have increased over the past three years from 61% to 63%. Students enrolled in the Math Jam Summer Bridge program are improving their placements and completing their initial math courses at higher rates. [Dean Sourbeer is providing this data. Insert evidence here.]

## **Actionable Improvement Plan.**

None.

## **Standard I.B.7.**

**The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### **Descriptive Summary.**

Through assessments of its evaluation mechanisms—and especially of their effectiveness in improving student learning, achievement, and support - the College is refining its evaluation/planning cycles. These cycles include

- (1) Strategic Planning,
- (2) Annual Planning,
- (3) Strategic Plan Priority Funding,
- (4) Program Review and Planning processes and forms,
- (5) Student Learning Outcome and Service Area Outcome Cycles.

The College is realizing many improvements as a result of these refined cycles, all of which are described in detail in the Standards reports that follow. Advances include the

- Basic Skills program,
- STEM program,
- Teaching and Learning Centers,
- First Year Experience program,
- Information Literacy module (*Dashboard*),
- Student Equity Plan,
- Student Success and Support Programs,
- Summer Bridge program,
- Library's WorldShare Management System, and
- Coordination of Tutoring Services.

In addition, in 2014 the College awarded students more degrees and certificates than in any year of its existence.

### **Self Evaluation.**

The College meets the Standard.

Through the systematic and cyclical methods listed above in “Descriptive Summary”—and additional means. Palomar assesses the effectiveness of its evaluation mechanisms in improving instructional programs, student support services, and library and other learning support services.

The College adheres to the principle and practices of evaluation/planning cycles. As the College continues to refine and coordinate these many local and global cycles, it also seeks to enhance correspondence among them.

An institution that is itself actively learning is the best setting for student learning and success. In learning about itself, the College is improving for the students.

**Actionable Improvement Plan.**

None.

**Evidence for I.B**

<b>Number</b>	<b><u>Name</u></b>
1	Mission Statement
2	Sample Governing Board Minutes - Dialogue
3	Sample Faculty Senate Minutes - Dialogue
4	?? Records of Disciplines meetings to Discuss SLOACs and SAOACs
5	Government Structure Handbook (correct Link?)
6	Student success and support program (3SP) Task Force (TF) Request
7	Strategic Plan 2016 (Draft?)
8	Strategic Planning Council Membership (SPC) (correct link?)
9	Staffing Plan (correct Link?)
10	Program Review and Planning ... institutional summaries 5-6-14 PRP Planning Report ???
11	Annual Report Summaries
12	Recs for Educational Master Plan and Strategic Plan (docs for SP16 development???)
13	Task Force Examples
14	Ex of Dialogue Development & Encouragement ILOs, Student Mentoring, First Year Experience, Summer Bridge
15	Dialogue that brought about Basic Skills Committee/Title V, HSI Steering Committee
16	Resource Allocation Model (RAM)
17	Dashboard
18	Accreditation Employee Survey 2013
19	Internal Scans and External Scans
20	Educational Master Plan (EMP)
21	Facilities Master Plan
22	Staffing Master Plan
23	Technology Master Plan
24	Institutional Effectiveness Report
25	Score Card
26	Strategic Plan 2016 Action Plan - Year One
27	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
28	SPPF
29	Formative Evaluation of the College's Planning and Resource allocation process
30	Summative Evaluation of the College's Planning and Resource allocation process
31	Master Plan 2022
32	Takeaways from scans
33	SWOT analysis
34	SPC minutes - review of scorecard
35	SPC minutes - review of scorecard

36	GB minutes - review of scorecard
37	GB minutes - review of scorecard
38	Minimum Acceptable Inst. Performance Standards 2012-13
39	Minimum Acceptable Inst. Performance Standards 2013-14
40	Annual Governing Board Workshop review accountability and Institutional Effectiveness
41	Institution Set Standards form 4-14 IE
42	Fact Book
43	Mission statement-7 discussion sessions
44	SPPF Year One??? Same is #23?
45	Title V HSI Grant Award
46	Title III HSI Grant Award
47	National Institutes of Health (NIH) Grant
48	National Science Foundation (NSF) Grant
49	TRIO Grants
50	GEAR UP Grants
51	Upward Bound Grants
52	STEM Visitor Statistics
53	Math Learning Center Visitor Statistics
54	Summer Bridge Growth Statistics
55	Math 15 persistent and retention statistics
56	Basic Skill Cohort Tracker
57	Progress and achievement Rates
58	Learning Outcomes
59	PRP links to data
60	PRP links to SLO data
61	PRP history web link
62	Gainful Employment Index
63	<a href="#">IRP Link</a>
64	Community College Survey of Student Engagement
65	Basic Skills Activity Report
66	Tutoring Report





## **Standard IIA.1.b.**

**The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

### **Descriptive Summary.**

Palomar College utilizes an array of delivery systems and modes of instruction to meet the objectives of course, program, and general education curricula and the current and future needs of its students. In addition to face-to-face classes and online classes, the College offers learning communities, service learning opportunities, collaborative learning, co-curricular programs, Bravura, Political Economy Days, California Indian Days, supplemental videos (PCTV, library media databases, ATRC databases), Teaching and Learning Center programs to support the diverse learning styles of the students.

### Delivery Supports the Objectives and Contents of the Courses.

The College employs a comprehensive curriculum review process by which faculty determine the delivery systems and modes of instruction appropriate to the objectives, content, and learning outcomes of each course. Through the Course Outline of Record (COR) curriculum development and review process, the “methods of instruction” and “methods of assessment” components provide opportunities for faculty to identify all promising teaching methodologies, class organization, and assessment methods that will support the course objectives and content, support diverse learning styles of students, and facilitate faculty freedom and flexibility in planning the class syllabus. The COR identifies many means of delivery, and faculty then decide how best to deliver the course (II.A/33).

Such delivery systems and modes are specified in the COR, which results from a thorough and rigorous approval process overseen by the Curriculum Committee and the Faculty Senate. Academic division workgroups of the Curriculum Committee, convened by the deans, meet with the faculty originator to review new CORs and all elements including methods of instruction. This process has produced rigorous dialogue about course content and course relevance within a program. The review process includes the department chair and/or discipline expert. The Curriculum Committee and the Faculty Senate then examine CORs and them and approves. The final approval goes to the Governing Board and on to the Chancellor’s Office. The College has accomplished, by means of increased attention to and scrutiny of CORs, a thorough review of the curriculum. This thoroughness benefits all stakeholders—including students, policy makers, and taxpayers—by increasing public confidence in the College’s processes and attention to quality (II.A/31).

The Curriculum Committee charges a subcommittee with reviewing and approving course proposals for online instruction. In addition, the Curriculum Committee has refined the definition of instructor-student and student-student interaction in distance education (II.A/34, II.A/35).

(II.A/36). The College ensures that regular and effective communication takes place in distance education courses and is comparable in quality and frequency to that of face-to-face courses. This is accomplished by means of the Curriculum Committee's "Palomar College Instructor/Student Contact Policy for Distance Learning Courses" (II.A/35).

The College provides a range of Professional Development opportunities on pedagogy, delivery methods and modes of instruction, and use of media. The College's Professional Development (PD) program provides abundant opportunities for faculty to discuss, share, learn, and implement new methods of delivery and instruction (II.A/37, II.A/38). For example, several OnCourse Workshops have been offered by PD since 2011. The OnCourse program features methods to support student retention and persistence—for example, how to use "learner-centered strategies" in classes to empower students to become active, responsible, and successful learners. Palomar has offered four different PD sessions of the OnCourse I and II workshops, multi-day events. Approximately 126 faculty members from 29 disciplines have attended the OnCourse workshops at Palomar, where they have engaged in cross-disciplinary conversations about effective modes of instruction (II.A/39, II.A/40 Evidence of attendance?). The sessions have been funded by the Strategic Planning Council, Perkins Funds, and Basic Skills categorical state funding. Additionally, Palomar faculty mentors in OnCourse curricula have led workshops for College faculty.

To support and promote successful online teaching practices, the ATC developed the Palomar Online Education and Training (POET) program, an ongoing PD activity that trains and certifies faculty for readiness in distance education (II.A/41). Faculty who determine that their preparation and/or delivery methods for online teaching need to be strengthened can participate in this professional development. POET is not compulsory, but several departments strongly encourage faculty assigned to online classes to take the training. POET has been received very well by participating faculty. ATC has also developed the Palomar Online Teaching Site Award, "The Best of the Best." Faculty can showcase their exemplary use of the Internet as a teaching tool for review by the committee. This emphasis on excellence in online teaching has resulted in a gallery of best practices (II.A/42).

#### Methods Evaluated for Effectiveness in Meeting Student Needs.

One way the College examines the effectiveness of teaching and delivery methods is through the evaluation of faculty. Faculty undergo a peer evaluation process overseen by the Tenure and Evaluations Review Board (TERB). Faculty in the tenure process ("probationary" faculty) undergo a peer observation and evaluation over the first four years after hiring. The faculty member must be recommended for tenure by the tenure review committee assigned to the faculty member. The Governing Board grants tenure upon the recommendation of the Superintendent/President. Tenured faculty are observed and evaluated every three years. The evaluation process includes a peer class observation, a peer report, and student evaluations. These documents are reviewed with the faculty member after the end of the semester and then forwarded to the department chair and finally to TERB (II.A/43).

The TERB continues to customize course evaluation forms for different programs and delivery methods, such as online instruction, ESL, and Counseling, in order to get relevant, useful, and

accurate feedback from students. In addition, special evaluation forms and procedures have recently been developed for programs where direct observation is precluded by confidentiality, such as in disabilities testing conducted by the Disability Resource Center, and patient counseling sessions conducted in Behavioral Sciences' Alcohol and Other Drug Studies program. These new forms and procedures were implemented starting in Fall 2013. New questions have been added to all faculty evaluations, including one which addresses whether instructors make course materials available in a timely manner. This question was created in collaboration with Associated Student Government (ASG), and is especially relevant for online courses (II.A/44).

The TERB has established special policies and protocols that make instructor-student communication a focus of the evaluation of faculty teaching distance education classes. A large component of the evaluation focuses on whether teaching faculty make effective use of a variety of teaching methods and account for diverse learning styles. The TERB continues to strive to improve the participation rates of student evaluations for online courses. (II.A/45)—The TERB encourages online faculty to instruct students to participate in course evaluations and offers ideas for motivating students to do so.

#### Dialogue about Delivery Systems and Modes of Instruction.

Dialogue about delivery systems and modes of instruction occur in many venues. As described immediately above, this dialogue is an important part of every faculty member's regular evaluation. It arises also in discipline and department meetings, Chairs and Directors meetings, Professional Development Advisory Board meetings, in meetings of the Curriculum Committee, the Faculty Senate, the Instructional Planning Council [?], the Strategic Planning Council, and the Governing Board.

This dialogue is informed by qualitative and quantitative data compiled and analyzed by all members involved in such meetings. Often this data is provided by the Office of Institutional Research and Planning (IRP). **[Give a general account of IRP's research into delivery systems and modes of instruction before focusing on DE courses. See Michelle Barton.]**

The Office of Institutional Research and Planning compiles student achievement data for face-to-face and distance education courses and publishes comparative statistics based on such data (II.A/46, II.A/47). This data is of vital importance to the dialogue that is essential to the College's Program Review and Planning (PRP) process. In a comprehensive PRP, departments and disciplines must review and discuss student achievement data as part of the process. The data released by IRP to the College have resulted in rich information for programs as they examine student needs and redesign courses and programs when appropriate.

Faculty summarize and discuss Student Learning Outcome assessment results as part of the comprehensive program review process. After examining the data from IRP and the SLO assessment results, faculty discuss how to enhance the already-successful program elements as well as address program challenges. Some departments have a day-long professional development meeting to discuss curriculum, teaching and learning, and assessment. These

conversations are a vital link in successful program review and program advancement for Palomar's students (II.A/48 Is there evidence for the meetings in which the conversations take place, rather than a link to PRP review?).

#### Delivery Systems and Modes of Instruction Effectiveness in Facilitating Student Learning.

The College provides students with courses in a breadth and depth of delivery systems and modes of instruction. As the number and variety of systems and modes increase, the College adjusts its curriculum evaluation processes. Comprehensive course and program level SLO data (housed in TracDat), together with student achievement results published by IRP, are utilized by academic departments in dialogues about course- and program-level improvements. These data allow departments to compare the same courses with different modes of delivery and thereby make informed, evidence-based decisions as to whether any adjustments need to be made. In some cases, faculty have decided that a distance education alternative will not be appropriate for the course and have thus changed that option. Some departments have discovered that their SLO assessment process needed refining in order to account for various teaching styles and methodologies. In the Nursing Department, examination of program data including student evaluations and SLO assessment results indicate that students need more time in the skills lab (II.A/49 Can we get specific evidence for the example?).

The ATC oversees student surveys designed to provide the College with feedback regarding the quality and effectiveness of distance education. The Distance Education Satisfaction Survey was recently administered to students (II.A/50). This survey distilled the 17 questions most relevant to polling students on satisfaction with distance education from a 63-question Gizmo survey developed by the Chancellor's office. Faculty can evaluate their readiness to teach online as well as their delivery methods via the Palomar Course Validation Checklist . The College has benefitted greatly from the research and writing that yielded the *Substantive Change Report—Distance Education* (II.A/51).

#### **Self Evaluation.**

The College meets the Standard.

Through the detailed curriculum process, the evaluation of faculty, and the dialogue based on research and analysis, the College ensures that methods of delivery are “compatible” with students' needs and are bringing about the desired results. The College provides a variety of methods. In conjunction with face-to-face and distance education classes, the College offers Learning, and co-curricular experiences.

Disciplines, departments, and programs scrutinize information on delivery systems and modes of instruction, including data generated in PRP processes and Labor Market Information.

#### **Actionable Improvement Plan.**

None.

## Standard IIA.1.c.

**The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

### Descriptive Summary.

**[This section needs a chart.]**

All of the College's academic courses and programs are engaged in Student Learning Outcome Assessment Cycles (SLOACs). All courses and programs (including certificates and degrees) have identified student learning outcomes and assessment plans. **[Is assessment taking place in all courses and programs? Do these assessments lead to improvements for students?]** This is a faculty-driven process. Assessment plans are developed and written by faculty for their disciplines. Faculty rely on their expertise to develop college-level curricula as well as SLO assessment plans, which are tied to the course curricula and documented in the official Course Outlines of Record (CORs). Faculty utilize their expert knowledge to select and employ a wide variety of assessment methods, including both direct and indirect assessments, in order to ensure reliability. Faculty teams organize the assessments, analyze the data, and make appropriate plans for action and follow-up where needed. All active SLOs are available to students and the College community for examination (II.A/31).

All SLO assessment plans are housed in the College's outcomes database, TracDat. Faculty use TracDat to generate and update reports on current timelines for assessments, analyses, and action plans. The Comprehensive Assessment Report, generated through TracDat, summarizes course and program SLOs, assessment plans, assessment results, and action plans (II.A/52). Faculty in the disciplines regularly discuss assessment results in department meetings and online in the SLO database, TracDat. Each academic department has an SLO facilitator whose responsibilities are to coordinate SLO planning, assessment, and actions plans for each discipline in the department. The Department SLO Facilitators ensure that all SLO reporting has been entered into the TracDat database (II.A/46, II.A/---, II.A/-----). **[Here Evidence was reported as Factbook (46) and #12 and 13, which are shown to be Dashboard and Math Department Projects. I believe that references 12 and 13 are incorrect. Can we identify the correct evidence?]**

The comprehensive Program Review and Planning processes require faculty to reflect on student achievement data and course and program assessment results in order to lay a foundation for establishing goals, planning, and decision-making. The program review document is reviewed by the division dean and members of the Instructional Planning Council. SLOAC data necessary for the Program Review Planning report, and assessment results are linked to PRP to ~~their~~ action plans and funding requests. For example, the Mathematics Department has responded to student success and retention data as well as SLO assessment data by creating several innovative projects for improving student learning. Students can now take advantage of accelerated, redesigned curriculum and learning communities-for Math 15, and "Math Jam," a summer bridge program for specially-targeted students. To increase a transition from English 10 to English 50, the English Department offers an opportunity for students to complete both courses in a single

semester and has created a Summer Bridge program as well (II.A/53-55 check evidence updates).

From Course and Program SLOACs to GE/ILOs. [In this section, add table.]

The Learning Outcomes Council Coordinators provide SLO facilitators with a checklist of effective guidelines for self evaluation of their program's status per accreditation standards. This list includes these guidelines:

- There should be a well-organized list of comprehensive outcomes. National disciplinary standards have been considered, if appropriate. The program faculty have agreed on the criteria for assessing each outcome.
- Each outcome describes how students can demonstrate learning. The program faculty have agreed on the criteria for successful attainment of each outcome.
- A curriculum outline or map demonstrates how course SLOs align with the broader program. Course and program SLOs need to be aligned with Palomar College GE/Institutional Outcomes.
- Each outcome should identify a three-year timeline for assessment plans, including when and how the outcome will be assessed and how improvements based on findings will be implemented. The plan is reviewed and updated annually.
- Results of outcome assessment are used for program planning and support of learning and teaching. This information can support the PRP document and curriculum revisions.
- Students are well aware of program outcomes and assessment methods. All program outcomes are on the course syllabi and broadly publicized in other program documents. Students are adept at self-assessment in relation to the outcomes (II.A/56 – We should have evidence for these guidelines)

GE/ILOs.

The LOC is also examining ways to specifically assess General Education and other degree programs. The College is committed to conducting authentic assessment. Palomar has adopted the outcomes from the LEAP initiative, advanced by the Association of American Colleges and Universities (AAC&U). The assessment process has used faculty-developed assessment tools adapted from the AAC&U VALUE rubrics (II.A/57, II.A/58). Course sections are randomly selected for participation based on the course SLO mapping to the particular GE/ILO that faculty have established as part of the SLO assessment plan. The faculty participating in the GE/ILO assessment “norm” the rubric during orientations prior to assessing their students. Faculty members use their own assignments for the assessment. Student assessment results are submitted via a Scantron to the Office of Research and Planning, which then compiles the data for review and analysis.

The dialogues resulting from the assessment of the GE/ILOs have been very productive for members of the College. This research has provided valuable conversations among faculty, staff, and administrators regarding the skills, knowledge, and attitudes instilled in students by their learning experiences at Palomar College. The Faculty Senate has been very engaged in the decision-making of the assessment projects (II.A/---- Evidence cited here leads to the LOC webpage. Can we get a more specific evidence link for this piece?).

In Spring 2012, the College assessed Information Literacy and Critical and Creative Thinking. During the summer, a workgroup met to examine the results compiled by the Office of Research and Planning. The Information Literacy assessment showed the students scoring low in the sub-competency of using information ethically. As a result, the Strategic Planning Council supported funding for the creation of a learning module, “Dashboard,” that guides students in finding and using information accurately and ethically. Self-paced lessons include how to locate information for research, how to identify reliable information, and how to avoid plagiarism. All students and faculty have access to the lessons; faculty may assign this module to students for outside learning or include as part of a class grade (II.A/32).

In Spring 2013, after much discussion on Critical and Creative Thinking, a faculty workgroup rewrote the rubric for Critical Thinking for assessment that semester. Faculty also assessed Oral Communication that semester. A workgroup of faculty and administrators met in June of 2013 to examine the results for these two competencies. The recommendations that were taken to the LOC have resulted in the design of specific professional development activities in the areas of teaching critical thinking as well as oral communication starting in Spring 2013. The group also recommended examining other ways of assessing critical thinking. Finally, the LOC will explore ways to make all of the GE/ILO assessment rubrics available to all faculty and students for dialogue and better understanding of these core competencies.

**[Update this paragraph.]** In Spring 2014 the College assessed Quantitative Literacy, and in fall 2014 Written Communication. Two workgroups of faculty from various disciplines have met numerous times to develop the rubrics. The meetings were very productive and resulted in excellent dialogue about what these two learning outcomes mean across the curriculum. To increase the reliability of the results, the number of class sections will increase from 20 to 40 for each competency.

**[Include a chart on GE/ILO authentic assessments.]**

**[Other than “Dashboard,” how do we use GE/ILO results to bring about improvement? Can we include various examples in this section? Or should we simply summarize and not include examples?]**

College-wide Dialogue about Student Learning Outcomes.

In response to the need for increased College-wide dialogue about learning outcomes, Palomar has linked several websites to the College’s home page with information for students, faculty, and administrators. The student SLO website, just one click from the College's home page, lists up-to-date course, program, and GE learning outcomes. The site also includes FAQs and

descriptions of the SLO assessment process. The Program Review link takes viewers to an archive of Program Review and Planning documents, the Gainful Employment Program Index, and the College Fact Book. This easily-accessed information provides the College community with information about how programs assess SLOs in order to support students both academically and professionally. The links provide access to outcome assessment results, graduation rates, course retention and success rates for students, and transfer rates for each program (II.A/31). The faculty SLOAC resource page provides comprehensive information about SLO development, assessment, Program Review documents and examples, and instructions on using the outcomes database (II.A/59).

### **Self Evaluation.**

The College meets the Standard.

The College is continuing to refine its SLOACs at the course, program, and GE/ILO levels. Currently at the Proficiency level as defined by the Commission's rubric, the College is achieving the criteria of Sustained Continuous Quality Improvement:

1. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
  2. Dialogue about student learning is ongoing, pervasive, and robust.
  3. Evaluation of student learning outcome processes is ongoing.
4. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
5. Student learning improvement is a visible priority in all practices and structures across the College.
  6. Learning outcomes are specifically linked to program reviews.

Through dialogue and assessments, the College is aware that not all programs are using SLOAC results to bring about improvements for students.

The College provides much information on SLOACs to its members and to its community.

### **Actionable Improvement Plans.**

None.

## Standard IIA.2

**The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, or contract education programs.**

As described in the sections of IIA.1., the College assures the quality and improvement of all instructional courses and programs it offers primarily by means of curriculum development, review and approval processes; industry advisory committee recommendations; Program Review and Planning (PRP) processes; and Student Learning Outcome Assessment Cycles (SLOACs).

Palomar College's Mission is to offers credit and noncredit developmental courses, pre-collegiate courses (courses numbering 50 and below) and programs (English as a Second Language), and collegiate courses (including Career Technical). Currently, the institution is not offering study abroad or short term training courses or programs. Contract training is offered when requests from companies can be self-supporting. Because of limited resources and demand, many continuing and community education courses were suspended in 2012. The College is in the process of reevaluating this area and is cautiously optimistic that as the demand improves, the program can be revived.

All credit and noncredit courses offered at the College undergo the same curriculum development process. A flowchart describing this process is available in CurricUNET—the program used to develop and house curriculum (II.A/60). Courses are also reviewed and updated using this process. The College's curriculum process is compliant with Title 5 and the California Community College's Chancellor's Office course and program handbook. The Faculty Senate is ultimately responsible for curriculum and has developed procedures to ensure quality at every step in the process.

Ongoing scrutiny of courses and programs is also built into the Program Review and Planning process. Faculty review specific elements of courses and programs—program mission, curriculum and schedule planning, performance elements, and learning outcome assessments—to ensure continued program relevance and to align resources appropriately to program planning (II.A/61). Moreover, priorities that surface from the individual discipline and department PRPs enter into the dialogue at IPC, and then often into the dialogue of SPC as it develops Annual Plans to facilitate the Strategic Plan. The College's well-defined course and program curriculum development, review, and approval process ensures quality and currency to meet the needs of its student community.

## **Standard IIA.2.a.**

**The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

### **Descriptive Summary.**

Governing Board Policy 4020 and Administrative Procedure 4020 (“Program, Curriculum, and Course Development”) establish the institutional procedures for the design, delivery, and evaluation of courses and programs offered at Palomar (II.A/62, II.A/63). As this policy and procedure state, designing, delivering, and evaluating courses and programs are Academic and Professional matters as defined by Assembly Bill 1725 (II.A/64 – link provided is not valid, need new evidence for AB 1725 - <http://www.palomar.edu/pd/pdfs/Web%20Calendar%20Spring%202014.pdf>). This is the core of Palomar’s Faculty Senate’s responsibilities (II.A/65 The link provided goes to Faculty Senate website. Is there a more direct link for faculty senate responsibilities?). The Faculty Senate approves the work of the Curriculum Committee, which is the preeminent body for the development and recommendation of curricular policy including philosophy, processes, goals, and strategic and long-range planning. The Curriculum Committee coordinates, evaluates, and reviews the college curricula to encourage innovation and excellence in instruction and to promote student learning and achievement. The curriculum process ensures that faculty are the originators of all curriculum proposals, with the review process engaging faculty, department chairs, articulation officers, and academic division deans. The College employs the CurricUNET system for curriculum development and approval processes.

**[Refer also to curriculum planning, articulation, timelines, CurricUNET reports, bi-monthly meetings, and integrated CORs.]**

For a number of years the Curriculum Committee and the Learning Outcomes Council (LOC) worked in separate venues towards the common goals of improved curriculum and documented learning outcomes and assessment cycles. During the last two years, however, there has been a more purposeful collaboration. To promote dialogue, each committee has a designated faculty representative from the other committee. ~~Links already included— Please identify which links to place here.~~ In Spring 2014 the Curriculum Committee developed a process to ensure that SLOs are determined at the time a new course is proposed. This process was implemented in Fall 2014.

As defined by ACCJC’s standards, Palomar is achieving “Proficiency” level **[Can justify SCQI? Should we even refer to the Commission’s rubric?]** in the development and ongoing assessment of Student Learning Outcomes for courses and programs (II.A/66). Faculty regularly update and assess SLOs, and based on assessment results they update curriculum, methods of delivery, and resource requests. The SLOs are available for public viewing at (II.A/30 Can we specify the exact URL for viewing please, not just the LOC home page).

Courses in Palomar's inventory are reviewed at least every five years (II.A/68, II.A/69—AP 4023 states "Course outlines are reviewed by the program/department and division dean on a cycle as recommended by the Curriculum Committee." To substantiate claim, we will need evidence that curriculum committee recommends review every 5 years.). CTE courses and programs are reviewed and updated on a two-year cycle to keep abreast of industry changes and/or to incorporate recommendations from Industry Advisory Committees.

Programs, certificates, and degrees are evaluated and updated as courses are revised or replaced to ensure the program requires the core classes necessary for employment needs or transfer.

**Self Evaluation.**

The College meets the Standard.

**Actionable Improvement Plan.**

None.

## **Standard IIA.2.b.**

**The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

### **Descriptive Summary.**

In supporting students who are pursuing career and technical training, Palomar provides core courses, sequenced to culminate in the knowledge, skills, and abilities necessary for gainful employment in a chosen career. The certificate of achievement award focuses on the minimum skills required for employment while the degree program includes advanced/capstone workforce preparation and the General Education core curriculum.

Through the Curriculum Committee, the Palomar College Governing Board relies on the expertise of faculty in all curricular matters (II.A/70, II.A/60). This purview includes the establishment of competencies and outcomes for courses and programs. Each Career Technical (Vocational) Education (CTE) program establishes and maintains an industry advisory committee to provide the professional and technical input needed to keep programs aligned with industry standards. Annual advisory committee meetings provide information about changes and developments in the industry, technology, and projected workforce needs. Industry members also make suggestions that improve occupational curricula and program requirements. These industry members foster closer cooperation, understanding, and communication between the College and the business community.

The relationship between SLOs and competency levels for degrees, certificates, programs, and courses is interdependent and cyclical. Through the curriculum process, faculty determine the content needed to provide students with specific knowledge, skills, competencies, and/or abilities. Learning outcomes and assessment cycles are developed and implemented to provide the feedback faculty need to improve student success.

The institution has taken extra steps to provide information to students about learning outcomes for courses and programs. At “A Student Guide to Learning Outcomes”, students are given a concise definition of SLOs, a set of commonly asked questions with answers regarding SLOs, and can find General Education Institutional Learning Outcomes (GEILOs) and SLOs for each course (II.A/31). Additionally, learning outcomes are standard, required components of each course syllabus.

The College’s Learning Outcomes Council provides a continual, faculty led process for training, resources, oversight, development, and assessment of SLOs. Course and program level SLOs are on a three-year cycle of assessment. The large membership, including representatives of all constituent groups but primarily faculty, is co-chaired by two faculty coordinators and the Vice President for Instruction. Additionally, each department has an appointed facilitator who is responsible for leading and coordinating the SLOAC process within the department (II.A/71).  
**[Do we adequately describe the composition, roles, and responsibilities of the LOC in**

**section IIA.1?]**

**Self Evaluation.**

The College meets the Standard.

The College depends on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The College regularly assesses student progress toward achieving those outcomes.

**Actionable Improvement Plans.**

None.

## Standard IIA.2.c.

**High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

### **Descriptive Summary.**

The College currently offers three types of Associate degrees. Students may earn an Associate in Arts (AA) or an Associate in Science (AS) degree in University Studies, General Studies, or in with a major field in a career or technical discipline. Palomar also offers Associate Degrees for Transfer to the California State University system. These include Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T). To earn a degree, students must satisfactorily complete at least 60 units of college work, including at least 18 units of general education and 18 units in a major field. The certificate and degrees offered align with the College's Mission Statement.

**[Review this paragraph.]** The Course Outline of Record (COR) is the curriculum foundation for the breadth, depth, and rigor of instruction. Sequencing of courses is determined through the establishment of prerequisites, co-requisites, and recommended preparation and advisories (II.A/72 Evidence for this sentence please). Faculty members' adherence to the CORs guarantees that all programs provide students with quality courses of the appropriate shape and scope in the context of their learning. Course objectives are written using Bloom's Taxonomy to promote the development of student learning from levels of knowledge to application to synthesis and analysis. Certificate and degree ~~Instruction and~~ programs are aligned with transfer institutions' preparation for the major and general education lower division requirements or industry standards and expectations. Programs proceed from introductory and survey courses to advanced and specialized study. Faculty remain current through PD and sabbaticals, through department meetings and professional workshops and conferences.

Faculty expertise is the foundation of all curricular decisions, and quality control is an inherent component of the College's well-defined course and program development, and review, and approval phases. As courses and programs are pre-launched in CurricUNET, a workgroup consisting of discipline faculty, division representatives of the Curriculum Committee, the Articulation Officer, and the appropriate division dean convenes to review all components of the proposal (II.A/33). The workgroup identifies any deficiencies as to appropriate breadth, depth, rigor, sequencing, etc., and the course or program goes back to the originator for rewriting. When the deficiencies are rectified, the course or program is then launched for further scrutiny by the Department Chair, the Articulation Officer, and the Division Dean. When those approvals are received, the course or program is then placed ~~put~~ on the Curriculum Committee agenda ~~for first reading~~. The Curriculum Committee uses a first and second reading approval process that provides opportunity for further review and input from committee members and faculty at large. (II.A/73 Need specific link as evidence, not just CurricUNET home page). The final steps in the process are Faculty Senate (who ratifies the work of the Curriculum Committee) and Governing Board approval. Only then are courses and programs submitted ~~sent~~ to the CCCCO for approval (II.A/74---Evidence cited here is for Tenure Evaluations Appeals Committee, not relevant to this claim).

All disciplines and departments conduct regular and cyclical Program Review and Planning processes by which faculty analyze specific quantitative and qualitative indicators. These components include a review of curriculum, a summary of student learning outcome activities, and analysis of retention and student success data (II.A/61). By analyzing this data, faculty are able to review specific outcomes (retention, student success, etc.) and implement strategies designed to improve the quality of instruction and the quality of the outcomes. Career Technical disciplines have an added layer of quality control through their Industry Advisory Committees (II.A/75). These committees assist faculty by reviewing curriculum for alignment with industry workforce standards. Minutes of these minutes can be found on file in the office of the Dean of Career Technical Education (Can we get a couple sample minutes for this claim please?).

### **Self Evaluation.**

The College meets the Standard.

Program development is based on major fields of study as defined by four-year institutions or the workforce. Programs are developed based on identifying the learning outcomes necessary for students to move from one course level to the next, culminating in capstone courses that bring together all learning outcomes. **Include in the paragraph a reference to “knowledge, skills, and competencies.”]**

The College’s well defined course approval process provides even greater scrutiny to ensure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all courses and programs (II.A/77 -Evidence: Greg Larson email, Can you forward a copy of this please – msnyder2@palomar.edu). This process includes not only a workgroup’s examination of all course proposals but also ongoing training of the Curriculum Committee members in the principles of well-integrated Course Outlines of Record in which course objectives are emphasized through content-related activities in critical thinking and writing and reading assignments.

Academic courses and programs are reviewed and updated every five years while CTE courses and programs are on a two-year curriculum review cycle.

### **Actionable Improvement Plans.**

None.

## **Standard IIA.2.d.**

**The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

### **Descriptive Summary.**

As described in section IIA.1.b, the College evaluates student access, retention, and success in determining the delivery modes and teaching methodologies that address students' diverse needs and learning styles.

Teaching and assessment methodologies are selected and overseen by faculty. In the Course Outline of Record (COR) approved multiple methods of instruction and assessment are identified and encouraged. Through ongoing conversations and training, faculty continually evaluate the relationship between teaching methodologies and student learning and achievement. This is especially evident in the Program Review and Planning processes, where faculty review student achievement data by delivery mode 1 (II.A/19). This data is then used to inform decisions about curriculum changes, expected learning outcomes, and course scheduling (II.A/30).

The College offers faculty an extensive Professional Development (PD) program (II.A/78). Annually, each full time faculty member is compensated for 72 professional development hours. Part time faculty are compensated commensurate with the number of hours taught per semester. These hours may be used to design a program that meets the specific needs of the faculty member. A separate program, Palomar Online Education Training (POET), has been developed to assist faculty in improving online teaching skills and enhancing online content (II.A/41).

The PD program and grant opportunities with STEM, Basic Skills, and Title V have encouraged faculty innovation and exploration of teaching strategies to improve student learning. Examples of these methodologies include learning communities and accelerated and blended curriculum—the “flipped” classroom, imbedded tutors, “On Course” collaborative learning approaches and service learning.

The Tenure and Evaluations Review Board conducts regular evaluations of all faculty members that assess the instructor's performance in addressing the diverse needs and learning styles of students (II.A/43, II.A.44 – Note to Marti -assumed check for appropriateness). Student evaluations provide feedback on delivery modes and methods to promote active learning and participation in the traditional and online environments.

### **Self Evaluation.**

The College meets the Standard.

Faculty employ delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. The College supports the development and use of innovative strategies in the classroom through its Strategic Planning Priority Funding process, its participation in grant opportunities, and its extensive Professional Development program.

The College provides students a tool to assess their readiness for online coursework and training videos on Blackboard. The College is in the process of adopting a systematic approach to assessment and training.

**Actionable Improvement Plans.**

None.

## **Standard IIA.2.e.**

**The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

### **Descriptive Summary.**

**[Here we'll need to repeat descriptions/discussions of PRPs, Curriculum Committee, IR&P, data of all kinds.]**

The institution employs a variety of methods to evaluate the effectiveness, relevancy, appropriateness, and results of its courses and programs. For program and course effectiveness, faculty use data provided in the three-year cycle of the Program Review and Planning process. The same process is used regardless of course or program type and provides faculty an opportunity to review the program's mission, curriculum, SLOs and assessment data, scheduling needs ~~patterns~~, and goals, and strategies for improvement. Extensive data is provided by Institutional Research and Planning so that faculty are able to analyze data on student achievement by age, sex, day/evening attendance, ~~and~~ completion rates, and face-to-face versus distance education delivery (II.A/61).

To evaluate program relevancy, a variety of methods and types of data are available to faculty. These may include articulation and transfer requirements, labor market information, and student assessment results. The latter is crucial for determining scheduling needs for developmental or pre-collegiate courses and programs. Career Technical programs and courses also solicit input from industry experts to validate the relevancy and currency of their courses and programs. Advisory committees meet at least once each academic year to review curriculum and to make recommendations that better align the curriculum with current industry standards (II.A/76 Link to meeting minutes previously included, we will need a sample of these minutes please.).

**[Frame this part in terms of "evaluation."]** Some CTE programs have national accreditations and must reaffirm their accreditation with these national agencies cyclically. Those programs and their accrediting bodies are:

- a. Nursing - the California Board of Registered Nursing and the Accreditation Commission for Education in Nursing, formally known as the National League of Nursing Accrediting Commission
- b. Dental Assisting - Commission on Dental Accreditation and the Dental Board of California
- c. Paramedics - Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

The Fire Academy, the Police Academy and Alcohol and Other Drug Studies align their curriculum with standards set by other certifying bodies. The Police Officer's Standards of Training (P.O.S.T.) is a state agency that certifies training for the Police Academy; the State Fire Marshall's Office sets standards for the Fire Academy and AODS by the California Association of Alcohol and Drug Educators (CAADE).

Faculty determine the learning outcomes for courses and programs through the curriculum process and through a process coordinated by the LOC (II.A/79). (Link included – Which link would this be?).

(II.A/80)- Faculty and staff have a continual dialogue regarding learning outcomes for specific courses and programs. The learning outcomes for courses and programs are on a three-year assessment cycle. Additionally, the College (led by its Learning Outcomes Council) has identified the GE competencies students are expected to demonstrate when completing a degree. Courses and programs across the curriculum are mapped to these specific General Education Institutional Learning Outcomes (GE/ILOs) (II.A/81).

### **Self Evaluation.**

The College meets the Standard.

### **[Provide additional commentary.]**

The College's three-year PRP process facilitates a systematic review of course and program relevance, appropriateness, currency, and future needs and plans. Course and program level learning outcomes are on a three-year cycle of assessment. This data provides faculty with on-going feedback on student learning and triggers discussions on how curriculum may be revised or enhanced to improve student learning of principle concepts and skills.

### **Actionable Improvement Plans.**

None.

## **Standard II.A.2.f.**

**The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for course, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### **Descriptive Summary.**

#### **Do we say enough in this section?**

The College engages in well-established ongoing and integrated planning as defined by its *Integrated Planning Model*, *Resource Allocation Model*, Program Review and Planning processes, and Student Learning Outcome Assessment Cycles. These evaluation/planning cycles are monitored by the Strategic Planning Council, the four divisional planning councils (IPC, SSPC, FASPC, HRSPC), and the Learning Outcomes Council (II.A/138-40, II.A./19).

These planning models incorporate systematic evaluation of programs and services by requiring all departments, disciplines, and divisions to evaluate their program on a yearly basis for improvement and identifying needs. College budgeting of resources follows planning based on the IPM where needs and resources are identified through evaluation of PRPs and the College's Strategic Plan (II.A/140).

The College's PRP processes use institutional data and evidence provided by the Office of Institutional Research and Planning (II.A/19). The data is presented on the PRP forms given to the College's departments, divisions, and disciplines, which are evaluated and incorporated into each department's planning and resource requests. The PRP process is currently in its second year of its planning cycle. Departments reflect on how PRP allocations from Year One impacted progress in achieving objectives and goals, link to planning, and how the resources spent are clearly articulated in Year Two planning (II.A/141). With academic departments and disciplines, the Instructional Planning Council plays an important role in the PRP process through its review and allocation of PRP requests including providing feedback to departments and drafting the PRP template (II.A/142).

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plan.**

None.

## **Standard II.A.2.g.**

**If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

### **Descriptive Summary.**

The College does not use departmental course or program examinations.

### **Self Evaluation.**

The College meets the Standard. **[Or not applicable?]**

### **Actionable Improvement Plan.**

None.

## **Standard II.A.2.h.**

**The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### **Descriptive Summary.**

All courses have SLOs. All course SLOs are assessed. All program SLOs (program = sequence of courses leading to a degree or certificate) are assessed, either through mapping of course SLO results or via a capstone experience or other device. Institutional SLO results may be derived from direct assessment or through mapping (of course/program results) (II.A/143).

The course outline of record states the SLOs, objectives, and other methods of assessment used for grading and awarding credit. This ["this" what?] is also a requirement of the Palomar College Curriculum Committee (II.A/144).

Credit is awarded for courses based upon attainment of student learning outcomes and other objectives. Students receive this in the course syllabus for their class and student learning outcomes for classes are available on the course outline of record (II.A/31).

The Palomar College catalog provides students with the grading system in use, prerequisite policies, honors qualifications, academic standards, and how to question the policies (II.A/145).

The curriculum for courses offered at Palomar needs to match curriculum from three other identical courses at other institutions (II.A/145). **[Explain.]**

Credits articulate to schools in the UC and CSU systems (II.A/145).

Courses have to align with other accepted courses (II.A/145).

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plan.**

None.

## **Standard II.A.2.i.**

**The institution awards degrees and certificates based on student achievement of a program's stated learning outcome.**

### **Descriptive Summary.**

The College has instituted Student Learning Outcome Assessment Cycles (SLOACs) to ensure that degrees and certificates are awarded based on the achievement of stated programmatic learning outcomes (II.A/146). The College also ensures that all instructional and vocational degrees require a component of general education as published in the course catalog (II.A/147).

The College's Curriculum Committee and Learning Outcomes Council (LOC) meet regularly to discuss the learning expected of students to earn a degree or certificate (II.A/148). These committees consist of faculty members from various disciplines and representative groups on campus.

The College identifies student learning outcomes for degrees and certificates at a departmental level with proposed curriculum changes discussed first at the departmental level and then at the College's Curriculum Committee (II.A/149).

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plan.**

None.

### **Standard IIA.3.**

**The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Board Policy and Administrative Procedure 4025, “Philosophy and Criteria for Associate Degree and General Education,” signifies the College’s commitment to leading students through patterns of learning experiences designed to develop certain capabilities, sensibilities, and insights (II.A/82, II.A/83). The College catalog also describes that the General Education (GE) Program promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students’ lives.

Palomar College clearly states its Vision, Mission, Values, and educational philosophy, which provide the basis for all of its academic offerings (II.A/84). The philosophy underlying the formation of the general education offerings include a belief in the value of the individual and in the individual’s potential for intellectual, ethical, personal, and social growth. As such, the College’s GE offerings encompass a breadth of courses in the four major areas of study. The College clearly communicates its general education philosophy in the catalog as approved in the Board policies. This philosophy is realized in curriculum course development and in alignment with CSU, IGETC, and AA and AS patterns and in the processes to which the College commits itself. Moreover, the College has adopted the Liberal Education and America’s Promise (LEAP) framework for General Education/Institutional Learning Outcome Assessment Cycles (II.A/85 – please provide evidence for LEAP GE/ILOs).

**[See Wendy Nelson for a more precise description.]** The College’s GE/Institutional Outcomes were discussed and voted on in the Learning Outcomes Council, sent to the Curriculum Committee for discussion and approval, and then move on to the Faculty Senate (II.A/86-89).

All AA and AS degree requirements for academic and vocational include a GE component of a minimum of 18-30 units. The development of a course and its inclusion as a GE course begins with discussion within an individual department, which is the level at which student learning outcomes are assessed and analyzed as well. Each course originator must complete the relevant paperwork regarding GE within CurricUNET, which assures a consistent process in the development of CORs and of the courses themselves. Faculty originators may choose which GE area the course satisfies; the Articulation Officer discusses with the originators whether the course in fact will meet the desired GE requirement or any other, and recommends any necessary changes so that the course meets the guidelines; and the originator makes the changes to the course (II.A/86). The course continues through the review and approval process, which includes the department chair, discipline content specialist (if applicable), the division dean, the Curriculum Committee, Faculty Senate, and Governing Board.

## **Standards IIA.3.a, b, and c.**

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.**

**A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

### **Descriptive Summary.**

In accordance with Board Policy and Administrative Procedure 4025, “Philosophy and Criteria for Associate Degree and General Education,” the College has a well-defined General Education Program that promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students’ lives (II.A/82, II.A/83). The College has adopted the LEAP framework as its GE/ILO with a number of additional outcomes (II.A/85). As a result of the general education experience, students demonstrate

- knowledge of human cultures and the physical and natural world (study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts);
- intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, artistic perception, quantitative literacy, information literacy, digital literacy, teamwork and problem solving;
- personal and social responsibility, including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning;
- integrative learning, including synthesis and advanced accomplishment across general and specialized studies (II.A/90).

Palomar College shows student attainment of comprehensive SLOs through its GEILO development and assessment cycles. The process includes the mapping of all courses to the specific GE/ILOs such as those for oral and written communication or critical thinking (II.A/81).

Students' ability to apply their understanding of coursework is evidenced by retention and success rates. Those rates for transferable courses from Fall 12 were 91.52% and 71.23%, respectively, and those for vocational courses were 92.08% and 76.35%. Success rates for those students transferring to CSU from Palomar compared to those transferring from other CCs is consistently higher. The percentage of CTE completers who are employed full-time dropped for 2009-10, and the percentage for those whose education was job-related dropped slightly as well. The median salary for completers declined dramatically (II.A/91, II.A/92).

Student skills and capabilities are measured at the course, program, and college level in a number of ways. Faculty employ a variety of assessment methods on a regular basis. Course level SLOs establish a consistent focus of content emphasis across all class sections offered. The College has completed the GE assessment of Critical Thinking and Information Literacy, Critical Thinking and Oral Communication, and Quantitative Literacy and will have completed the assessment of Written Communication by the end of Fall 2014.

College members have engaged in considerable discussion at the LOC and within individual departments to address concerns about ethics and effective citizenship (II.A/93). Assessment of the GEILO involving Information Literacy, for example, contained a component of "using information ethically." LOC used SPPF funds to develop a learning module for students, "Dashboard," to address the issues that were seen involving a lack of awareness re: ethical use of information. Individual instructors are able to make use of this module, which has been posted online (II.A/94). Courses which address issues regarding ethics and effective citizenship are mapped to the relevant GE/ILOs (II.A/95).

The Curriculum Committee includes a subcommittee that reviews courses submitted to fulfill the Multicultural Requirement for the AA and AS Degree (II.A/34, II.A/96). These courses provide students with the knowledge, skills, and abilities relevant to the GE outcomes of global \_\_\_\_\_ and diversity awareness and sensitivity. Four additional District requirements are Written Communication, Oral Communication, Quantitative Literacy, and Critical Thinking.

**[See Kathy Grove.]** Students interested in more hands-on, experiential opportunities can sign up for Service Learning, which helps students develop social responsibility and civic knowledge and engagement skills. Service Learning is a component of many classes. The College supports Service Learning with 20% release time for a faculty member (II.A/97). Additionally, Palomar College has numerous active student clubs as well as an active Associated Student Government with seats on shared governance councils and committees (II.A/98, II.A/99). Students have opportunities for community engagement and involvement through a number of programs, including the Police Academy, Fire Academic, Emergency Medical Education, Fashion, Nutrition, and [. . .].

### **Self Evaluation.**

The College meets the Standard.

The College's comprehensive curriculum provides students with many learning opportunities to develop and nurture their knowledge, skills, and abilities relevant to the GE/ILOs. The College

assesses students' general education knowledge, skills, and abilities through curricular review, GE/ILO assessment cycles, analysis of students' progress and success, and workplace and industry reports.

**Actionable Improvement Plans.**

None.

## **Standard IIA.4.**

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### **Descriptive Summary.**

Palomar College offers a variety of Associate of Arts and Associate of Sciences degree programs (II.A/100). As described in Board Policy and Administrative Procedure 4100, "Graduation Requirements for Degrees and Certificates," all programs comply with Title 5, § 55806 regulations by requiring a minimum of 18 units that focus on "Area of Inquiry" (II.A/101, II.A/102). Students must complete at least 18 units and up to 30 units in the selected program and maintain a grade point average of 2.0 in order to successfully complete graduation requirements. Students must also complete the College's well defined General Education Requirements.

**[See Eligibility Requirements.]**

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plans.**

None.

## **Standard IIA.5.**

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

### **Descriptive Summary.**

The Carl D. Perkins Career Technical Education Act requires colleges to report student performance information to the State. This data is compiled as Core Indicators of performance for students enrolled in CTE programs. Indicator 4 is Employment. This indicator is the percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI [“UI”?] covered employment, the federal Government, or the military. For Cohort year 2013-114, Palomar’s performance rate for this Core Indicator is 81.77. This data is evidence that our students are obtaining high wage, in demand jobs (II.A/103). [Add advisory committee input. The CTE PRP process also involves examining job outlook—“labor market indicators.” See Standard IA.]

Students earning a vocational or occupational certificate or degree program must complete a minimum of 18 units in a focused field of study. The core required courses for CTE are developed from labor market information that specifies essential competencies and from direct feedback by advisory committees from the workforce. CTE programs are reviewed every two years and ensure that the certificate and degree programs align with industry trends.

Periodically, Palomar conducts studies to follow-up on CTE students who earn a certificate or degree. The studies are intended to provide faculty and administrators information about students’ attitudes regarding their CTE program and how their educational programs relate to their career preparedness and employment. The latest study was conducted in Spring 2013 (II.A/104). Generally, the survey results yield a positive picture of CTE programs at the College. Respondents expressed satisfaction with the programs they were in, and the majority (92% of completers and 89% of leavers) stated that they appreciated and value their learning experiences at Palomar.

Some occupations require licenses to validate that participants have met specific competencies or requirements. Overall, students in those programs at Palomar have performed exceptionally well. Results for the 2013 cohort of students by program are:

Table # \_\_

<b>Program</b>	<b>License Required</b>	<b>Issued By</b>	<b>Palomar Results</b>
Nursing	RN (Registered Nursing) License	CA Board of Registered Nursing	Fall 12 Class 96% Spring 13 Class 96%
Paramedics	State License with National Certification	National Registry of Emergency Medical Technicians (NREMT)	100%
Registered Dental Assistant	Registered Dental Assistant	Dental Board of California	2013 statistics not available yet. 2012 Written exam 95% pass 2012 Practical exam 95% pass 2012 Law and Ethics exam 86% pass

#### **Self Evaluation.**

The College meets the Standard.

#### **Actionable Improvement Plans.**

None.

## **Standard IIA.6.**

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**

The College assures that students and prospective students receive clear, accurate, replete information on educational courses and programs and transfer policies. The catalog information provides a program description, expected outcomes, and delineated course requirements and units of credit awarded.

### Board Policies.

The pertinent Board Policies and Administrative Procedures are BP/AP4100/Graduation Requirements for Degrees and Certificates; BP/AP 4050/Articulation; and BP/AP 4025/Philosophy and Criteria for Associate Degree and General Education (II.A101, II.A/102, II.A/82, II.A/83, II.A/105, II.A/106).

### Catalog.

The College catalog clearly delineates accurate information about its education courses and prerequisites and transfer policies. Instructional Services seeks feedback from disciplines and departments as well as non-instructional areas of the College for catalog development and catalog accuracy (II.A/107, II.A/108). Each area is assigned to a person or group with the expertise needed to develop and proofread. The proofed version is then sent to the appropriate instructional or student services contact. The presentation of information to be included in the catalog is made at the Curriculum Committee (II.A/109). When necessary, the College posts addendums to the catalog.

### Course Outline of Record, Class Syllabus, and Student Learning Outcomes.

Departments provide faculty with the Course Outline of Record for the courses they are assigned to teach. Faculty are required to submit a copy of their course syllabi to the department to keep on file (II.A/110-112). As part of the faculty evaluation process, department chairs note whether the faculty member has a syllabus that contains the appropriate SLOs. Furthermore, course and program SLOs by discipline are listed on the College website page with links for catalogs (II.A/31). Faculty are required to distribute course syllabi to their students within the first two class meetings (II.A/113). The Learning Outcomes Council website provides a link to a comprehensive list of course and program level student learning outcomes.

### Gainful Employment Updates.

The College posts Gainful Employment information on its website for its vocational programs. This website provides information on each program's projected length of completion, approximate cost to complete the program, and labor market opportunities.

### Counseling.

**[Draw from Standard II.B a paragraph about the role played by counselors—especially during orientation and the first counseling meeting.]**

## Standard IIA.6.a.

**The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### Descriptive Summary.

Board Policy 5050, “Matriculation,” guarantees that the College provides students with matriculation services for the purposes of furthering educational opportunity and academic success (II.A/114).

**[Paraphrase: Palomar College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.]**

The College’s catalog clearly identifies individual course transferability in its course descriptions and identifies the area of transfer in Transfer Information” (Section 7) (EVIDENCE).

**[Discuss the use of ASSIST (transfer information and California public colleges) and TES.]**  
**[Re-interview Gloria K. for help with this section.]**

### External Policy.

#### CSU and UC

The determination of whether a course is UC transferable is made by the UC system. The process takes place each October (second review) and June (first review) when the Articulation Officer is allowed to submit new courses for approval on the TCA (Transfer Course Agreement).

CSU transfer transferability is determined by the Articulation Officer (AO) using the guidelines established by the CSU to determine what the criteria for a CSU transferable course and the criteria for determining a baccalaureate level course.

The process for addressing transfer of coursework is as follows: Faculty propose a course through CurricUNET and indicate on the General Education screen in CurricUNET if they are proposing the course as CSU or CSU/UC. They list examples of similar or equivalent courses [**“similar or equivalent courses” where?**] on the General Education screen as a means of validating a course as transferable. The Articulation Officer is charged with using the CSU and

UC guidelines in the Articulation Handbook to determine what to submit for review (II.A/115).

A course's transfer status is communicated to students by the College's numbering system (II.A/116).

#### Internal Policy.

Palomar accepts and uses only US transfer course work from regionally accredited institutions (II.A/117). The Evaluations Office Staff read course descriptions and Course Outlines of Record for rigor, content, unit value, prerequisites, and how a course is used at the originating institution. They consult with the Articulation Officer (AO) when necessary to make a decision. If the AO is not able to make an evaluation, the AO consults faculty in the discipline or the department owning the course being is considered as equivalent. Details of acceptance of other coursework are found in Section 5 of the College catalog (II.A/118).

Acceptance of AP, IB, and CLEP for general education purposes is determined by system-wide CSU and UC policy (II.A/119-21). Course equivalencies for exams were [“were”? past tense?] determined by the AO in conjunction with appropriate faculty. Charts for external exams and how we accept and use them are in the catalog and on the Articulation website (II.A/120).

**[Distribute this material into the paragraphs above.]** It is the AO's responsibility to look for possible articulations as new courses are proposed in the curriculum cycle; works with faculty and uses ASSIST (II.A/122). Often a CSU or UC Articulation Officer will contact the individual community colleges AOs asking to see Course Outlines of Records for courses that the CSU or UC faculty have expressed an interest in. Private institutions or out-of-state articulations are typically initiated by the transfer institutions by contacting the AO. Receiving institutions, not Palomar, decide where or how the College's courses will be used. These are always typically [?] one-way agreements. These agreements are put on the Articulation website. Since our articulation agreements are not about our accepting course work from some other institution, but rather other institutions accepting our courses and making agreements, the evaluations of these agreements take place at the receiving institution.

The College has a few articulation agreements from community college to community college. These agreements were made by the AO in conjunction with faculty and are posted on our Articulation Website.

#### **Self Evaluation.**

The College meets the Standard.

The College's Articulation Officer is pro-active in working with faculty in the curriculum development process to identify new courses and their transferability to four-year institutions. CSU and UC curriculum timelines are strictly adhered to so that courses are submitted in a timely manner for review, revision, and approval for the following academic year. This ensures that students are given the most current articulated course options to fulfill their lower-division GE requirements as well as core requirements for their field of emphasis.

**Actionable Improvement Plans.**

None.

## **Standard IIA.6.b.**

**When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Descriptive Summary.**

The District's BP4021, Discontinuance of Career/Technical Programs, requires a recommendation from the Faculty Senate to discontinue a career/technical program. The procedure, AP4021, Discontinuance of Career and Technical Programs, was recommended by the Curriculum Committee and adopted by the Faculty Senate in May 2007. The procedure defines the steps to be taken and is applicable to both career/technical and academic programs. The procedure requires a justification for discontinuing a program and must include a "phase out" plan to ensure that students currently enrolled in the program are given access to complete the required courses or substitute courses to fulfill certificate and degree requirements in a timely manner. Faculty in the department that is discontinuing the program have the authority to review and approve any course substitutions necessary for program completion. The specific procedure for discontinuing/deactivating an instructional program is as follows:

- Faculty member writes justification/reasons for deactivation and consults with the department. Justification must include a plan to phase out the program so as to not adversely affect students
- Department members and Chair analyze, modify, and approve the deactivation. If there is no concurrence, further consultation occurs before the recommendation moves forward.
- Division Dean analyzes, modifies, approves recommendation. If there is no concurrence, further consultation occurs before the recommendation moves forward.
- Curriculum Committee analyzes, modifies, approves recommendation. If there is no concurrence, further consultation occurs before the recommendation moves forward.
- Governing Board analyzes and approves recommendation from Faculty Senate.

**[This document has been added to the "Curriculum Policies" page of the Curriculum website [http://www2.palomar.edu/pages/curriculum/.](http://www2.palomar.edu/pages/curriculum/)]**

(H.A/123, H.A/124 p. 54 Check this section for new evidence)

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plans.**

None.

## **Standard IIA.6.c.**

**The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

### **Descriptive Summary.**

Regularly the College reviews its schedule and catalog and reformats the website upon print publication. A workgroup with members from Instructional Services, Student Services, and the Communications, Marketing, & Public Affairs Office collaborates to develop the catalog. The Communications, Marketing, & Public Affairs Office coordinates and reviews printed materials that promote the College, its academic programs, support services, and college-sponsored events and activities. The Public Information Officer (PIO) is responsible for content and approval of ads, content, and covers and makes recommendations to the president. The Vice President for Instruction (VPI) and the Vice President of Student Services review and approve cover photographs, and the VPI provides much of the content. Official College news releases are developed by the PIO, the official public spokesperson for the College.

The PIO's Service Area Outcome (SAO) is the regular review and evaluation of the process; this SAO is being assessed this year. The PIO oversees an informal viewing of the catalog and schedule by a variety of student groups as well (ASG, ICOC, LGBTQ – at least 25 students are asked for feedback). The catalog and class schedules are reviewed by the Registration Committee, the Instruction Office, and the Class Schedule Committee, which meets regularly each semester (II.A/125). Production timelines for the development of the College catalog and class schedules are set with Instructional and Student Services (II.A/126)

Maintenance of the College's website and its content is a collaborative effort among the Communications Office, Academic Technology, Instructional Services, and Student Services. A task force was convened in Fall 2014 to refresh the College's website. **(Evidence – email and other)**

Evidence to the public of student achievement is provided through ARCC and the Chancellor's Office Scorecard, which is linked on the homepage for the College (II.A/127, II.A/128). The Program Review and Planning documents also include student achievement data and are available on the Institutional Research & Planning website.

The District Policies and Procedures Committee reviews District policies and procedures every three years or more frequently if changes are necessary due to regulations, recommendations from the CCLC, or District changes.

**[This section needs to include a description of the Policies and Procedures Committee and its work. District P&P does not appear on the comprehensive list of council and committee**

**roles, responsibilities, and members. A list only of its meeting dates is on the Governing Board's website.]**

**[Refer to AP 4050/Articulation.][cite evidence if elaborated]**

**Self Evaluation.**

The College meets the Standard.

The District's Communications Office has responsibility with significant input from Instructional Services, Student Services, and the District Policies and Procedures Committee.

**Actionable Improvement Plan.**

None.

## **Standard II.A.7.**

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

The institutional commitment to the free pursuit of learning is documented in many places, including the Palomar Community College District Governing Board Policies and Procedures, the catalog, class schedules, documents of the Office of Student Affairs, and the Faculty Senate Constitution. These are available and easily accessed via the College's website. The pertinent Governing Board policies are BP 4030, "Academic Freedom," and BP 4290, "Academic Integrity" (II.A/129, II.A/130) In addition, students' academic integrity is described in the College catalog in the section "Students Rights and Responsibilities" (II.A/131). "Academic Honesty Process Guidelines" are given on the College's website (II.A/132).

## **Standard IIA.7.a.**

**Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

### **Descriptive Summary.**

Palomar College has a number of policies that address matters regarding academic freedom, codes of ethics, and academic honesty, including Governing Board policies 4030, “Academic Freedom,” and 4290, “Academic Honesty” (II.A/129, II.A/133).

Student evaluations also request student feedback that asks whether an instructor encourages participation, discussion, and questions; encourages critical and independent thinking; and goes beyond the textbook content to provide current relevance (II.A/134).

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plans.**

None.

## **Standard IIA.7.b.**

**The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

### **Descriptive Summary.**

Palomar College's policies address academic honesty for students. These Governing Board policies are 5530, "Students Rights and Grievances," 5000, "Student Responsibility," and 5500, "Standards of Conduct" (II.A/135-137). "Academic Integrity" is described in the College catalog in the section on "Student Rights and Responsibilities" (II.A/131). "Academic Honesty Process Guidelines" appear on the College's website (II.A/133). The consequences for a student who is charged with dishonesty are named in "Academic Honesty Process Guidelines." The College provides a grievance process as well that allows for due process for both students and faculty/staff when a student makes a claim that his/her rights have been violated (II.A/135). A separate process is in place for filing discrimination and sexual harassment complaints. [Cross reference the corresponding material in Standard II.B.]

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plans.**

None.

## **Standard IIA.7.c.**

**Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

### **Descriptive Summary.**

As noted earlier, Palomar College has policies in place with respect to a code of ethics and academic honesty. The College's educational philosophy is clearly stated within its board policy and, while protecting academic freedom, also has a policy on academic honesty and the open exchange of ideas (II.A/129-133).

The College does not seek to instill specific beliefs or world views.

### **Self Evaluation.**

The College meets the Standard.

### **Actionable Improvement Plans.**

None.

## **Standard II.B - Student Support Services**

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

### **Abstract of Standard IIB.**

In fulfilling its Mission, Palomar College provides comprehensive Student Support Services to recruit, admit, and support a diverse population of students. Student Services designs and delivers these programs to support student learning, student achievement, and institutional effectiveness.

With programs in outreach and admissions; in counseling, matriculation, and transfer; and in campus life, Student Services establishes clear pathways for students' access, progress, learning, and success—not only in their college careers but also in their personal lives and in the professional lives they are preparing for.

Student Services programs at Palomar College commit to continuous improvement, assuring that services are consistently relevant and effective. All Student Services programs complete Program Review and Planning (PRP) processes, producing annual reports that are reviewed, responded to, and acted upon by the Student Services Planning Council (SSPC). From these reports, which include the programs' analyses of Student Learning Outcome Assessment Cycles (SLOACs) and/or Service Area Outcome Assessment Cycles (SAOACs), SSPC derives the priorities it contributes to the dialogue of the Strategic Planning Council, bringing Student Services into discussions of college-wide planning.

At present Student Services programs are advancing ambitious projects that manifest the College's Vision of "Learning for Success." The Student Equity Plan and Student Success and Support Programs (3SP) are concentrating on students' connections, pathways, learning, and success. These projects focus on Goal #1 of the College's Strategic Plan: "Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals." Importantly, these projects also tie Student Services Planning to resource allocation.

These projects also draw Student Services into even closer dialogue and collaboration with Instruction to improve students' basic skills, to ensure they derive the benefits of a general education, to prepare to transfer to universities, and to demonstrate knowledge and skills that will earn them jobs and careers in the economy.

## Standard II.B.1.

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### Descriptive Summary.

Palomar College's Student Services delivers comprehensive programs and services that support students from college entry to exit. These programs and services contribute directly to the College fulfilling its Mission of "provid[ing] an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" and "support[ing] and encourag[ing] students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education." (II.B/1) Student Services consists of (1) pre-enrollment programs, (2) direct support programs and services, and (3) special programs and services for students (II.B/2).

**[In the next draft, we'll introduce these programs in paragraph-form rather than in the list-form that follows. The list-form doesn't acknowledge the overlap that occurs with these programs.]**

### Pre-Enrollment Programs.

Outreach and Recruitment  
Assessment, Orientation, Counseling, and Advisement  
Early Acceptance Program  
Summer Bridge

### Direct Support Programs and Services.

Admissions, Records, and Evaluations  
Articulation Services  
Enrollment Services  
Financial Aid and Scholarships  
Academic, Career, and Personal  
Counseling Services  
Psychological Services  
Transfer Preparation Services  
Career Services  
Student Affairs  
Student Activities  
Health Services  
Athletics

Associated Student Government  
Student Clubs  
Campus Safety  
Special Programs and Services for Students. [Or "Enhanced Programs for Specialized Services?]

Disability Resource Center  
EOPS/CARE/CalWORKS  
International Education  
Veterans Services  
Grant Funded Programs **[List programs.]**

The majority of Student Services' offerings are located on the main campus in San Marcos. Palomar College also offers many of its services to students online, as well as at the Escondido Education Center and the education sites located at Camp Pendleton, Fallbrook, and Pauma.

**[How are students made aware of programs, services, and resources? How does the College recruit and support diverse students?]**

Assuring the Quality of Student Support Services.

**[We'll distribute the information that follows across three subheadings: "Assuring the Quality of Student Support Services," "Regardless of Location or Means of Delivery," and "Support of Student Learning."]**

Regardless of location or means of delivery, the College assures the effectiveness of these programs and services through productive evaluation/planning cycles, faculty and staff input, and other appropriate measures.

Annually each Student Services program and service completes Program Review and Planning (PRP) processes, which include analyses of Student Learning Outcome Assessment Cycles (SLOACs) and/or Service Area Outcome Assessment Cycles (SAOACs) (II.B/3). Student Services posts information about these activities in TracDat, the College's software system for housing planning and outcomes data. Programs and services use the results of PRP processes to improve. **[For example?]** These results also are reviewed and discussed at the Vice President of Student Services Cabinet (VPSS) meetings and then again at the Student Services Planning Council (SSPC) (II.B/4, II.B/5). With the knowledge provided by the PRP processes, Student Services develops priorities for staffing and other resource allocations and to identify areas for improvement. **[For example?]**

Student Services makes use of faculty and staff input to improve the quality of its programs and services. **[How so? For example? Point to PRPs again?]**

Also, Student Services is now conducting additional evaluations in order to develop the new Student Success and Support Programs (3SP) Plan and Student Equity Plan, to enhance service delivery, to reduce processing time **[processing of applications?]**, and to collect student perspectives on services provided (II.B/6).

Studies conducted by the Office of Institutional Research and Planning (IRP) demonstrate that Student Services support student learning. IRP gives significant support to the programs and services **[Examples include Categorical Student Tracking, Student Equity Plan research, Disproportionate Impact studies, Transfer Center studies, EAP evaluation, assessment test validation, assistance in developing surveys for SAOs (such as for DRC), . . .]** Area-specific studies also show the value of the programs and services, such as the Athlete Academic Performance Tracking Study (II.B/7, II.B/8).

SSPC also provides guidance, direction, and oversight to the committees that report to it: the Academic Review Committee, Matriculation and Transfer Committee, Registration Committee, Financial Aid Appeals Committee, Scholarship Committee, and the Campus Police Committee (II.B/9).

### **Self Evaluation.**

The College meets the Standard.

All Student Services programs and services determine their effectiveness by engaging in PRP processes, which include the analyses of SLOACs and SAOACs. By reviewing and responding to these processes, the VPSS and SSPC also determine the effectiveness of the programs and services. **[Provide a detailed outline of the PRP processes.]** Assurances of quality come also from faculty and staff input and other pertinent measures.

PRP processes will be more valuable to the Student Services division and to the individual programs and services when all members have a full understanding of the essential features and applicability of SAOs and SAOACs. Student Services can benefit from establishing a SAO coordinator who can provide training and support to staff as they design and implement SAOACs and record the results in TracDat. **[Point out that Counseling has effective SLOACs.]**

Moreover, programs need to better understand how to use PRP processes to make a case for the resources, such as staffing, that they identify as necessary to improve their programs (such as staffing resources).

**[Align IIB.1 with IIB.4. Actually they do align. The emphasis here is that Student Services has effective PRP processes. The identification of SAOs and analysis of SAOACs, which is one component of PRP processes, can be improved.]**

**[Discuss also the improvements to the Priority Enrollment process.]**

### **Actionable Improvement Plans.**

**[See two paragraphs above.]**

## Standard IIB.2.

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

- a. General information**
- b. Requirements**
- c. Major Policies Affecting Students**
- d. Locations or Publications Where Other Policies May Be Found**

### **Descriptive Summary.**

#### **a. General Information College Catalog**

The Palomar College catalog contains the official name, addresses, telephone numbers, and website of the College (II.B/10). The catalog includes the Mission Statement, description of courses, program and degree offerings, the academic calendar and program length, an academic freedom statement, and information on availability of student financial aid. It also includes information about learning resources, admissions and residency policies, registration procedures, policies that impact students, the names and degrees of administrators and faculty, and the names of the Governing Board members. The catalog is available for purchase at the College bookstore and online in PDF or a mobile device compatible format.

#### **b. Requirements**

The catalog describes the admission and enrollment processes and requirements for students pursuing the various degree and certificate programs available at Palomar College. The catalog indicates which programs offer a Certificate of Proficiency, Certificate of Achievement, AA/AS, AA-T/AS-T degrees, and which programs are transferable to four-year institutions. Following the list of programs offered, the catalog describes each program individually, noting the program's core requirements and subsequent required courses. The information presented in the catalog is also available on the Palomar College website.

#### **c. Major Policies Affecting Students**

Major policies and procedures affecting students are listed and described in the Palomar College catalog in the chapter titled "Student Rights and Responsibilities." (II.B/11) These include the policies on Academic Integrity, Drugs and Alcohol, Sexual Harassment, and Student Grievance, and the Student Code of Conduct. Also listed in this chapter are behaviors that are in direct violation of College, District, local and federal laws. Other policies concern sexual harassment, smoking on campus, Family Educational Rights and Privacy, student grievance, residency, course repetition, and more. **[How are we deciding which rights and responsibilities to list here?]**

The catalog provides contact information for all students and staff who believe they have been subjected to any type of harassment or discrimination. Complaints are filed by notifying the College's Assistant Superintendent/ Vice President for Human Resource Services.

The catalog also provides information about Palomar's refund policies. (This information is also provided on the Palomar website.)

#### **d. Locations or Publications Where Other Policies May Be Found**

All academic policies, procedures, and information regarding courses, degrees and certificates, and requirements are found in the College catalog. Students have access to policies and procedures in additional publications, such as the class schedule, College website, and Board Policies and Administrative Procedures (II.B/12, II.B/13). Braille versions of the catalog are available upon request. To assist the visually impaired, the Catalog has been converted to an accessible format. Previous catalogs are available online for the 2006-07 academic year to the current year.

Students and the public can also access catalogs and Board Policies through the College library.

#### **Self Evaluation.**

The College meets the Standard.

Components, divisions, and departments annually review their respective areas of the catalog for accuracy and currency, and deans provide a larger cross-component review. Suggestions and issues raised by students are also forwarded to those responsible for the areas referenced. The Counseling and Articulation Services along with the Office of Instructional Services review the catalog annually, focusing closely on Title 5 regulations and changes by the Chancellor's Office, the College's Curriculum Committee, and Student Services that directly affect students. [moved from descriptive summary]

[A small workgroup is reviewing the College's grievance and complaint procedures (II.B/14 email re: working group). The catalog describes the grievance process for grades and some forms of harassment—but not for anything else. The workgroup is distinguishing clearly between a grievance and a complaint and addressing the accessibility of the complaint and grievance processes (such as requiring that they be “one click away” on the College's website.) The College's grievance procedures are effective. What is the College's student complaint procedure? Is it working well?]

[From Sherry Titus: The workgroup formed in September 2014 when Vice President Gonzales convened a meeting to review and update several policies including AP5530, “Student Rights and Grievances.” Dan Sourbeer and Sherry are working on AP5530 and will take their recommendations back to the workgroup and then to the Policies and Procedures Committee.]

#### **Actionable Improvement Plan.**

None.

### Standard IIB.3.

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**[In the next draft we'll be able to update progress on the Student Equity Plan and 3SP.]**

Palomar College researches and identifies the learning support needs of its students in many ways. The College regularly conducts the *Community College Survey of Student Engagement* and discusses the results with members of Student Services (II.B/15). **[Examples include Categorical Student Tracking, Student Equity Plan research, Disproportionate Impact studies, Transfer Center studies, EAP evaluation, assessment test validation, assistance in developing surveys for SAOs (such as for DRC), . . . .]** Student Services members participate in the College's evaluation/planning cycles, such as Program Review and Planning processes, the Strategic Plan, and the annual Action Plans (II.B/3, II.B/16, II.B/17). The College uses information derived from these activities to provide the programs and services necessary to its students' success.

At present Student Services programs are advancing ambitious projects that manifest the College's Vision of "Learning for Success." The Student Equity Plan and Student Success and Support Programs (3SP) are concentrating on students' connections, pathways, learning, and success (II.B/18, II.B/19). These projects focus on Goal #1 of the College's Strategic Plan: "Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals." Importantly, these projects also tie Student Services Planning to resource allocation. **[This year's Annual Action Plan (of Strategic Plan 2016) is driven by the goals of the Student Equity Plan and 3SP—and is unifying college-wide efforts in supporting students.]**

Student Success and Support Program (3SP). In 2013, through the shared governance process "Action Plan Year One" of *Strategic Plan 2016* led to the establishment of a Student Success and Support Program (3SP) Task Force, which was formally approved by the Strategic Planning Council. The 3SP Task Force is chaired jointly by the Vice President of Instruction, the Faculty Senate President, and the Vice President of Student Services. Work groups were established to address the primary requirements of the 3SP Plan. These groups included (1) outreach and marketing, (2) assessment, (3) orientation, (4) counseling and advising, (5) follow-up services for at-risk students, and (6) pertinent policies and procedures. Each workgroup established its work meeting schedules and was tasked with developing services and activities that would be included in the 3SP Plan.

The 3SP Task Force membership included faculty, staff, and administrators representing all areas of the College: two non-instructional faculty members, two instructional faculty members, one faculty union representative, one classified union representative, one administrative association representative, one confidential and supervisory team representative, one student representative, the dean of counseling, one instructional dean representative, and the Director of Institutional Research (II.B/20).

The workgroups met throughout the academic year with final recommendations for 3SP services and activities coming at the end of April 2014. A summary of emerging strategies was presented to SPC, the Faculty Senate, and the Governing Board in May (II.B/21-23). **[Should we include examples of these emerging issues, which appear under the six categorical headings above? (See VP Gonzales's PowerPoint.)]** The final recommendations were developed into a formal 3SP Plan during the summer of 2014 and were advanced through the shared governance process at the start of the Fall 2014 term. The final 3SP plan was submitted to the Chancellor's Office on \_\_\_\_\_.

Student Equity Plan. The Student Equity Plan aligns with the 3SP plan.

In Spring 2014 the Vice President of Student Services made Student Equity Plan presentations outlining the state requirements to several shared governance groups and campus committees including the Strategic Planning Council, Student Services Planning Council, Instructional Planning Council, the Faculty Senate, the Basic Skills Committee, the 3SP Task Force, and at a meeting of Instructional Department Chairs and Directors (II.B/24-28). This presentation also outlined a plan of action to ensure completion of the Student Equity Plan.

The Student Equity Plan involves three themes: (1) student access, (2) basic skills, and (3) completion (including student achievement and career pathways).

The Student Equity workgroup convened in Summer 2014 to review student equity data and develop services and strategies to address any areas of disproportionate impact. The final recommendations of the workgroup were developed into a formal Student Equity Plan and brought through the shared governance process at the start of the Fall 2014 term. The final Student Equity plan will be submitted to Chancellor's Office in November 2014.

The College will also be exploring how the work of the Student Equity Committee, the Matriculation and Transfer Committee, and perhaps the Basic Skills Committee can be better integrated and coordinated to maximize efforts and minimize duplication of activities.

**[The Matriculation and Transfer and Student Equity Committees are in the process of restructuring into a single council named "Student Success and Equity."]**

**Standard IIB.3.a.**

**The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**[VP Gonzales is reviewing this section to ensure that the descriptions are concise and in parallel form.]**

**Descriptive Summary.**

Assuring equitable access to all students, Palomar College offers extensive student support programs, services, and classes to help all of its students succeed. Appropriate, comprehensive, and reliable services are provided to all students regardless of service location or delivery method. The majority of student support offerings are located at the main campus in San Marcos. Palomar College also offers many of its services to students online, as well as at the Escondido Education Center and the education sites located at Camp Pendleton, Fallbrook, and Pauma (II.B/29).

**Admissions, Records, and Evaluations. [Do the parentheticals refer to Evidence? We have an Evidence grid for section IIB.3.a. in a separate document.]**

Admissions, Records, and Evaluations are three integrated programs in Enrollment Services. All students must submit an application for admission in order to attend Palomar College (II.B/30). This application sets up an individual history and permits a student to enroll. The Admissions and Records staff enforce registration rules including priority registration assignment (AR-2), eligibility for high school concurrent enrollment (AR\_3), course repetition (EV-1 and EV-2), course related in content (EV-3), class capacity, pass/no pass grading (AR-4), and process adds/drops. The Admissions, Records, and Evaluations staff also process reinstatements, refund petitions, and accept requests for transcripts and verifications of enrollment. Admission, Records, and Evaluations is responsible for processing grades and maintaining academic records; maintaining student history information, such as name and social security number changes; processing requests for transcripts; receiving transcripts, test results, and other documents from other institutions; processing Petitions for Academic Renewal (EV-4), Credit by Examination (EV-5), and Course Repetition (EV-2); course-by-course evaluation of transfer credit for graduation and transfer (EV-6); and enforcing academic regulations. **[Evidence here can be cited as the Admissions/Enrollment Services website, eliminating the need to cite all forms.]**

**Articulation Services.**

The Articulation Office is part of the Counseling Services Division and is in charge of maintaining and creating articulation agreements with colleges and universities in order to help students make a smooth transition to another institution. The office consists of an Articulation Officer and an Articulation Assistant. Palomar College has over 400 articulation agreements on

ASSIST (an online student-transfer information system for UCs and CSUs) in addition to more than 85 agreements with private and out-of-state institutions (II.B/31, II.B/32). The Articulation Office also facilitates the development of Associate Degrees for Transfer in accordance with California SB 1440 (II.B/33). The Articulation Office serves as a liaison to counselors, instructional faculty, and staff regarding new policies, procedures, and advising issues. Additionally, the office contributes to the development of a degree audit system which will be utilized to provide counselors and students with transcript evaluations and degree checks (II.B/34).

#### Assessment, Orientation, and Advisement.

Students are assessed for English, math, and reading largely by the Assessment Office in San Marcos, Escondido, Camp Pendleton, and various high schools (II.B/35). For students whose first language is not English, the English as a Second Language (ESL) Department provides a separate assessment for placement into the ESL course sequence (II.B/36). Students with disabilities are assessed through the Disability Resource Center (DRC) (II.B/37). Additionally, “multiple measures” are used to determine students’ placement for math and English (AS-4 and AS-5). The Assessment Office offers its services on campus as well as at local high schools (AS-6). Face-to-face group orientations are provided on campus by counselors during registration periods. Students who are not able to attend a live orientation may utilize an electronic orientation (II.B/38, II.B/39).

#### Intercollegiate Athletics Program.

The objective of the Palomar College Intercollegiate Athletics Program is to represent the educational mission of the institution, as well as the many communities of Northern San Diego County, in athletic competition with other community colleges. Among the largest, most comprehensive and diverse programs in the state, the intercollegiate athletic program at Palomar College consists of a combined 21 men’s and women’s varsity-sport teams, with an average of over 450 participating student athletes per year (II.B/40). Men compete in baseball, basketball, cross country, football, golf, soccer, swimming and diving, tennis, water polo, volleyball, and wrestling. Women compete in basketball, cross country, golf, soccer, softball, swimming and diving, tennis, track and field, water polo, and volleyball. Additionally, the Athletic Department is designated to administrate a co-ed cheerleading program in support of its intercollegiate athletic teams.

#### Associated Student Government.

Members of the Associated Student Government (ASG) represent all students in the shared governance process of the College, making it the official line of communication between the students and other constituent groups (II.B/41). The ASG interacts with all clubs on campus through the Inter-Club Council (ICC), which is chaired by a student government senator (II.B/42). The ICC plans campus events, facilitates discussion and communication to stimulate a healthy and educational environment. Student Government also promotes student success through the GRAD (Goal, Responsibility, Attitude, and Determination) program while

consolidating all available resources to students on campus and encouraging students to take the initiative to utilize support services and resources provided by Palomar College (II.B/43). In addition to student support on campus, the ASG represents the students at the state level bi-annually during the Student Senate for California Community Colleges (SSCCC) General Assemblies. Furthermore, ASG members travel to Washington, D.C., annually for the American Student Association of Community Colleges (ASACC) conference to lobby local congressional members about student concerns and current federal issues.

### Career Services.

The Career Center staff is dedicated to providing Career Development services by applying a holistic approach, taking into account all aspects of a student's situation and developing comprehensive individual plans to best meet his/her needs (II.B/44). The staff is committed to inform, assist, and support students to make informed career decisions to reach their goals. This is accomplished by offering available resources to explore and identify career options, and integrating student responsibility as the key component in the career development process.

### Counseling Services.

The Counseling Department of Palomar College provides a combination of counseling and instructional services (II.B/45). The Counseling Department provides support services to Palomar students in the form of individual appointments, group counseling sessions with a brief orientation to Palomar College as well as the development of a two-semester educational plan, topic themed workshops, presentations in non-counseling classrooms on specific counseling topics as well as overviews of available counseling services, email responses to student inquiries, and distance counseling by phone or internet access. **[A full description of Counseling Services appears in section II.B.3.c.]**

### Disability Resource Center.

The Disability Resource Center (DRC) provides special counseling, services, and instruction for those with physical, learning, vision, hearing, communication, and psychological disabilities (II.B/37). The DRC acts as an advocate for students with disabilities, representing their interests on campus and with various state and local agencies, including the State Department of Rehabilitation. Orientations, on-campus transportation, special parking, priority registration, counseling, testing, and supportive instruction in English, mathematics, and adapted physical education are available to qualified students.

Interpreters for the deaf, real-time captioning, readers, note-taking assistance, testing accommodations, mobility assistance, and access to alternative media are also offered. Equipment, including power wheelchairs, computers, digital recorders, and other specialized equipment, is part of the support services offered to students with disabilities.

EOPS /CARE/CalWORKS.

Extended Opportunity Programs and Services (EOPS) is a state-funded program designed to provide support services and benefits for students who are financially and educationally disadvantaged (II.B/46). Cooperative Agencies Resources for Education (CARE), also a state-funded program, assists single parent recipients of Temporary Assistance for Needy Families (TANF) or CalWORKs (California Work Opportunity and Responsibility to Kids) to attend college (II.B/47). These programs offer academic and support counseling, priority registration, four-year college fee waivers, financial aid and other support services. The CalWORKs program serves parents who are attending college as part of their welfare-to-work plan with the county. To be eligible, the student must be a current CalWORKs recipient or have received aid within the past two years. The student must also be working toward a certificate, an Associate degree, transfer to a four-year university, or improving work skills. Benefits include academic and support counseling, priority registration, student success workshops, and work study jobs.

Financial Aid, Veterans Services, and Scholarships.

Financial Aid, Veterans Services, and Scholarships are student support programs under Enrollment Services (II.B/48). Information on options for financial assistance to help minimize the student's financial burden of a college education is available at the Financial Aid & Scholarships Office and on its website. Financial assistance comes in the form of waivers, grants, part-time employment, student loans, and scholarships. In addition, Veterans Services is available for eligible veterans to obtain the VA Educational Benefits and also receive academic counseling towards their declared program (II.B/49).

Grant Funded Programs.

Palomar College hosts a number of federally funded student support programs. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) provides a seamless educational pathway from kindergarten to college, especially for low-income, first generation, college-bound youth. The program provides information about college early in a student's life so more students are better prepared for postsecondary education (II.B/50).

Palomar College also hosts four TRIO Programs under Grant Funded Student Programs: Upward Bound, Student Support Services, and North County Educational Opportunity Center. Federally funded TRIO programs help students from low-income families and first generation backgrounds to finish high school, succeed in college, and successfully graduate and/or transfer to four year colleges and universities (II.B/51).

Health Services.

Health Services provides students easy access to initial primary care, health education, and wellness programs at the San Marcos campus and the Escondido Center (II.B/52). Physicians, Nurse Practitioners, and Registered Nurses are available daily for students. Services provided through office visits include physical exams and treatment for non-chronic diseases. Areas of

service include respiratory, dermatology, gynecology, family planning, and on-campus accidents or emergencies. Immunizations, TB, vision, hearing, and pregnancy screenings are also provided. Treatment includes prescription and over-the-counter medications and lab tests ordered by the Physician or Nurse Practitioner. Community Referrals are provided for services not available at the clinic. Health education and wellness programs are offered to promote and enhance healthy lifestyle choices and well-being.

### International Education.

The Office of International Education is a program in Enrollment Services (II.B/53) that specializes in admitting and assisting international students holding F-1 and M-1 visas. The Office of International Education administers specialized orientation and assessment sessions and offers assistance with class selection and registration. The office also assists students with immigration advising, housing needs, and academic and personal issues. Though enrollment varies from year to year, Palomar College has approximately 230 international students representing more than 30 countries enrolled each year. [Is this number current? Can we get, do we need evidence here?] The office maintains information on TOEFL exams and medical insurance requirements.

### [Mental Health Services.] [ . . ]

### Police Department.

The function of the Palomar College Police Department (PCPD) is to serve students, faculty, and staff at all locations 24 hours a day, 7 days a week (II.B/54). PCPD is the only department of the College open year-round, to fulfill its mission to provide a safe and secure learning and working environment for the Palomar Community College District community.

### [Pride Center.] [ . . ]

### Student Affairs.

The Office of Student Affairs (OSA) (II.B/55) consists of the director, activities coordinator, and staff assistant. The OSA is responsible for commencement activities and serves as the hub of all student extra- curricular activities and events, the Associated Student Government, student clubs, and for administering student disciplinary action and handles student-initiated grievances in accordance with the Palomar College District Policy (II.B/56).

### Transfer Center.

The Transfer Center is in the Counseling Services Division and coordinates all aspects of transfer to four year institutions, including overseeing transfer agreements, cross-enrollment, application assistance, transfer workshops, and appointments with visiting four-year university representatives (II.B/57).

Veterans Services.

Veterans Services is under Enrollment Services and is helps eligible veterans to obtain VA Educational Benefits as well as receive counseling towards their declared academic program (II.B/49). The Veterans Services Office is staffed by two full-time certifying officials who maintain contact with students each term they are enrolled.

**[Transition.]**

Palomar College continues to evaluate student access to essential gateway courses through its schedule development process. Student assessment and placement numbers are discussed with the English and mathematics department and instructional deans. This information is utilized in scheduling class sections to provide students with access to basic skills and transfer level courses. This on-going communication between Instructional Services and Student Services ensures a balanced and comprehensive class schedule that supports students at all levels of their educational program (II.B/58).

**[Fact check this paragraph with Kendyl.]** In 2007, Palomar College introduced the Early Acceptance Program (EAP) (II.B/59). EAP is designed to provide students with an assessment test, provide them with an orientation, and an opportunity to meet with a counselor to complete an educational plan that enables them to meet their educational goal. If the student accomplishes all three of these tasks as they enter Palomar College, they are given the highest priority **[not so]** to register for classes. Palomar College plays an active role in getting first time college students to accomplish all three requirements. Prior to fall registration, Palomar College visits several of our local high schools to conduct assessment tests to incoming students. Once the student completes the assessment test, students are required **[not so]** to attend an orientation on campus. At the orientation, students meet with counselors to complete an education plan **[not always]**.

**[Return to the Student Equity Plan and the 3SP Plan here?]****Self Evaluation.**

The College meets this Standard.

Palomar College has comprehensive student services designed and delivered to help students succeed in their educational goals. As described in Standard IIB.1, the College uses data, much of which is provided by the Office of Institutional Research and Planning, to measure the effectiveness of student support services (II.B/7). The Student Services Planning Council and the individual programs and services use Program Review and Planning (PRP) processes, which include analyses of Student Learning Outcome and Service Area Outcome Assessment Cycles (SLOACs and SAOACs), to set goals and discuss results to help measure the College's student support effectiveness (II.B/3-5). Student Services also utilizes faculty and staff input and other pertinent measures.

Additionally, the College is assuring equitable access to all students by enacting its Strategic Plan, Student Success and Support Program Plan, and Student Equity Plan (II.B/16, II.B/18, II.B/19).

The College evaluates the effectiveness of the programs and services at Escondido Center and the Fallbrook, Camp Pendleton, and Pauma sites through PRP processes (including SLOACs and SAOACs), student surveys, and data on the number of students served (II.B/61-63). **[Do we need add'l evidence for sites other than Escondido?] Students** who take classes at these locations off of the San Marcos campus are eligible to receive all support services offered by the College. Moreover, many services vital to students are accessible through the programs' websites and can be accomplished online.

**Actionable Improvement Plans.**

None.

**Standard IIB.3.b.**

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.**

**[VP Gonzales will distribute the information in this section under sub-headings that reflect the prompt: “Personal and Civic Responsibility,” “Intellectual Development,” “Aesthetic Development,” and “Personal Development.”]**

**[Where does dialogue occur that is concerned with coordination among the College’s many events and efforts? How does the College evaluate the effectiveness of the events and efforts?]**

**Descriptive Summary.**

Palomar College provides an environment that encourages personal and civic responsibility as well as aesthetic and personal development through various programs, services, student employment, and extra-curricular activity opportunities. The College encourages personal and civic responsibility by providing students with educational, career, and personal counseling and advisement. At Palomar College, students can receive counseling assistance and career and educational planning on the San Marcos campus and at the Escondido Educational Center. Counselors meet with student in the Counseling Department on the San Marcos campus, as well as in other centers on campus such as the STEM Center and the Disability Resource Center, in the Teaching Learning Centers at the Escondido Educational Center and on the San Marcos campus, and at the Escondido Educational Center (II.B/45, II.B/64-67, II.B/37). Registration and assessment assistance is provided to students at all Palomar College sites. **[Add details about Counseling and the Career Center. Name specific programs, such as Art, Music, Dance, ICC, the Telescope, the GRAD Campaign, ASG Leader Retreat, ASG Voter Drive, Phi Theta Kappa service learning, Political Economy Days, Arboretum improvement, Darwin Days, Women’s Studies, Black History Month, NCHEA events, the Health and Wellness Committee, Service Learning, the design of facilities (to ensure “social space” for students, the design of the TLCs with the flexibility of room arrangement, and so on.)]**

Additionally, the College has implemented summer intersession programs and a First Year Experience program to help students with their transition not only from high school to college but also from foundational level courses to college level courses (II.B/68). By helping students make informed decisions in their first few semesters, Palomar College is ensuring that students make responsible academic and time management choices so that students can succeed in their courses and their transfer and advancement plans. Furthermore, Palomar College encourages personal development by offering employment and extracurricular activities to students **[Should we provide evidence here for employment/ex. curr activities?]**

Students can engage in civic responsibility at the College through employment and extra-curricular activities. Many students at Palomar College have found employment at the various

campus tutoring centers, bookstore, cafeteria, and even front desk offices for deans and supervisors of various campus divisions. **[The tutoring centers can provide information about how student employment advances personal and professional development as well as personal responsibility.]**

Additionally, students have an opportunity to get involved in issues that directly affect the entire student population by participating in the Associated Student Government (ASG) (II.B/41). The ASG President, Vice President, and Senators are in direct communication with students through office hours and other ASG hosted events. The ASG President's important role at Palomar College includes acting as the Student Trustee to the Governing Board. As a trustee, the ASG President is responsible for voicing the concerns of students in matters that are important to the entire student population.

Palomar College also promotes civic and personal responsibility by enforcing the Student code of conduct as well as a Sexual Harassment Policy (II.B/11).

#### **Self Evaluation.**

The College meets the Standard.

#### **Actionable Improvement Plans.**

None.

### **Standard IIB.3.c.**

**The institution designs, maintains, and evaluates counseling /or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**[VP Gonzales will review this section also.]**

**[The 3SP Workgroup recognizes the importance of distinguishing carefully between “counseling” and “advising.” Advising is information sharing and guidance, and does not go to the same depth as counseling. Counseling also involves matters such as transfer, career guidance, and articulation. Bring into the description that follows references to the 3SP discussions and to the plans the College has for the role of advising. Counseling course SLOs are very strong. Counseling SAOs are more descriptive. Workshops are being assessed. Discuss also faculty engagement.]**

#### **Descriptive Summary.**

The mission statement of the Counseling Department states that

Students are the first priority and main focus of the counseling department at Palomar College. We empower students to reach their potential and achieve their academic, career, and personal goals. We provide knowledgeable and competent academic, career, and personal counseling services in a supportive environment. Our core values include respect, professionalism, and commitment to diversity. (II.B/69)

The Counseling department provides students with academic counseling, career guidance, and personal counseling related to academic success. These three essential functions of the Counseling Department assist students in reaching their maximum potential through timely and accurate academic planning, personal counseling to address obstacles that students experience that distract or prevent them from achieving their maximum potential, and career counseling to assist students in the selection and achievement of an appropriate career path. In addition, the Counseling department refers students, as needed, to appropriate services, resources, and agencies in the local community (II.B/45).

Counseling appointments are available to students daily in San Marcos and at the Escondido Center, weekly at Camp Pendleton (the Camp Pendleton Director also does counseling appointments daily in addition to administrative responsibilities), and on a monthly basis at Pauma and Fallbrook.

The Counseling Department provides live counseling classes in San Marcos, at Escondido Center, and at Camp Pendleton on a regular basis. In addition, some of the Counseling courses are offered via distance learning (II.B.70).

The EAP (Early Acceptance Program) for new, entering freshman from District High Schools is a flagship program for Palomar College in which counselors play instrumental roles (II.B/59). During EAP event days, students are provided a live orientation with a counselor, an educational exercise or campus tour, and an individual counseling appointment with a counselor. In 2013, 1336 new students participated. **[Add other examples.][Need evidence here. SARS?]**

**[Fact check. To this section we need to add description/discussion of Counselors in Categorical Services. Probably there are 30 fulltime Counselors all together?]** There are 19 full time contract counselors, 8.22 FTE adjunct counselors (excluding teaching adjunct), and 8 FTE classified support staff in the Counseling Department. Palomar College also has specialist, contract, and adjunct counselors that include Disability Resource Center (DRC) counselors, Extended Opportunity Programs and Services (EOPS), CalWORKS, an Athletic Counselor, TRIO counselors, Financial Aid and Veterans counselors, and academic advising offered to ESL students by the ESL Student Specialist. **[Add Mental Health counseling.]** Within the Counseling Department, in the year 2012-2013, 24,434 counselor-to-student contacts were made which included 21,654 individual counseling appointments, 1,158 email interactions, and 1,622 phone contacts. **[Update these facts, SARS evidence link. AG will speak with CM for more accurate numbers.]**

The department also gives students opportunities to engage with counselors remotely.

- A “quick question” link on the Counseling department website led to 1,158 answers via the internet in 2012-2013 (II.B/72).
- Online pre-advising, orientation, and probation presentations have been developed, with the pre-advising version implemented with EAP 2013 and currently available on the Counseling Department website. (II.B/73)
- The Counseling Department is currently piloting a distance counseling project utilizing SKYPE (with follow up student evaluations). (II.B/74)
- A variety of online counseling classes are offered.
- The Counseling Department maintains a vital and current website.

### Self Evaluation.

The College meets the Standard.

**[Add transition.]**

To maintain the highest quality of counseling services, adjunct and contract counselors (instructional and non-instructional) are evaluated in a systematic method (regardless of class location or delivery mode) (II.B/75). Faculty teaching Counseling department classes develop, monitor, and assess Student Learning Outcomes (SLOs), and members leading several Counseling Department activities (such as EAP and Probation Workshops) develop, monitor, and assess Service Area Outcomes. **What does Counseling do with these assessments? Do SAOs lead to innovations and improvements?** Information drawn from SLOACs and SAOACs is included in the Program Review and Planning processes conducted by the Counseling department and other specialty areas where counseling services are provided (II.B/3). District counselors attend monthly “All-District” Counselors meetings, and Counseling

Department meetings twice per month regularly incorporate in-service training. Additional opportunities to attend professional development workshops exist. Counselors are encouraged to attend Counselor Conferences with the University of California System, California State Universities, as well as private universities. Adjunct counselors participate in a yearly training workshop conducted by the Department Chairperson, the Transfer Center Director, and the Articulation Officer. **[Should we include evidence of training here?] [List other training counselors do. The College has developed resource websites for counseling knowledge and instruction.]**

Counseling faculty are experienced, practiced, and skilled in addressing issues of diversity. During the interview process, counselors are expected to be able to demonstrate sensitivity when working with students of diverse backgrounds. Several counseling classes are approved to meet the multicultural requirement of the AA/AS degrees. Understanding and appreciation of diversity is prevalent across campus and evident in the College's hiring process, curriculum, student activities, professional development opportunities, and special events and speakers (II.B/76-80). All written material issued on behalf of the Counseling department is scrutinized to minimize gender or cultural bias prior to public distribution. Visual images affiliated with the Counseling Department such as the new pre-advising online orientation incorporate diverse students and staff to appeal to the widest range of students.

#### **Actionable Improvement Plans.**

None.

**Standard IIB.3.d.**

**The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Descriptive Summary.**

**[The information in this section can be distributed under sub-headings such as “Lecture Series,” “Workshops,” and “Events.” Check with Facilities, the Office of Student Affairs, and the Public Information Office for a comprehensive calendar of lectures, workshops, and events. Ask Monika Brannick whether PC3H evaluates the effectiveness of its programs and events. Note the College’s support of “Dreamers” and foster youth.]**

As described in Standards IA, IB, and IIIC, the College engages in a wide range of programs, practices, and services that support and enhance students’ understanding and appreciation of diversity. Institutionally, the College embraces and encourages the value of diversity through Board Policies including but not limited to Nondiscrimination, Equal Employment Opportunity, Prohibition of Harassment, Speech: Time, Place, & Manner, and Commitment to Diversity (II.B/81-85). To ensure there is appropriate and adequate attention paid to these important matters, the College provides diversity related trainings to employees on a regular basis, including requiring all supervisory and administrative staff to take a two-hour sexual harassment prevention training every two years (II.B/86). The Professional Development (PD) program offers faculty Safe Zone Training sessions as well as a wide variety of workshops to enhance and promote the appreciation of diversity (II.B/87, II.B/80).

To earn an Associate degree, students must complete a multicultural course requirement to promote intercultural understanding and communication. Students also have a variety of opportunities to engage in programs, events, and activities designed to enhance their appreciation of diversity (II.B/88-103). The Office of Student Affairs (OSA) is a center for students who want a complete college experience. The diversity of student clubs helps to cultivate students’ interests, develop ethics, and provide leadership opportunities, helping students succeed on their educational paths outside of college. Clubs include Active Minds, Anime Club, Encuentros United, Intervarsity Christian Fellowship, Jewish Student Union, LGBTQA, MECHA, Muslim Student Union, Native American Student Alliance, Phi Theta Kappa, The Jordan, and Veteran Students Organization (II.B/55). In addition, there are numerous clubs based on academic interests. Individual clubs have meetings where issues are discussed and solutions are generated. The OSA is inclusive and facilitates the needs of all students in the non-instructional setting.

College offices like CalWORKS, Campus Police, Counseling Services, Extended Opportunity Programs and Services (EOP&S), Gear Up, Health Services, International Student Office, the TRIO programs, and Veterans Services provide specialized services to attract and retain a robust and diverse student population (II.B/46-54). The Disability Resource Center provides a comprehensive set of services with the goal of creating an environment that encourages all students to function effectively, enabling all students to participate in the regular college curriculum (II.B/37). Services include orientations, on-campus transportation, special parking,

priority registration, counseling, testing, and supportive instruction in English, mathematics, speech/language, reading, and adapted physical education. An adapted computer instruction program provides instruction for those with specific disabilities. Interpreters for the deaf, real-time captioning, readers, note-taking assistance, testing accommodations, mobility assistance, and access to alternative media are also offered. Equipment, including power wheelchairs, computers, tape recorders, and other specialized equipment, is part of the support services offered to students with disabilities.

In partnership between Instructional Services and Student Services, the College was granted its first HSI grant in 2007 **[Fact check information in this paragraph. See Michelle Barton.]**, shortly after being designed as a Hispanic Serving Institution (HSI) in 2006 (II.B/104). The grant provides various academic and student services with the underlying goal of encouraging students to value diversity, forge strong connections with the College, set educational goals, have access to financial aid—and to implement academic interventions and strengthen teaching methodology. The College also was granted a Title V/HSI STEM grant, a collaborative effort between Palomar College and CSU San Marcos (II.B/105). The goal of this grant is to increase participation of low-income and underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) programs, improve student persistence, strengthen STEM curriculum, and promote students' seamless transfer to CSU San Marcos. The STEM Center on the San Marcos campus is exceptionally popular with students. At this center additional services include tutoring, peer mentoring, supplemental instruction, independent study, STEM reference materials, and laptop checkout services to program participants.

### **Self Evaluation.**

The College meets this Standard.

Palomar College comprehensively ensures that the institution maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Board Policies are in place to ensure that faculty, staff, and students are all made aware of the College's commitment to enhance and protect a vibrant and diverse campus culture. The College enacts these policies through its strong and diverse student service programs, integrated grant programs, and connection [?] to the curriculum. One example of the College's commitment to diversity was the formation of the Palomar College Committee to Combat Hate (PC<sup>3</sup>H) (II.B/106). Members of the PC<sup>3</sup>H committee are faculty, administrators, staff, and students who are committed to promoting respect for and sensitivity to all our students and staff, including those who are lesbian, gay, bisexual, transgender, and queer.

Palomar College identifies and evaluates the learning support needs of students through various means of data collection, including student surveys, course level SLO's, and program level SAO's. **[Throughout this Standard IIB can we say "SLOACs" rather than simply "SLOs"? Yes.]**

### **Actionable Improvement Plans.**

None.

### **Standard IIB.3.e**

**The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**[Send this section to Michelle Barton for her review.]**

**[Here refer also to the Accreditation Survey, CCSSE, CCC Apply (Chancellor's website), ESL, and DRC assessments.]**

**[TOEFL cut scores used for admission acceptance.]**

#### **Descriptive Summary.**

**[Foreground IR&P in this description, including “cut score analysis” and “local validation for third party.” See Michelle Barton.]**

Palomar College regularly evaluates admission and placement instruments, processes, and practices to minimize cultural and other biases. The application process is primarily completed online, with a paper version of the application available for those who may need it. The application collects data based on the California Community Colleges System Office's Management Information System (MIS) data elements and is in compliance with California Title 5 reporting requirements. Admission to Palomar College is open to all students who apply without reference to race, ethnicity, religion, or linguistic bias as a determining factor in the admissions process. The information gathered through the admission application assists the College in assessing institutional effectiveness across all races, gender, levels of education, educational goals, and socioeconomic backgrounds.

Placement instruments are regularly evaluated and up-to-date. Consequential Validity studies have been conducted for English, ESL, mathematics and reading placement. These data have been shared with appropriate faculty, and when necessary, cut-scores have been changed to maintain the 75 percent agreement **[not so]** of both faculty and students that they have been properly placed (II.B/107). **[Identify evidence to be used here.]**

Assessment is strongly encouraged and mandatory for students matriculating in English and mathematics courses. Assessment utilizes multiple means of assessment including transcript evaluations, test scores from other institutions, counselor determinations, and local administration of the ACT's approved computerized assessment instrument, COMPASS. The College has participated with ACT in providing data to keep COMPASS on the approved list. In addition, automated multiple measures are applied. Non-highly correlated multiple measures used include “student self-proclaimed high school GPAs,” which are collected on the application for admission, and a reading score that is at “college level.” These multiple measures are automatically applied to the raw score before a placement recommendation is made.

**Self Evaluation.**

The College meets this Standard.

Palomar College regularly validates placement instruments and cut scores. All data elements on the application for admission match the California Community Colleges System Office Management Information System reporting requirements (II.B/108). **[Identify evidence to be used here.]**

**Actionable Improvement Plans.**

None.

**Standard IIB.3.f.**

**The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**Descriptive Summary**

**[The College is in the process of moving from Singularity to OnBase.]**

Palomar College follows Federal Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5, and Governing Board policies and regulations regarding the release of student information by maintaining student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. **[Name the specific Governing Board Policies and Administrative Procedures.]** The institution publishes and follows established policies for release of student records. The Palomar College policy for Student Rights to Privacy is published in the College catalog, in the class schedule under "General Information," and on the Palomar College website.

In compliance with FERPA and pursuant to California Administrative Code (CAC), Title 5, §54606, and subsequent sections, Palomar College publishes in its catalog the Students Rights and Privacy of Records Policy. Federal Title IV Financial Aid regulations require the College to maintain financial aid records for a minimum of five years. The Financial Aid Office adheres to FERPA regulations. **[Ask Jayne Conway about HIPA.]**

Paper copies of student records are maintained in secure areas of the San Marcos and Escondido Center campuses. At both locations access is limited to employees of Enrollment Services ~~who are required to wear staff photo identification~~. All staff members, including student workers, are required to sign a confidentiality certificate agreeing not to share student information **[check with HR to determine if confidentiality agreement is required within the hiring process]**. Access to computer records is limited by programmed security levels in PeopleSoft SA/HR. Student Records and Financial Aid also utilize a document imaging system with varying access levels of security, and other departments on campus are considering implementing the system *(II.B-50 Document Imaging)*. **[Check with fin aid, DRC, and Counseling about their record-keeping practices.]**

**Self Evaluation.**

The College meets this Standard.

Palomar College continues to maintain student records permanently, securely, and confidentially, with provision to secure backup of all files, regardless of the form in which those files are maintained. This practice is in compliance with FERPA, California Education Code, Title 5,

§54606, and subsequent sections, and Governing Board policies. **[cite evidence for confidentiality, release of records as BP]**

**Actionable Improvement Plans.**

None.

## Standard IIB.4.

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**[Refer again to 3SP, the Student Equity Plan, and the Basic Skills Committee. Close this Standard with an emphasis on Student Services' collaboration with Instruction. Kendyl has a very good example involving priority registration. Kendyl is reviewing this section to make sure that its information and analysis aligns with section II.B.1.]**

### Descriptive Summary.

Student Services at Palomar College engages in a rich, diverse, and comprehensive set of evaluations used to analyze matters such as student retention, persistence, course completions, educational goals, transfer rates, use of services, and appropriateness of services. The staff in the Office of Institutional Research and Planning (IR&P) has a clear understanding of student services related research requirements. Student Services departments routinely access research data for IR&P and produce their own data through Student Learning Outcome Assessment Cycles (SLOACs), Service Area Outcome Assessment Cycles (SAOACs), and surveys. The data is used to inform services, staffing requests, and the development of new initiatives. These elements are reported annually through the Program Review and Planning (PRP) process. PRPs are not only developed for individual department purposes but also are discussed in division meetings, the Vice President of Student Services Cabinet (VPSS) meetings, the Student Services Planning Council (SSPC), and summarized at the Strategic Planning Council (SPC). At each step in the governance structure the accomplishments, planning agenda, and resource allocations requests are brought to the surface and discussed in advance of resource allocation planning. Resource planning and prioritization begins at the department level based on the evidence presented in the PRPs and filters up the governance chain.

The College has adopted a systematic and comprehensive approach to evaluating Student Services and student outcomes **[By “student outcomes” here do we mean “SLOs”?]**. At the global level, the College participates in the Community College Survey of Student Engagement (CCSSE) roughly every three years, and IR&P annually produces data on student course success, basic skills completion, term to term persistence, degree completion, and transfer rates. This set of survey information provides baseline information about Palomar College students and is a strong starting point for department research through SAOs and various surveys. As an example, in the 2013-14 Counseling Department PRP there was an in depth review of student enrollment patterns and Pass rate data. The department reported that Pass rates have improved from 59.2% to 69.9% over the last six years (2013-14 Counseling Department PRP). **[What did this Pass rate improvement mean to Counseling? How did it influence planning?]**

Results from the “Accreditation Employee Survey 2013” indicate that the majority of respondents throughout the College believed that student support services contributes to student

success. A total of 87.4% of respondents indicated that the departments in focus for this study (Counseling, Health Center, Veteran's Services, Financial Aid and Scholarships, and Orientation) contributed to student success "Moderately" or a "Great Deal." This valuation is further supported by the number of students the respondents refer to one or more of these services. Survey results show that 86.7% of the respondents had referred at least one student to one of these services each semester and that 30.9% of the respondents had referred 25 or more students each semester.

Results of surveys are just one of the tools used to measure effectiveness of services. Within the governance structure are a number of standing committees, each of which discusses student success and ways to enhance effectiveness. As an example, the Registration Committee annually reviews the priority registration system and recently implemented an enhanced system in compliance with new Student Success and Support Programs, Title 5, and state Education Code regulations. The discussion is documented in Registration Committee minutes, Faculty Senate Minutes, Policies and Procedures Minutes, Strategic Planning Council Minutes, and in the Board of Trustees agenda. The final output is a new Administrative Policy [**"Procedure"?**] detailing the new priority system. Because of the inclusive and regular discussions that occurred around priority registration, a new initiative was funded through the Strategic Planning Priority Funding process that is geared to informing students about the new Priority Registration system and to enhance the participation rate of students in registering for classes on their initial day of priority registration. This demonstrates that the governance structure and the communication that occurs during the process can and does lead to a comprehensive evaluation of processes, a strong implementation plan, and follow-up assessment.

### **Self Evaluation.**

The College meets this Standard.

Student Services programs at Palomar College continue to focus on improvement and are increasingly gaining comfort with and an understanding of how to effectively operate within the College's established governance structure to identify needs, formulate planning agendas, acquire resources, effectively implement, and evaluate outcomes. Student Services programs are at the Proficiency phase with Student Learning Outcomes Assessment Cycles (SLOACs) **[Refer also to SAOs and SAOACs. The College needs a lead person to coordinate SAOACs and provide training, like Instruction has for SLOACs.]** as demonstrated by how they are embedded into PRP's, resource allocation, and assessment activities throughout the division.

**[Align this Self Evaluation with the Self Evaluation in IIB.1.]**

### **Actionable Improvement Plans.**

None.

**[need evidence for this standard]**

**Evidence for II.B**

Number	Name
1	Mission Statement
2	Student Services Website
3	Program Review and Planning process
4	VPSS Cabinet Minutes (PRP SLO/SAO)
5	SSPC Council Minutes (PRP SLO SAO)
6	Evaluations to develop 3SP and Student Equity Plan
7	IRP studies
8	Athlete Academic Performance Tracking Study
9	Governance Structure SSPC
10	College Catalog
11	Students Rights and Responsibilities
12	Class Schedule
13	GB policies and Procedures
14	Workgroup - Grievance/Complaint Procedures
15	Community College Survey of Student Engagement
16	Strategic Plan 2016
17	Annual Action Plans Year One 2016
18	Student Equity Plan
19	Student Success and Support Programs (3SP)
20	3Sp Task Force Membership
21	SPC Minutes - 3SP may 2014
22	Faculty Senate minutes may 2014
23	Governing Board minutes may 2014
24	SPC Minutes - Student Equity
25	SSPC Minutes - Student Equity
26	IPC Minutes - Student Equity
27	Faculty Senate minutes - Student Equity
28	Basic Skills Committee Minutes - Student Equity
29	Palomar College Locations
30	Admissions, Records, and Evaluations
31	ASSIST Articulation Agreements
32	Private School and out-of-state institution agreements
33	SB 1440
34	Development of Degree Audit Program
35	Assessment Center Website
36	ESL Website

37	Disability Resource Center
38	Online Assessment option 1
39	Online Assessment option 2
40	Intercollegiate Athletics
41	Associated Student Government (ASG)
42	Inter-Club Council (ICC)
43	Goal, Responsibility, Attitude, and Determination (GRAD)
44	Career Services
45	Counseling Services
46	Extended Opportunity Programs and Services (EOPS)
47	Cooperative Agencies Resources for Education (CARE)
48	Financial Aid, Veterans Services, and Scholarships
49	Veterans Services
50	GEAR UP
51	Grant Funded Student Programs
52	Health Services
53	International Office of Education
54	Police Department
55	Student Affairs
56	District Policy Student Grievance
57	Transfer Center
58	Communication Instructional Services and student Services for class scheduling
59	Early Acceptance Program (EAP)
60	IRP -Effectiveness of student support services
61	Escondido Center PRP
62	Escondido Center Student Surveys
63	Escondido Center number of students served
64	STEM Center
65	Teaching and Learning Center Escondido
66	Teaching and Learning Center San Marcos
67	Escondido Education Center Counseling
68	First Year Experience Program
69	Counseling Department Mission Statement
70	Counseling classes offered through distance education
71	Counseling Statistics 2012-2013 (or updated?)
72	"Quick Question" link
73	Online pre-advising, orientation, probation presentations
74	SKYPE counseling pilot project
75	Adjunct counselors yearly training workshop
76	Diversity - Counselors Job Description

77	Diversity - college hiring process
78	Classes that meet the multicultural requirement for AA/AS degrees
79	Diversity - Curriculum
80	Diversity - Professional Development Opportunities
81	BP 3410 Nondiscrimination
82	BP 3420 Equal Employment Opportunity
83	BP 3430 Prohibition of Harassment
84	BP 3900 Speech: Time, Place, & Manner
85	BP 7100 Commitment to Diversity
86	Sexual Harassment Prevention Training
87	Safe Zone Training sessions
88	Unity in Diversity web site
89	Unity in Diversity agendas
90	Unity in Diversity Speaker Bios
91	Palomar College Committee to Combat Hate (PC3H) website
92	Pride Center
93	Student Diversity Events /Clubs
94	American Indian Studies department web site
95	Black History Month
96	Cesar Chavez Day
97	Diversity Day (hosted by ASG)
98	Library Diversity Displays ( Library Website)
99	Multicultural Studies dept. events (MCS website)
100	Performing Arts Productions
101	Political Economy Days
102	Veterans Events
103	Women's History Month (Flyers 2011-2013)
104	Hispanic Serving Institutions (HSI) Grant
105	Title V/HSI STEM Grant
106	Palomar College Committee to Combat Hate (PC3H)

## **Standard II.C. - Library & Learning Support**

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

### **Abstract of Standard II.C.**

Palomar College supports teaching, learning, and student achievement with extensive Library and Learning Support Services. Learning Support Services consist of Tutoring Services, the Teaching and Learning Centers, and the Academic Technology Resource Center.

Library and Learning Support Services engage students and prepare them to use these facilities effectively and efficiently. Recently, the Library, the largest among colleges in North San Diego County, has enhanced its accessibility to students, faculty, staff, and administration through the adoption of the World Management System. Learning Support Services are distributed across many centers on the San Marcos campus and at the Escondido Center. Through various means—including cycles of evaluation, planning, implementation, and re-evaluation—the Library and Learning Support Services seek continual improvement.

## Standard II.C.1.

**The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate education offerings, regardless of location or means of delivery.**

### Library.

The Palomar College Library, the largest community college library in North San Diego County, collaborates with all instructional programs to teach students to find, evaluate, and use information effectively and efficiently (II.C/1). The Library collects, organizes, and maintains information in the primary formats to support the intellectual growth of students and the professional needs of faculty. In addition, the Library enhances the aesthetic and cultural enrichment of all members of the College, celebrating diversity in many ways. Aligned with the College's Mission, the Library's own mission focuses on five interrelated themes that define its commitment to excellence in education: empowerment, learning, evaluation, discovery, and growth (II.C/2).

The Library is accessible to all members of the College and to constituents in the community. In an effort to be inviting, the Library has undertaken a number of initiatives, such as the project "Mitigating Library Anxiety" and designating itself a "Safe Zone" on campus (II.C/ 3-5). Also the Library has invited community members for a panel discussion about the challenges facing our veterans and active-duty military.

Seeking to continually become more effective, the Library assesses its services by a number of means. Through Program Review and Planning (PRP) processes, the Library develops its material collection, online resources, and curriculum (II.C/6). PRP processes also are the means by which the Library analyzes its Service Area Outcome (SAOACs) and Student Learning Outcome Assessment Cycles (SLOACs). In preparing its annual report to the College's Governing Board, the Library reviews its achievements and its plans (II.C/7, II.C/8). Librarians serve on the Curriculum Committee in order to stay apprised of the needs of instructional faculty and their students.

Palomar College is in the process of planning a new main library on the San Marcos campus and two more branch libraries in the northern and southern parts of the District. Located in the center of campus, the new main library—a four-story building with the first and fourth floors dedicated to the Library's functions and offices—will be a beacon on the San Marcos campus. This project will be the culmination of planning efforts that began with the College's *Master Plan 2022* (II.C/9-11).

## Learning Support Services.

### Tutoring Services.

Tutoring Services is one of the key learning support services for students at Palomar College. Because the College has a large and diverse student population with diverse needs, tutoring resources are offered in a number of locations, in multiple formats, and by a variety of kinds of tutors on the San Marcos campus and at Escondido Center. The overall mission of the Tutoring Services centers is to promote the educational and general development of students and to provide a positive environment for the functioning and professional development of tutors and staff. All Palomar College students are eligible to receive tutoring at no cost.

In 2009, the Math, English, and Reading centers expanded their offerings through funds from the Basic Skills Initiative and Hispanic Serving Institution Title V Grant (II.C/12). The ESL tutoring center was the next to develop, providing support to credit and non-credit students. The Business Administration Department also provides students tutoring and supplemental instruction.

In addition to the tutoring offered in these discipline-specific centers, Palomar offers tutoring in a variety of subjects in centers at both the San Marcos campus and Escondido Center. Students Taking Academic Responsibility (STAR) Tutoring Center, the College's original support service center, provides primarily 30-minute walk-in sessions in the academic areas of social and behavioral sciences, languages, business/accounting, and basic skills (English and Math). Additionally, the STEM Center was developed in 2012 with funds from Stem I and Stem II grants, supporting students with tutoring needs in science, technology, engineering, and mathematics. These centers also provide computers for their students' use. Palomar is currently exploring the use of CCC-Confer as a mechanism for providing online tutoring services to all students (II.C/13).

Each tutoring center has its own supervisor/program coordinator/or director who oversees the staff in that specific center. These leaders work directly with respective deans in their division, as do the faculty in charge of discipline-specific centers. The STAR Center reports to the Dean of Social and Behavioral Sciences and the STEM Center to the Dean of Math, Natural, and Health Sciences, while all other centers report to the Dean of Languages and Literature. Each tutoring area has a unique staff to meet its needs. This includes tutors who are hired as classified staff, short-term employees, or student employees (who may also be Federal Work-Study students). In addition, some areas also have tutorial specialists and/or instructional support assistants (who help with setting up facilities and scheduling), administrative assistants (for administrative support), and specific counseling support of the center (II.C/14). Faculty and staff attend local and statewide tutoring conferences in order to remain current in best tutoring practices. Faculty coordinators provide discipline-specific training to tutors to ensure their subject area depth and competency.

All centers have a reception area where students sign in for tracking purposes. The centers provide space to conduct individual and group tutoring sessions and/or studying and space for test proctoring (II.C/15). Research conducted by the College's Office of Institutional Research

& Planning shows that students' use of tutoring on-campus has increased dramatically and that the overall effect for these students is also positive (II.C/16).

Starting in 2011, a Tutoring workgroup was formed to bring together the leaders of these various centers (and their respective Deans) to encourage dialogue and systemic planning. In Fall 2013, the group became a committee under the Faculty Senate. The current goals of this committee include (a) centralizing support staff and procedures (data measurement, Service Area Outcomes etc.), (b) establishing a system-wide process for vetting tutors, (c) marketing services better to faculty, and (d) hiring more full-time employees. Moreover, the Tutoring Committee has begun a process of integration across the centers and is assisting in exploring new and innovative ways to provide access (online tutoring) and to examine a broad assessment of Tutoring's service area outcomes (II.C/17).

#### Teaching and Learning Centers.

The Teaching and Learning Centers (TLC) provide comprehensive support services. These multi-functional spaces offer students places to study, meet with other students or instructors, speak to a counselor, and/or attend workshops. The Teaching and Learning Center at Escondido Center provides tutoring in Math, English, Spanish, and ESL, while the newest facility, the Teaching and Learning Center San Marcos, houses a range of services, including embedded tutoring, counseling, and workshops. Like TLC Escondido, TLC San Marcos serves all Palomar students, with San Marcos putting special focus on students in five programs: Summer Bridge, First-Year Experience, Learning Communities, Village Mentoring, and Former Foster Youth (II.C/18-22).

#### Academic Technology Resource Center.

Palomar College's base for promoting teaching and learning with leading edge technology is the Academic Technology Resource Center (ATRC). 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 not only the faculty and students in DE courses, but all students enrolled in 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. The Palomar College Academic Technology Resources Center provides 144 academic instruction computers for students. Moreover, it provides specialized hardware and software include course-specific industry and publisher applications and online applications.

## **Standard II.C.1.a.**

**Relying on appropriate expertise or faculty, including librarians and other learning support services professionals, the institution selects and maintains education equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

### **Descriptive Summary.**

#### Selecting and Managing Education Materials and Equipment--Library.

Library faculty are responsible for selecting and managing educational materials and other learning resources in the Library. Meeting the learning needs of students and enhancing student achievement of identified learning outcomes are the guiding principles followed by faculty in the selection process. Several practices support this process: **[Check numbering below for this section]**

- (1) the General Resource Materials Selection Policy,
  - (2) curriculum review (via CurricUNET and service on the Curriculum Committee), and
  - (3) outreach to specific disciplines and departments.
- (1) The General Materials Selection Policy was developed per AP 4040 titled "Library and Other Instructional Support Services," the Library Mission Statement, and professional guidelines for community college libraries (II.C/23, II.C/2, II.C/24).
  - (2) The General Resource Materials Selection Policy guides the acquisition of general materials, the acceptance of donations, housing of Rare Book items, subscriptions to serials, and the process of reconsideration of library materials (II.C/25). This policy is a living document reviewed by the Library staff regularly to meet the changing needs of the students and the evolving nature of information publishing, which increasingly requires technology platforms for access/delivery.

Following this policy, Library faculty proactively consult a variety of sources to assist in the evaluation of titles, including discussions with faculty in other departments, colleagues at other institutions, Palomar Library staff, and professional publications, such as *Choice*, *Library Journal*, *Booklist*, and *Publishers' Weekly*. Library collection management includes an emphasis on diversity in order to serve different groups of the student population and their needs. As an example of this emphasis, the Library instituted a Spanish language collection and a Native American Indian collection to bring together materials of special interest to particular groups of students. In another example, the policy states that media items in the collection must have "Closed captioned" availability in order to accommodate students and staff who have special needs.

(2) In addition to the collection management process described above, another review of library resources takes place whenever a faculty member proposes a new course or makes a change to a course in CurricUNET. The Library Department Chair must review the adequacy of library

materials for all courses and programs. This process takes place weekly through CurricUNET. A Library faculty member serves on the Curriculum Committee and reviews all courses and programs and serves as a liaison for any library related issues. Items are added with each new term/semester to meet curriculum needs and update research tools. On an annual basis, materials are inventoried, and redundant, irrelevant, or damaged materials are removed.

(3) All full-time Library faculty members actively participate in resource development and outreach for designated subject areas. They serve as “subject specialists” in areas of study at Palomar College. The increasing variety and complexity of resources in all subject areas require that more librarians, with a diversity of knowledge, skills and College connections, systematically participate in resource development. As with shared responsibilities for reference and instruction, collaborating with other faculty helps ensure the ongoing relevance of and access to the Library’s resources and services for students and faculty. Librarians strive to communicate with Palomar faculty and solicit their expertise in choosing items that will enhance their curricula **(II.C/26) Check with library about number formatting for this section**

### Library Materials.

The Library’s collection consists of more than 144,500 items (117,600 titles) including print and electronic books, periodicals, and media titles. Electronic book acquisition was increased significantly over the last four years. At present, the library owns more than 16,000 ebooks from the vendors such as EBSCO, Gale/Cengage Learning, and Palgrave Connect. The Library subscribes to 69 full-text online databases consisting of periodical articles, reference books, and videos (including streaming videos) covering most disciplines taught at the college. It also maintains subscriptions to a total of 615 unique periodical titles **(II.C/7, II.C/8)**.

A reserve collection makes available both instructor-provided resources and select course textbooks. Reserve materials are offered for limited circulation and housed as “closed stacks,” which require that students specifically request them. The Library has a total of 993 Reserve items at the two library locations, San Marcos and Escondido Center. Students use these materials, especially the textbooks, heavily. The majority of these textbooks are funded by a Palomar College foundation grant **(II.C/27)**. This program is very successful and extremely popular with students. The circulation statistics show that these materials circulated 25,012 times this academic year (2013-2014).

The Library provides access to its resources and information about its services through a library website that is regularly updated **(II.C/28)**. The website directs users to the Library’s catalog, databases, research guides, and information about services, policies, and staff. All materials and services conform to the Library’s Mission Statement **(II.C/2)**.

In Spring 2014 the Library adopted the Online Computer Library Center’s WorldShare Management Services (WMS). WMS is now the primary technology resource for facilitating access to library materials, allowing users not only to borrow materials from the Library’s collection and access articles in its subscription databases but also check worldwide to locate books, articles, and other materials through one search interface. This product is a more user-responsive tool than the previous Sirsi Integrated Library System, with additional functionality to

track acquisitions and support multiple locations. The Library functions as a “library without walls,” making available numerous online resources that support students and provide access both on- and off-campus at all Palomar College sites. Library faculty and staff strive to provide students with the information they seek for course and research needs and the skills and tools necessary to effectively identify, access, and utilize these resources while at a Palomar campus or at a distance.

#### Library Equipment.

At the San Marcos campus, the library houses 34 Internet-access computers, which are located in the Library Academic Research Lab for student use, including a workstation for disabled students, which is equipped with the Kurzweil software attached to a scanner. In addition, 45 laptops are available for scheduled library instruction and workshops. The Escondido Center Library houses 23 Internet-access computers (including one with disability related software), and 14 laptops (stored in 1 cart) for library instruction and workshops.

#### Tutoring Services Equipment and Materials.

Each tutoring center has common equipment and material to meet students’ needs and achieve the Mission of the College. All of the centers have computer work stations and the ability to print and scan documents. Most have ADA compliant stations available. Supplementary materials and technologies are also available (depending on the center’s needs). These technologies include (but are not limited to) specialized discipline-specific software, calculators, Kindles, interactive whiteboards, ESL readers, touch screen monitors, as well as textbooks and reference books to assist tutors with academic content. All centers have access to free WIFI.

#### **Self Evaluation.**

The College meets the Standard.

#### Library.

The Library uses the Program Review and Planning cycle to plan the development of its material collection, online resources, and services as well as to continuously evaluate their effectiveness (II.C/6). For the academic year 2013, the Library identified the need for additional electronic resources to support our distance education students. The Library requested and received funding to purchase e-books and streaming media.

The Library assesses its holdings for adequacy in supporting the College’s educational programs and enhancing student success through several means. The General Materials Selection policy is continuously updated by Library Faculty to address curricula needs (II.C/25). Area Outcomes surveys are conducted annually, and Student Learning Outcome surveys are conducted regularly. These survey results are listed in the Library Annual Report and are made available in the college’s Outcomes database on the TracDat platform (II.C/7, II.C/8). The Library acquires materials for curriculum support and also for community patrons in a variety of formats. It also

uses different approaches to facilitate access to key resources as needed for its various populations.

In addition, a more formal assessment of the library collection took place recently through the established Service Area Outcomes, which included an outcome to evaluate library holdings including print, media, and electronic resources. The results of the Library's first assessment of the *Library's Service Area Outcome (SAO) for Resources & Access* far exceeded the goal of having an 80% success rate in the service period, and the comments received from students related to the questions asked in the survey evidence that the Library provides valuable resources and is valued by the College's students (II.A/29).

The Library must accelerate active weeding of the print collection as it prepares to move into the new building on San Marcos campus.

Also, in 2010 *Technology Master Plan 2016* proposed and approved details of library technology resources (II.C/30).

#### Tutoring.

The tutoring centers involve faculty expertise in the selection and maintenance of materials in several ways. Many of the centers are housed in specific disciplines and therefore are guided by the department chairs and deans of specific disciplines (for example, Math, Reading, ESL, and STEM). Requests for materials and equipment come through the Program Review and Planning process, which allows Tutoring Services to examine the needs across disciplines and service areas to determine the most efficient use of funding toward meeting the overall goals of the institution (II.C/6). Finally, faculty can contact the centers individually to make requests that can be evaluated by center directors, deans and the Vice President. Tutoring Services is at an early stage of determining how to measure the degree to which faculty are satisfied with the various materials in the centers and their role in contributing to the process of material acquisition. Tutoring Services intends to address matter through the Tutoring Committee this next year.

#### **Actionable Improvement Plans.**

None.

## Standard II.C.1.b.

**The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### Descriptive Summary.

#### Library.

In support of its mission, the Palomar College Library collaborates with faculty from various academic departments to assess and improve students' information literacy skills: the “capability to access, evaluate, and use information in fulfillment of coursework and independent study” (II.C/2). On the basis of the GE/ILO Assessment the College conducted in Spring 2012, the Library faculty worked with a college-wide committee [“committee”?] to develop and implement *Dashboard: A Student Guide to Finding and Using Information*, which is a self-paced tutorial that teaches students how to use information accurately and ethically to support their course assignments. Students, and in particular the Phi Theta Kappa club, participated in developing and naming the tool as well as marketing it to other students (II.C/31, II.C/32).

The Library offers Reference Services, Library Instruction, and an Academic Research Lab to meet the students' needs and to develop and promote skills in information competency. The Library provides course-related library instruction sessions. In most cases, course instructors and their students visit the Library to learn how to find, evaluate, and use Library resources and other information sources to complete a course assignment. Some instructors schedule a library instruction session to help students become acquainted with and feel comfortable using the Library. Librarians customize each instruction session to meet the specific needs of the instructor and students (II.C/33).

The Library uses many tools to directly provide Information Literacy assistance to students. They include print handouts, blogs, a social media presence, interactive online activities, passive online tutorials, and information web pages. The most recent addition to our instruction technology has been Course LibGuides. A complete list of LibGuides created is available on the library website (II.C/34).

Through the Program Review and Planning process, the librarians requested a number of software products such as EasyBib and LibGuides to enhance library instruction and information competency (II.C/6). The Library also applied for and received special funding through the Palomar College Strategic Planning Priority Funding (SPPF) to further develop *Dashboard* (II.C/35, II.C/32). Additional modules will focus on helping students develop effective strategies to find and evaluate information. The Library created a set of information literacy student learning outcomes (SLOs) which promote the integration of information literacy across the curriculum (II.C/36).

The Library has created an Instruction Request form to help faculty more easily request instruction for their students. They complete a questionnaire to provide information about their course objectives for Information Literacy, any specific assignment, and other pertinent details. The request page includes a link to the current instruction calendars (for the San Marcos or

Escondido Center location) that Instructors can consult to check availability prior to requesting a specific instruction time (II.C/37).

The Library also offers a course to help students develop information competency skills. LT125 Information Literacy course is a one unit course offered online. This course has also been offered within Learning Communities with English, Counseling and Psychology courses (II.C/38). The library continues to use outreach strategies to inform the College about the availability of Information Literacy instruction. These efforts include participation in Plenary events (for Full Time and Part Time Faculty), Professional Development workshops, and the College Events calendar.

The Library faculty and staff have been leaders in the College's efforts to provide Distance Education students learning opportunities to develop information competency skills. As mentioned earlier, the "Ask Us Now" Chat Reference service Question Point resource is used to assist students with research. This service is available equally to students on-site and offsite ("at a distance" whether local or international). Through the *Research Help* page on our library's website both on-site, off-site and distance learners all receive supplemental instruction in Information Literacy (II.C/39). The *Research Help* link is available on the Library homepage (II.C/28). There are plans to expand the pilot information literacy tutorial *Dashboard: A Student Guide to Finding and Using Information* to encompass all the areas of need underscored by the results of the General Education/Institutional Learning Outcomes (GE/ILO) survey (II.C/40).

Palomar College librarians also created two videos that are available on the *Research Help* webpage. These local online tools help support the needs of learners for supplemental instruction in information literacy, while offsite. In creating the videos, faculty included closed captioning in order to meet the needs of special populations such as students needing accommodation and second language learners.

### Tutoring Services.

The tutoring centers at Palomar College offer a wide range of services to meet the needs of students and faculty to help develop overall skills and aid in their information literacy (II.C/14). Students' information competency is dependent on the mastery of Basic Skills. The Math, Writing, Reading, ESL, and STAR centers provide support specific to the improvement of Basic Skills. ESL provides individual face-to-face tutoring support to credit and non-credit students. In addition, several centers provide specialized training programs. The Math Center provides self-taught classes in the development of math skills and knowledge, the Writing Center has a self-paced grammar tutorial, and the Reading Center focuses on developing technical reading skills in vocabulary, comprehension, and reading rate. STAR has an English series that English tutors use to help them tutor English students (II.C/15).

In addition, the College offers a Summer Bridge program housed at the TLC San Marcos. The Summer Bridge program is designed to help students with their college-preparedness before their fall semester begins by providing a structured and supportive summer program with direct instruction in math, ESL, and/or English with the goal of students reassessing at a higher level for their first semester of coursework. Students also receive instruction in college readiness

counseling and reading. The College's ESL, English, Reading and Math tutors work alongside their respective faculty to provide extra support for the students.

### **Self Evaluation.**

The College meets the Standard.

#### Library.

In Spring 2012, the Library completed a comprehensive assessment of its course-related instruction. Librarians used a multiple methods approach to assessing the Library's service area outcome, "After visiting the Library as part of an assigned instruction session, 80% of the students will demonstrate an improvement in their familiarity with Library services and resources." (II.C/41, II.C/42).

In Spring 2013, librarians analyzed and discussed the assessment results at department meetings and through use of the collaboration software. Eighty four percent of students surveyed agreed that their ability to use library resources and services improved after attending a library instruction session. One hundred percent of course instructors surveyed felt the library instruction session supported the goals and objectives of the course. The Library will continue to use these assessment results to improve student learning and student use of library resources.

Striving to improve students' information competency, Library faculty continue to introduce innovative techniques and new technology to engage students in research and information literacy skills.

Students can access Dashboard independently via the Library's website (II.C/32, II.C/28). It is also available to all faculty for integration into their Blackboard courses.

#### Tutoring.

With the unique missions and discipline-specific foci of the tutoring centers, Tutoring Services has not (as of yet) developed a common set of Service Area Outcomes that might illuminate how the centers (as a whole) are contributing to students' general education learning outcomes. However, the centers have varied methodologies (quantitative and qualitative) that have been used to examine current work in the centers and to address and make improvements. Tutoring Services intends to address this matter through the Tutoring Committee this next year.

### **Actionable Improvement Plans.**

None.

## **Standard II.C.1.c.**

**The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### **Descriptive Summary.**

#### Library.

During regularly scheduled Library Department meetings, the faculty and staff review usage patterns, and develop service hours and staffing patterns to provide maximum service for all locations. The Library also uses the Program Review and Planning cycle to request resources and staff to provide quality services for existing and future library locations (II.C/6).

All library information resources are accessible 24/7 through the Library website (II.C/28). The site is available to any user with Internet access. Some subscription services require a Palomar College ID and password in order to access the information. The Library maintains an open-access website that is ADA compliant and provides access at all times to primary research tools and content, and complete information about Library services, policies, and contacts.

The library building on the San Marcos campus houses the Library, Academic Research Lab, Tutoring Center, Disability Resources Center [?], Academic Technology Research Lab, and two instruction classrooms. The Escondido Center library provides open access student computers. The Library Instruction and Reference Services are provided in both places with certified librarians and library staff.

The Library's hours are based on the times classes are held to best support students. The San Marcos campus Library is open 64 hours each week: Mon – Thur. 9 a.m. – 9 p.m.; Friday 8 a.m. – 4 p.m.; and Saturday 9 a.m. – 1 p.m. The Escondido Center library is open 56 hours each week: Mon – Thur. 8 a.m. – 8 p.m.; Friday 8 a.m. – 12 noon; and Saturday 9 a.m. – 1 p.m. These hours are modified in the summer and during holiday breaks and intersessions (II.C/43).

A librarian is on duty at both sites to provide reference and research assistance. In addition, a minimum of two library technicians and/or student assistants at San Marcos and one at Escondido Center staff the public desks during open hours to assist with other needs.

Facilities, services, and equipment are comparable at each location. Each location is staffed by librarians and staff. The San Marcos and Escondido Center Libraries both make available computers, copiers, scanners, assistive/adaptive equipment, and software.

San Marcos / Escondido Center/ Satellite locations are equally supported by the online resources. The Library's online resources, interlibrary loan service, and participation in SDICCLRC Media Consortium and North County Higher Education Alliance (NCHEA) reciprocal borrowing privileges are equally available to enrolled students, faculty, and staff (II.C/44).

All print materials are available from any location via a routing system. Users may request and pick up materials from either library. Library faculty and staff transport requested materials when traveling between the San Marcos campus and the Escondido Center.

Library instruction is available at both locations. Faculty may schedule their classes for in-library instruction or request that a librarian come to their classrooms (II.C/37). The Library provides a number of resources for students with disabilities and consults regularly with faculty and staff of the Disability Resource Center (DRC) to assist in the selection of resources, to learn about new accommodations, and to evaluate accessibility for disabled students. DRC staff and students indicate that the Library meets most needs and expectations. Some of these services include one Internet *DSPS* workstation with a document scanner and software for deaf or visually-impaired users (e.g., JAWS) at the San Marcos campus and Escondido Center; a book scanner/text enlarger viewing machine on the San Marcos campus; closed-captioned audiovisual titles; and an "Evac-Chair" for evacuating persons with limited mobility. All official Library web pages are coded to comply with Section 508 Accessibility standards (II.C/45). When possible, the Library purchases closed-captioned DVDs and has an ongoing program to retroactively closed-caption existing titles in the collection as funds become available. In 2011-12, about 130 VHS and DVD titles were retroactively closed-captioned or replaced with a captioned version in a project funded by grants obtained by the campus Disability Resource Center (II.C/7, II.C/8).

The Library provides technology for Distance Education (DE) in terms of access to services and open computer labs. The Library recently analyzed the results of the "2012 Library Instruction Service Area Outcome Report" to best understand how students and faculty access information and whether current modalities were best meeting current needs (II.C/42). The result of that analysis assisted the Library faculty and staff in making the decision to migrate from the Sirsi Integrated Library System to OCLC (Online Computer Library Center) WorldShare Management Services (WMS). One of the major benefits of WMS is a user-friendly interface that makes resources identifiable and e-resources accessible from a single access point, reducing the number of menus needed to navigate toward wanted resources. This will make online research smoother for all instruction and particularly for DE students. The San Marcos campus and Escondido Center Libraries are available to all students and provide access to computer workstations (PC and MAC), workstations with ADA accommodations, laptops, video/DVD players, microfilm reader/printer, scanners, headphones, one Sorenson Video Relay Services, one Braille machine, and photo copy machines.

Another way the Library provides access is by creating a setting that celebrates diversity, especially through library displays, such as "Native American Heritage Month," "Hispanic Art," and "Black History Month." (II.C/46) One of the highlights of the Library's displays was the AIDS Memorial Quilt. In February 2013, the Library partnered with the Palomar College Pride Center and the Health Services Center to host the AIDS Memorial Quilt display in the San Marcos Library. The entire Palomar College community was involved in this week-long event (II.C/47, II.C/48).

### Tutoring Services.

The tutoring centers' hours are based on the times most students are on the San Marcos campus and at Escondido Center. Students have much access to tutoring services at Palomar College. Each tutoring center has its own hours of operation spanning between 7:30 a.m. and 9:15 p.m. with the majority of centers being open between 9:00 a.m. and 5:00 p.m., Monday through Thursday, with truncated hours on Friday (due to fewer students being on campus). Friday hours are available at the TLC on both campuses from 8:00 a.m. - 4:00 p.m., ESL from 9:00 a.m. - 6:00 p.m., Reading from 8:00 a.m. - 3:45 p.m., STEM from 7:30 a.m. - 3:30 p.m., and MATH from 8:00 a.m. - 2:00 p.m. The STAR, ESL, and Math centers are open on Saturdays from 9:00 a.m. - 12:00 p.m. Summer Hours also tend to be truncated in most centers. Tutoring Services is also currently in the process of exploring online tutoring as an option to expand access to services (II.C/14).

In addition to these foundational services, Tutoring Services offer unique programs that reach out to diverse student interests and needs in hopes of increasing access and retention. Embedded tutors in learning communities at the TLC San Marcos are one such offering. These learning communities are cohorts of students who attend the same classes. **The classes are embedded with tutors who help the students stay engaged by attending the relevant content courses alongside the students, assisting faculty, and holding special sessions for the students, including one-on-one meetings.** ~~The classes are embedded with tutors who attend the relevant content courses alongside the students. [These imbedded tutors also assist faculty and hold special sessions for students, true? One-on-one meetings too? The imbedded tutors help students stay engaged.]~~

The College also has a STEM Scholars Program with over 400 participants who may receive specialized guidance and assistance with the transfer process to CSUSM or any other 4-year university. STEM Scholars who are interested in transferring to CSUSM complete the Guaranteed Transfer Admission and Support Program (GTASP) Student Contract to receive the GTASP fee waiver and guaranteed admission into the student's STEM Major at CSUSM. STEM students can take advantage of Supplemental Instruction (SI), an academic support model that uses peer-assisted study sessions to improve student retention and success. Out-of-class review sessions are led by SI leaders, students who have taken the class and have done well. SI leaders attend all class lectures, take notes, and act as models to those currently taking the respective courses (II.C/15).

### **Self Evaluation.**

#### Library.

The Library uses the Program Review and Planning (PRP) process to plan for optimal staffing for the Library (II.C/6). Throughout the PRP cycle, librarians review the Library's Mission, Vision, and Goals as they relate to staffing and services (II.C/2). The Library includes staffing requests in the PRP documents.

Palomar College is in the process of planning a new main library on the San Marcos campus and two more branch libraries, one in the northern and one in the southern part of the district. Planning efforts will identify staffing, equipment, and software to address students' needs. A fully staffed library is critical to manage the larger space of the new building, handle more complex operations, and deliver services for our 21st century students. The Library Organization Chart shows the reporting structure for the library staff. The chart outlines the number of faculty (fulltime and part-time), classified staff, and administrators who are employed/or responsible for the Palomar College Library Department. The Library has reorganized operational areas and employee assignments to help ensure critical programs remain relevant for student learning success (II.C/49).

There is a need for more flexibility in scheduling and designing jobs, particularly at the entry level. This flexibility would help mitigate the effects of shortages as they occur. Solutions proposed by the Library include restoring entry-level positions, such as Library Media Technician I (II.C/50). **[A PDQ has been submitted for this position].**

### Tutoring Services.

All of the tutoring centers use the Palomar Attendance Tracking system (PAT) to collect basic data about facility use. The STAR center will be transitioning in Fall 2014. This system was developed to facilitate tracking of student positive attendance hours for FSC320 reporting. The PAT systems are used to record the time a student spends in a lab, tutoring, or study environment in order to satisfy the attendance requirements of a class. This data allows individual centers to track how many students they serve for planning purposes. Tutors also provide individual feedback to center directors based on their observations of the tutoring process to help in planning.

Institutional Research and Planning (IRP) runs reports to help individual centers know what specific discipline or skill needs are sought at the centers. IRP recently aggregated data to help the College determine the extent of usage of tutoring services. In the last three years, the percent of students who accessed tutoring in some form has increased from 7.6% to 12.5% of all Palomar students (II.C/16).

In addition to the data derived from the PAT system, the majority of the tutoring centers distribute surveys (quantitative and/or qualitative) to assist in the evaluation of the services, workshops and seminars hosted and delivered by each center. The goal is to be supportive of the student learning outcomes identified by faculty and to continue to offer students what is needed for their success (II.C/51-56). The STAR and Writing Centers found in annual student surveys that students reported a desire for more tutors and more hours. It is hard to know whether students were knowledgeable of other centers when filling out these surveys or whether they were evaluating the individual centers on their own. Systematic data collection of access to the centers and the degree to which they are meeting student needs is an area being pursued (II.C/14).

Centers continue to request additional support due to the increased use of tutoring on campus. All staffing and resource requests are conducted through the Program Review and Planning

process (II.C/6). This process allows each area to request resource and staffing needs, which are then reviewed by the appropriate Planning Council.

**Actionable Improvement Plans.**

None.

## **Standard II.C.1.d.**

**The institution provides effective maintenance and security for its library and other learning support services.**

### **Descriptive Summary.**

#### Library.

One of the themes of the Library's mission statement is to provide a "powerful learning environment in the library" (II.C/2). In addressing that theme, the faculty and staff strive to provide a safe and secure atmosphere in the building. The Library is aware and vigilant about safety issues. In addition to general safety, the Library is also committed to ensuring the library is welcoming and inclusive of the diverse student body.

On an annual basis the Library invite Campus Safety personnel to address best practices for responding to security issues in a library setting (II.C/57, II.C/58).

Building security in both the San Marcos and Escondido Center libraries is maintained with key access. The Library staff is responsible for the physical quality and maintenance of the books and library material. The Library's collections are secured with 3M brand security strips and 3M brand security gates on both the first and second floor access doors on the main campus. The Library in the Escondido Center also has a security gate.

More than 16,000 electronic book titles and major donations of books, music CDs, and DVDs have been added to the catalog over the past few years. The Library has established a proxy server with secure and restricted login and access to electronic resources (e-books, databases, and streaming media). Information Services (IS) maintains the proxy server and its configuration.

With the Library's move to the cloud based architecture of WorldShare Management Services (WMS), the Library Systems Specialist is now responsible for maintaining the configuration of this new Library services platform. The Information Services (IS) department supports WMS by providing student and staff patron data used for circulation records. IS continues to maintain the library computers, software, and Internet access. The Systems Librarian, along with the Library Systems Specialist, assists with managing and troubleshooting the WMS client and server software and database. They work closely with IS to ensure that proper software and equipment updates are done on a regular basis (II.C/59). IS troubleshoots Library desktop computers, applications, and other equipment and maintains a District-wide firewall to prevent viruses from infecting campus computers and networks.

The Library has specific policies for appropriate behavior in the library. In 2013 the library faculty added a provision to address electronic cigarettes (II.C/60).

#### Tutoring Services.

All doors at the many tutoring centers have locks, including Directors/Coordinators offices, study rooms, proctoring rooms, and staff rooms. Staff members are responsible for opening the main center doors and turning on all lights. All equipment, supplies, and reserved textbooks are stored in locked cabinets. Textbooks (in the STAR center) are fortified with a magnetic strip that triggers an alarm when removed from the library. Any documents that have students' personal information are kept in locked offices. The majority of centers maintain alarm systems for additional security. The math center has a video camera surveillance system (which STAR has also requested) for added security during test proctoring. After normal hours of operation, Palomar College Facilities ensures that doors remain locked. The Palomar College Police Department is charged with overall campus security.

There are also secure methods for keeping and proctoring exams. In areas that proctor exams, exams are kept in locked cabinets when the office is closed. Students taking exams are observed via two one-way glass windows (in STAR), and tutoring staff regularly monitors test-takers by walking through the exam room.

Campus custodial services come to all of the centers and empty trash and maintain the basic cleanliness of the facilities. Instructional Assistants and Tutorial Specialists also regularly monitor and clean equipment when necessary.

### **Self Evaluation.**

The College meets the Standard.

#### Library.

The Library will continue to work closely with the Dean, Campus Police, Office of Student Affairs, IS and other partners to ensure the safety and security of students, faculty, staff, community members, equipment, and materials.

#### Tutoring Services.

Tutoring Services also provide effective maintenance and security.

### **Actionable Improvement Plans.**

None.

### **Standard II.C.1.e.**

**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional program, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

#### **Descriptive Summary.**

##### Library.

During the Program Planning and Review process, the Library evaluates existing partnerships and explores new collaborations in order to enhance services to the Palomar College community (II.C/6 PRP). The Library has several service agreements and participates in many consortia which enhance our services, programs, and resources. These are listed below.

The Library recently contracted with Online Computer Library Center (OCLC) to begin as subscription for the WorldShare Management Services (WMS), which is a library service platform. OCLC WorldShare Management Services offers a new approach to managing library workflows cooperatively, including integrated acquisitions, cataloging, circulation, patron administration, resource sharing, and e-resource management. The WorldShare Management Services applications eliminate traditional operational silos and deliver new efficiencies in library management, freeing libraries from the restrictions of local hardware and software to provide more time to focus on serving users and communities (II.C/61). This system now provides the Library's public catalog and in-house library management services. Library materials are accessible through the web based WorldCat Local, the foundation for WMS, and thereby increase the visibility of all the Library's resources (II.C/62).

WMS's integrated display of print and electronic resources is ideally suited to contemporary students and the anticipated student base that operates Internet devices throughout the day. This new platform will hopefully better engage our students in the research process and complement the planned new library facility. The Library will survey students in the Library Technology classes in order to analyze the effectiveness of the new system.

The Library also contracts directly with commercial and non-profit vendors to host and/or provide annual access to their resources. These include but are not limited to the following: EBSCOHost, ProQuest, Gale Cengage, JSTOR, ARTstor, Palgrave Connect, Alexander Street Press, and Baker & Taylor (II.C/63).

In addition, the Library participates in several consortia to expand and enhance services to its programs and resources:

Community College Library Consortium (CCLC) is an electronic resource review group that negotiates subscriptions and purchases of online research databases for members at reduced prices ([II.C/64](#)).

Community College Media Collection and Information Services is a joint purchasing and repository program for film, video, and DVD titles ([II.C/65](#)).

Other consortia provide a vehicle for communication and promote library services:

Council of Chief Librarians of the California Community Colleges (CCL) ([II.C/66](#)).

North County Higher Education Alliance (NCHEA) ([II.C/67](#)).

San Diego and Imperial Counties Community College Learning Resources Collaborative (SDICCCCLRC) ([II.C/68](#)).

Reference service/assistance is also made available to Palomar students through the library's participation in "Ask Us Now," a consortia service of the San Diego and Imperial Counties Community College Learning Resources Cooperative. By using Question Point (QP), a subscription based online chat reference service, library faculty are able to interact with students online in real-time. The Web-based chat tool enables seamless integration of chat, follow up, and referral. Via QP, librarians can provide access to materials, assistance in research methods, and guidance for citations—all of which are essential tasks in developing information literacy skills. As a consortia resource, QP provides live around-the-clock reference service, which is especially useful for distance education students. The College received more than 1,000 chat requests for this service during 2012 – 2013. Statistics show that this is a 16% increase over last year's chat requests ([II.C/69](#), [II.C/7](#), [II.C/8](#)).

To comply with vendor license agreements, the Library utilizes a proxy server (EZProxy) to restrict electronic resource access to only enrolled students or college staff. EZProxy allows remote access authentication via user IDs (student identification number or employee username) and password. Upon authentication, users are granted access to databases and other purchased electronic resources such as ebooks and streaming media.

While EZProxy is primarily used to allow remote access to licensed electronic content, it is also the means by which any user accessing resources from non-library computers can view the information. Therefore, students using wireless devices (smart phones, tablets, laptops, etc.) while in the library also must authenticate using the proxy server.

#### Tutoring Services.

Tutoring Services has no contractual agreements.

**Self Evaluation.**

The College meets the Standard.

The Library effected a successful transition to OCLC (Online Computer Library Center) WorldShare Management System. The Library will continue to actively participate with our cooperative partners and collaborating institutions in order to enhance services to the Palomar College community.

**Actionable Improvement Plans.**

None.

## Standard II.C.2.

**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.**

### Descriptive Summary.

#### Library.

The Library utilizes a number of methods in order to continually evaluate its facilities, collections, programs, courses, and services to ensure support of student learning outcomes.

The Library uses the Program Review and Planning cycle to plan and develop Service Area Outcomes to continuously evaluate the effectiveness of its services in meeting identified student needs. The Library completes the instructional and non-instructional portions of the PRP documents as they relate to Library services and the Library and Information Technology (II.C/6). The Program Planning and Review documents discuss the Library's SAOACs and the Library and Information Technology Program's SLOACS. They outline the achievements and indicate future plans. The PRP process is successful in assisting the Library to evaluate and enhance its services and is a valuable tool to evaluate Library and Information Technology curriculum.

The *Library Annual Report* is prepared to summarize the activities and services the Library faculty and staff have completed throughout the academic year. It contains statistical data about physical materials, electronic resources, programs and services. It also includes analysis of various surveys and usage reports. The Library uses the Annual Report to evaluate the adequacy of Library resources and services in meeting student needs. This evaluation process is the basis for planning department priorities for the next year (II.C/7, II.C/8).

The Library continually evaluates its collections, programs, courses, and services by collaborating with faculty from various departments. Faculty may earn Professional Development hours by evaluating relevant sections of the Library's collection and making suggestions for purchases and deletions (II.C/70).

Moreover, the librarians themselves meet regularly—three times a month—to engage in dialogue and evaluate the collection and services. In their evaluation, the librarians consider the following information when evaluating the Library's collection and services:

- (1) Circulation statistics, including usage of materials, areas of high use, items to be considered for discard;
- (2) Annual national and statewide library surveys showing size of collection and staff, open hours, and availability of technology resources (II.C/71, II.C/72);

- (3) Anecdotal information from faculty and students indicating whether the collection is meeting their needs, supporting the curriculum, and contributing to student learning outcomes (II.C/73);
- (4) Observations and informal surveys from the reference and periodical desks indicating the types of materials students are requesting and using;
- (5) Database statistics showing details of use from both campus and remote computers, including specific titles receiving high and low use (II.C/7, II.C/8);
- (6) Reports showing computer use for the San Marcos and Escondido Center Libraries (II.C/7, II.C/8);
- (7) Formal student satisfaction surveys conducted regularly. In 2014, the Library conducted the Palomar College Service Area Survey which asked students to complete a short questionnaire about their satisfaction with the library services. (II.C/74)
- (8) In Spring 2013, the library conducted student/staff survey in order to assess the Resources/Access Service Area outcome (II.C/7).

The most recent student satisfaction survey results show that over 90% of students who responded to the survey were satisfied with library services such as research assistance, computer availability, and textbook reserves at both the San Marcos campus and the Escondido Center. Students also indicated that they want more updated computers and additional textbooks (II.C/75).

The Nursing Department annually reviews the nursing section of the collection to help assure currency in this field. At the Escondido Center, faculty from the Emergency Medical Education annually evaluates the relevant sections of that collection for adequacy and currency.

As part of the preparation for the move to a new Library building, the weeding process of the San Marcos collection has been accelerated. San Marcos continues to weed items that are either dated or in poor condition.

Library staff continues to work with the Palomar College Foundation to encourage local donations so materials and library needs can be augmented.

#### Tutoring Services.

As stated, the primary way that students' needs are assessed is through (a) data collected through the PAT system, (b) yearly surveys, (c) feedback from individual tutors, and (d) reports generated through Institutional Research & Planning. In addition, some centers have developed specific Service Area Outcomes that include both general criteria (improving grades, retention etc.) and discipline-specific criteria to more explicitly define student success (II.C/14). STEM

and the TLC do not currently have specific Service Area Outcomes but instead support the specific disciplines through providing resources to achieve their discipline-specific outcomes.

### **Self Evaluation.**

The College meets the Standard.

#### Library.

The Library continues to collaborate with faculty and staff to determine user needs, to acquire appropriate resources, and to develop programs that address student learning outcomes. Library faculty and staff will be involved with planning the new library building both on the San Marcos campus as well as the new North and South Education Centers to provide students with state-of-the-art facilities.

All library faculty and staff participate in Shared Governance Committees such as Curriculum, Instructional Planning Council (IPC), Student Learning Outcome Council, Basic Skills, Sabbatical Leave, Professional Development, and numerous other college governance councils and operational committees (II.C/76).

#### Tutoring Services.

The overall effectiveness of tutoring was assessed by IRP in 2013. Students who take advantage of this assistance enjoy success rates nearly 8% higher than those who do not (77.7% compared to 70.1%). There was also a positive correlation between the amount of time spent in one of our tutoring centers and success rates. Those students who ranked in the top one-third in regards to the amount of time spent in a center where tutoring was provided enjoyed pass rates more than 12% higher than those who did not access tutoring (82.2% compared to 70.1%). While the magnitude of these values varied slightly between centers and disciplines, the reality that utilization of tutoring centers improves success was surprisingly uniform (II.C/77).

Tutoring Services need to examine Service Area Outcomes broadly in order to evaluate tutoring service outcomes as a whole, beyond the data that has been provided by Institutional Research & Planning. The newly formed Tutoring Committee is leading improvements in this area.

There are several mechanisms employed to ensure the reliability of tutoring services. First, tutors hired to work for the different tutoring centers must meet certain criteria. Student tutors need to have passed the specific course(s) for which they are tutoring with a "B" grade or better and be recommended by a Palomar faculty member.

Palomar College also offers a College Reading and Learning Association Tutor Certification Program designed to train all tutor applicants in the basics of tutoring. This training is administered by the Director of the Mathematics Learning Center and by the Coordinator of the STAR Tutoring Center. Tutors also receive discipline training from the academic department for which they tutor and center training from the staff at their given centers.

Tutor trainees who successfully complete the College Reading and Learning Association (CRLA) Certification Program have the pedagogical foundation and relevant experience using approved methods and materials to be able to work with Palomar College students. Tutor trainees have the opportunity to observe and be observed by experienced tutors. All the centers provide orientations for tutors. The general process for tutor vetting is being explored by the Tutoring Committee to ensure as much consistency as possible across the centers given the differences of tutors in different centers (student peers vs. professional tutors etc.). In addition, the STAR Center has a Tutor Guide which is used for tutor training tips and suggestions (II.C/14).

### Actionable Improvement Plans.

None.

### Evidence for II.C

<u>Number</u>	<u>Name</u>
1	American Library Directory 2014 [p. 254]
2	Palomar College Library Mission Statement
3	Mitigating Library Anxiety
4	Library Anxiety DVD availability
5	Safe Zone
6	Library Program Review and Planning
7	Library Annual Report 2012-2013
8	2013-2014 Library Report
9	Master Plan 2022 p .284 (New library)
10	Northern Campus Library p. 377
11	Southern Campus Library p. 213
12	BSI/HIS Title V Grant
13	Tutoring Services Website
14	Tutoring Center Details
15	Tutoring Center Chart
16	IRP report of students' use of tutoring
17	Tutoring committee minutes
18	Summer Bridge Program
19	First-Year Experience Program
20	Learning Communities
21	Village Mentoring
22	Former Foster Youth
23	AP 4040 - Library and Other Instructional Support Services
24	ASCCC Standards of Practice for California Community College Library Faculty Programs (P.4)

25	General Resource Materials Selection Policy
26	Palomar College Library Resource Liaisons
27	Palomar College Foundation Grant
28	Palomar College Library Website
29	Resource/Access Service Area Outcome
30	Technology Master Plan 2016 (pages 11-15, 26)
31	2011-2012 General Education/Institutional Learning Outcomes
32	Dashboard
33	Instruction & Information Literacy
34	Course LibGuides
35	SPPF
36	Library Information Literacy Student Learning Outcomes
37	Request Form
38	Library and Information Technology Courses
39	Research Help
40	General Education/Institutional Learning Outcomes (p. 11, 12 in document, 13-14 in PDF)
41	Library Student Surveys
42	Library Instruction Service Area Outcome Report - December 14, 2012 pages 4-9
43	Library Hours
44	Interlibrary Loan Service
45	Compliance with Section 508 Accessibility Standards
46	Library Diversity Displays
47	Pride Center
48	Telescope article - AIDS Memorial Quilt Displayed in Library
49	Organization Chart - Library Media Center
50	Library meeting minutes
51	ESL Impact
52	Math Impact
53	STAR Fall 13 Survey
54	STAR Impact
55	STEM Impact
56	TLC Impact
57	Library Faculty Meeting Agenda
58	Library Department Materials
59	Library Systems Troubleshooting Chart
60	General Use Policies and Procedures
61	Next Space Newsletter
62	WorldShare
63	Online Research Databases
64	Community College Library Consortium (CCLC)
65	Community College Media Collection and Information Services

66	Council of Chief Librarians of the California Community Colleges (CCL)
67	North County Higher Education Alliance (NCHEA)
68	San Diego and Imperial Counties Community College Learning Resources Collaborative (SDICCCLRC)
69	Ask Us Now
70	Professional Development - Evaluation of library's collection P. 26 PDF 27
71	Academic Libraries Survey
72	Library and Learning Resources Survey
73	Olga Lowenkron Memorial Fund and Carolyn Funes Faculty Requested Fund purchases];
74	Palomar College Service Area Survey 2011
75	Student Satisfaction Survey
76	Faculty Senate Committees
77	Tutoring Pass Rates Comparison 2007-2013





## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Lynda Halttunen				<b>Date:</b> October 19, 2010			
<b>Proposed Name of Requested Group:</b> Matriculation and Transfer Committee							
	<b>Council</b>	<input checked="" type="checkbox"/>	<b>Committee</b>	<input type="checkbox"/>	<b>Subcommittee</b>	<input type="checkbox"/>	<b>Task Force</b>
<b>Action Requested:</b>		<input type="checkbox"/>	<b>Add</b>	<input type="checkbox"/>	<b>Delete</b>	<input checked="" type="checkbox"/>	<b>Change</b>
<p><b>Role:</b> The purpose of the Matriculation and Transfer Committee is to review and support the activity of the Matriculation and Transfer programs.</p> <p><b>Products:</b> Matriculation and Transfer Committee members are responsible for articulating the Palomar College Matriculation Plan and the Transfer Center Plan, goals, objectives, budget revisions and accomplishments to the constituencies they represent.</p>							
<b>Reporting Relationship:</b> Student Services Planning Council							
<b>Meeting Schedule:</b> Once per semester, the first, second, third or fourth Thursday of October/November and March/April depending on availability, 2:00 p.m. to 3:30 p.m.							
<p><b>Chair:</b> Dean, Counseling Services and Transfer Center Director</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Vice President, Instruction</li> <li>• Vice President, Student Services</li> <li>• Non-Credit Matriculation Coordinator</li> <li>• One Faculty representative from Counseling appointed by Faculty Senate</li> <li>• One Faculty representative from ESL appointed by Faculty Senate</li> <li>• One Faculty representative from Math appointed by Faculty Senate</li> <li>• One Faculty representative from English appointed by Faculty Senate</li> <li>• One Faculty representative from Reading appointed by Faculty Senate</li> <li>• Director, EOP&amp;S</li> <li>• Director, Information Services</li> <li>• Director, DRC</li> <li>• Director, Enrollment Services</li> <li>• Director, Institutional Research and Planning</li> <li>• Assessment and School Relations Supervisor</li> <li>• One Instructional Dean</li> <li>• One Classified Unit Employee representative appointed by CCE/AFT</li> <li>• One Student representative appointed by ASG</li> <li>• One representative from a four year institution</li> <li>• One at large Part-Time Faculty Member appointed by Faculty Senate</li> </ul>							

Reviewed by Strategic Planning Council:

12-03-02 Approved

10-19-04 Revised

04-04-06 Revised

10-19-10 Revised

Approved by PAC: 10/2/01

## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Joseph Madrigal					<b>Date:</b> February 17, 2009	
<b>Proposed Name of Requested Group:</b> Student Equity Committee						
	<b>Council</b>	<b>X</b>	<b>Committee</b>		<b>Subcommittee</b>	
<b>Action Requested:</b>			<b>Add</b>		<b>Delete</b>	<b>X</b>
<p><b>Role:</b> The Student Equity Committee prepares the Student Equity Plan, monitors the District's progress toward meeting its student equity goals, and keeps the District's Student Equity Plan up to date. The Student Equity Committee will coordinate its activities with those of the Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Matriculation &amp; Transfer Advisory Committee, and other District committees as necessary.</p> <p><b>Product:</b> District Student Equity Plan</p>						
<b>Reporting Relationship:</b> Superintendent/President						
<b>Meeting Schedule:</b> As needed						
<p><b>Chair:</b></p> <ul style="list-style-type: none"> <li>• Vice President, Student Services Planning Council</li> <li>• Faculty Member</li> </ul> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Five teaching faculty representatives (one to serve as co-chair) appointed by Faculty Senate</li> <li>• Dean, Counseling Services</li> <li>• One Instructional Dean</li> <li>• Director, EOP&amp;S</li> <li>• Director, DRC</li> <li>• One Counseling faculty representative appointed by Faculty Senate</li> <li>• One Librarian appointed by Faculty Senate</li> <li>• One Classified Unit Employee representative appointed by CCE/AFT</li> <li>• Two Student representatives appointed by ASG</li> <li>• One representative from Research &amp; Planning</li> <li>• One Confidential and Supervisory Team representative appointed by CAST</li> </ul>						

Reviewed by Strategic Planning Council:  
10-07-03 Approved  
03-03-09 Revised

Approved by PAC: 10/2/01



## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Berta Cuaron, Greg Larson, Adrian Gonzales				<b>Date:</b> 10/21/2014 (Approved by SSPC – 10/8/14)			
<b>Proposed Name of Requested Group:</b> Student Success and Equity Council							
X	Council		Committee		Subcommittee		Task Force
<b>Action Requested:</b>		x	<b>Add</b>		<b>Delete</b>		<b>Change</b>
<p><b>Role:</b>            The Student Success and Equity Council (SSE) will serve as a steering committee that leads the development of the Student Success and Support Program (3SP) and Student Equity Plan for the District.</p> <p>The SSE Council will assist in preparing the 3SP and Student Equity Plan, monitoring the District's progress toward meeting the goals in each plan, and review and update each plan as needed. The SSE Council will coordinate its activities with those of the other Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Basic Skills Committee and other District committees as necessary.</p> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>Student Equity Plan</li> <li>Student Success and Support Plan</li> </ul>							
<b>Reporting Relationship:</b> Strategic Planning Council							
<b>Meeting Schedule:</b> Second and Fourth of Friday from 9:00 – 11:00 am							
<p><b>Chairs:</b>            Faculty Senate President, Vice President for Instruction, Vice President for Student Services</p> <p><b>Members:</b>            2 faculty members as appointed by Basic Skills Committee            2 faculty members as appointed by Instructional Planning Council            2 faculty members as appointed by Student Services Planning Council            1 faculty member from Reading Department as appointed by the Faculty Senate            1 faculty member from Math Department as appointed by the Faculty Senate            1 faculty member from English Department as appointed by the Faculty Senate            1 faculty member from ESL Department as appointed by the Faculty Senate            1 faculty member from Disability Resource Center as appointed by the Faculty Senate            2 faculty counselors as appointed by the Faculty Senate            1 faculty member at-large (instruction) as appointed by the Faculty Senate            1 faculty member at-large (student services) as appointed by the Faculty Senate            2 faculty senators as appointed by the Faculty Senate            1 AA representative as appointed by the Administrators Association            1 CAST representative as appointed by the CAST            1 classified staff representative as appointed by CCE            1 Dean - Student Services            2 Deans – Instruction            1 Assessment Supervisor            1 Senior Director of Institutional Planning and Research            1 3SP Coordinator            2 student representatives as appointed by the ASG</p>							

**Strategic Planning Council Archive**

2002-09-17	Accreditation	Review: Second draft of the Accreditation Self-Study Report
2002-10-01	Accreditation	Discuss: Accreditation Self Study Planning Items
2004-02-15	Accreditation	First Reading: Accreditation Progress Report
2004-03-01	Accreditation	Second Reading: Accreditation Progress Report - approved
2004-09-21	Accreditation	Review: Items from Accrediting Commission listed as needing improvement
2004-09-21	Accreditation	Discuss: Forming an Accreditation Writing Group
2004-11-02	Accreditation	First Reading: Writing Team for Accreditation Progress Report
2004-11-02	Accreditation	Review: Letter from Accrediting Commission outlining the six subjects that need to be addressed
2004-11-16	Accreditation	Second Reading: Writing Team for Accreditation Progress Report - approved
2005-02-15	Accreditation	First Reading: Accreditation Progress Report
2005-03-01	Accreditation	Second Reading: Accreditation Progress Report - approved
2005-09-06	Accreditation	Report: Accreditation Progress Report approved by the Accrediting Commission
2005-10-04	Accreditation	Review: Timeline and guidelines for preparation of the Midterm Report
2005-10-04	Accreditation	First Reading: Accreditation Writing Team
2005-10-18	Accreditation	Second Reading: Accreditation Writing Team - approved
2005-12-06	Accreditation	Decision: A committee is being formed to work on the Accreditation Mid-Term Report
2006-01-31	Accreditation	Discuss: Accreditation Mid-Term Report and Self Identified Issues
2006-01-31	Accreditation	First Reading: Accreditation Mid-Term Report - moved to second - approved
2006-09-05	Accreditation	Review: Accreditation Self Study Timeline
2006-09-05	Accreditation	Discuss: Forming an accreditation task force or standing committee
2006-10-03	Accreditation	First Reading: Accreditation Steering Committee
2006-10-17	Accreditation	Second Reading: Accreditation Steering Committee - approved
2006-11-21	Accreditation	First Reading: Accreditation Steering Committee revisions - moved to second - approved
2007-09-18	Accreditation	Review: 4 Standards, writing teams, and the structure of the Steering Committee
2007-10-02	Accreditation	First Reading: Accreditation Steering Committee revisions - moved to second - approved
2007-10-16	Accreditation	Progress: Accreditation Self-Study and writing teams
2007-10-16	Accreditation	Review: Timeline and chart showing the writer for each standard
2007-11-20	Accreditation	Decision: Tri Chairs announced for Accreditation Self-Study
2007-11-20	Accreditation	Review: Updated Standards Chart and timeline
2008-03-04	Accreditation	Review: Writing of the Self Study progress
2008-04-01	Accreditation	Review: Writing of the Self Study progress
2008-04-29	Accreditation	Review: Second draft of the Self Study Standards I and II
2008-05-06	Accreditation	Review: Second draft of the Self Study Standard III and IV and Midterm Report
2008-09-02	Accreditation	Review: Self Study timeline
2008-09-16	Accreditation	Discuss: Ten Planning Agendas

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2008-09-30	Accreditation	First Reading: Accreditation Self Study, Standards I through IV, Planning Agendas
2008-10-07	Accreditation	Second Reading: Accreditation Self Study, Standards I through IV, Planning Agendas - accepted
2008-10-21	Accreditation	Report: Self Study is getting printed
2008-12-02	Accreditation	Review: Planning Agendas for assignment in Strategic Plan
2008-12-05	Accreditation	Review: Planning Agenda 10
2009-02-17	Accreditation	Review: Schedule of site visit
2009-02-27	Accreditation	Review: Planning Agenda 10
2009-03-17	Accreditation	Review: Site Team's Exit Report
2009-04-07	Accreditation	Discuss: Accreditation Implementation Plan and 2003 and 2009 recommendations
2009-05-05	Accreditation	Report: Accreditation Exit Report received
2009-05-21	Accreditation	Report: Accreditation Final Report submitted to ACCJC
2009-08-06	Accreditation	Action: Self identified planning agendas - approved as presented
2009-08-25	Accreditation	Review: Recommendation from ACCJC regarding Service Area Outcomes (SAOs) for in-instructional departments
2009-08-25	Accreditation	Review: Recommendation from ACCJC regarding distance education
2009-09-29	Accreditation	Report: ACCJC requires non-instructional areas to define outcomes for their areas. Work will begin to develop a process and cycle
2009-10-06	Accreditation	Review: Accreditation themes and recommendations from ACCJC
2009-12-15	Accreditation	First Reading: Follow-Up Report for Accreditation Recommendations 2, 3 and 4
2010-01-19	Accreditation	Review: Progress of Draft Recommendations 1 through 4
2010-02-02	Accreditation	Second Reading: Accreditation Follow-Up Report - approved
2010-02-09	Accreditation	Review: Results of the Board Workshop regarding the Accreditation Report
2010-02-23	Accreditation	Review: Progress of the Follow-Up Report
2010-03-02	Accreditation	Review: ACCJC Rubric for Evaluating Institutional Effectiveness document
2010-03-16	Accreditation	Report: Accreditation Follow-Up Site Visit scheduled for April 5
2010-03-30	Accreditation	Review: Follow-Up Site Visit Schedule
2010-04-06	Accreditation	Report: Result of Follow-Up Site Visit
2010-04-17	Accreditation	Report: Discussion at ACCJC Panel Event at CEO Conference
2010-04-20	Accreditation	Review: Accreditation Policy Updates
2010-04-20	Accreditation	Report: Updates sent to ACCJC will include review of the follow-up report
2010-04-20	Accreditation	Review: Self-Study Planning Agenda
2010-05-04	Accreditation	Review: Palomar College Planning Agendas - Accreditation Self-Study 2009
2010-09-07	Accreditation	Review: Progress of the ACCJC recommendations and the ten planning agendas from the self-study
2010-09-28	Accreditation	Review: Recommendation 1, 4, 6, 7, 8, and 10
2010-10-19	Accreditation	Review: Accrediting Commission policy updates

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2010-10-19	Accreditation	Review: Planning Agendas 4 and 10 and Recommendation 3, 5, and 6. Confirm assigned council/lead person, evidence documents and data
2010-10-26	Accreditation	Review: Accrediting Commission policies which were brought for a first reading
2010-11-16	Accreditation	Review: Status reports on Recommendations 4 and 7
2010-12-07	Accreditation	Review: Format of the Follow-up Report Two
2011-01-18	Accreditation	First Reading: Accreditation Follow-Up Report 2011
2011-01-25	Accreditation	Second Reading: Accreditation Follow-Up Report 2011
2011-01-25	Accreditation	Review: Action of the Accrediting Commission in response to the US Department of Ed
2011-02-01	Accreditation	Second Reading: Accreditation Follow-Up Report 2011 - accepted
2011-02-01	Accreditation	Review: Status reports on Recommendations 2, 4, 8, 10 and 11
2011-02-01	Accreditation	Review: Implementation of Recommendation 2: Integrated Planning, Evaluation, and Resource Allocation Decision Model
2011-02-15	Accreditation	Review: Policy additions and revisions by the Accrediting Commission
2011-02-15	Accreditation	Review: Progress of the Follow-Up Report
2011-03-15	Accreditation	Review: March 2011 Follow Up Report
2011-03-15	Accreditation	Review: Accrediting Commission draft policy on Institutional Integrity and Ethicsa
2011-04-05	Accreditation	Review: Recent site visit
2011-04-05	Accreditation	Review: Status reports on Recommendations 3, 4, 5, 6 and 7
2011-05-03	Accreditation	Review: Planning Agendas 6 and 10
2011-05-03	Accreditation	Review: Items that need to be answered for Annual Report
2011-05-03	Accreditation	Report: Accreditation update
2011-08-18	Accreditation	Review: Midterm Report 2012 - ACCJC Recommendations and Planning Agendas
2011-08-18	Accreditation	Review: Midterm Report 2012 Review Calendar
2011-08-18	Accreditation	Review: ACCJC Annual Report: 2010-2011
2011-09-06	Accreditation	Review: Calendar for SPC review of Midterm Report
2011-09-06	Accreditation	Review: Annual Report for Reporting Year 2010-2011
2011-09-06	Accreditation	Review: ACCJC Summer 2011 Newsletter
2011-09-06	Accreditation	Review: Rubric for Evaluating Institutional Effectiveness
2011-09-06	Accreditation	Review:: Midterm Report 2012 - ACCJC Recommendations and Planning Agendas
2011-09-06	Accreditation	Review: Recommendations 1, 5, 9, 10 and Planning Agenda 4
2011-09-20	Accreditation	Review: Revised SPC calendar for review of Midterm Report
2011-09-20	Accreditation	Review: Draft Midterm Report: Recommendations 2, 3, 4 and Planning Agenda 2 and 9
2011-10-04	Accreditation	Review: Draft Midterm Report: Recommendation 3 and Planning Agendas 1, 5, 6, and 7
2011-10-18	Accreditation	Review: Draft Midterm Report: Recommendation 6 and Planning Agendas 7 and 8
2011-11-01	Accreditation	Review: Draft Midterm Report - Recommendation 11 and Planning Agenda 10

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2011-11-15	Accreditation	First reading: Midterm Report
2011-11-29	Accreditation	Second Reading: Midterm Report - approved
2011-12-06	Accreditation	Review: Revisions to Midterm Report
2012-02-21	Accreditation	Review: Memorandum from the Accrediting Commission regarding revisions to Standard III and IIID
2012-03-07	Accreditation	Report: Midterm Report has been printed and will soon be mailed
2012-04-03	Accreditation	Review: 2011-2012 Annual Report
2012-04-17	Accreditation	Review: A new requirement on student learning outcomes implementation from the Accrediting Commission
2012-05-01	Accreditation	Review: Spring 2012 ACCJC News magazine
2012-08-15	Accreditation	Review: Accreditation overview during orientation
2012-09-04	Accreditation	Report: Changes to Standard III and annual financial report monitoring
2012-09-18	Accreditation	Report: Narrative Report instructions and due date
2012-10-16	Accreditation	Report: ACCJC forming a Pilot Project regarding General Education SLOs
2012-11-20	Accreditation	Review: Institutional Self-Evaluation 2015 Timeline
2012-12-04	Accreditation	Report: SLOAC Proficiency Report will be completed in Spring
2013-02-05	Accreditation	Report: Requirement of a greater focus on the type of student achievement from US Dept of Education
2013-02-05	Accreditation	Report: Self evaluation cycle to begin
2013-02-05	Accreditation	Review: SLOAC Proficiency Report
2013-02-19	Accreditation	Review: New or revised questions in the 2013 Fiscal Report and 2013 Annual Report
2013-02-19	Accreditation	Progress: SLOAC Proficiency Report
2013-03-05	Accreditation	Progress: SLOAC Proficiency Report
2013-03-19	Accreditation	Report: ACCJC made changes to the Annual Report
2013-03-19	Accreditation	Decision: Writing team formed to identify new standards and achievement data
2013-03-19	Accreditation	Review: Achievement data and the recommended standards
2013-04-02	Accreditation	Review: ACCJC Report on the 1-9-13 Commission Meeting and Commission Action on Policies and Standards
2013-04-02	Accreditation	Review: ACCJC Annual Report progress report
2013-04-12	Accreditation	Discuss: Accreditation, standards, and accountability
2013-04-16	Accreditation	Review: 2013 Annual Report
2013-04-16	Accreditation	Review: Annual Fiscal Report
2013-08-15	Accreditation	Review: Accreditation overview during orientation
2013-10-01	Accreditation	Review: Draft Institutional Self-Evaluation 2015 Timeline
2013-10-15	Accreditation	Review: Progress of the Self-Evaluation Report
2013-11-05	Accreditation	Review: Progress of the Self-Evaluation Report
2013-11-19	Accreditation	Report: Draft reports being reviewed by writing team

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2013-11-19	Accreditation	Report: A Substantive Change will be submitted to ACCJC for some curriculum
2013-12-03	Accreditation	Report: Second draft of the Self-Evaluation is being worked on
2014-01-21	Accreditation	Report: Date Distance Education Substantive Change Report is due
2014-03-04	Accreditation	Discuss: Distance Education
2014-03-04	Accreditation	Report: Annual Report due date
2014-03-04	Accreditation	Review: Progress of the Accreditation Self-Evaluation
2014-04-01	Accreditation	Review: Institution Set Standards
2014-04-01	Accreditation	Review: Annual Report Form
2014-04-01	Accreditation	Review: Progress of the Distance Education Report
2014-04-29	Accreditation	Review: Progress of the Self-Evaluation Report
2014-08-12	Accreditation	Review: Accreditation overview during orientation
2014-09-02	Accreditation	First Reading: Draft Accreditation Self-Evaluation, Standards III and IV
2014-09-16	Accreditation	First Reading: Accreditation Self-Evaluation, Standards I and II
2014-09-30	Accreditation	Discuss: Actionable Improvement Plans (AIP) for Accreditation Standards I.B.1., I.B.4., III.A.4.b., III.D.1.B., IV.A.1., IV.A.3., and IV.A.5.
2014-09-30	Accreditation	Discuss: Ideas for improving/increasing involvement in accreditation, similarity of the different Actionable Improvement Plans, and concerns regarding the District versus CCE responsibilities
2002-04-02	Budget	Discuss: 2002-2003 budget cut issues
2002-04-02	Budget	Decision: Keep 4 counselor positions, eliminate director of matriculation; eliminate CalWORKS manager and counselor
2002-09-03	Budget	Review: State budget and its affect on Palomar College
2002-12-03	Budget	Review: 2003-2004 Budget Update from Resource Allocation Committee
2002-12-17	Budget	Review: State budget
2003-01-21	Budget	Review: State budget crisis
2003-01-21	Budget	First Reading: Budget Cuts Criteria and Implementation
2003-01-21	Budget	Discuss: Where decisions on budget cuts will be made
2003-02-04	Budget	Second Reading: Budget Cuts Criteria and Implementation - approved
2003-02-18	Budget	Discuss: Budget cuts, layoffs and categorical programs
2003-03-04	Budget	Review: State budget
2003-04-01	Budget	Discuss: IPC motion to form a task force to review budget. Matter referred to Revenue Allocation Committee
2003-04-01	Budget	Discuss: State budget crisis
2003-04-01	Budget	Discuss: Supplemental Early Retirement proposal
2003-04-22	Budget	Discuss: Budget reduction recommendations from Planning Councils
2003-04-22	Budget	Review: Resource Allocation Committee report for the 2002-2003 and 2003-2004 estimated budget

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2003-04-29	Budget	Discuss: Budget Reduction Plans with Priorities from Planning Councils
2003-05-06	Budget	Discuss: Budget Reduction Plans with Priorities from Planning Councils
2003-05-20	Budget	Review: State May Revise and its impact on Palomar College
2003-05-20	Budget	Discuss: Budget Reduction Plans with Priorities from Planning Councils
2003-09-02	Budget	Decision: A Flexible Multi-Year Budget Planning Ad Hoc Committee determined to be under the Resource Allocation Committee
2003-12-03	Budget	Discuss: Budget process for 2004-05
2004-02-03	Budget	Review: Statewide Funding Formula
2004-02-03	Budget	Review: 2003-2004 Palomar College budget
2004-02-03	Budget	Review: 2004-2005 Budget Development
2004-03-02	Budget	Review: Palomar College budget
2004-04-06	Budget	Discuss: Budget priorities and cuts
2004-04-19	Budget	Review: Equalization and State budget
2004-05-04	Budget	Discuss: Multi-Year Flexible Budgeting Work Plan
2004-05-04	Budget	Decision: After discussion of the 2004-2005 and 2005-2006 budget development - recommended plan of action, a decision was made to form a task force to develop the budget: Fiscal Stability Task Force
2004-05-04	Budget	Discuss: Budget priorities for 2004-05 from SPC and councils
2004-05-04	Budget	Review: Learning Outcomes Initiative budget proposal
2004-05-04	Budget	Discuss: Accreditation budget
2004-05-18	Budget	Second Reading: Budget Development - recommended plan of action - approved
2004-05-18	Budget	Action: Budget Priorities 2004-2005 from SPC and councils - approved
2004-07-27	Budget	First Reading: Retiree Medical Funding - moved to second - approved
2004-07-27	Budget	First Reading: Child Development Subsidy - moved to second - approved
2004-09-07	Budget	First Reading: Fiscal Stability Task Force recommendations
2004-09-21	Budget	Second Reading: Fiscal Stability Task Force recommendations - approved
2004-10-05	Budget	Discuss: Savings realized in the 2005-2005 Palomar College budget
2004-11-16	Budget	Review: Progress of the Fiscal Stability Task Force
2004-12-07	Budget	Review: Fiscal Stability Task Force Mid Year Report
2005-02-01	Budget	Review: Funding recommendations from the Fiscal Stability Task Force
2005-03-15	Budget	First Reading: Fiscal Stability Task Force Mid Year Report
2005-03-15	Budget	Action: One Time Funds Subgroup recommendation - moved to action - approved
2005-04-05	Budget	Second Reading: Fiscal Stability Task Force Mid Year Report - accepted
2005-04-05	Budget	Review: 2004-2005 budget review process
2005-04-19	Budget	Review: Equalization funds in the State budget
2005-05-03	Budget	First Reading: Fiscal Stability Task Force Final Report and Two Year Fiscal Plan

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2005-05-03	Budget	Review: The role of the Resource Allocation Council
2005-05-17	Budget	Review: May Revise
2005-05-17	Budget	Action: 2005-2006 preliminary budget - moved to action - approved
2005-05-17	Budget	Second Reading: Fiscal Stability Task Force Final Report and Two Year Fiscal Plan - approved
2005-06-07	Budget	Discuss: Proposed adjustments to the 2005-2006 budget
2005-06-07	Budget	Decision: Replace funds to departments whose budgets were reduced - approved
2005-06-07	Budget	Review: Updated general fund unrestricted and designated fund balance for 2003-2004
2005-09-06	Budget	Discuss: Budgeting process/procedure
2006-04-04	Budget	Review: 2006-2007 budget
2006-04-18	Budget	Review: The beginning and projected ending balance of the 2005-2006 budget
2006-04-18	Budget	Review: How the 2006-2007 budget will be built
2006-05-02	Budget	Discuss: 2006-2007 proposed budget
2006-05-02	Budget	Review: State Apportionment
2006-05-02	Budget	Action: Support RAC's motion to approve distribution of 75% of 2004-2005 ending fund balance
2006-09-19	Budget	Review: One-time funds in the 2006-2007 budget
2006-09-19	Budget	Review: 2006-2007 adopted budget summary
2006-09-19	Budget	Report: Governing Board adopted the 2006-2007 budget
2006-10-03	Budget	First Reading: Augment faculty conference budget for one year - moved to second - approved
2006-10-03	Budget	First Reading: Faculty Conference Budget Augmentation - moved to second - approved
2006-11-21	Budget	Report: It was recommended that one-time funds be used to address Child Care Center safety issues
2007-04-17	Budget	Review: 2007-2008 Unrestricted budget
2007-09-18	Budget	Review: Where Prop M funds are identified in the budget; how items are placed on the consent and purchase orders 60-day reports
2007-10-02	Budget	Discuss: 2007-2008 proposed adopted budget and 2006-2007 actuals
2007-12-04	Budget	Review: 2007-2008 and 2008-2009 Palomar College budget
2008-02-05	Budget	Discuss: Summary spreadsheet of the 2007-2008 adopted budget
2008-03-04	Budget	Review: Budget savings from the System Office
2008-03-18	Budget	Discuss: Effect of State budget cuts on Palomar College
2008-03-18	Budget	Review: Revised 2007-2008 P1 Report
2008-04-15	Budget	Discuss: 2007-2008 and 2008-2009 budgets and recommendations for budget cuts - joined by Budget Committee
2008-09-02	Budget	Review: State budget development
2008-09-16	Budget	Review: 2007-2008 financials and 2008-2009 projected budget
2008-10-07	Budget	Review: Annual state and system budget process and general apportionment timeline
2008-10-21	Budget	Review: 2008-2009 adopted budget

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2008-11-04	Budget	Discuss: Perkins funding
2008-11-04	Budget	Review: Budget information from CCLC
2008-11-04	Budget	Review: Glossary of budget terms
2008-11-18	Budget	Review: State budget crisis and 2008-2009 Palomar College budget
2009-02-03	Budget	Discuss: New Business on Board Agenda and 60 Day Report
2009-02-03	Budget	Review: State budget and 2008-2009 and 2009-2010 Palomar College
2009-02-07	Budget	Review: State budget
2009-03-03	Budget	Review: 2008-2009 State and Palomar College budgets
2009-03-03	Budget	Discuss: Faculty supply budget
2009-04-07	Budget	Review: 2007-2008 Recalculation Apportionment Report and the 2008-2009 First Principal Apportionment Report
2009-04-07	Budget	Discuss: Budget saving suggestions from IPC, SSPC and HRSPC.
2009-04-21	Budget	Decision: Items which are part of collective bargaining will be excluded from the Budget Saving Ideas document
2009-05-21	Budget	Review: State budget crisis
2009-06-24	Budget	Review: State budget and impact of proposed budget cuts to Palomar College
2009-06-24	Budget	Discuss: Budget planning and resource allocation
2009-08-06	Budget	Review: Impact of State budget cuts on Palomar College
2009-08-25	Budget	Review: Campus Police Department budget
2009-09-01	Budget	Discuss: Budget saving suggestions from FASPC
2009-10-06	Budget	Review: The Student Services Categorical Programs Budget 2009-2010 and Instructional Services Categorical Programs Budget 2009-2010
2010-01-19	Budget	First Reading: 2010-2011 Budget Development Timetable - return for first reading
2010-01-22	Budget	First Reading: 2010-2011 Budget Development Timetable - moved to second - approved
2010-02-02	Budget	Action: Annual Planning, Resource Allocation, and Evaluation Timeline FY 2010-2011 and FY 2011-2012 - approved
2010-05-18	Budget	Discuss: State budget and 3 year budget projection
2010-09-07	Budget	Review: 2010-11 budget and 2009-2010 Second Principal Apportionment
2010-09-21	Budget	Review: 2010-11 proposed budget for alignment with planning priorities and objectives
2010-09-28	Budget	Review: Budget summary and assumptions for 2010-2011
2010-10-06	Budget	Review: Student Services and Instruction categorical budgets
2010-11-02	Budget	Review: Budget Assumptions 2011-2012 and status of State budget
2010-11-02	Budget	Review: Budget Formulas and Distribution
2010-11-02	Budget	Review: 16 comparable schools for 2008-2009
2010-11-16	Budget	Discuss: Budget formulas - confirmed

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2010-11-16	Budget	Discuss: Preliminary budget assumptions and obligations 2011-2012 - confirmed
2011-01-18	Budget	Discuss: 2011-2012 budget development timetable
2011-01-18	Budget	Review: Results of actuarial study meeting
2011-01-18	Budget	Report: Palomar College received unqualified audit result (highest audit a group can get)
2011-02-01	Budget	Discuss: FON and faculty hiring
2011-02-01	Budget	Discuss: 2011-2012 Division budget development process
2011-03-01	Budget	Report: Action taken by the California Legislative Conference Committee regarding community colleges
2011-03-01	Budget	Discuss: State budget
2011-04-05	Budget	Review: 2011-2012 unrestricted and categorical budgets and budget scenarios
2011-04-19	Budget	Review: Fund 11 and 3 year comparison of revenue and expenses: 2010-2013
2011-05-03	Budget	Review: 2011-2012 unrestricted budgets
2011-05-03	Budget	Review: Unrestricted budget projections through 2012-2013
2011-05-03	Budget	First Reading: 2011-2012 unrestricted budget - moved to second - approved
2011-09-06	Budget	Review: 2010-2011 and 2011-2012 Palomar College budget
2011-11-01	Budget	Review: 2013-2014 budget, vacant positions and the FON
2012-02-03	Budget	Review: 2012-2013 2013-2014 budget projection and scenarios
2012-02-05	Budget	Review: Proposed Governor's budget and its impact on Palomar College
2012-02-21	Budget	Review: The 2011-2012 First Principal Apportionment report
2012-04-03	Budget	Discuss: Summary 3 Year Budget Projection - 2011, 2012, 2013
2012-05-15	Budget	Decision: 2012-2013 budget/proposal from the Budget Committee - proposal approved
2012-09-04	Budget	Review: 2011-2012 through 2013-2014 Palomar College Budget
2012-09-18	Budget	Report: The Governing Board adopted the 2012-2013 budget
2012-10-16	Budget	Review: RDA Funds
2012-11-20	Budget	Report: Successor agencies, elementary schools and community colleges may sue the State of California, Department of Finance regarding discrepancies in dollars given
2012-12-04	Budget	Review: FY 2013-2014 Budget Development Timeline
2012-12-07	Budget	Discuss: State funding cuts and its impact on Palomar College
2013-02-19	Budget	Review: Proposed Governor's budget as it relates to community colleges
2013-03-19	Budget	Review: 2012-2013 Fund 11
2013-03-19	Budget	Review: 2013-2014 budget assumptions
2013-03-19	Budget	Review: Budget Committee's recommendation regarding Fund 41
2013-04-02	Budget	Review: State budget
2013-05-07	Budget	Review: 2013-2014 tentative budget, including budget assumptions and Fund 11
2013-09-04	Budget	Review: 2013-2014 proposed budget
2014-01-21	Budget	Discuss: Governor's proposed 2014-2015 budget

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2014-04-01	Budget	Review: March CEO Officer Board meeting regarding the state budget and impact on Community Colleges
2014-04-15	Budget	Review: 2014-2015 budget assumptions
2014-04-29	Budget	Review: 2014-2015 budget assumptions
2014-09-02	Budget	Review: 2014-2015 adopted budget
2002-04-02	Governance	Action: First Strategic Planning Council meeting
2002-04-02	Governance	Discuss: Structure, Role and Function of the Strategic Planning Council
2002-04-02	Governance	Discuss: Membership terms for the Strategic Planning Council
2002-04-02	Governance	Discuss: Planning Councils structure and relationship to the Strategic Planning Council
2002-04-02	Governance	Report: President Amador proposes to eventually have a separate council for technology that will report to the Strategic Planning Council
2002-04-16	Governance	Action: Add a representative from Advancement or Marketing to SPC
2002-04-16	Governance	Decision: Add a web page for Strategic Planning councils
2002-04-16	Governance	Review: Report of the Strategic Planning Survey and Qualitative Analysis of the Categories within each Goal
2002-04-16	Governance	First Reading: Administrative Services Planning Council (ASPC)
2002-04-16	Governance	First Reading: Student Services Planning Council (SSPC)
2002-04-16	Governance	First Reading: Instruction Planning Council (IPC)
2002-04-16	Governance	First Reading: Human Resource Services Council (HRSPC)
2002-05-07	Governance	Discuss: SPC meeting during the summer
2002-05-07	Governance	Second Reading: Administrative Services Planning Council - approved
2002-05-07	Governance	Second Reading: Student Services Planning Council - approved
2002-05-07	Governance	Second Reading: Instructional Planning Council - approved
2002-05-07	Governance	Second Reading: Human Resource Services Planning Council - approved
2002-05-07	Governance	Discuss: How Planning Councils work together
2002-05-07	Governance	First Reading: Disabled Student Programs and Services Advisory Committee
2002-05-07	Governance	First Reading: Food Services Advisory Committee
2002-05-07	Governance	First Reading: Campus Police Advisory Committee
2002-05-21	Governance	Second Reading: DSPS Advisory Committee - approved
2002-05-21	Governance	Second Reading: Food Services Advisory Committee - approved
2002-05-21	Governance	Second Reading: Campus Police Advisory Committee - approved
2002-09-03	Governance	Review: Role and Responsibilities of Strategic Planning Council members
2002-09-17	Governance	Review: Where to find the Strategic Planning Website from the home page
2002-09-17	Governance	Action: Legislative Advocacy Task Force - approved
2002-10-01	Governance	Discuss: Transfer Advisory Board

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2002-10-01	Governance	Decision: Writing team formed to write governance structure
2002-10-01	Governance	First Reading: Government Affairs Committee
2002-11-05	Governance	Second Reading: Government Affairs Committee
2002-11-05	Governance	Discuss: Governance Structure and Organizational Chart revisions
2002-11-05	Governance	First Reading: Matriculation and Transfer Advisory Committees
2002-11-19	Governance	Second Reading: Matriculation and Transfer Advisory Committee - postponed
2002-11-19	Governance	First Reading: Financial Aid Advisory and Appeals Committee
2002-11-19	Governance	First Reading: SPC membership revisions
2002-11-19	Governance	First Reading: Proposed Technology Planning Council
2002-12-03	Governance	Second Reading: Matriculation and Transfer Advisory Committee - approved
2002-12-17	Governance	Second Reading: Governance Structure and Organizational Chart - postponed
2002-12-17	Governance	Second Reading: Proposed Technology Planning Council - postponed
2002-12-17	Governance	Second Reading: SPC membership revisions - approved
2002-12-17	Governance	Second Reading: Financial Aid Advisory and Appeals Committee - approved
2002-12-17	Governance	First Reading: Administrative Association and CAST membership on committees
2002-12-17	Governance	First Reading: Revenue Allocation Committee
2002-12-17	Governance	First Reading: Safety and Security Committee
2002-12-17	Governance	First Reading: Facilities Planning Committee
2003-01-21	Governance	Review: Draft Two of Governance Structure
2003-01-21	Governance	First Reading: Bookstore Advisory Committee Revisions
2003-02-18	Governance	Second Reading: CAST members assigned to committees - approved
2003-02-18	Governance	Second Reading: Revenue Allocation Committee revisions - approved
2003-02-18	Governance	Second Reading: Safety and Security Committee revisions - approved
2003-02-18	Governance	Second Reding: Facilities Planning Committee revisions - approved
2003-02-18	Governance	Second Reading: Bookstore Advisory Committee revisions - approved
2003-03-04	Governance	Review: Governance and Organizational Structure document
2003-03-04	Governance	Report: Planned activities of the Government Affairs Committee
2003-04-01	Governance	First Reading: Proposal to delete Environmental Impact Committee
2003-04-01	Governance	First Reading: Change name of DSP&S Advisory Committee to Disability Resource Center Advisory Committee - moved to second reading - approved
2003-04-01	Governance	First Reading: Proposal to change name of Facilities Planning Committee to Facilities Review Committee - moved to second reading - approved
2003-04-01	Governance	First Reading: Proposal for additional faculty representative on Councils - back to the Faculty Senate
2003-04-01	Governance	Discuss: Create a Learning Culture Task Force
2003-04-22	Governance	Second Reading: Delete Environmental Impact Committee - approved

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2003-04-22	Governance	Decision: Faculty Senate rep presented a motion to reject the Learning Culture Task Force as it was configured. Consensus to allow Faculty Senate to propose another option
2003-04-29	Governance	First Reading: Revise Student Services Planning Council, Financial Aid Advisory & Appeals Committee, International Education Advisory Committee, Scholarship Committee, and the Extended Opportunity Programs and Services Advisory Committee
2003-04-29	Governance	First Reading: VTEA Planning and Advisory Committee
2003-05-06	Governance	Discuss: Procedure for when a governance structure form for a Council or Committee comes to SPC for revisions
2003-05-13	Governance	Second Reading: Revise Student Services Planning Council, Financial Aid Advisory & Appeals Committee, International Education Advisory Committee, Scholarship Committee, and the Extended Opportunity Programs and Services Advisory Committee- approved
2003-05-13	Governance	Second Reading: VTEA Planning and Advisory Committee - approved
2003-05-20	Governance	Discuss: Questions to ask on the SPC self-evaluation form about self evaluation and the governance structure
2003-09-02	Governance	Discuss: Request from SPC member that copies of the SPC agenda and minutes be provided
2003-09-02	Governance	First Reading: Student Learning Outcomes Task Force
2003-09-02	Governance	First Reading: Equipment Replacement Task Force
2003-09-02	Governance	Review: Governance and Administrative Structure book
2003-09-02	Governance	Discuss: Results of the 2002-2003 Self Evaluation and governance evaluation
2003-09-02	Governance	Decision: Governance training for SPC and planning councils planned
2003-09-16	Governance	Second Reading: Additional faculty positions to Instructional Planning Council - approved
2003-09-16	Governance	Second Reading: Student Learning Outcomes Task Force - approved
2003-09-16	Governance	First Reading: Equal Employment Opportunity Advisory Committee
2003-09-16	Governance	First Reading: Staff Development and Training Committee to become inactive
2003-09-16	Governance	First Reading: Student Equity Committee
2003-09-16	Governance	First Reading: Classified Professional Growth Committee
2003-09-16	Governance	First Reading: Bookstore Advisory Committee to report to Student Affairs
2003-09-16	Governance	First Reading: Food Services Advisory Committee to report to Student Affairs
2003-09-16	Governance	First Reading: Add CAST Member to each planning council
2003-09-16	Governance	Decision: Training Sessions scheduled regarding governance training
2003-10-07	Governance	Second Reading: Equal Employment Opportunity Advisory Committee - approved
2003-10-07	Governance	Second Reading: Staff Development and Training Committee to become inactive - approved
2003-10-07	Governance	Second Reading: Student Equity Committee - approved
2003-10-07	Governance	Second Reading: Classified Professional Growth Committee - approved
2003-10-07	Governance	Second Reading: Bookstore Advisory Committee - approved

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2003-10-07	Governance	Second Reading: Food Services Advisory Committee - approved
2003-10-07	Governance	Second Reading: Add CAST Member to each planning council - approved
2003-10-07	Governance	First Reading: Technology Master Plan Task Force
2003-10-07	Governance	First Reading: Academic Review Committee
2003-10-07	Governance	First Reading: Financial Aid Advisory and Appeals Committee
2003-10-07	Governance	First Reading: Registration Committee
2003-10-07	Governance	First Reading: Institutional Review Committee
2003-10-07	Governance	Review: Governance Flow Chart and Training
2003-10-21	Governance	Second Reading: Equipment Replacement Task Force - approved
2003-10-21	Governance	Second Reading: Technology Master Plan Task Force - postponed
2003-10-21	Governance	Second Reading: Academic Review Committee - postponed
2003-10-21	Governance	Second Reading: Financial Aid Advisory and Appeals Committee - postponed
2003-10-21	Governance	Second Reading: Registration Committee - postponed
2003-10-21	Governance	Second Reading: Institutional Review Committee - postponed
2003-10-21	Governance	Review: Governance Training update
2003-11-04	Governance	Second Reading: Technology Master Plan Task Force - approved
2003-11-04	Governance	Second Reading: Academic Review Committee - approved
2003-11-04	Governance	Second Reading: Financial Aid Advisory and Appeals Committee - approved
2003-11-04	Governance	Second Reading: Registration Committee - approved
2003-11-04	Governance	Second Reading: Institutional Review Committee - postponed
2003-11-18	Governance	Report: Technology Master Plan Committee Administrative Co-Chair designated
2003-12-03	Governance	Second Reading: Institutional Review Committee - approved
2003-12-03	Governance	First Reading: Curriculum Committee - moved to second - approved
2003-12-03	Governance	Review: Governance Structure update
2004-02-03	Governance	Review: Governance Structure document
2004-02-03	Governance	Review: Student Learning Outcomes Task Force
2004-02-03	Governance	First Reading: Curriculum Committee - request for student member
2004-02-03	Governance	Discuss: The connection of Strategic Planning Council to institutional planning
2004-03-01	Governance	First Reading: Student Services Planning Council governance structure revision
2004-03-02	Governance	Review: Student Learning Outcomes Task Force report
2004-04-06	Governance	First Reading: Student Learning Outcomes Council revisions
2004-04-06	Governance	Review: Technology Master Plan Task Force Membership clarification
2004-04-06	Governance	Discuss: Annual SPC Governance Evaluation
2004-05-18	Governance	Second Reading: Fiscal Stability Task Force - approved
2004-09-07	Governance	First Reading: Curriculum Committee

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2004-09-21	Governance	Second Reading: Curriculum Committee - approved
2004-09-21	Governance	First Reading: Matriculation & Transfer Advisory Committee
2004-10-19	Governance	Second Reading: Matriculation & Transfer Advisory Committee - approved
2004-10-19	Governance	First Reading: Instructional Planning Council revision - moved to second - approved
2004-10-19	Governance	Review: Governance process regarding what comes to SPC as an agenda item or information
2004-10-19	Governance	Discuss: Posting of planning councils minutes
2004-11-16	Governance	Discuss: What spending items from a division or department should come to SPC for funding or as information
2004-12-07	Governance	First Reading: Police Review Task Force
2005-02-01	Governance	Second Reading: Police Review Task Force - postponed
2005-02-01	Governance	First Reading: Designate one of the faculty representatives on planning councils appointed by the Faculty Senate be a named position of the Faculty Senate membership
2005-02-01	Governance	Report: Membership of Police Review Task Force confirmed
2005-02-15	Governance	Second Reading: Faculty representative change on planning councils - approved
2005-02-15	Governance	Discuss: Procedures on forming a task force
2005-03-01	Governance	Discuss: Procedures on forming a task force
2005-03-15	Governance	Second Reading: Student Services Planning Council governance structure revision - approved
2005-03-15	Governance	Discuss: Governance Structure definitions
2005-05-03	Governance	First Reading: Learning Outcomes Council revision
2005-05-17	Governance	Second Reading: Learning Outcomes Council - approved
2005-05-17	Governance	First Reading: Team Life Committee
2005-09-06	Governance	Second Reading: Team Life Committee - approved
2005-09-06	Governance	First Reading: Benefits Committee
2005-09-06	Governance	First Reading: EOPS Advisory Committee
2005-09-06	Governance	Discuss: Request to clarify which groups are operational, governance, or advisory in the governance structure book
2005-09-20	Governance	Second Reading: Benefits Committee
2005-09-20	Governance	Second Reading: EOPS Advisory Committee - postponed
2005-09-20	Governance	First Reading: Revenue Allocation Committee
2005-10-04	Governance	Second Reading: Revenue Allocation Committee - approved
2005-10-18	Governance	First Reading: Facilities Review Committee
2005-10-18	Governance	First Reading: Technology Resources Council - to be renamed Technology Resources Committee
2005-11-01	Governance	Second Reading: Facilities Review Committee - postponed
2005-11-01	Governance	Second Reading: Technology Resources Committee - postponed
2005-11-01	Governance	Review: Report from SPC Work Group on Governance Structure

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2005-11-15	Governance	Second Reading: Technology Resources Committee - postponed
2005-12-06	Governance	Second Reading: Technology Resources Committee - approved
2006-01-31	Governance	First Reading: Human Resource Services Planning Council revisions
2006-01-31	Governance	Discuss: Technology Resources Committee
2006-02-21	Governance	First Reading: Human Resource Services Planning Council revisions
2006-02-21	Governance	First Reading: Instructional Planning Council revisions
2006-03-07	Governance	Second Reading: Human Resource Services Planning Council revisions - approved
2006-03-07	Governance	Second Reading: Instructional Planning Council revisions - approved
2006-03-07	Governance	First Reading: Workgroup recommendations on Governance Structure
2006-03-07	Governance	First Reading: Resource Allocation Committee revisions
2006-03-07	Governance	First Reading: Learning Outcomes Council revisions - moved to second - approved
2006-04-04	Governance	Second Reading: Workgroup recommendations on Governance Structure - approved
2006-04-04	Governance	Second Reading: Resource Allocation Committee revisions - approved
2006-04-04	Governance	First Reading: Facilities Review Committee revisions - moved to second - approved
2006-05-02	Governance	Report: The Technology Resource Committee has formed two sub committees and two ad hoc committees
2006-09-05	Governance	Discuss: Strategic Planning Council Orientation - governance and parliamentary procedure reviewed
2006-09-05	Governance	First Reading: Curriculum Committee
2006-09-05	Governance	Report: Governance Structure name changes, according to work group's recommendations
2006-09-19	Governance	Second Reading: Curriculum Committee - approved
2006-09-19	Governance	Report: Technology Resource Committee established three sub-groups: operational, instructional, and resources
2006-10-03	Governance	Discuss: Remove Sabbatical Leave Committee from Governance Structure
2006-10-03	Governance	Review: Institutional Review Committee meeting time changes
2006-10-17	Governance	First Reading: Remove Sabbatical Leave Committee from Governance Structure - moved to second - approved
2006-11-21	Governance	First Reading: Accreditation Steering Committee revisions - moved to second - approved
2006-12-05	Governance	First Reading: Technology Resource Committee membership change
2006-12-05	Governance	Report: Staff Development and Training Committee reactivated
2007-02-06	Governance	Report: The Technology Resource Committee membership change request has been put on hold indefinitely
2007-04-03	Governance	Discuss: Shared Governance Evaluation form
2007-04-17	Governance	First Reading: Reactivate Staff Development & Training Committee
2007-05-01	Governance	Discuss: Shared Governance Evaluation results
2007-11-06	Governance	Review: Facilities Review Committee time change

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2007-12-04	Governance	First Reading: Revenue Allocation Committee to change name to Budget Committee - moved to second - approved
2007-12-04	Governance	First Reading: Staffing Development and Training Committee membership change - moved to second - approved
2008-02-05	Governance	First Reading: Dissolution of Technology Resources Committee
2008-02-05	Governance	First Reading: Campus Police Committee revision
2008-03-04	Governance	Second Reading: Dissolution of Technology Resources Committee - approved
2008-03-04	Governance	Second Reading: Campus Police Committee revision - tabled
2008-04-29	Governance	Review: Learning Outcomes Committee revisions
2008-05-06	Governance	Review: Finance and Administrative Services Council revisions
2008-09-02	Governance	Discuss: SPC Self Evaluation and inclusiveness of the governance structure
2008-09-02	Governance	Discuss: Request for training on Shared Governance Roles and Responsibilities
2008-09-16	Governance	Action: Campus Police Committee membership revision - moved to action - approved
2008-10-07	Governance	First Reading: Deactivation of the Institutional Review Committee - moved to second - approved
2008-10-07	Governance	First Reading: Revisions to the Staff Development and Training Committee - moved to second - approved
2008-10-21	Governance	Discuss: Reactivate Government Affairs Committee
2008-10-21	Governance	Report: The Faculty Senate approved changes to the Curriculum Committee
2008-11-04	Governance	First Reading: Instructional Planning Council revisions
2008-11-04	Governance	Report: A Veterans Services Advisory Group was formed by Student Services
2008-12-02	Governance	First Reading: Finance and Administrative Services Council revisions - moved to second - approved
2008-12-02	Governance	Discuss: Bookstore Subcommittee and Food Services Subcommittee revisions
2008-12-05	Governance	Discuss: Shared Governance and the roles and responsibilities of constituent groups
2008-12-05	Governance	Review: SPC Self Evaluation
2009-02-17	Governance	First Reading: Student Services Planning Council revision
2009-02-27	Governance	Discuss: SPC Self Evaluation
2009-02-27	Governance	Discuss: The purpose, roles, and responsibilities of the governance process
2009-03-03	Governance	Second Reading: Student Services Planning Council revision - approved
2009-03-03	Governance	First Reading: Budget Committee revision - moved to second - approved
2009-03-17	Governance	First Reading: PC3H Committee - moved to second - approved
2009-05-05	Governance	Discuss: Reconvene the Government Affairs Committee with Interim Director as chair
2009-09-15	Governance	Discuss: PFF request to have representatives on the Instruction Planning Council and the Student Services Planning Council. Decision made to return for discussion after IPC, SSPC and the Faculty Senate have reviewed request

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2009-09-29	Governance	First Reading: Human Resource Services Planning Council request to move date/time of meetings - moved to second - approved
2009-11-03	Governance	First Reading: Campus Police Committee revisions
2009-11-03	Governance	Discuss: AA and PFF representation on SSPC and IPC
2009-11-17	Governance	Second Reading: Campus Police Committee revisions - approved
2009-11-17	Governance	First Reading: AA and PFF representation on SSPC and IPC - moved to second. Motion to separate AA from PFF - approved. Motion to add a PFF representative on SSPC - approved. Motion to add a PFF representative to IPC - tabled. Motion to add AA representative to SSPC and IPC will return as a second reading
2009-11-17	Governance	Decision: A budget ad hoc committee was formed by SPC
2009-12-01	Governance	Second Reading: AA representative on SSPC and IPC - tabled
2009-12-15	Governance	Discuss: PFF Representation on IPC - motion to take off the table; After discussion, motion to table the motion to add a PFF member to IPC - approved
2010-05-18	Governance	First Reading: Human Resource Services Planning Council revisions - moved to second - approved
2010-09-07	Governance	Review: Governance and the role of SPC and planning councils
2010-09-07	Governance	Review: Parliamentary Procedures
2010-09-21	Governance	First Reading: Facilities Review Committee revisions - moved to second - approved
2010-09-21	Governance	First Reading: P3CH Governance Structure
2010-09-21	Governance	First Reading: Benefits Committee Governance Structure
2010-09-28	Governance	Second Reading: P3CH Governance Structure - approved
2010-09-28	Governance	Second Reading: Benefits Committee Governance Structure - approved
2010-09-28	Governance	First Reading: Financial Aid Appeals Committee revisions - sent back to SSPC
2010-10-19	Governance	First Reading: Financial Aid Appeals Committee revisions - moved to second - approved
2010-10-19	Governance	First Reading: Matriculation & Transfer Committee revisions - moved to second - approved
2010-10-19	Governance	First Reading: Accreditation Steering Committee revisions - moved to second - item tabled
2010-11-23	Governance	Second Reading: Accreditation Steering Committee - approved
2010-11-30	Governance	First Reading: Finance and Administrative Planning Council revisions - moved to second - approved
2010-12-07	Governance	First Reading: Facilities Review Committee revisions - moved to second - approved
2012-08-15	Governance	Review: Strategic Planning Council Orientation: college plans, how we are funded, accreditation, shared governance
2012-09-04	Governance	First Reading: Policies and Procedures Task Force revision
2012-09-18	Governance	Second Reading: Policies and Procedures Task Force revision - approved
2012-11-20	Governance	First Reading: Accreditation Steering Committee revisions
2012-12-04	Governance	Second Reading: Accreditation Steering Committee revisions - approved
2013-09-04	Governance	Review: Strategic Planning Council annual governance self-evaluation for 2012-2013

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2013-09-04	Governance	Report: Learning Outcomes Council now has Tri-Chairs instead of two Chairs
2013-12-03	Governance	First Reading: Behavioral Health and Campus Wellness Committee
2013-12-03	Governance	First Reading: Student Success and Support Program Task Force
2014-01-21	Governance	Second Reading: Student Success and Support Program Task Force - approved
2014-01-21	Governance	Second Reading: Behavioral Health and Campus Wellness Committee - approved
2014-01-21	Governance	First Reading: Policies and Procedures Commiteeee revisions
2014-08-12	Governance	Discuss: Annual Governance Evaluation - review results of the SPC self-evaluation survey for 2013-2014
2014-09-16	Governance	First Reading: Website Revamp Task Force
2014-09-30	Governance	Second Reading: Website Revamp Task Force - amended and approved
2002-04-02	Institutional Planning	Discuss: Employee Survey results
2002-04-02	Institutional Planning	Report: The National Council of Educational Management Systems has been hired to help Palomar College examine and improve the structure and management of our technology (Technology Management Structure Project)
2002-04-02	Institutional Planning	Report: President Amador proposes to eventually have a person responsible for all campus technology
2002-04-02	Institutional Planning	Discuss: Concern from the Faculty Senate that the art department was left out of the solicitation of suggestions for a logo
2002-04-16	Institutional Planning	Review: Palomar College Strategic Plan Framework (Vision, Mission, Values, and strategic goals)
2002-04-16	Institutional Planning	Discuss: Development of an Annual Implementation Plan
2002-04-16	Institutional Planning	Decision: Writing team formed to write goals/objectives for a 3-year Strategic Plan
2002-04-16	Institutional Planning	Discuss: Legislative issues
2002-05-07	Institutional Planning	Discuss: Funding and personnel for student placement services
2002-05-07	Institutional Planning	Report: CalWorks no longer funding student placement services.
2002-05-07	Institutional Planning	Review: Update on the Technology Management Structure Project
2002-05-07	Institutional Planning	Report: The facilities master planning consultants are currently conducting interviews of staff members about their facilities needs. The result will be reported to the Educational and Facilities Master Plan Task Force
2002-05-21	Institutional Planning	Action: Strategic Plan - approved
2002-05-21	Institutional Planning	Action: 2002-2003 Annual Implementation Plan - approved
2002-05-21	Institutional Planning	Review: Evaluation criteria for the Strategic Plan
2002-05-21	Institutional Planning	Review: Legislative issues relating to community college budgets
2002-07-02	Institutional Planning	Report: Department of Education gave a \$190,000 grant to establish an educational opportunity center
2002-07-02	Institutional Planning	Discuss: First draft of proposed technology management structure
2002-07-02	Institutional Planning	Report: Performing Arts received a \$50,000 facilities improvement grant for theatre
2002-09-03	Institutional Planning	Discuss: Second draft of proposed technology management structure

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2002-09-03	Institutional Planning	Review: Annual Implementation Plan
2002-09-17	Institutional Planning	Discuss: 2000-2001 Annual Institutional Review Report
2002-09-17	Institutional Planning	Report: The Faculty Senate recommends that the College wait on making a decision to hire a new vice president for technology
2002-10-01	Institutional Planning	Report: The Faculty Senate is writing a letter to the President that the Vice President of Learning Resources and Technology position be postponed until it is known what mid-year cuts may have to be absorbed
2002-11-05	Institutional Planning	First Reading: Faculty Hiring Priority Recommendation for 2003-2004
2002-11-05	Institutional Planning	Discuss: Information in a recent PFF flyer regarding advisory committees authority, dental assisting and nursing programs being in jeopardy, students being dropped for failure to pay fees, planning and decision making.
2002-11-05	Institutional Planning	First Reading: Report from the Educational and Facilities Master Plan Task Force
2002-11-05	Institutional Planning	Discuss: Institutional Review Process
2002-11-19	Institutional Planning	Second Reading: Faculty Hiring Priority Recommendation for 2003-2004 - action postponed
2002-11-19	Institutional Planning	Review: Project 8 Update - People Soft implementation training
2002-11-19	Institutional Planning	Report: Institutional Review Committee has decided to suspend its review of programs for the remainder of this year
2002-11-19	Institutional Planning	Discuss: Technology and overlapping committees
2002-11-19	Institutional Planning	Review: Annual Implementation Plan progress report distributed
2002-12-03	Institutional Planning	Discuss: CalWORKSs Program
2002-12-03	Institutional Planning	Second Reading: Faculty Hiring Priority Recommendation for 2003-2004 - approved
2002-12-03	Institutional Planning	First Reading: Annual Implementation Plan progress report
2002-12-17	Institutional Planning	Discuss: High School Special Admits
2002-12-17	Institutional Planning	Decision: Palomar College will submit an application as a Hispanic Serving Institution
2003-01-21	Institutional Planning	Review: Palomar College report to Legislature on Transfer Goals
2003-02-04	Institutional Planning	Review: Master Plan update
2003-02-04	Institutional Planning	Report: As a precautionary measure, all administrators will receive a March 15 notice
2003-02-18	Institutional Planning	Report: Faculty Hiring Procedures has been agreed to by administration and faculty senate
2003-02-18	Institutional Planning	Review: Annual Implementation Plan
2003-03-04	Institutional Planning	Review: Educational Master Plan
2003-03-04	Institutional Planning	Review: Criteria for Evaluation of Strategic Plan 2005
2003-03-04	Institutional Planning	Report: There will be no March 15 letter for faculty positions.
2003-04-01	Institutional Planning	Discuss: Create a Learning Culture Task Force
2003-04-01	Institutional Planning	Review: Facilities Master Plan update

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2003-04-22	Institutional Planning	Report: The Faculty Senate presented a motion to reject the Learning Culture Task Force. SPC decided the Faculty Senate will propose an alternative option
2003-04-29	Institutional Planning	Review: Telephone Registration phase in
2003-05-06	Institutional Planning	Report: The Faculty Senate passed a motion to list summer classes scheduled for June in the spring class schedule
2003-05-13	Institutional Planning	Review: Institutional Review Presentation
2003-05-13	Institutional Planning	Review: 2002-2003 Annual Implementation Plan Final Assessment
2003-05-20	Institutional Planning	Review: 2002-2003 Institutional Review Committee Annual Report
2003-09-02	Institutional Planning	First Reading: 2003-2004 Annual Implementation Plan
2003-09-02	Institutional Planning	First Reading: Template for Annual Implementation Plan Progress Report
2003-09-16	Institutional Planning	Second Reading: Faculty Hiring Priority Recommendation for 2004-2005 - approved
2003-09-16	Institutional Planning	Second Reading: 2003-2004 Annual Implementation Plan - approved
2003-09-16	Institutional Planning	Discuss: Need for a Student Equity Committee to write the Student Equity Plan
2003-10-07	Institutional Planning	Discuss: Need to form a Technology Master Plan Task Force to write the Technolgy Master Plan
2003-10-07	Institutional Planning	Discuss: How the Institutional Review Committee will work and its relationship to other groups in the District
2003-10-07	Institutional Planning	Review: Progress Report Template for Strategic Plan 2005 Annual Implementation Plan
2003-10-21	Institutional Planning	Review: Data Sharing Consortium
2003-11-04	Institutional Planning	Discuss: Faculty Senate concerns about the role, objectives and procedures of the Institutional Review Committee
2003-11-04	Institutional Planning	Report: Faculty passed a motion opposing the phasing out of the Phone and Registrar System
2003-11-04	Institutional Planning	Report: Faculty Senate discussed the requirement of community colleges to have a Student Equity Plan
2003-11-18	Institutional Planning	Discuss: Full Time Faculty Obligation/50% Law
2003-11-18	Institutional Planning	Review: 2003-04 Annual Implementation Plan November Status Report
2003-11-18	Institutional Planning	Review: Phone and Registrar System (PAR) report
2003-12-02	Institutional Planning	Review: Faculty Hiring Priority Recommendation for 2004-2005 - moved to action - approved
2003-12-02	institutional Planning	First Reading: PAR report
2003-12-03	Institutional Planning	Discuss: Additional faculty positions for 2004-2005
2004-02-03	Institutional Planning	Review: Community College Survey of Student Engagement
2004-02-03	Institutional Planning	Discuss: Student learning outcomes
2004-02-03	Institutional Planning	Discuss: Title V Hispanic Serving Institution grant and designation
2004-02-03	Institutional Planning	Discuss: The connection of Strategic Planning Council to institutional planning
2004-02-17	Institutional Planning	Review: Annual Implementation Plan February Progress Report
2004-02-17	Institutional Planning	Discuss: Credit/No Credit Form revision that eliminates the instructor's signature
2004-03-02	Institutional Planning	Review: Student Learning Outcomes process

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2004-03-02	Institutional Planning	Action: Credit/No Credit Form revision to eliminate the instructor's signature approved in the Faculty Senate - moved to action - approved
2004-03-02	Institutional Planning	Report: Palomar College is in compliance with Minimum Conditions
2004-04-06	Institutional Planning	Discuss: Student Learning Outcomes Task Force Report and Recommendations
2004-04-06	Institutional Planning	Review: 2003-2004 Annual Implementation Plan final evaluation
2004-05-04	Institutional Planning	Discuss: Faculty hiring for 2005-2006
2004-05-04	Institutional Planning	Second Reading: Student Learning Outcomes Task Force Report and Recommendations - approved
2004-05-04	Institutional Planning	Discuss: Learning Outcomes Initiative budget
2004-05-18	Institutional Planning	Second Reading: Faculty Hiring Priority Recommendations for 2005-2006 - approved
2004-05-18	Institutional Planning	Discuss: NCHEA Grant
2004-05-18	Institutional Planning	Discuss: SPC Self Evaluation
2004-05-18	Institutional Planning	Review: Annual Implementation Plan final evaluation
2004-07-27	Institutional Planning	First Reading: Revision to the Faculty Hiring Priority Recommendations - moved to second - approved
2004-07-27	Institutional Planning	First Reading: Fiscal Stability Task Force Recommendations regarding retiree medical funding - moved to second - approved
2004-09-07	Institutional Planning	First Reading: Fiscal Stability Task Force Recommendations to reduce budget
2004-09-07	Institutional Planning	Review: Strategic Plan 2002-2005
2004-09-07	Institutional Planning	Discuss: Strategic Plan 2005-2008
2004-09-21	Institutional Planning	Second Reading: Fiscal Stability Task Force recommendations - approved
2004-09-21	Institutional Planning	First Reading: Annual Implementation Plan 2004-2005
2004-09-21	Institutional Planning	Decision: Strategic Plan 2005-2008 coordinating group formed
2004-10-05	Institutional Planning	Second Reading: Annual Implementation Plan 2004-2005 - approved
2004-10-05	Institutional Planning	Review: SPC Coordinating Group progress report
2004-10-19	Institutional Planning	Review: Tentative agenda for 2008 Strategic Planning Task Force
2004-10-19	Institutional Planning	Report: The results of the Community College Survey of Student Engagement that was completed last Spring has arrived. They will be discussed with planning councils, student learning council, and various communities
2004-11-02	Institutional Planning	Review: FTES Analysis 2003-2004 and projected 2004-2005
2004-11-02	Institutional Planning	Review: Institutional Review Annual Report 2003-2004
2004-11-16	Institutional Planning	First Reading: 2005-06 Campus Explorations learning community
2004-11-16	Institutional Planning	Discuss: Goals of Institutional Review Committee
2004-12-07	Institutional Planning	Second Reading: 2005-06 Campus Explorations learning community - endorsed
2004-12-07	Institutional Planning	Review: Student Equity Plan update
2004-12-07	Institutional Planning	Report: Institutional Review to continue this year
2005-02-01	Institutional Planning	Review: Blackboard license "Enterprise" version

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2005-02-01	Institutional Planning	Review: Student Equity Plan
2005-02-01	Institutional Planning	Report: Councils to look at its list and identify its high priority items if there are enough funds available, which will be known in a couple weeks
2005-02-01	Institutional Planning	Review: Student Equity Plan draft
2005-02-15	Institutional Planning	Discuss: Indirect Cost Fee
2005-02-15	Institutional Planning	Action: Title V Grant (Hispanic Serving Institution) application - moved to action - approved
2005-02-15	Institutional Planning	Review: Fiscal Stability Task Force recommendations
2005-02-15	Institutional Planning	Action: Reinstate enrollment fee waiver for high school students - moved to action - approved
2005-03-01	Institutional Planning	Discuss: Counseling Services Division Strategic Plan 2004-2005
2005-03-01	Institutional Planning	Report: Strategic Plan 2008 plans are underway
2005-03-01	Institutional Planning	Report: The Governing Board approved the bond election consultant. An ad hoc committee is being formed.
2005-03-15	Institutional Planning	Report: Processes for creating an ideal Organizational structure, workload issues, and vacancy replacement will be addressed by the planning councils and discussed in SPC
2005-03-15	Institutional Planning	Review: Bond Consultant Work Group
2005-04-05	Institutional Planning	First Reading: Faculty Hiring Priority Recommendation for 2006-2007 - moved to second - approved
2005-04-05	Institutional Planning	Review: Campus Police Grant request
2005-04-05	Institutional Planning	Review: Request to develop a master plan for the Arboretum
2005-04-05	Institutional Planning	Review: Strategic Plan 2008 update
2005-04-05	Institutional Planning	Review: Bond Consultant Workgroup membership
2005-04-19	Institutional Planning	First Reading: Committee to study and make recommendation involving special revenue that may be generated in Entrepreneurial Activities
2005-04-19	Institutional Planning	Discuss: College website redesign
2005-04-19	Institutional Planning	Review: AB1417 Final Report from System Office
2005-04-19	Institutional Planning	Review: Strategic Plan 2008 workshop summary
2005-04-19	Institutional Planning	First Reading: Academic Calendar 2006-2007 - moved to second - approved
2005-05-03	Institutional Planning	First Reading: College website redesign
2005-05-03	Institutional Planning	Discuss: Fiscal Stability Task Force Final Report
2005-05-03	Institutional Planning	Report: Fiscal Stability Task Force will be replaced by the Resource Allocation Council
2005-05-03	Institutional Planning	First Reading: Resource Allocation Council. Its role and structure discussed
2005-05-03	Institutional Planning	Report: Planning councils are asked to prioritize their needs in case funding becomes available
2005-05-03	Institutional Planning	Report: A group is meeting to review the Governor's budget and recommend a procedure to be used to distribute funds to planning councils
2005-05-03	Institutional Planning	Report: A strategic planning survey is being developed and will be sent to constituent groups
2005-05-03	Institutional Planning	Discuss: Annual Implementation Plan

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2005-05-03	Institutional Planning	First Reading: Extend completion of Strategic Plan 2005 to December 31, 2005
2005-05-03	Institutional Planning	Discuss: Campus Explorations 05-06: Ethics grant application
2005-05-17	Institutional Planning	Second Reading: Entrepreneurial Activities - action postponed
2005-05-17	Institutional Planning	Review: Campus Explorations 05-06: Ethics grant
2005-05-17	Institutional Planning	Second Reading: Extend Completion of Strategic Plan 2005 to December 31, 2005 - approved
2005-05-17	Institutional Planning	Second Reading: Fiscal Stability Task Force Final Report and Two Year Fiscal Plan revised "strategic goals identified in the College's strategic plan" - approved
2005-05-17	Institutional Planning	Review: Final review of the 2004-2005 Annual Implementation Plan
2005-09-06	Institutional Planning	Report: IPC/SSPC will hold joint meeting to discuss faculty hiring priorities; number of new faculty to be hired will be between 15-21
2005-09-06	Institutional Planning	Review: Strategic Plan 2009 progress report
2005-09-20	Institutional Planning	Report: Result of joint meeting of IPC and SSPC to discuss faculty hiring priorities
2005-09-20	Institutional Planning	Discuss: Feasibility study of the Fallbrook land site and plans for a bond
2005-10-04	Institutional Planning	Review: Faculty Position Priority process
2005-10-04	Institutional Planning	Report: A workgroup is being formed to address library and counseling faculty positions
2005-10-04	Institutional Planning	Discuss: Creating a Grant Writer position
2005-10-04	Institutional Planning	Report: The Faculty Senate passed a resolution which will be brought to the Governing Board supporting the hiring of full-time faculty tenured track for the proposed expansion of the nursing program
2005-10-18	Institutional Planning	Review: Technology Master Plan 2005 and task force recommendations
2005-10-18	Institutional Planning	Review: Strategic Plan 2009 draft objectives
2005-11-01	Institutional Planning	Second Reading: Technology Master Plan. Discussion on the Task Force recommendation that the Coordinating Committee be disbanded - action postponed so that recommendation on Coordinating Committee can be incorporated into the Technology Master Plan
2005-11-01	Institutional Planning	Discuss: Strategic Plan 2009
2005-11-01	Institutional Planning	First Reading: Add Student Grievance Policy to the class schedule
2005-11-01	Institutional Planning	Discuss: Partnership with Southern Illinois University Aeronautics
2005-11-15	Institutional Planning	First Reading: Police Review Task Force recommendations
2005-11-15	Institutional Planning	Second Reading: Technology Master Plan 2005 - to come back to SPC for acceptance
2005-11-15	Institutional Planning	First Reading: Strategic Plan 2009 - moved to second - approved
2005-12-06	Institutional Planning	Discuss: EOC and Talent Search grants
2005-12-06	Institutional Planning	Second Reading: Technology Master Plan 2005 - approved
2005-12-06	Institutional Planning	Review: Institutional Review Use by Councils
2006-01-31	Institutional Planning	Second Reading: Police Review Task Force recommendations - accepted
2006-02-21	Institutional Planning	Review: Nursing Education Capacity Building grant opportunity

**Strategic Planning Council Archive**

2006-02-21	Institutional Planning	Report: CSUSM-HSI Advisory Committee requests a representative from Palomar College
2006-02-21	Institutional Planning	Report: Student Services Planning Council recommended that the District formalize a process to add new classified
2006-03-07	Institutional Planning	Review: Progress of the bond
2006-04-18	Institutional Planning	First Reading: Faculty Hiring Priority Recommendations for 2007-2008
2006-04-18	Institutional Planning	Review: Progress of the Bond
2006-05-02	Institutional Planning	Second Reading: Faculty Hiring Priority Recommendations for 2007-2008 - approved
2006-05-02	Institutional Planning	Review: Academic Calendar 2007-2008
2006-05-02	Institutional Planning	Discuss: Middle College partnership with the Poway Unified School District
2006-09-05	Institutional Planning	Report: 2006-2007 Annual Implementation Plan - request for workgroup members
2006-09-05	Institutional Planning	Report: Faculty Senate passed a resolution in support of Bond measure
2006-09-19	Institutional Planning	Discuss: Increase the Faculty Conference Account on a one-time basis
2006-09-19	Institutional Planning	First Reading: 2006-2007 Annual Implementation Plan draft - objectives reviewed
2006-09-19	Institutional Planning	Report: CAST is supporting the Bond measure
2006-10-03	Institutional Planning	Second Reading: Annual Implementation Plan revised - will return next meeting
2006-10-03	Institutional Planning	Report: Five faculty will be hired next fall
2006-10-03	Institutional Planning	First Reading: One-Time Faculty Conference Budget Augmentation - moved to action - approved
2006-10-17	Institutional Planning	Report: A Grants Process Work Group is being formed
2006-10-17	Institutional Planning	Second Reading: Annual Implementation Plan - approved
2006-10-17	Institutional Planning	Discuss: Process for approving new programs
2006-10-17	Institutional Planning	Report: The CCE has endorsed the Bond measure
2006-11-21	Institutional Planning	Report: Update from the Technology Resource Committee
2006-11-21	Institutional Planning	Decision: Decision was made to delay Annual Implementation Plan reports
2006-11-21	Institutional Planning	Discuss: ASG Resolution regarding Palomar College policy on cigarette smoking
2006-11-21	Institutional Planning	Discuss: ASG Resolution regarding Transfer Students participation in the Commencement ceremony
2006-11-21	Institutional Planning	Discuss: Successful passage of the bond measure
2006-12-05	Institutional Planning	Report: Strategic Plan 2009 - Community College Survey of Student Engagement will be given to random sample of classes
2007-02-06	Institutional Planning	Discuss: AB 1417 Report - District Level Accountability Model
2007-02-06	Institutional Planning	Review: Progress of qualifying for the Title V Grant and being designated at a Hispanic Serving Institution
2007-02-06	Institutional Planning	Review: Enrollment update
2007-02-06	Institutional Planning	Action: Annual Implementation Plan Progress Report was distributed and will be reviewed in detail at the next meeting

**Strategic Planning Council Archive**

2007-02-06	Institutional Planning	Report: The Institutional Review Committee has been reconvened and waiting on feedback from the planning councils
2007-02-06	Institutional Planning	Report: The Technology Resource Committee on hiatus until April
2007-02-06	Institutional Planning	Review: Upcoming Facilities projects
2007-02-20	Institutional Planning	Discuss: Annual Implementation Plan November Progress Reports
2007-02-20	Institutional Planning	Report: An Environmental Impact Report Study is being conducted for the north site
2007-03-06	Institutional Planning	Review: Facilities projects planned for the San Marcos campus
2007-04-17	Institutional Planning	Review: Faculty Hiring Priority Recommendations for 2008-2009
2007-04-17	Institutional Planning	Report: Technology Resource Committee progress
2007-04-17	Institutional Planning	First Reading: Academic Calendar 2008-2009
2007-05-01	Institutional Planning	Review: Grants Review Workgroup recommendations
2007-05-01	Institutional Planning	Review: Document from Shannon Lienhart regarding full-time equivalent data and the 2006 Fiscal Data Abstract
2007-05-01	Institutional Planning	Report: 75/25 Workgroup being formed through Faculty Senate.
2007-05-01	Institutional Planning	Second Reading: Academic Calendar 2008-2009 - approved
2007-05-01	Institutional Planning	Review: Student Grade Dispute Policy and Procedure from the Faculty Senate
2007-05-01	Institutional Planning	Report: PFF filed a grievance on the grade change issue
2007-05-01	Institutional Planning	Discuss: Progress of the smoking policy
2007-09-18	Institutional Planning	Review: Enrollment Analysis
2007-09-18	Institutional Planning	Discuss: Annual Implementation Plan 2006-2007 May Progress Report; request was made to identify funding information in the Plan
2007-09-18	Institutional Planning	Discuss: Annual Implementation Plan 2007-2008 and request for volunteers for writing group
2007-09-18	Institutional Planning	Review: Institutional Review form that departments and disciplines will use. The data elements in the form was reviewed
2007-09-18	Institutional Planning	Discuss: Planning Councils developing a priority planning list to connect the review process with planning and budget
2007-09-18	Institutional Planning	Report: Student Services Planning Council has developed a non-instructional institutional review form that will include all data elements unique to student services programs
2007-09-18	Institutional Planning	Report: Progress of the Technology Resource Committee and update on the technology infrastructure funds from the Prop M Series A
2007-09-18	Institutional Planning	Review: Facilities projects
2007-10-02	Institutional Planning	Discuss: Basic Skills Initiative plan and funding
2007-10-02	Institutional Planning	Report: Palomar College was not awarded the Title V/HSI Grant

**Strategic Planning Council Archive**

2007-10-02	Institutional Planning	Report: The Technology Resource Committee is having a difficult time meeting the charge directed by SPC and not having a quorum because of the large number of members; TRC is seeking direction from SPC on how to proceed
2007-10-02	Institutional Planning	Report: The Faculty Senate reported that the Learning Outcomes Council is working with the Curriculum Committee to form a cyclical program review process
2007-10-16	Institutional Planning	First Reading: 2007-2008 Annual Implementation Plan
2007-11-20	Institutional Planning	Discuss: Early Acceptance Program (EAP)
2007-11-20	Institutional Planning	Second Reading: 2007-2008 Annual Implementation Plan - postponed
2007-11-20	Institutional Planning	Discuss: Concern that the Technology Resource Committee not feasible as envisioned
2007-12-04	Institutional Planning	Discuss: Faculty Obligation Figures (FON) 2000-2007 with projected Fall 2008
2007-12-04	Institutional Planning	Report: Faculty Senate reported it endorsed the recommendation of the ROP Work Group to transition auto body, computer applications, CSIS, mechanics technology, graphics and drafting technology, and culinary arts. Optical technology will be sunset
2007-12-04	Institutional Planning	Second Reading: 2007-2008 Annual Implementation Plan - approved
2007-12-04	Institutional Planning	Discuss: Adding the funding sources and cost estimates to objectives in the Annual Implementation Plan
2007-12-04	Institutional Planning	Discuss: Effectiveness of the Technology Resource Committee and recommendation to dissolve the committee
2008-02-05	Institutional Planning	Review: Due date and information needed for the February Annual Implementation Plan Progress Report
2008-02-05	Institutional Planning	Discuss: Data in the 2008 ARCC Accountability Report and narrative due to the Chancellor's Office
2008-02-05	Institutional Planning	Report: Poway site to discontinue and will consolidate at Mt. Carmel
2008-02-05	Institutional Planning	Discuss: Smoking policy on campus and recommendation for designated smoking areas
2008-03-04	Institutional Planning	Review: Grant process to use one-time funds from Chancellor's Office for staff development
2008-03-04	Institutional Planning	Review: New process for requesting Perkins funding
2008-03-04	Institutional Planning	Report: The Faculty Senate will present to the Governing Board a completed grade dispute policy
2008-03-04	Institutional Planning	Report: The Faculty Senate has approved the timeline for transitioning ROP programs
2008-03-04	Institutional Planning	Discuss: Confusion about funding information required for the February Annual Implementation Plan progress report
2008-03-04	Institutional Planning	Discuss: Grant process to use one-time Staff Development Funds from the Chancellor's Office
2008-03-04	Institutional Planning	Report: The Instructional Planning Council approved funding requests for the 75/25 allocation.
2008-03-04	Institutional Planning	First Reading: Smoking policy - sent back to ASG to revise policy and include a procedure
2008-03-18	Institutional Planning	Review: The categorical block grant proposal being circulated state-wide
2008-03-18	Institutional Planning	Review: Annual Implementation Plan February progress report
2008-03-18	Institutional Planning	Review: ARCC Narrative that was sent to the Chancellor's Office

**Strategic Planning Council Archive**

2008-03-18	Institutional Planning	First Reading: Academic Calendar 2009-2010
2008-04-01	Institutional Planning	Report: Joint SPC/Budget Committee meetings scheduled
2008-04-01	Institutional Planning	Second Reading: Academic Calendar 2009-2010 - approved
2008-04-01	Institutional Planning	Discuss: Progress of the smoking policy and procedures
2008-04-15	Institutional Planning	Review: Staff Development Grant Funds application and rubric
2008-04-15	Institutional Planning	Review: Staff Development grant funds application and rubric
2008-04-15	Institutional Planning	First Reading: Smoking Policy
2008-04-29	Institutional Planning	Report: Reminder of Annual Implementation Plan May update
2008-04-29	Institutional Planning	Report: Annual self-evaluation form sent to members
2008-05-06	Institutional Planning	Review: Faculty Position Priority Recommendations 2009-2010
2008-05-06	Institutional Planning	Report: The Faculty Senate has endorsed service learning in concept
2008-05-06	Institutional Planning	Review: Institutional Effectiveness report
2008-05-06	Institutional Planning	Second Reading: Smoking Policy - approved - sent to the Policies and Procedures Task Force
2008-05-20	Institutional Planning	Discuss: College Cost Reduction and Access (CCRAA) grant opportunity - endorsed
2008-09-02	Institutional Planning	Review: 2007-2008 Annual Implementation Plan May updates and objectives for 2008-2009 Annual Implementation Plan
2008-09-02	Institutional Planning	Review: Current headcount and FTES numbers
2008-09-02	Institutional Planning	Report: 75/25 Working Group membership change
2008-09-16	Institutional Planning	Review: Objectives for the 2008-2009 Annual Implementation Plan
2008-09-16	Institutional Planning	Report: The Board of Governors approved the Center in Fallbrook
2008-10-07	Institutional Planning	First Reading: Emergency Response Group's Recommendations
2008-10-07	Institutional Planning	Action: 2008-2009 Annual Implementation Plan accepted
2008-10-07	Institutional Planning	Review: Common themes in the 2007-08 Institutional Program Review and Planning document
2008-10-21	Institutional Planning	Second Reading: Emergency Response Group's Recommendations - approved
2008-10-21	Institutional Planning	Report: Borrego Springs Education Site no longer available
2008-11-04	Institutional Planning	Report: Annual Campus Security Report is posted on website
2008-11-18	Institutional Planning	Report: Palomar College is close to achieving 20,000 funded FTES, which will bring an extra \$1 million to the District
2008-11-18	Institutional Planning	Discuss: The Instructional Planning Council recommendation to form a task force to update the College's Educational and Facilities Master Plan
2008-11-18	Institutional Planning	Report: The Faculty Senate reported that a new advisory group was formed: the Workforce and Community Development Advisory Group
2008-12-02	Institutional Planning	Review: Institutional Review form for Finance and Administrative Services
2008-12-02	Institutional Planning	Review: Planning Agendas in the 2008-2009 Annual Implementation Plan
2008-12-02	Institutional Planning	Discuss: Hiring Freeze

**Strategic Planning Council Archive**

2009-02-03	Institutional Planning	First Reading: Task Force to update the Educational & Facilities Master Plan
2009-02-03	Institutional Planning	Review: Revised 2008-2009 Annual Implementation Plan, focusing on planning agendas
2009-02-03	Institutional Planning	First Reading: Revised Academic Calendar 2009-2010 - moved to second - approved
2009-02-03	Institutional Planning	First Reading: Academic Calendar 2010-2011 - moved to second - approved
2009-02-17	Institutional Planning	Review: The Narrative to the 2008 ARCC Report
2009-02-17	Institutional Planning	Second Reading: Task Force to update the Educational & Facilities Master Plan - approved
2009-02-27	Institutional Planning	Review: Self-Study Planning Agenda Item #10
2009-04-07	Institutional Planning	Discuss: CSUSM/Palomar Bridges Supplement Grant - consensus to support
2009-04-07	Institutional Planning	Discuss: Excelencia in Education Grant - consensus to move forward
2009-04-21	Institutional Planning	Discuss: Palomar College Planning Cycle document for the Master Plan 2022, Strategic Plan, Annual Implementation Plan, program review and planning, and operating plans
2009-04-21	Institutional Planning	First Reading: Revised College Mission Statement
2009-04-21	Institutional Planning	Discuss: Funding of Campus Police
2009-05-05	Institutional Planning	Second Reading: College Mission Statement - approved. BP 1200 will be revised to reflect the change
2009-05-05	Institutional Planning	Report: Learning Outcomes Committee changed to Learning Outcomes Council, now with a coordinator, an assistant coordinator, and additional faculty
2009-05-05	Institutional Planning	Discuss: Campus Police Funding comparison with six other community college, and level of service and funding for Campus Police
2009-05-21	Institutional Planning	Discuss: Proposed planning model linking budget with program review, grants, the bond, basic skills, and the annual plan
2009-05-21	Institutional Planning	Discuss: Title V Cooperative Grant recommendation - agreement to move forward
2009-06-24	Institutional Planning	Report: A 75/25 Working Group was formed to create a work plan
2009-06-24	Institutional Planning	Discuss: Revising the College's planning process, improving program review and connecting the budget to planning
2009-08-06	Institutional Planning	Discuss: The Decision Making Model and the SPC Working Group recommendations regarding planning and resource allocation models - approved
2009-08-25	Institutional Planning	Review: Timeline to finalize Strategic Plan
2009-08-25	Institutional Planning	Decision: Strategic Plan Writing Group formed
2009-08-25	Institutional Planning	Discuss: Service Area Outcomes (SAOs) for non-instructional departments
2009-08-25	Institutional Planning	First reading: Integrated Planning, Evaluation, and Resource Allocation Decision Model; planning cycles; flowchart; chart showing how budgeting process modified to link to planning
2009-08-25	Institutional Planning	Discuss: Campus Police budget
2009-09-01	Institutional Planning	Review: Structure of the Strategic Plan
2009-09-01	Institutional Planning	Discuss: Strategic Plan 2013 - ACCJC recommendation, timeline, glossary of terms, Standard 1
2009-09-01	Institutional Planning	Review: Mission, Values and Vision Statement

**Strategic Planning Council Archive**

2009-09-01	Institutional Planning	Second Reading: Integrated Planning, Evaluation, and Resource Allocation Decision Making Model - revised document will return as first reading
2009-09-01	Institutional Planning	Review: Resource Allocation Model, planning, and assumptions
2009-09-15	Institutional Planning	Discuss: GIS/GST Pathways Grant. Agreement to move forward
2009-09-15	Institutional Planning	Report: HSI Stem grant not awarded to CSUSM/Palomar College
2009-09-15	Institutional Planning	Discuss: The Values and Mission statements - revisions made
2009-09-22	Institutional Planning	Discuss: Revised Values and Mission statements
2009-09-22	Institutional Planning	Discuss: Vision statement. List was narrowed down to four possible choices
2009-09-22	Institutional Planning	Discuss: Resource Allocation Model
2009-09-29	Institutional Planning	Discuss: Vision, Mission, and Values. Survey of three Vision options will be sent to campus community
2009-09-29	Institutional Planning	Discuss: Resource Allocation Model, Palomar College obligations and agreements
2009-09-29	Institutional Planning	Discuss: Service Area Outcomes (SAOs) for non-instructional departments
2009-10-06	Institutional Planning	Discuss: Formulating a Resource Allocation Model
2009-10-06	Institutional Planning	Review: Categorical Programs budgets
2009-10-16	Institutional Planning	Review: External Scan
2009-10-16	Institutional Planning	Discuss: Strengths, Opportunities, and Challenges
2009-10-16	Institutional Planning	Decision: Mission and Values statements - they were endorsed by SPC
2009-10-16	Institutional Planning	Decision: Learning for Success accepted as Vision Statement
2009-10-16	Institutional Planning	Review: Internal Scan
2009-10-16	Institutional Planning	Review: Program Review and Planning presentation from each Vice President
2009-10-20	Institutional Planning	Discuss: Resource Allocation Model development
2009-10-20	Institutional Planning	Review: High School and University Educational Leaders panel
2009-10-23	Institutional Planning	Review: Strategic Plan status
2009-10-23	Institutional Planning	Review: Summary of Education Panel
2009-10-23	Institutional Planning	Review: Facilities Master Plan update
2009-10-23	Institutional Planning	Review: Technology Master Plan update
2009-10-23	Institutional Planning	Review: Progress of the Master Plan Task Force
2009-10-23	Institutional Planning	Discuss: Summary of Strengths, Weaknesses, Opportunities and Threats
2009-10-23	Institutional Planning	Discuss: Structure of the Strategic Plan
2009-10-23	Institutional Planning	Discuss: Suggestions on Strategic Plan goals. The writing team will draft goals using the suggestions
2009-11-03	Institutional Planning	Review: Revised Resource Allocation Model
2009-11-03	Institutional Planning	Discuss: Supplemental to the program review and planning narratives
2009-11-06	Institutional Planning	Review: Summary of Strategic Plan Development Writing Group
2009-11-06	Institutional Planning	Review: Draft goals from the writing group. A final decision for goals was made.

**Strategic Planning Council Archive**

2009-11-06	Institutional Planning	Discuss: Possible objectives for Goals were suggested. The writing team will draft objectives using the suggestions.
2009-11-17	Institutional Planning	Discuss: Department staffing process
2009-11-17	Institutional Planning	Review: Progress report from Writing Group regarding objectives
2009-11-17	Institutional Planning	Review: Draft Master Plan distributed
2009-11-17	Institutional Planning	First Reading: Recommendation to update the Technology Plan under the direction of FASPC
2009-11-17	Organizational	Discuss: Elimination of the parking grace period
2009-11-17	Organizational	Discuss: Transcript fee increase
2009-12-01	Institutional Planning	Review: Draft objectives - revisions made
2009-12-01	Institutional Planning	Discuss: Strategic Plan 2013 goals - motion to accept and endorse - accepted
2009-12-01	Organizational	First Reading: Elimination of the parking grace period - moved to second - approved
2009-12-01	Organizational	First Reading: Transcript Fee Increase
2009-12-15	Institutional Planning	Discuss: Updated Palomar College Website
2009-12-15	Institutional Planning	Report: Six full-time faculty will be hired for 2010-2011
2009-12-15	Institutional Planning	Discuss: Objectives - moved to action; motion to endorse the objectives for Goals 1-6 as revised - endorsed
2009-12-15	Institutional Planning	Second Reading: Technology Plan the responsibility of FASPC - approved
2009-12-15	Organizational	First Reading: Recommendation to drop students for non-payment of fees effective 2010
2009-12-15	Institutional Planning	First Reading: Maximum Unit Load change to 18 units
2009-12-15	Institutional Planning	Review: Campus Police First Quarter report
2010-01-19	Institutional Planning	Review: Progress report on Objectives for SP 2013
2010-01-19	Institutional Planning	Discuss: Proposal to have one-half of one percent be taken off the top of the general fund budget in order to fund objectives
2010-01-19	Organizational	Second Reading: Recommendation to drop students for non-payment of fees effective 2010 - approved
2010-01-19	Organizational	Second Reading: Maximum Unit Load change to 18 units - approved
2010-01-22	Institutional Planning	Discuss: Annual Planning, Resource Allocation, and Evaluation Timeline FY 2010-2011 and FY 2011-2012
2010-01-22	Institutional Planning	First Reading: Budget Allocation Model
2010-01-26	Institutional Planning	First Reading: Resource Allocation Model (changed from Budget Allocation Model)
2010-01-26	Institutional Planning	Discuss: Recommendation to change "College Wide Objectives" in Master Plan to "College Wide Priorities" - moved to action - approved
2010-02-02	Institutional Planning	Discuss: New Program Proposal - Green Building Professional
2010-02-02	Institutional Planning	Second Reading: Resource Allocation Model - approved. Questions regarding the planning priorities were answered

**Strategic Planning Council Archive**

2010-02-02	Institutional Planning	Second Reading: Annual Planning, Resource Allocation, and Evaluation Timeline FY 2010-2011 and FY 2011-2012 - approved
2010-02-02	Institutional Planning	First Reading: Strategic Plan 2013
2010-02-02	Institutional Planning	Discuss: Instructional Program Review and Planning Supplemental form
2010-02-09	Institutional Planning	Discuss: Mission Statement revision from Board - moved to action - approved
2010-02-09	Institutional Planning	Second Reading Strategic Plan 2013 revision of Goal 2 - approved
2010-02-09	Institutional Planning	First Reading: Resource Allocation Model - moved to second - approved
2010-02-09	Institutional Planning	First Reading: Integrated Planning, Evaluation, and Resource Allocation Decision Making Model revision from Board - moved to second - approved
2010-02-09	Institutional Planning	Discuss: If there is a possibility of layoffs for next year
2010-02-23	Institutional Planning	Review: Summary of how class cuts are decided
2010-03-02	Institutional Planning	Review: Presentation on revising the PeopleSoft Chartfield to identify funds that tie back to the College's strategic goals and objectives
2010-03-02	Institutional Planning	Discuss: Rubric for Evaluating Institutional Effectiveness from ACCJC. This will be integrated in our Strategic Plan and Integrated Planning Model
2010-03-02	Institutional Planning	Review: Annual Implementation Plan timeline, items that are important to include in the AIP, and importance of a yearly evaluation
2010-03-02	Institutional Planning	Decision: Institutional effectiveness measures to be included in the Annual Implementation Plan
2010-03-02	Institutional Planning	Review: College's written response to the 2010 ARCC Report (Accountability Report)
2010-03-02	Institutional Planning	First Reading: Academic Calendar 2011-2012 - moved to second - approved
2010-03-02	Institutional Planning	First Reading: Fee increases recommended by the Campus Police Review Committee
2010-03-16	Institutional Planning	Discuss: Grants from Student Services area
2010-03-16	Institutional Planning	Report: The Chancellor's Office has selected Palomar College to be part of a pilot program with the CSU system regarding an early assessment program
2010-03-16	Institutional Planning	Report: The name of the "Implementation Plan" has been changed to "Action Plan"
2010-03-16	Institutional Planning	Discuss: Include the person(s) responsible for each objective in the Action Plan. Members agreed
2010-03-16	Institutional Planning	Review: Strategic Plan 2013 Action Plan with person(s) responsible added - revisions were made
2010-03-16	Institutional Planning	Report: 1/2 of 1% funds to fund objectives in the Action Plan will be set aside in its own designated project [Strategic Planning Priority Funds (SPPF)]
2010-03-16	Institutional Planning	Review: Student Learning Outcomes update
2010-03-16	Institutional Planning	Review: Service Area Outcomes update
2010-03-16	Institutional Planning	Discuss: Program review and planning
2010-03-16	Organizational	Second Reading: Fee increases recommended by the Campus Police Review Committee - approved
2010-03-30	Institutional Planning	Report: Learning Outcomes data being moved to TracDat

**Strategic Planning Council Archive**

2010-03-30	Institutional Planning	Discuss: Strategic Plan 2013 Action Plan objectives
2010-04-06	Institutional Planning	Discuss: Strategic Plan 2013 revised Action Plan objectives
2010-04-20	Institutional Planning	Discuss: When an item will come to SPC for information and/or approval
2010-04-20	Institutional Planning	Report: The NSF physics grant proposal was not funded. NSF ATE grant was funded
2010-04-20	Organizational	Report: Progress of facilities projects
2010-04-27	Institutional Planning	Discuss: Strategic Plan 2013 Action Plan revisions
2010-04-27	Institutional Planning	Discuss: Staffing Plan Outline - the initial first step on how the college might organize a plan and some of the key elements - outline endorsed by SPC
2010-05-04	Institutional Planning	Action: Working groups established for the objectives in the Strategic Plan 2013 Action Plan
2010-05-04	Institutional Planning	Discuss: Process of the one-half of one percent funds (SPPF) allocation
2010-05-18	Institutional Planning	Review: Faculty Hiring Priority Recommendations for 2010-2011
2010-05-18	Institutional Planning	Report: Workgroups for Objectives 3.1 and 3.3 confirmed
2010-05-18	Institutional Planning	Discuss: Purchase of a building in Rancho Bernardo for the southern education site
2010-09-07	Institutional Planning	Review: College's existing planning documents. A Master Timeline is being developed
2010-09-21	Institutional Planning	Discuss: STEM Grant and math-centered grant
2010-09-21	Institutional Planning	Review: Progress Goal 4 Objective 4.3: Staffing Plan
2010-09-21	Institutional Planning	Review: Progress of Goal 5 Objective 5.3: Purchase site for future education center
2010-09-21	Institutional Planning	Review: Progress of Goal 1 Objective 1.3: Modify budget process
2010-09-21	Institutional Planning	Review: 2010-2011 District planning priorities and objectives
2010-09-21	Institutional Planning	Report: The purpose of the Resource Allocation Model (RAM)
2010-09-21	Institutional Planning	Report: The purpose of the Integrated Planning, Evaluation & Resource Allocation Decision Making Model (IPM)
2010-09-28	Institutional Planning	Discuss: Establish criteria for one-half of one percent money in the RAM [Strategic Planning Priority Funds (SPPF)]
2010-09-28	Institutional Planning	Discuss: Identify FY 2011-12 District planning priorities and objectives
2010-10-19	Institutional Planning	Report: Palomar College received the Title 5 STEM grant
2010-10-19	Institutional Planning	Discuss: Two-tiered approach for allocating the one-half of one percent funds (SPPF) set aside to support the College's strategic and master plan priorities. A draft resource request form and timeline reviewed.
2010-10-19	Institutional Planning	Discuss: Identify 2011-2012 District planning priorities and objectives
2010-10-26	Institutional Planning	Review: Goal 4 Objective 4.3: Staffing Plan progress report
2010-10-26	Institutional Planning	Discuss: Confirm 2011-2012 District planning priorities and objectives
2010-11-02	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2010-11-02	Institutional Planning	First Reading: Goal 1 Objective 1.1 - Review of Technology Master Plan 2016 Update
2010-11-02	Institutional Planning	Discuss: Goal 1 Objective 1.4 - Institutional Effectiveness (IE) Measures - overview of IE measures used the last few years

**Strategic Planning Council Archive**

2010-11-02	Institutional Planning	Review: Overview of the evaluation process
2010-11-02	Institutional Planning	Discuss: Second series of Prop M Facilities funding
2010-11-16	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2010-11-16	Institutional Planning	Second Reading: Goal 1 Objective 1:1: Technology Plan update - accepted
2010-11-16	Institutional Planning	First Reading: Goal 1 Objective 1.1: Master Plan 2022 :Educational Plan and Facilities Plan update
2010-11-16	Institutional Planning	Report: The budget formulas, assumptions, and obligations was confirmed
2010-11-16	Institutional Planning	Discuss: Goal 1 Objective 1.4: Institutional Effectiveness (IE) Measures based on new goals from Strategic Plan 2013
2010-11-16	Institutional Planning	Review: Goals 4-6 status reports
2010-11-16	Institutional Planning	Discuss: Goal 3 Objective 3.1: Draft of Glossary
2010-11-23	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2010-11-23	Institutional Planning	Discuss: Goal 1 Objective 1.4: Institutional Effectiveness (IE) Measures
2010-11-23	Institutional Planning	Report: An evaluation of the strategic planning process in the spring will now include institutional effectiveness measures
2010-11-23	Institutional Planning	Discuss: Prioritize requests for one-half of one percent money [Strategic Planning Priority Funds (SPPF)]
2010-11-30	Institutional Planning	Review: Upcoming activites from the Institutional Planning Calendar
2010-11-30	Institutional Planning	Discuss: Prioritize SPPF requests - decision made on requests
2010-11-30	Institutional Planning	Discuss: Tracking allocated SPPF and what happens if funds not spent
2010-11-30	Institutional Planning	Review: Goal 3 Objective 3.3: Archive status report
2010-11-30	Institutional Planning	Second Reading: Goal 1 Objective 1.1: 2022 Educational and Facilities Master Plan update - postponed
2010-12-07	Institutional Planning	Second Reading: Goal 1 Obj 1.1: 2022 Educational and Facilities Master Plan updates - postponed
2010-12-07	Institutional Planning	Discuss: SPPF requests
2010-12-07	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2010-12-07	Institutional Planning	Reviw: Goals and objectives 1 & 2 - Status reports
2010-12-07	Institutional Planning	Report: Membership of the Archive Workgroup
2010-12-07	Institutional Planning	First Reading: SPPF Tier 2 Allocation
2011-01-18	Institutional Planning	Second Reading: SPPF Tier 2 Requests - decision on alloction of remaining SPPF funds
2011-01-18	Institutional Planning	Report: Remaining SPPF funds not used will be split between IPC and SSPC, with 70% going to IPC, and 30% going to SSPC
2011-01-18	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-01-18	Institutional Planning	Review: Goal 4 Objective 4.2: Staffing Plan progress report
2011-01-18	Institutional Planning	Report: Objective 3.1: Glossary is completed
2011-01-18	Institutional Planning	Review: Fiscal Services Budget Development Timetable FY 2011-2012
2011-01-18	Organizational	Report: The Multidisciplinary Building is open
2011-01-25	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar

**Strategic Planning Council Archive**

2011-01-25	Organizational	Review: Facilities projects
2011-02-01	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-02-01	Institutional Planning	Review: Progress of Goal 3 Objective 3.2: Orientation
2011-02-01	Institutional Planning	First Reading: Academic Calendar 2012-2013 - moved to second - approved
2011-02-01	Institutional Planning	Second Reading: Goal 1 Objective 1.1: Educational and Facilities Master Plan - approved
2011-02-15	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-02-15	Institutional Planning	Discuss: RAM/IPM Formative Evaluation Process
2011-02-15	Institutional Planning	Review: Goal 4 Objective 4.3, Staffing Plan - progress report
2011-02-15	Institutional Planning	Discuss: Proposal to carry over remaining SPPF funds into the next fiscal year - approved
2011-02-15	Institutional Planning	Discuss: 2011 ARCC Report (Accountability Report) from the Chancellor's Office
2011-03-01	Institutional Planning	Discuss: RAM/IPM Formative Evaluation
2011-03-01	Institutional Planning	Discuss: Formative review from SPC, IPC, SSPC, FASPC, and HRSPC
2011-03-01	Institutional Planning	First Reading: Goal 4 Objective 4.3, Staffing Plan
2011-03-15	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-03-15	Institutional Planning	Second Reading: Goal 4 Objective 4.3, Staffing Plan - accepted
2011-03-15	Institutional Planning	First Reading: 2010-2011 SPPF Allocation - moved to second - approved
2011-03-15	Institutional Planning	Discuss: Split remaining SPPF funds between IPC and SSPC, with 70% going to IPC, and 30% going to SSPC - moved to action - approved
2011-03-15	Institutional Planning	Discuss: RAM/IPM Formative Evaluation
2011-03-15	Institutional Planning	Review: Goal 3 Objective 3.2, Orientation - status report
2011-03-15	Institutional Planning	Review: Goal 3 Objective 3.3, Archive - status report
2011-04-05	Institutional Planning	Discuss: 2011-2012 FTES and impact on class offerings for summer, fall and spring
2011-04-05	Institutional Planning	Discuss: Funds spent to date on SPPF projects
2011-04-19	Institutional Planning	Discuss: Title V HSI grant
2011-04-19	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-04-19	Institutional Planning	Discuss: Summary document: Palomar College Strategic Plan 2013 End of Year Progress Report on Year One
2011-04-19	Institutional Planning	Discuss: Goals 1-6: Progress on objectives
2011-04-19	Institutional Planning	Discuss: Document: Monitoring Palomar's Strategic Planning Through Measures of Institutional Effectiveness
2011-04-19	Institutional Planning	Discuss: Trade Adjustment Assistance Community College and Career Training (TAACCCT) Program grant opportunity
2011-04-19	Institutional Planning	First Reading: Smoking Policy. Reviewed. Motion to send to Policies and Procedures before coming back to SPC as committee has not yet reviewed the policy or procedures - approved
2011-05-03	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar

**Strategic Planning Council Archive**

2011-05-03	Institutional Planning	Discuss: Establish 2011-2012 planning priorities for SPC. Chairs of IPC, SSPC, FASPC, and HRSPC reviewed its council's planning priorities
2011-05-03	Institutional Planning	Discuss: Identify 2011-2012 objectives for SP 2013 Year 2. A writing group was formed
2011-05-03	Institutional Planning	First Reading: Enrollment priority categories changed - moved to second - approved
2011-05-03	Organizational	First Reading: Parking fees for non-Palomar activities
2011-05-17	Institutional Planning	Review: Faculty Hiring Priority Recommendation for 2012-2013
2011-05-17	Institutional Planning	Review: Upcoming activites from the Institutional Planning Calendar
2011-05-17	Organizational	Second Reading: Parking Fees for Non-Palomar activities - approved
2011-05-17	Institutional Planning	Review: 2011-2012 objectives for SP 2013 Year Year 2
2011-08-18	Institutional Planning	Discuss: SPC Orientation: college plans, how we are funded, accreditation, shared governance, strategic plan
2011-09-06	Institutional Planning	Discuss: 2011-2012 Action Plan Year 2 - moved to first reading, moved to second - approved
2011-09-06	Organizational	Report: The Student Health Fee will increase
2011-09-20	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-09-20	Institutional Planning	Review: Years 1 and 2 SPPF Request Forms compared. Revisions made to Year 2 form.
2011-10-04	Institutional Planning	Review: Revenue from grants Palomar College has received
2011-10-04	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-10-04	Institutional Planning	Discuss: Objectives 1.2, 3.1 and 3.2
2011-10-04	Institutional Planning	Discuss: IPM Model revisions
2011-10-04	Institutional Planning	Discuss: SPPF progress
2011-10-04	Institutional Planning	Report: The Chancellor's Office released the recommendations from the California Community College Student Success Task Force
2011-10-04	Organizational	Report: There will be additional faculty and staff parking in lot 12 during construction
2011-10-18	Institutional Planning	Review: SB 1143 - Student Success Task Force Recommendations
2011-10-18	Institutional Planning	First Reading: IPM Model revisions - moved to second - approved
2011-10-18	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-10-18	Institutional Planning	Review: Student Success Task Force recommendations
2011-11-15	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-11-15	Institutional Planning	Review: Student Success Task Force recommendations update
2011-11-15	Institutional Planning	Review: Revised SPPF Summary sheet. Decisions were made on the process.
2011-11-29	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-11-29	Institutional Planning	Review: Update on Student Success Task Force recommendations at State level
2011-11-29	Institutional Planning	Discuss: Allocate SPPF requests
2011-11-29	Institutional Planning	Discuss: Parking permit machines and emergency stations on campus
2011-11-29	Institutional Planning	Discuss: Classroom communication system and communication via cell phone in emergencies

**Strategic Planning Council Archive**

2011-12-06	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2011-12-06	Institutional Planning	Discuss: Allocate SPPF requests
2011-12-06	Institutional Planning	Review: Progress Report on Year 2 Action Plan 2011-2012
2011-12-06	Institutional Planning	Review: Student Success Task Force recommendations
2012-02-03	Institutional Planning	Discuss: 2011-2012 FTES
2012-02-07	Institutional Planning	Review: Upward Bound grants
2012-02-07	Institutional Planning	Discuss: When it is appropriate to use the contingency fund
2012-02-07	Institutional Planning	Discuss: Will there be a summer session
2012-02-07	Institutional Planning	Discuss: Has the effect of the fee increase been considered in planning
2012-02-07	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2012-02-07	Institutional Planning	Report: The Faculty Senate formed a Student Success Task Force
2012-02-07	Institutional Planning	Review: Action Plan progress reports distributed in December
2012-02-07	Institutional Planning	Discuss: CCSSE results
2012-02-07	Institutional Planning	First Reading: 2013-2014 Academic Calendar - moved to second - approved
2012-02-21	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2012-02-21	Institutional Planning	Review: Student Success Task Force recommendations regarding matriculation
2012-02-21	Organizational	Review: Facilities projects
2012-03-06	Institutional Planning	Discuss: The date applications for summer session will close
2012-03-06	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2012-03-06	Institutional Planning	Discuss: Division budget cuts
2012-03-06	Institutional Planning	Review: Student Success Task Force recommendations regarding matriculation
2012-03-06	Institutional Planning	Discuss: Budget cuts
2012-03-06	Institutional Planning	Report: Update on the North Center and the lawsuit filed by San Luis Rey Band of Indians regarding the Horse Creek Ranch Road
2012-04-03	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2012-04-03	Institutional Planning	Review: Strategic Plan Annual Report Questionnaire
2012-04-03	Institutional Planning	Discuss: Update on the Staffing Plan
2012-04-03	Institutional Planning	Review: Work of the Faculty Senate SSTF work group
2012-04-17	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2012-04-17	Institutional Planning	Review: Monitoring Palomar's Strategic Plan through Measure of Institutional Effectiveness document
2012-04-17	Institutional Planning	Discuss: Summary of ARCC Measures - 2011-2012 ARCC Report (Accountability Report)
2012-04-17	Institutional Planning	Discuss: Palomar College Strategic Plan 2013 - End of Year Progress Report on Year 2
2012-04-17	Institutional Planning	Report: The smoking policy is now a part of the Student Code of Conduct
2012-05-01	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar

**Strategic Planning Council Archive**

2012-05-01	Institutional Planning	Report: The Board of Governors accepted the Student Success Task Force (SSTF) recommendations and legislators have begun sponsoring bills
2012-05-01	Institutional Planning	Report: The Faculty Senate has finalized a SSTF work group
2012-05-01	Institutional Planning	Discuss: The matriculation recommendation from the SSTF
2012-05-01	Institutional Planning	Review: Annual review reports from planning council chairs
2012-05-01	Institutional Planning	Discuss: Planning Councils' priorities for next year
2012-05-01	Institutional Planning	Discuss: Strategic Plan 2013 - Year 3 Objectives. A work group was formed
2012-05-01	Institutional Planning	Review: Staffing Master Plan - Year 2 annual update
2012-05-01	Organizational	Report: The Health Fee will increase
2012-05-01	Organizational	Review: Update on the North and South Centers
2012-05-15	Institutional Planning	Review: Faculty Hiring Priority Recommendations for 2013-2014
2012-05-15	Institutional Planning	First Reading: Team Life Committee revisions - moved to second - approved
2012-05-15	Institutional Planning	Review: Finalize objectives for Strategic Plan 2013 Action Plan Year 3: 2012-2013 - moved to action - approved
2012-05-15	Institutional Planning	Discuss: Formative review of the planning process
2012-05-15	Institutional Planning	Report: Greg Larson discussed a recent SSTF conference he attended
2012-05-15	Organizational	Report: The parking fee will increase
2012-09-04	Institutional Planning	Report: A faculty advisory committee is being formed by the Faculty Senate to address the SSTF recommendations
2012-09-04	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2012-09-04	Institutional Planning	Review: Update on the Strategic Plan 2013 Action Plan Year 3
2012-09-04	Institutional Planning	Report: The Faculty Senate has formed a faculty advisory group regarding SSTF recommendations
2012-09-18	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2012-09-18	Institutional Planning	Review: Objectives for the Strategic Plan 2013 Action Plan Year 3
2012-09-18	Institutional Planning	Discuss: Updated Resource Allocation Model (RAM)
2012-09-18	Institutional Planning	Report: Update from the Faculty SSTF advisory group
2012-09-18	Organizational	Discuss: Parking fee increase for Spring 2013
2012-09-18	Institutional Planning	Review: Facilities projects
2012-10-02	Institutional Planning	Discuss: SSTF Recommendations regarding matriculation and BOG waiver
2012-10-02	Institutional Planning	Report: Strategic Plan 2013 Action Plan Year 3 accepted
2012-10-02	Organizational	Report: Parking fee increase do not need to be approved by the Governing Board; fees will not increase this spring
2012-10-16	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2012-10-16	Institutional Planning	Report: Update from the Faculty SSTF advisory group
2012-10-16	Organizational	Review: Facilities projects

**Strategic Planning Council Archive**

2012-11-06	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2012-11-06	Institutional Planning	Review: 2012-2013 SPPF Requests Summary
2012-11-20	Institutional Planning	Review: Enrollment management and planning guiding principles adopted by IPC
2012-11-20	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2012-11-20	Institutional Planning	Review: SSTF Recommendation regarding accountability
2012-11-20	Institutional Planning	Discuss: 2012-2013 SPPF Requests - approved and remaining funds allocated
2012-11-20	Institutional Planning	Report: Changes to the ARCC Report requirements
2012-12-04	Institutional Planning	Report: Summer 2013 program anticipated to be same size as 2012
2012-12-04	Institutional Planning	Discuss: Spring schedule
2012-12-04	Institutional Planning	Review: Staffing Plan Update
2012-12-04	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-02-05	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-02-05	Institutional Planning	Review: Strategic Plan 2016 Timeline and Activities
2013-02-05	Institutional Planning	Review: Definition of Vision, Mission, and Values. A writing group was formed to revise the Mission Statement
2013-02-05	Institutional Planning	Review: The Strategic Plan six-step cycle
2013-02-05	Institutional Planning	Report: The Faculty Senate reported that Palomar College is working on the SSTF recommendations that have been clearly defined and for which we have resources
2013-02-19	Institutional Planning	Report: 21 full-time faculty to be hired for 2014-2015
2013-02-19	Institutional Planning	Discuss: Faculty Obligation Number (FON)
2013-02-19	Institutional Planning	Report: The Governing Board was updated on the progress of implementing the SSTF recommendations
2013-02-19	institutional Planning	Review: Revised Strategic Plan 2016 Timeline and Activities
2013-02-19	Institutional Planning	Review: Objective 3.1 Archive update
2013-03-05	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-03-05	Institutional Planning	First Reading: Staffing Master Plan Year 3 Addendum
2013-03-05	Institutional Planning	Review: Progress on Vision, Mission and Values revisions - Decision was made to maintain same Vision Statement
2013-03-05	Organizational	Report: The health fee will not increase next year
2013-03-19	Institutional Planning	Report: The Student Score Card (ARCC 2.0) as part of STTF Recommendation 7 has arrived
2013-03-19	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-03-19	Institutional Planning	Review: Progress report on Plans (Master Plan, Staffing, Technology, Strategic Plan)
2013-03-19	Institutional Planning	Decision: Decision made to keep the existing Mission Statement but blend student achievement language into it
2013-03-19	Institutional Planning	Second Reading: Staffing Master Plan Year 3 Addendum - approved

**Strategic Planning Council Archive**

2013-04-02	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-04-02	Institutional Planning	Review: Objective 3.1 Archive update - decision made on format
2013-04-02	Institutional Planning	Discuss: Revision to Mission Statement
2013-04-02	Institutional Planning	Review: Evaluation of the Planning Process
2013-04-12	Institutional Planning	Discuss: Mission Statement feedback
2013-04-12	Institutional Planning	Review: Progress of IPM, Master Plan and PRP Priorities
2013-04-12	Institutional Planning	Review: External Scan
2013-04-12	Institutional Planning	Review: Internal Scan
2013-04-12	Institutional Planning	Review: Summary of Education and Business Forums
2013-04-12	Institutional Planning	Discuss: SWOT analysis (strengths, weaknesses, opportunities and threats)
2013-04-16	Institutional Planning	First Reading: Equal Employment Opportunity (EEO) Plan
2013-04-16	Institutional Planning	Second Reading: Mission Statement - approved
2013-04-16	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-04-16	Institutional Planning	Discuss: Results of the SWOT analysis
2013-04-16	Institutional Planning	Discuss: Work on Strategic Plan 2016: Priorities/themes/goals
2013-04-16	Institutional Planning	Decision: Writing Team formed to write goals and objectives for Strategic Plan 2016
2013-05-07	Institutional Planning	Second Reading: Equal Employment Opportunity (EEO) Plan - approved
2013-05-07	Institutional Planning	Review: Faculty Hiring Priority Recommendation for 2014-2015
2013-05-07	Institutional Planning	First Reading: Instructional Planning Council revisions
2013-05-07	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-05-07	Institutional Planning	Discuss: Work on Strategic Plan 2016 - decision on goals made
2013-05-07	Institutional Planning	Report: Title 5 changes mandates all community college students go through the matriculation process
2013-08-15	Institutional Planning	Discuss: Strategic Planning Council Orientation: College plans, how we are funded, accreditation, shared governance
2013-08-15	Institutional Planning	Discuss: Strategic Plan 2016 Goals and Objectives
2013-09-04	Institutional Planning	Discuss: Fall enrollment numbers
2013-09-04	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2013-09-04	Institutional Planning	Report: SPC approved the Mission, Vision and Values and endorsed the Strategic Plan 2016 Goal
2013-09-04	Institutional Planning	First Reading: Strategic Plan 2016 with objectives
2013-09-04	Institutional Planning	Second Reading: Instructional Planning Council revisions - approved
2013-09-17	Institutional Planning	First Reading: Instructional Planning Council revision - moved to second - approved
2013-09-17	Institutional Planning	Report: Allocation of SPPF funds will be delayed
2013-09-17	Institutional Planning	Report: Priority registration changes were instituted at the State level
2013-09-17	Institutional Planning	Review: Facilities projects
2013-09-17	Institutional Planning	Report: Emergency poles installed on campus

**Strategic Planning Council Archive**

2013-09-17	Institutional Planning	Report: Emergency broadcasts can now be made through the College phone system
2013-09-17	Institutional Planning	Second Reading: Strategic Plan 2016 - approved
2013-10-01	Institutional Planning	Review: 2013-2014 FTES, enrollment and marketing for 2013
2013-10-01	Institutional Planning	Discuss: AB955
2013-10-01	Institutional Planning	Discuss: Adult Education planning grants
2013-10-01	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2013-10-01	Institutional Planning	Review: Strategic Plan 2016 Action Plan update
2013-10-01	Institutional Planning	Discuss: Impact on Palomar College if there is a federal government shutdown
2013-10-15	Institutional Planning	Review: California Community Colleges Student Success and Support Program (3SP) presentation
2013-10-15	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2013-10-15	Institutional Planning	Review: Strategic Plan 2016 Action Plan update
2013-11-05	Institutional Planning	Review: Technology Master Plan 2016 Year 3 Addendum
2013-11-05	Institutional Planning	First Reading: Academic Calendar 2014-2015
2013-11-19	Institutional Planning	Report: Adult education planning grant opportunity
2013-11-19	Institutional Planning	Discuss: Spring enrollment
2013-12-03	Institutional Planning	Discuss: Spring enrollment
2013-12-03	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2013-12-03	Institutional Planning	Discuss: SPPF funds
2013-12-03	Institutional Planning	Review: Goals and Objectives in the Strategic Plan 2016 - Year 1 Action Plan
2013-12-03	Institutional Planning	Review: Facilities projects
2013-12-03	Institutional Planning	Discuss: Change to University Link
2013-12-03	Institutional Planning	Discuss: Baccalaureate Degrees from community colleges
2014-01-21	Institutional Planning	Review: Emergency Organizational Plan
2014-01-21	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2014-01-21	Institutional Planning	Discuss: Objectives 3.3 and 3.4 of the Strategic Plan 2016 Action Plan
2014-01-21	Institutional Planning	Discuss: Deadline for SPPF requests
2014-01-21	Institutional Planning	Review: Facilities projects
2014-02-04	Institutional Planning	Review: The Student Success Scorecard and its impact on California community college strategic planning and accreditation
2014-02-04	Institutional Planning	Second Reading: Policies and Procedure Committee revisions - approved
2014-02-04	Institutional Planning	Report: An Emergency Preparedness Team was formed from those in the Emergency Plan
2014-02-25	Institutional Planning	Discuss: Allocate funds for the 2013-2014 SPPF Requests - the amended 2013-2014 SPPF Request document was approved

**Strategic Planning Council Archive**

2014-02-25	Institutional Planning	Decision: Decision to split the remaining funds not spent on SPPF requests between IPC and SSPC according to the percentage the College budget is distributed
2014-03-04	Institutional Planning	Discuss: If Governance Structure Book should include Task Forces or Ad Hoc Committees - consenses to not include
2014-03-04	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2014-03-04	Institutional Planning	Decision: Strategic Plan 2016 Action Plan Year 1 evaluation and Year 2 objectives to be discussed in April
2014-03-04	Institutional Planning	Decision: Strategic Plan 2016 amended to revise wording in Objective 2.1
2014-03-04	Institutional Planning	Review: SPPF Funds Summary
2014-03-04	Institutional Planning	Decision: SPC approved the University Tours SPPF request. The SPPF Funds Summary will be revised
2014-03-04	Institutional Planning	Review: Facilities projects
2014-04-01	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2014-04-01	Institutional Planning	Review: Overview of the Student Equity Plan
2014-04-01	Institutional Planning	Review: Palomar College's Institution-Set Standards regarding course success rate, degrees, certificate and transfer
2014-04-15	Institutional Planning	Review: Title V Grant opportunity
2014-04-15	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2014-04-15	Institutional Planning	Review: Institutional Effectiveness Report: Overview, Institution-Set Standards, Palomar College Scorecard
2014-04-15	Institutional Planning	First Reading: Staffing Plan Year 4 Update and next steps for future years
2014-04-29	Institutional Planning	Review: Faculty Hiring Priority Recommendation for 2015-2016
2014-04-29	Institutional Planning	Report: A decision was made to not submit an application for the Title V Grant this year
2014-04-29	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2014-04-29	Institutional Planning	Review: Progress of the Student Success and Support Program Task Force
2014-04-29	Institutional Planning	Review: Progress of the Student Equity Plan - a working group was formed
2014-04-29	Institutional Planning	Review: Progress report and evaluation of Strategic Plan 2016 Year 1
2014-04-29	Institutional Planning	Review: Progress report and evaluation of Program Review and Planning from the Planning Councils
2014-04-29	Institutional Planning	Report: Revised instructions were sent to those receiving SPPF funds
2014-04-29	Institutional Planning	Second Reading: Staffing Plan Year 4 Update
2014-05-06	Institutional Planning	Review: Upcoming activities from the SPC Integrated Planning Calendar
2014-05-06	Institutional Planning	Review: Progress reports from the work groups of the 3SP Task Force
2014-05-06	Institutional Planning	Review: Goals and Objectives of Strategic Plan 2016 Objectives for Year 1 and decision whether to continue the goal or objective
2014-05-06	Institutional Planning	Review: 2014 Institutional Effectiveness Report Summary
2014-05-06	Institutional Planning	Review: Summary of Institutional Priorities from Planning Councils

**Strategic Planning Council Archive**

2014-05-06	Institutional Planning	Discuss: Formative review of the planning process
2014-05-06	Institutional Planning	Discuss: Update Strategic Plan 2016 Objectives for Year 2
2014-08-12	Institutional Planning	Discuss: Strategic Planning Council Orientation: College plans, how we are funded, accreditation, shared governance
2014-08-12	Institutional Planning	Discuss: Strategic Plan 2016 - Year 2 Goals and Objectives
2014-08-12	Institutional Planning	Discuss: The Chairs discussed the upcoming goals of their Planning Councils
2014-09-02	institutional Planning	First Reading: Student Success and Support Program (3SP) Plan
2014-09-16	Institutional Planning	Second Reading: Student Success and Support Program (3SP) Plan - postponed
2014-09-16	Institutional Planning	First Reading: Student Equity Plan
2014-09-16	Institutional Planning	Decision: Strategic Plan 2016 Year Two Action plan was postponed until the Student Equity Plan and Student Success and Support Program (3SP) plan is finalized
2014-09-16	Institutional Planning	Review: Upcoming activites from the SPC Integrated Planning Calendar
2014-09-16	Institutional Planning	Report: 12 full-time faculty will be hired for 2015-2016. The Faculty Obligation Number (FON) was discussed
2022-09-06	Institutional Planning	Review: Master SPC Calendar for Planning and Accreditation
2002-04-02	Organizational	Report: Confidential Employees and Supervisors considering forming their own group
2002-05-07	Organizational	First Reading: Health Fee Increase
2002-05-21	Organizational	Second Reading: Health Fee Increase - approved
2002-05-21	Organizational	Discuss: Role of Consultants
2002-07-02	Organizational	Discuss: Education Centers Reorganization
2002-07-02	Organizational	Report: EME and Police have been moved to the Escondido Center; tutoring area relocated
2002-07-02	Organizational	Report: Parking Lots 1 and 2 will be reconfigured to add parking and take out grassy area. The Friendship Pavilion is to be relocated
2002-07-02	Organizational	Review: Rorganization of the duties of the Police Chief and Director of Public Safety Programs
2002-09-03	Organizational	Discuss: Proposal to eliminate the ten percent sibling discount from the Child Care Center Fees
2002-09-17	Organizational	Report: The Confidential Employees and Supervisors have formed their own group
2002-09-17	Organizational	Report: Lapel Pins are available through the Advancement Office
2002-09-17	Organizational	Discuss: Proposal to eliminate the ten percent sibling discount from the Child Care Center Fees
2002-10-01	Organizational	Action: Proposal to eliminate the ten percent sibling discount from the Child Care Center Fees and automatically adjust fees to match the State daily reimbursement rate - approved
2002-10-01	Organizational	Discuss: Faculty Senate motion regarding the distribution of private faculty email
2002-11-05	Organizational	First Reading: Counseling Reorganization Plan
2002-11-19	Organizational	Second Reading: Counseling Reorganization Plan - action postponed
2002-11-19	Organizational	First Reading: Planetarium Fee Increase
2002-11-19	Organizational	First Reading: Proposed reorganization of Enrollment Services

**Strategic Planning Council Archive**

2002-12-03	Organizational	Second Reading: Planetarium Fee Increase - approved
2002-12-03	Organizational	Discuss: Counseling Reorganization Plan
2002-12-03	Organizational	Discuss: Enrollment Services Reorganization Plan
2002-12-17	Organizational	Report: Faculty Senate response to proposed reorganization of Instruction Department
2003-02-04	Organizational	Review: Instruction reorganization effective July 1
2003-02-18	Organizational	Report: Disabled Student Programs and Services has changed its name to Disability Resource Center (DRC)
2003-03-04	Organizational	Discuss: Administrative evaluations was discussed under the Faculty Senate report
2003-03-04	Organizational	First Reading: Holiday Schedule 2003-2004
2003-04-01	Organizational	Second Reading: Holiday Schedule 2003-2004 - approved
2003-04-01	Organizational	Report: The Division of Human Arts and Sciences name has been changed to Division of Social and Behavioral Sciences
2003-04-01	Organizational	Report: The Director of Apprenticeship, Noncredit, and Vocational Programs title has been changed to Director of Occupational and Noncredit Programs
2003-04-01	Organizational	Review: How the Supplemental Retirement Program works
2003-05-06	Organizational	Review: Proposed Student Services Reorganization
2003-05-20	Organizational	Review: Instruction Department reorganization chart
2003-09-02	Organizational	Report: The Grand Opening of the Student Union is on September 4, 2003
2003-10-07	Organizational	Report: The Financial Aid Director provided a report on BFAP funds
2003-10-07	Organizational	Report: The Health Services Director reported on a new law requiring smoking no closer than 20 feet from doors and windows of all state buildings, including community colleges
2003-11-18	Organizational	Report: The title, Dean of Counseling and Matriculation was changed to Dean of Counseling Services
2003-12-02	Organizational	Discuss: Governing Board agenda item on the presidential search
2004-02-03	Organizational	Report: The classified evaluation process has been finalized and training will be provided
2004-02-17	Organizational	Report: Student Services reported on the reorganization of Student Affairs
2004-03-02	Organizational	Review: Holiday Schedule 2004-2005; Winter Holiday Schedules 2004-2005, 2005-2006
2004-03-02	Organizational	Report: Instructional Hiring Form is approved by SPC if it is passed by Faculty Senate
2004-05-18	Organizational	Discuss: Physical remodel of Library - moved to action - approved
2004-09-21	Organizational	Discuss: Request from Board Member to rename the Library
2004-09-21	Organizational	Report: ASG statement on the Telescope articles highly critical of the recent actions of the ASG
2004-10-05	Organizational	First Reading: Request to name the College Library The Esther Nesbin Memorial Library - decision postponed
2004-10-19	Organizational	First Reading: Request to install cell tower on Palomar College
2004-10-19	Organizational	Discuss: Traffic safety at Comet Circle and Mission Road
2004-10-19	Organizational	Discuss: Installing a security camera at the back parking lot of the Escondido Center

**Strategic Planning Council Archive**

2004-11-02	Organizational	Second Reading: Install cell tower(s) on Palomar College - approved; motion made and approved regarding who receives the rental funds
2004-11-16	Organizational	Review: Library Rename update
2004-11-16	Organizational	Report: Administrative Services Planning Council has been assigned to draft policies and procedures relating to innovative fundraising
2004-12-07	Organizational	Review: Library Rename recommendation
2005-02-01	Organizational	First Reading: Automatic External Defibrillator (AED) purchase
2005-02-01	Organizational	Report: Security Cameras will be installed at Escondido Center
2005-02-15	Organizational	Second Reading: AED funding - approved
2005-02-15	Organizational	Discuss: Proposal for a Student Book Scholarship Fund
2005-03-15	Organizational	First Reading: Holiday Schedule 2005-2006
2005-03-15	Organizational	Review: Update on Textbook Scholarships
2005-03-15	Organizational	Report: Parking tickets will not be given during the four-week summer intersession but will during the last two weeks of the six-week intersession because it overlaps summer
2005-03-15	Organizational	Report: The Faculty Senate voted not to conduct its annual evaluation of Executive Administrators this year
2005-04-05	Organizational	Second Reading: Holiday Schedule 2005-2006 - approved
2005-04-19	Organizational	First Reading: ASG Resolution requesting the District take over the financial obligation related to six programs - moved to action - tabled
2005-05-03	Organizational	Second Reading: ASG Resolution - revisions made and decision to postpone action
2005-05-17	Organizational	Second Reading: ASG Resolution - approved
2005-06-07	Organizational	Discuss: Textbook Loan Program proposal - moved to action - approved
2005-09-06	Organizational	Discuss: Student Health Fee increase first reading
2005-09-06	Organizational	Report: Job descriptions for the Vice Presidents of Student Services and Finance and Administrative Services have been revised
2005-09-20	Organizational	Report: Student response to proposed health fee increase
2005-11-01	Organizational	Review: Textbook Loan Program clarification on two issues
2005-11-15	Organizational	First Reading: Health Services Fee increase
2005-12-06	Organizational	Second Reading: Health Services Fee increase - approved
2006-01-31	Organizational	Report: A Textbook Ordering Task Force is being formed
2006-02-21	Organizational	Report: The Governing Board approved the Holiday Schedules 2006-2009
2006-02-21	Organizational	Report: The Finance and Administrative Department is forming a subcommittee to look into replacing the copiers on campus and requests that the Councils appoint a representative
2006-03-07	Organizational	Discuss: Catastrophic Leave Bank Crossover
2006-03-07	Organizational	Review: Maximum Vacation Accrual Notification

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2006-03-07	Organizational	Report: The Faculty Senate agreed to include a commencement speaker (a faculty member or Emeritus)
2006-04-18	Organizational	Discuss: Automatic External Defibrillators (AEDs). Decision was made that the purchase and maintenance will be an institutional expense
2006-04-18	Organizational	Review: Progress of the Library Resource Center (LRC) project
2006-05-02	Organizational	Report: A welcome kiosk will be installed at the front of the campus
2006-09-05	Organizational	First Reading: Soccer Field Donation - moved to second - approved
2006-09-05	Organizational	Report: Earth Sciences name has been changed to Earth, Space, and Aviation Sciences
2006-09-19	Organizational	Report: The Financial Aid and Scholarship office has been changed to the Financial Aid, Veterans, and Scholarship Services
2006-09-19	Organizational	Report: The names of the STARS student testing and assessment program has been changed to the Early Acceptance Program
2006-09-19	Organizational	Report: Benefits are now being offered to part-time faculty
2006-10-03	Organizational	Report: The Facilities Review Committee rescinded an action taken in 2003 to make Comet Circle a two-way road
2006-11-21	Organizational	Report: The Client Advantage company has been engaged at no cost to look at replacement of large copiers on campus that are close to being out of warranty
2006-12-05	Organizational	Discuss: Request for a larger facility and additional help with proctoring services
2006-12-05	Organizational	Report: Student Services Planning Council is forming a tobacco work group to develop a process
2006-12-05	Organizational	Report: The Faculty Senate plans to report to the Governing Board that the faculty doesn't find the textbook rental program feasible, but it does have alternatives
2007-04-17	Organizational	Report: Health Fees will increase beginning fall
2007-04-17	Organizational	Discuss: Parking fee increase
2007-05-01	Organizational	First Reading: Holiday Schedule 2007-2008 - moved to second - approved
2007-05-01	Organizational	First Reading: Winter Holiday Schedule 2007-2008; 2008-2009; 2009-2010 - moved to second - approved
2007-05-01	Organizational	Report: A request was made from PFF and CCE that SPC be able to view and discuss Governing Board agenda items prior to the item appearing on the agenda
2007-09-18	Organizational	Discuss: The way Board agenda items are determined to be on the consent calendar or new business
2007-09-18	Organizational	Discuss: Emergency Preparedness and recent power outage and bomb threats
2007-09-18	Organizational	Report: Employees will be charged \$10 for an RN appointment effective July 1, 2007
2007-10-02	Organizational	Review: Consent Calendar / Board Contract Approval policy and procedures
2007-10-02	Organizational	Review: Multi-Year agreement process
2007-10-02	Organizational	Review: Procedure on when someone stops working in one area of the college and begins working in another area

**Strategic Planning Council Archive**

2007-10-02	Organizational	Report: The Bookstore and Cafeteria are now administratively and operationally under the responsibility of Business Services
2007-10-02	Organizational	Review: Recent power outage and bomb threats
2007-11-06	Organizational	Discuss: Various groups discussed the recent fire and disaster preparedness
2007-11-20	Organizational	Report: An arrest has been made for the bomb threats to the District
2007-11-20	Organizational	Discuss: Acceptable levels of service in administrative services
2007-11-20	Organizational	Report: Trailers being installed during construction of MIB and S buildings
2007-11-20	Organizational	Report: AA and CCE have concerns about the short timeline for the Reclassification Study
2007-11-20	Organizational	Report: Foundation conducted a donation drive for fire victims
2007-11-20	Organizational	Review: S Building construction
2007-12-04	Organizational	Discuss: Request to convene a task force to research and recommend policy regarding the scope and procedures for investigations against employees and delineate employee's rights to due process rights
2007-12-04	Organizational	Report: Parking Fees to increase effective fall 2008
2008-03-04	Organizational	Review: Office Computer Replacement Plan
2008-03-04	Organizational	Review: Modular Buildings Placement during construction
2008-03-18	Organizational	First Reading: Holiday Schedule 2008-2009
2008-04-01	Organizational	Second Reading: Holiday Schedule 2008-2009 - approved
2008-04-01	Organizational	First Reading: Winter Holiday Schedule 2008-2009 - moved to second - approved
2008-05-06	Organizational	Report: Campus Police requested a bullet proof partition in the lobby area
2008-05-06	Organizational	Report: Demolition of the old science building will begin in two weeks and temporary trailers will be put in lot 2
2008-09-02	Organizational	Discuss: Power blackout and steps taken to prevent future blackouts
2008-10-07	Organizational	Discuss: Educational Contracts vetting
2008-11-04	Organizational	Discuss: 60-days report on Governing Board agenda
2008-11-04	Organizational	Review: Independent Contractors and Personal and Consulting Services FY 2007-2008
2008-11-18	Organizational	Discuss: The Purchase Order 60-Days Report
2008-11-18	Organizational	Report: Foreign Languages name has been changed to World Languages
2008-12-02	Organizational	Discuss: Discrimination incident against a faculty member
2009-02-03	Organizational	Review: Traffic & Pedestrian Safety Plan for MIB & Health Science Facilities projects
2009-02-03	Organizational	Review: Ad hoc committee's recommendation on the CCC-BOG Energy & Sustainability Policy
2009-02-17	Organizational	Discuss: Instituting an agreement with Apple and Dell where students receive a discount from Apple and Dell when they purchase a computer when they click on an icon on the College website, with 3% commission to Palomar College
2009-02-17	Organizational	First Reading: Holiday Schedule 2009-2010
2009-02-17	Organizational	First Reading: Winter Holiday Schedules 2009-2010, 2010-2011, 2011-2012

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2009-02-17	Organizational	Review: Service pins cost and use of gemstones
2009-03-03	Organizational	Second Reading: Holiday Schedule 2009-2010 - approved
2009-03-03	Organizational	Second Reading: Winter Holiday Schedules 2009-2010, 2010-2011, 2011-2012 - approved
2009-03-03	Organizational	Report: The contract with the existing pay phone vendor will be renewed
2009-04-21	Organizational	Report: Tom Medel and Jaime Moss to share role of Escondido Center Manager
2009-04-21	Organizational	Report: Vice President of Instruction retiring; an interim will be hired for one year
2009-04-21	Organizational	Report: Arts, Media, Business, and Computing Systems name changed to Arts, Media, Business, and Computer Science
2009-04-21	Organizational	Report: Financial Aid and Counseling department hours changed
2009-05-05	Organizational	First Reading: Approve request from Alumni and Friends to purchase a table and bench to be placed in the Matchett courtyard in memory of Mike Barber, and name the Faculty Senate room "Bill Bedford Faculty Senate Meeting Room" in memory of Bill Bedford - moved to second - approved
2009-05-05	Organizational	Report: Enrollment Services hours changed
2009-06-24	Organizational	Report: Interim Dean of Social and Behavioral Sciences to be hired
2009-08-25	Organizational	Report: Information Services Director job description will be provided at next Governing Board meeting. Board will decide to hire a permanent director or continue with a consultant.
2009-10-16	Organizational	Discuss: Hate mail incidents
2009-12-15	Organizational	Report: Update on the postcard hate mail
2010-01-19	Organizational	Discuss: Rubric for Decisions written by Shannon Lienhart regarding who is involved in the planning, decision, and reporting of operational decisions
2010-01-19	Organizational	Discuss: Out of class process
2010-02-02	Organizational	First Reading: Holiday Schedule 2010-2011 and Winter Holidays 2011-2013 - moved to second - approved
2010-02-02	Organizational	Discuss: Formation of Postcard Task Force
2010-02-09	Organizational	Discuss: Update on the postcard hate mail and efforts of the Postcard Task Force
2010-02-23	Organizational	Report: The Escondido Center has requested surveillance cameras be installed in order to help apprehend the person behind the arson attacks
2010-02-23	Organizational	Report: The external auditors reported Palomar College has received a "clean" unqualified audit with no findings
2010-02-23	Organizational	Report: The Health Sciences building will be open for fall, the MIB building will open spring 2011, and the snack shack will be enlarged
2010-02-23	Organizational	Report: PC3H has requested a gender-neutral restroom be established on campus
2010-03-16	Organizational	Discuss: Disability accommodation procedures
2010-03-16	Organizational	Report: Gender-neutral restrooms and signage identified
2010-03-16	Organizational	Report: Update on postcard hate mail

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2010-03-16	Organizational	Discuss: Daily parking fee machines
2010-03-30	Organizational	Report: Progress of the building projects in the District and ICOC membership
2010-04-06	Organizational	Report: An interim will be hired to replace the retiring Facilities Director
2010-04-20	Organizational	Discuss: Proposal of security cameras
2010-04-20	Organizational	Discuss: TERB Public Records Request
2010-10-26	Organizational	Discuss: Classification Study update
2010-11-23	Organizational	Discuss: Removal from campus of CALPIRG representative
2010-12-07	Organizational	Discuss: Posters at the visit of the anti-abortion group on campus
2011-01-18	Organizational	Report: Palomar College has become the only community college member of the LGBT-friendly "Campus Climate" group. There was a review of what the group does
2011-01-25	Organizational	Report: Palomar college is one of only three community colleges in the country who have a LGBTQ Center
2011-02-01	Organizational	First Reading: Holiday Schedule 2011-2012 - moved to second - approved
2011-02-01	Organizational	First Reading: Winter Holidays 2012-2014 - moved to second - approved
2011-03-15	Organizational	Discuss: The earthquake and tsunami in Japan and effect on our international students from Japan
2011-09-20	Organizational	Review: PC3H Resource Center 3-5 Year Plan
2011-11-01	Organizational	Review: Governing Board Resolution on Commitment to Diversity
2011-11-01	Organizational	Review: Accident at the crosswalk to the Sprinter station
2011-11-01	Organizational	Report: Palomar Colleges plans to host a Veterans Conference with the region's community college Veterans Directors
2012-02-21	Organizational	First Reading: Winter Holidays 2013-2015 - moved to second - approved
2012-02-21	Organizational	First Reading: Holiday Schedule 2012-2013 - moved to second - approved
2012-03-06	Organizational	Review: Legislative bills
2012-03-06	Organizational	Report: The Tobacco-Free Coalition presented an award to Palomar College
2012-04-03	Organizational	Report: The LGBTQ Center changed its name to the PC Pride Center, and a part-time assistant was hired
2012-04-03	Organizational	Report: A Veterans Services Forum hosted by Palomar College is scheduled for April 20
2012-10-16	Organizational	Report: The new PeopleAdmin online application system has been implemented
2013-02-05	Organizational	Report: SSPC voted not to remove the oversight from the Office of Student Affairs of the ASG
2013-02-19	Organizational	Discuss: Nondiscrimination policy as it relates to the Athletic Department
2013-03-05	Organizational	Report: The Writ of Mandate was upheld by the Judge which ruled in favor of the ASG and the District regarding the lawsuit to remove the Office of Student Affairs as overseers of ASG
2013-05-07	Organizational	First Reading: Holiday Schedule 2013-2014
2013-05-07	Organizational	First Reading: Winter Holidays Schedule 2014-2016
2013-05-07	Organizational	Report: Changes to the Finance and Administraton Organization Chart

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2013-05-07	Organizational	Discuss: Classification study and its impact on division reorganization
2013-09-04	Organizational	Review: Student Health Initiative
2013-09-17	Organizational	Discuss: AB955, which allows a few stated community college districts to offer additional classes at the non-residential rate passed in the legislature
2013-10-15	Organizational	Review: Legislative bills
2013-11-19	Organizational	Second Reading: Academic Calendar 2014-2015- approved
2013-11-19	Organizational	Report: Human Resource Services has a new website which is mobile friendly
2013-11-19	Organizational	Report: The PPO health plan quoted a zero rate increase for next year, Kaiser's rate will increase 4%; and there is a slight decrease in the dental program
2013-12-03	Organizational	Discuss: ATM contract
2014-01-21	Organizational	Report: The name of the Computer Science and Information Services department has been changed to Computer Science and Information Technology
2014-01-21	Organizational	Report: The Human Dignity Foundation presented a check for \$1,000 to PC3H
2014-01-21	Organizational	Discuss: Recent bathroom fires
2014-01-21	Organizational	Report: Actions Palomar College Escondido Center took upon learning of the email threat to the Escondido Charter School, which sits across the street
2014-02-04	Organizational	Report: A Pool Manager will be hired
2014-02-25	Organizational	First Reading: Holiday Schedule 2014-2015
2014-02-25	Organizational	First Reading: Winter Holidays Schedule 2014-2017
2014-03-04	Organizational	Second Reading: Holiday Schedule 2014-2015 - approved
2014-03-04	Organizational	Second Reading: Winter Holidays Schedule 2014-2017 - approved
2014-03-04	Organizational	Report: PC3H hired a new assistant
2014-03-04	Organizational	Review: Legislative bills
2014-04-01	Organizational	Review: Legislative bills
2014-09-02	Organizational	Discuss: Potential difficulty in hiring part time faculty when full time faculty retire under the Supplemental Retirement Program
2002-09-03	Policies and Procedures	First Reading: BP 7120
2002-09-17	Policies and Procedures	Second Reading: BP 7120 - return as second
2002-10-01	Policies and Procedures	Second Reading: BP 7120 - postponed
2002-10-01	Policies and Procedures	First Reading: BP 3420
2002-11-05	Policies and Procedures	Report: Board Policies out of complinace They wll come to SPC as they get revised.
2002-11-05	Policies and Procedures	First Reading: BPs 4225, 5050, 5120
2002-11-05	Policies and Procedures	Second Reading: BPs 3420, 7120 - postponed
2002-11-19	Policies and Procedures	Second Reading: BPs 3420, 4225, 5050, 5120, 7120 - 3420 approved; 7120 tabled; 4225, 5050, 5120 postponed

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2002-11-19	Policies and Procedures	First Reading: CCLC Policy Manual Numbering
2002-11-19	Policies and Procedures	First Reading: BP 2510
2002-12-03	Policies and Procedures	Second Reading: BPs 2510, 4225, 5050, 5120 - approved
2002-12-03	Policies and Procedures	Second Reading: BP 7120 - taken off table - approved
2002-12-03	Policies and Procedures	First Reading: BP 4020 - moved to second - approved
2002-12-17	Policies and Procedures	First Reading: BPs 1100, 1200
2003-02-18	Policies and Procedures	Second Reading: BPs 1100, 1200 - approved
2003-02-18	Policies and Procedures	First Reading: BPs 3100, 3200, 3250, 3280, 3300
2003-03-04	Policies and Procedures	Second Reading: BPs 3100, 3200, 3250, 3280, 3300 - approved except for BP 3280 which was postponed
2003-04-01	Policies and Procedures	Second Reading: BP 3280 - postponed
2003-04-01	Policies and Procedures	Discuss: BP 3100
2003-04-29	Policies and Procedures	First Reading: BP 403.2
2003-05-13	Policies and Procedures	Second Reading: BP 403.2 - approved
2003-10-21	Policies and Procedures	First Reading: BP 5030.3 (403.2); AP 5030.3
2003-11-04	Policies and Procedures	Second Reading: BP 5030.3 and AP 5030.3 - approved
2003-11-18	Policies and Procedures	Review: Board Policy Reference Numbering document
2004-02-17	Policies and Procedures	First Reading: BPs 6310, 6810, 6820, 5030.6. BP 6820 moved to action - approved
2004-04-06	Policies and Procedures	Second Reading: BPs 6310, 6810, 5030.6 - approved
2004-04-06	Policies and Procedures	First Reading: BP 111, AP 6536
2004-05-04	Policies and Procedures	Second Reading: BP 111, AP 6536 - AP 6536 approved, BP 111 postponed
2004-05-17	Policies and Procedures	Second Reading: BP 470 - approved
2005-02-01	Policies and Procedures	First Reading: BP 156.11
2005-02-15	Policies and Procedures	Second Reading: BP 156.1 - approved
2005-02-15	Policies and Procedures	Review: BP 403.2 - moved to action - approved
2005-03-01	Policies and Procedures	First Reading: BP 550
2005-03-15	Policies and Procedures	Second Reading: BP 550 - approved
2005-04-19	Policies and Procedures	First Reading: BP 540
2005-05-03	Policies and Procedures	Second Reading: BP 540 - approved
2005-05-03	Policies and Procedures	First Reading: BP 470
2005-11-15	Policies and Procedures	Discuss: Updating Board Policies and Procedures. Proposal to hire a consultant to assist.
2006-01-31	Policies and Procedures	Discuss: Updating Board Policies using a consultant
2006-04-04	Policies and Procedures	Report: Policies and Procedures Task Force to be created
2006-04-18	Policies and Procedures	First Reading: District Policies and Procedures Review Task Force - moved to second - approved
2006-05-02	Policies and Procedures	First Reading: District Policies and Procedures Review Task Force revision - moved to second - approved

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2007-04-03	Policies and Procedures	First Reading: Chapters 1 and 2: BPs 1100, 1200, 1300, 2010, 2015, 2100, 2105, 2110, 2200, 2210, 2220, 2305, 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, 2360, 2365, 2410, 2430, 2431, 2432, 2435, 2510, 2610, 2710, 2715, 2716, 2717, 2720, 2725, 2730, 2745; APs 2105, 2110, 2310, 2320, 2340, 2350, 2365, 2410, 2435, 2510, 2610, 2710, 2712: BPs 2010-2510 and APs 2105-2510 sent back to the Policies and Procedures Task Force
2007-04-17	Policies and Procedures	First Reading: Chapters 1 and 2: BPs 2610, 2710, 2715, 2716, 2717, 2720, 2725, 2730, 2745; APs 2610, 2710, 2712 - sent back to the Policies and Procedures Task Force
2007-05-01	Policies and Procedures	Second Reading: Chapters 1 and 2: BPs 1100, 1200, 1300, 2010, 2015, 2100, 2105, 2110, 2200, 2210, 2220, 2305, 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, 2360, 2365, 2410, 2430, 2431, 2432, 2435, 2510, 2610, 2710, 2715, 2716, 2717, 2720, 2725, 2730; APs 2105, 2110, 2310, 2320, 2340, 2350, 2365, 2410, 2435, 2510, 2610, 2710, 2712 - approved
2007-10-16	Policies and Procedures	Review: Policies and Procedures Chapter 5
2007-11-06	Policies and Procedures	First Reading: Chapter 5: BPs 5000, 5010, 5015, 5020, 5030, 5035, 5040, 5045, 5050, 5052, 5055, 5075, 5110, 5120, 5130, 5140, 5150, 5200, 5210, 5300, 5400, 5410, 5420, 5500, 5510, 5530, 5550, 5570, 5800, 5900; APs 5000, 5010, 5011, 5012, 5013, 5020, 5030, 5031, 5035, 5040, 5052, 5055, 5070, 5075, 5110, 5120, 5130, 5140, 5150, 5160, 5170, 5200, 5210, 5300, 5400, 5410, 5420, 5500
2007-11-20	Policies and Procedures	Second Reading: Chapter 5 - BPs 5000, 5010, 5015, 5020, 5030, 5035, 5040, 5045, 5050, 5052, 5055, 5075, 5110, 5120, 5130, 5140, 5150, 5200, 5210, 5300, 5400, 5410, 5420, 5500, 5510, 5530, 5550, 5570, 5800, 5900; APs 5000, 5010, 5011, 5012, 5013, 5020, 5030, 5031, 5035, 5040, 5052, 5055, 5070, 5075, 5110, 5120, 5130, 5140, 5150, 5160, 5170, 5200, 5210, 5300, 5400, 5410, 5420, 5500: approved except for BPs 5500, 5550 which will be sent to the District attorney for review and AP 5520 which is sent back to the Policies and Procedures Task Force
2008-03-04	Policies and Procedures	First Reading: BPs 2715, 5500 - BP 2715 moved to second - approved; BP 5500 sent back to Policy and Procedures Task Force
2008-03-04	Policies and Procedures	First Reading: Chapter 6: BPs 6100, 6150, 6200, 6250, 6275, 6300, 6320, 6325, 6330, 6340, 6400, 6500, 6520, 6530, 6540, 6545, 6550, 6600, 6700, 6740, 6750, 6800, 6805, 6810, 6925, 6975; APs 6100, 6150, 6200, 6250, 6275, 6300, 6305, 6310, 6320, 6322, 6325, 6330, 6340, 6350, 6360, 6365, 6370, 6400, 6500 6520, 6530, 6536, 6540, 6545, 6550, 6600, 6700, 6740, 6750, 6800, 6925
2008-03-18	Policies and Procedures	Report: Student Grade Dispute Policy and Procedure approved by the Faculty Senate
2008-03-18	Policies and Procedures	Second Reading: Chapter 6: BPs 6100, 6150, 6200, 6250, 6275, 6300, 6320, 6325, 6330, 6340, 6400, 6500, 6520, 6530, 6540, 6545, 6550, 6600, 6700, 6740, 6750, 6800, 6805, 6810, 6925, 6975; APs 6100, 6150, 6200, 6250, 6275, 6300, 6305, 6310, 6320, 6322, 6325, 6330, 6340, 6350, 6360, 6365, 6370, 6400, 6500 6520, 6530, 6536, 6540, 6545, 6550, 6600, 6700, 6740, 6750, 6800, 6925 - approved (BP 6255 and APs 6322, 6925 deleted from table of contents because they were moved to a different section)
2008-04-15	Policies and Procedures	First Reading: Smoking Policy and Procedures (BP 3570)

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2008-04-29	Policies and Procedures	First Reading: BPs 5500, 7100, 7110, 7370, 7380, 7600, 7700; APs 5520, 7100, 7110, 7370, 7380, 7500, 7600, 7700. BP 5500 and APs 7600 sent back to the Policies and Procedures Task Force
2008-05-06	Policies and Procedures	Second Reading: Smoking Policy - approved (BP 3570) - sent to the Policies and Procedures Task Force
2008-05-06	Policies and Procedures	Second Reading: BPs 7100, 7110, 7370, 7380, 7600, 7700; APs 5520, 7100, 7110, 7370, 7380, 7500, 7700 - all approved except BP/AP 7110 and BP/AP 7370 which was sent back to the Policies and Procedures Task Force
2008-10-07	Policies and Procedures	First Reading Chapter 7: BPs 7130, 7140, 7150, 7160, 7236, 7240, 7341, 7345, 7347, 7350, 7370, 7510, 7850; APs 7125, 7131, 7213, 7214, 7215, 7231, 7232, 7233, 7237, 7240, 7336, 7342, 7345, 7370, 7371
2008-10-21	Policies and Procedures	Second Reading Chapter 7: BPs 7130, 7140, 7150, 7160, 7236, 7240, 7341, 7345, 7347, 7350, 7370, 7510, 7850; APs 7125, 7131, 7213, 7214, 7215, 7231, 7232, 7233, 7237, 7240, 7336, 7342, 7345, 7370, 7371 - approved
2008-11-04	Policies and Procedures	First Reading Chapter 7: BPs 7230, 7260, 7270, 7335, 7340, 7385; APs 7212, 7216, 7234, 7235, 7270, 7337, 7340, 7343, 7344, 7346, 7375, 7500
2008-11-18	Policies and Procedures	Second Reading Chapter 7: BPs 7230, 7260, 7270, 7335, 7340, 7385; APs 7212, 7216, 7234, 7235, 7270, 7337, 7340, 7343, 7344, 7346, 7375, 7500 - approved except for AP 7346 which will return for second reading
2008-12-02	Policies and Procedures	Second Reading: AP 7346 - approved
2009-02-03	Policies and Procedures	First Reading: BPs 3050, 3200, 3250, 3280, 3580, 7175, 7210, 7250, 7310; APs 7126, 7127, 7145, 7175, 7361. BP 7310 and AP 7361 sent back to the Policies and Procedures Task Force
2009-02-17	Policies and Procedures	Second Reading: BPs 3050, 3200, 3250, 3280, 3580, 7175, 7210, 7250; APs 7126, 7127, 7145, 7175 - approved except for AP 7145 which was sent back to the Policies and Procedures Task Force
2009-03-03	Policies and Procedures	First Reading: BPs 3260, 3310, 7310, 7365, 7900; APs 3280, 7110, 7600
2009-03-17	Policies and Procedures	Second Reading: BPs 3260, 3310, 7310, 7365, 7900; APs 3280, 7110, 7600 - BP 3260, APs 3280, 7110 approved; BPs 3310, 7310, 7365, 7900 and AP 7600 pulled
2009-03-17	Policies and Procedures	First Reading: BPs 3100, 3810, 6450, 7120; APs 3100, 3310, 3810, 6450 - BP/AP 6450 pulled from agenda
2009-04-07	Policies and Procedures	First Reading: BPs 3100, 3510, 3515, 3520, 3810, 4030, 4290, 4650, 7120; APs 3100, 3200, 3310, 3516, 3810 - BP 7120 and AP 3310 pulled from agenda
2009-04-21	Policies and Procedures	Second Reading: BPs 3100, 3510, 3515, 3520, 3810, 4030, 4290, 4650; APs 3100, 3200, 3516, 3810 - approved
2009-04-21	Policies and Procedures	First Reading: BPs 3280, 3500, 4020, 4021, 4022, 4045, 4103, 4230, 4250, 4260; APs 4020, 4022, 4103, 4250 - BP 3280 moved to second - approved
2009-05-05	Policies and Procedures	Second Reading: BPs 3500, 4020, 4021, 4022, 4045, 4103, 4230, 4250, 4260; APs 4020, 4022, 4103, 4250 - approved

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2009-08-25	Policies and Procedures	First Reading: BPs 3300, 3530, 4060, 4102, 4400, 4675; APs 3300, 3501, 3510, 3520, 3530, 4021, 4040, 4060, 4102, 4220, 4260, 4400, 4610, 4675 - APs handout incomplete so APs will return as first reading
2009-09-01	Policies and Procedures	First Reading: APs 3300, 3501, 3510, 3520, 3530, 4021, 4040, 4060, 4102, 4220, 4260, 4400, 4610, 4675
2009-09-15	Policies and Procedures	Second Reading: BPs 3300, 3530, 4060, 4102, 4400, 4675; APs 3300, 3501, 3510, 3520, 3530, 4021, 4040, 4060, 4102, 4220, 4260, 4400, 4610, 4675 - approved
2009-09-15	Policies and Procedures	First Reading: BPs 4010, 4070, 4110, 4226; APs 4010, 4070, 4110, 4226, 4230, 5075
2009-09-22	Policies and Procedures	Second Reading: BPs 4010, 4070, 4110, 4226; APs 4010, 4070, 4110, 4226, 4230, 5075 - approved
2009-11-03	Policies and Procedures	First Reading: BP 4225; APs 3515, 4225, 4227 - AP 4225 sent back to the Policies and Procedures Task Force
2009-11-17	Policies and Procedures	Second Reading: BP 4225; AP 4227 - approved
2009-12-01	Policies and Procedures	First Reading: BPs 2015, 2105, 3518, 3540, 4050, 4100, 4232, 7150; APs 2105, 3518, 3540, 4026, 4050, 4100, 4222, 4228, 4232, 4233, 4250, 7510 - BP 2015 and APs 4232, 7510 sent back to the Policies and Procedures Task Force
2009-12-15	Policies and Procedures	Second Reading: BPs 2105, 3518, 3540, 4050, 4100, 7150; APs 2105, 3518, 3540, 4026, 4050, 4100, 4222, 4228, 4232, 4233, 4250 - approved except for BP/AP 2105 which was pulled
2010-02-02	Policies and Procedures	Review: AP 5055
2010-02-09	Policies and Procedures	Review: AP 5055
2010-03-02	Policies and Procedures	First Reading: BP 2015, 2105, 3410, 3420, 4015, 4400, 4750; APs 2105, 3050, 4015, 4040, 4225, 4232, 4235, 4240, 4750, 7150. BPs 3410, 3420 sent back to the Policies and Procedures Task Force.
2010-03-16	Policies and Procedures	Second Reading: BPs 2015, 2105, 4015, 4400, 4750; APs 2105, 3050, 4015, 4040, 4225, 4232, 4235, 4240, 4750, 7150 - approved except for AP 4225 which will be revised and return as second reading
2010-03-30	Policies and Procedures	Second Reading: AP 4225 - approved
2010-03-30	Policies and Procedures	First Reading: AP 4228 - moved to second - not carried
2010-04-06	Policies and Procedures	Second Reading: AP 4228 - sent back to the Policies and Procedures Task Force
2010-10-26	Policies and Procedures	First Reading: BP 2720, 4005, 4023; APs 4023, 4228, 4400, 5055. BP 2720 and APs 4023 and 4400 sent back to Policies and Procedures Task Force. BPs 4005, 4023 and APs 4288, 5055 moved to second - approved
2011-02-01	Policies and Procedures	First Reading: BPs 2720, 3050, 3410, 3420, 3505, 3600, 3820, 4005, 4040, 4235, 4240, 7330; APs 3050, 3505, 3820, 4023, 4300, 4400, 7145
2011-02-15	Policies and Procedures	Second Reading: BPs 2720, 3050, 3410, 3420, 3505, 3600, 3820, 4005, 4040, 4235, 4240, 7330; APs 3050, 3505, 3820, 4023, 4300, 4400, 7145 - approved
2011-03-15	Policies and Procedures	First Reading: BPs 3310, 3560, 5900, 6900, 7365; APs 3310, 3560, 5900, 6900, 7330, 7365

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2011-04-05	Policies and Procedures	Second Reading: BPs 3310, 3560, 5900, 6900, 7365; APs 3310, 3560, 5900, 6900, 7330, 7365. BPs 3310, 5900, 6900 and APs 3310, 5900, 6900, 7330 - approved. BPs 3560, 7365 and APs 3560, 7365 sent back to the Policies and Procedures Task Force
2011-04-19	Policies and Procedures	First Reading: BP 3570 - moved to second - approved
2011-05-03	Policies and Procedures	First Reading: BPs 3950, 6390, 7310, 7365; APs 3300, 5015, 5055, 7337, 7365. BPs 3950, 6390 and AP 5055 moved to second - approved
2011-05-17	Policies and Procedures	Second Reading: BPs 7310, 7365; APs 3300, 5015, 7337, 7365 - approved
2011-05-17	Policies and Procedures	First Reading: BP 3570, 6450; APs 5900, 6340, 6450. BP 3570 moved to second - approved
2011-09-06	Policies and Procedures	Second Reading; BP 6450; APs 5900, 6340 - approved
2011-09-06	Policies and Procedures	Review: Procedure in addressing revisions to the Policies and Procedures
2011-09-20	Policies and Procedures	First Reading: BP 1200 - moved to second - approved
2011-10-04	Policies and Procedures	First Reading: BPs 3440, 3502, 3505, 3550, 3560, 4020, 5010, 5130, 5510, 6550, 6700, 7100, 7120, 7130; APs 3440, 3550, 3560, 4020, 5010, 5013, 5130, 6700
2011-10-18	Policies and Procedures	Second Reading: BPs 3440, 3502, 3505, 3550, 3560, 4020, 5010, 5130, 5510, 6550, 6700, 7100, 7120, 7130; APs 3440, 3550, 3560, 4020, 5010, 5013, 5130, 6700 - approved
2011-11-29	Policies and Procedures	First Reading: BP 3520; APs 4070, 4225, 5030, 5055
2011-12-06	Policies and Procedures	Second Reading: BP 3520; APs 4070, 4225, 5030, 5055 - approved except for AP 4225 which was sent back for revisions
2012-02-07	Policies and Procedures	Second Reading: AP 4225 - approved
2012-04-03	Policies and Procedures	First Reading: BP 4231; APs 4030, 4045, 5015, 5075, 6345
2012-04-17	Policies and Procedures	Second Reading: BP 4231; APs 4030, 4045, 5015, 5075, 6345 - approved
2012-05-01	Policies and Procedures	First Reading: BPs 2015, 2100, 3250, 3820, 6550, 6975; APs 2712, 3250, 3520 - moved to second - approved
2012-05-15	Policies and Procedures	First Reading: BPs 4025, 4300, 6450; APs 4025, 4105, 4220, 4250, 5012, 5013, 5020 - moved to second - approved
2012-09-04	Policies and Procedures	First Reading: Policies and Procedures Task Force to become a committee
2012-09-18	Policies and Procedures	Second Reading: Policies and Procedures Task Force to become a committee - approved
2012-11-06	Policies and Procedures	First Reading: BPs 2730, 3517, 3550, 3560; APs 3515, 6450, 7875. BP 2730 sent back to the Policies and Procedures Committee
2012-11-20	Policies and Procedures	Second Reading: BPs 3517, 3550, 3560; APs 3515, 6450, 7875 - approved except for BP 3560 which was pulled so that attorney can review
2013-04-16	Policies and Procedures	First Reading: BPs 2730, 2750, 3430, 3560, 3830, 4030, 7361; APs 3410, 3530, 3540, 3550, 3830, 7127, 7270, 7850
2013-05-07	Policies and Procedures	Second Reading: BPs 2730, 2750, 3430, 3560, 3830, 4030, 7361; APs 3410, 3530, 3540, 3550, 3830, 7127, 7270, 7850 - approved

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2013-05-07	Policies and Procedures	First Reading: BPs 3410, 4225; APs 3430, 3501, 2714, 4225, 4231
2013-09-04	Policies and Procedures	Second Reading: AP 4225 approved by email vote on May 28, 2013
2013-09-04	Policies and Procedures	Second Reading: BPs 3410, 4225; APs 3430, 3501, 2714, 4231 - approved
2013-09-17	Policies and Procedures	Discuss: Policies and Procedures Flow Chart
2013-10-15	Policies and Procedures	First Reading: BP 7250; AP 7250
2013-11-05	Policies and Procedures	Second Reading: BP 7250; AP 7250 - BP 7250 approved, AP 7250 to return as second reading
2013-11-05	Policies and Procedures	First Reading: BPs 1100, 1200, 1300, 3500; APs 3500, 3515
2013-11-19	Policies and Procedures	Second Reading: BPs 1100, 1200, 1300, 3500; APs 3500, 3515 - approved
2013-12-03	Policies and Procedures	Second Reading: AP 7250 - approved
2014-01-21	Policies and Procedures	First Reading: Policies and Procedures Committee revision
2014-01-21	Policies and Procedures	First Reading: BPs 3900, 7340; AP 4228
2014-02-04	Policies and Procedures	Second Reading: Policies and Procedures Committee revision - approved
2014-02-04	Policies and Procedures	Second Reading: BPs 3900, 7340; AP 4228 - approved
2014-02-04	Policies and Procedures	First Reading; BP 3410 - moved to second - approved
2014-03-04	Policies and Procedures	First Reading: BPs 3250, 3710, 3715; AP 7120 - AP 7120 sent back to the Policies and Procedures Committee
2014-04-01	Policies and Procedures	Second Reading: BPs 3250, 3710, 3715, 4020 - approved
2014-04-01	Policies and Procedures	First Reading: BPs 5110, 5130, 5140, 5700; APs 4240, 5055, 5130
2014-04-15	Policies and Procedures	Second Reading: BPs 5110, 5130, 5140, 5700; AP 4240, 5055, 5130 - approved
2014-04-15	Policies and Procedures	First Reading: Chapter 2 Policies and Procedures Updates: BPs 2010, 2100, 2200, 2210, 2220, 2305, 2315, 2330, 2345, 2355, 2430, 2432, 2717, 2720, 2730, 2735, 2750; APs 2712, 2714; BPs 2360, 2431, 2715, 2716, 2725, 2740, 2745; BP/AP 2365, 2410, 2435, 2105, 2110, 2310, 2320, 2340, 2350, 2510, 2610, 2710
2014-04-29	Policies and Procedures	Second Reading: Chapter 2 Policies and Procedures Updates: BPs 2010, 2100, 2200, 2210, 2220, 2305, 2315, 2330, 2345, 2355, 2430, 2432, 2717, 2720, 2730, 2735, 2750; APs 2712, 2714; BPs 2360, 2431, 2715, 2716, 2725, 2740, 2745; BP/AP 2365, 2410, 2435, 2105, 2110, 2310, 2320, 2340, 2350, 2510, 2610, 2710 - approved
2014-09-16	Policies and Procedures	First Reading: BPs 2015, 7211
2014-09-16	Policies and Procedures	First Reading: AP 7365

# Palomar College and California Community Colleges Glossary of Commonly Used Names, Terms, and Acronyms

## Names and Terms

**AB 1725.** Comprehensive California community college reform legislation passed in 1988, that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development.

**Academic Employees.** Those persons who are employed in positions for which the Board of Governors has established Minimum Qualifications. The term generally includes faculty (including librarians and counselors) and educational administrators. (And at Palomar College Child Development Teachers are considered Academic Employees.)

**Academic Review Committee.** Reporting to the Student Services Planning Council, the role of the Academic Review Committee is to act on petitions for exceptions to academic regulations and catalog policies.

**Academic Year.** Period of time schools use to measure a quantity of study. Academic year can vary from school to school and even from educational program to educational program at the same school, but generally refers to July 1 through June 30.

**Accreditation.** The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

**Accreditation Steering Committee.** Reporting to the Strategic Planning Council the Accreditation Steering Committee provides the overall planning, guidance, response, and preparation for the self-study, mid-term report, and other report requirements from ACCJC/WASC. The Committee is responsible for coordinating and organizing information, data, and resources in preparation for accreditation-related reports and site visits. The Committee makes recommendations on any issues related to accreditation throughout the six-year cycle. The Committee maintains currency with accreditation standards and procedures, including attending accreditation workshops. The Committee communicates and distributes information related to accreditation standards and procedures.

**Ad Hoc Committee.** A working group or sub-group created by a council or operational committee to address and make recommendations on a particular subject. The members need not be from a council or committee.

**Administrative Association (AA).** The Administration Association represents all management-level personnel including educational administrators and classified administrators in the meet-and-confer process with the District.

**Adopted Budget.** Legislatively required that each District adopt a fiscal year budget by September 15<sup>th</sup>, unless a statewide extension, as a result of a budget impasse, is enacted.

**Advisory Committee.** A group created to provide direction and/or input in compliance with state and federal regulations or other external mandates. Not part of the governance structure but may bring items to SPC as information only. Membership may be defined by state and federal regulations or external mandates and may be appointed by the appropriate constituent group(s).

**Allocation.** The division or distribution of resources according to a formula or plan.

**Annual Implementation Plan (AIP).** Annual review process for the goals and objectives as defined within a Strategic Plan time period.

**Apportionment.** Federal, state or local monies distributed to college districts or other governmental units according to certain formulas. For Palomar College, these are funds received for FTES. The funds are comprised of a combination of property tax, enrollment fees, and a State allocation. The total apportionment is computed by the State assuming a certain level of growth and including a projection for the property tax and enrollment fees that will be collected. If on a statewide basis the property tax and/or the enrollment fees do not meet the projection made by the Department of Finance, then a deficit will be applied to the apportionment for each district.

**Articulation.** The process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus.

**Associated Student Government (ASG).** The Associated Student Government represents the students on student related matters. It consists of students from Palomar’s student body. The ASG focuses on issues that students have, represents the students of Palomar on and off campus, and researches/advocates for the students legislatively. They participate throughout the college by appointing representatives to shared governance committees.

**Bagley-Keene Act.** State law that establishes notice and open meeting requirements for state bodies, including the Board of Governors.

**Base.** A foundation to which comparisons are made when projecting a current condition; also refers to ongoing funding to which additions or subtractions are made in the annual budget.

**Basic Aid District.** A community college or K-12 district that does not receive state funds because its revenues from local property taxes provide more than it would receive under state funding formulas.

**Basic Skills.** Courses in reading, writing, computation, and English as a Second Language that prepare students for college-level work. Also called remedial or developmental courses.

**Basic Skills Committee/Title V, HSI Steering Committee.** Reporting to the Learning Outcomes Council the Basic Skills Committee/Title V, HSI Steering Committee, guided by the Learning Outcomes Council, will advance the Basic Skills Initiative and administer the Title V, HSI grant at Palomar College.

**Benefits Committee.** Reporting to the Human Resource Services Planning Council, comprised of membership from the Palomar Faculty Federation, the Administrative Association, the Confidential and Supervisory Team, CCE/AFT, and the President’s Cabinet, the Benefits Committee reviews current and future employee benefits and makes recommendations for additions and changes to employee and

retiree health and welfare benefits plans. It reviews benefits plan design changes in light of federal and state laws, as well as District planning and policy decisions. The Committee seeks input from employees and retirees for benefits needs, considers costs of benefits, and advises employee and retiree groups and the administration as necessary.

**Block Grant.** The provision of funds for distinct purposes in a single allocation that allows local discretion in spending among those purposes.

**Board of Governors (BOG).** The Board of Governors of the California Community Colleges sets policy and provides guidance for the 72 districts and 112 colleges which constitute the system. The 17-member Board, appointed by the state's Governor, formally interacts with state and federal officials and other state organizations.

**Board of Governors Enrollment Fee Waiver (BOGW).** A state-funded program that waives enrollment fees for California residents if they are (a) recipients of CalWORKs, SSI or General Assistance benefits; (b) are in low-income households based on income and family size; or (c) have financial need according to federal standards for student financial aid. Students who qualify for the BOGFW are also entitled to discounted parking fees and a waiver of any health services fees charged by a district.

**Bookstore Committee.** Reporting to the Finance and Administrative Services Planning Council the Bookstore Committee works as a liaison between students, faculty, staff, Business Services, and the bookstore vendor to assist in providing quality services from the vendor, and to make recommendations to the vendor for improvement/changes in services to students, faculty, and the college.

**Brown Act (The Ralph M. Brown Act).** The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter “the Brown Act,” or “the Act”) governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature’s determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

**Budget Act.** The bill the Governor signs to become law is the Budget Act. Prior to the Budget Act, budget bills voted on in each house are usually referred to a conference committee to resolve differences that exist between the Senate and Assembly Budget Bills. In 2010 Proposition 25 changed the vote required to pass the Budget Act from 2/3<sup>rd</sup>s to a majority vote in each house. June 15<sup>th</sup> is the Constitutional deadline for the Legislature to pass the Budget Bill (a deadline rarely met).

**Budget Change Proposal.** A request developed by a state agency and provided to the Department of Finance to request changes in the amount of money the state provides for any purpose.

**Budget Committee (BC).** Reporting to the Strategic Planning Council the Budget Committee recommends the process for development of the guidelines for the preparation of the unrestricted and designated budgets.

**Budgeting and Accounting Manual (BAM).** The BAM has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations (CCR), is distributed as part of the Board of Governors' responsibility to define, establish, and maintain the budgeting and accounting structure and

procedures for the California Community Colleges as defined in California Education Code (EC) Section 70901.

**California Articulation Number.** A course identification system that facilitates the identification of lower-division, transferable major preparation courses taught at one CCC or CSU campus, as comparable to similar courses taught at another.

**California Community College Chancellor's Office (CCCCO).** The California Community Colleges is the largest higher education system in the nation. The system is comprised of 72 districts, 112 colleges and enrolls more than 2.9 million students. Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning. The Chancellor's Office operates under the direction of the state chancellor who is guided by the Board of Governors. The Chancellor's Office is charged with providing leadership, advocacy and support of the California Community Colleges. Serving as the administrative branch of the California Community Colleges system, the Chancellor's Office is also responsible for allocating state funding to the colleges and districts. Located in Sacramento, the Chancellor's Office includes the offices of the chancellor and vice chancellors who oversee the work of ten major divisions. Website: [www.cccco.edu](http://www.cccco.edu)

**Campus Police Committee.** Reporting to the Student Services Planning Council the Campus Police Committee is charged with providing input and recommendations on Campus Police Department services.

**Cap.** An enrollment limit beyond which districts do not receive funds for additional students.

**Capacity Load Ratio.** This number is computed by comparing the total number of students that a classroom or laboratory could accommodate during the primary hours of a week with the number of students that actually use the classroom or laboratory during that same time frame. For example: If a classroom could hold 40 students for 50 hours per week then its capacity would be 40 times 50 which equals 2000. If the actual number of students utilizing that room for any given week was 1000 then the capacity load ratio would be 2000/1000 or exactly 2.00. As a percentage that would be 200%. That says that the capacity is 200% of the usage or load. A high percentage shows low usage while a low percentage shows a high usage. The percentage is computed separately for classrooms, laboratories, offices, and other miscellaneous types of rooms. If the ratio is too high then the State will indicate that the district will not qualify for capital outlay funding for that type of facility. In addition the operating costs for the District will be high if the ratio is too high.

**Capital Outlay.** The acquisition of, or additions to, fixed assets, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

**Capital Projects.** Funds that are used for the acquisition or construction of capital outlay items, e.g. buildings, major equipment.

**Categorical Programs/Categorical Funds.** Provided in the law and budget for specific uses. Examples of categorical programs are Deferred Maintenance, Part-time Faculty Office Hours, EOPS and DSP&S.

**CCCApply.** A California Community Colleges website ([www.cccapply.org](http://www.cccapply.org).) that supports a common online admissions application accepted by most colleges in the system. It also provides information about campus programs and services and is the primary student portal to the system for those who do not enter through a specific college.

**CCC Confer.** A systemwide audio and e-conferencing system that allows communication and collaboration for all staff, faculty and administrators in the California Community College system via telephone and the Internet.

**CDS Code.** A series of numbers assigned to a California community college and utilized as a database to track, sort, and identify community college campuses.

**Census Week.** A week during each semester used to count enrollment for funding purposes.

**Center.** An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution.

**Certificated.** Prior to AB 1725, referred to personnel (faculty, administrators, supervisors, nurses, librarians, etc.) who, by law, had to have a credential to perform their duty. Certification has been superseded by the designation of Minimum Qualifications for academic employees, except for Child Development Teachers and academic employees who hold qualifying certificates earned prior to July 1, 1990.

**Certificates of Completion or Achievement.** Granted by colleges to students for specific vocational and workforce training programs. Do not require general education or elective units.

**Certificates of Participation.** Used to finance the lease/purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.

**Chief Executive Officer.** A term used to describe a multi-college district chancellor, or the superintendent/president of a single-college district.

**Classified Professional Growth Committee.** Reporting to the Vice President of Human Resource Services the Classified Professional Growth Committee reviews and approves the professional growth programs for classified employees and monitors the progress of classified employees enrolled in professional growth programs. The Committee recommends changes and additions to the requirements and structure of the program.

**Classified Staff.** Employees of a district not in academic positions, including secretarial staff, computer and program technicians, instructional aides, accountants and maintenance personnel.

**Common Course Numbering.** A numbering system to identify comparable courses at multiple institutions. The CAN numbering system has been adopted by the California Community Colleges as its official common course numbering system.

**Community Service (Extension Courses).** One of the missions of the community colleges; the Ed Code authorizes colleges to offer not-for-credit classes and events of interest to the community. Fees paid by students must support the full cost of such classes.

**Comparable Colleges.** Several years ago, Palomar College established a list of comparable colleges that would be used for comparison purposes for items involving budgets, salaries, and other issues. This comparable colleges' list was originally compiled based upon a statewide study conducted and identified as the *Gooder Report*. In the past Palomar College referred to comparable colleges as the "Gooder Colleges"; presently, the colleges are merely referred to as the "comparable colleges."

**Competitive Cal Grant.** A limited number of Cal Grants to help pay college expenses, available on a competitive basis to students who are not recent high school graduates or otherwise don't qualify for an Entitlement Cal Grant.

**Conference Committee.** A legislative committee that settles differences between Assembly and Senate versions of bills, or House and Senate bills in the federal arena.

**Confidential and Supervisory Team (CAST).** The Confidential and Supervisory Team is comprised of all confidential and supervisory employees at Palomar College and represents all team members in the meet-and-confer process with the District.

**Consultation.** The mechanism for systemwide shared governance through which the Chancellor confers on policy issues with institutional and interest group representatives prior to making his recommendations to the Board of Governors. The Consultation Council consists of representatives of the Chief Executive Officers, Chief Business Officers, Chief Human Resources Officers, Chief Instructional Officers, Chief Student Services Officers, Academic Senate, Student Senate, California Student Association of Community Colleges, faculty and classified unions, and Trustees.

**Contract Education.** Courses or programs that provide customized training on a fee-for-service basis for businesses and government agencies.

**Continuation funds.** This term is used to distinguish between the expenditure for items that recur on an annual basis as compared to items that are strictly a one-time outlay of funds. Items that are identified as one-time outlay of funds can be used from identified ending balance funds and do not need to be limited to continuation funds. However, items that require an on-going commitment of funds should not be paid for with ending fund balance unless continuation funds in subsequent budget years have been identified prior to making the expenditure. (Note: See One-time funds.)

**Cooperative Agencies Resources for Education (CARE).** A state-funded program that provides EOPS students who are welfare-dependent single heads of household with supplemental educational support, such as specialized counseling and advisement, peer support, grants and allowances for child care, transportation, textbooks and school supplies, tutoring, and other services.

**Council.** A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and reports directly to the Strategic Planning Council (SPC).

**Council of Classified Employees (CCE/AFT).** Palomar College classified employee representative union and is the exclusive representative of the classified employee bargaining unit.

**Curriculum Committee.** Reporting to the Faculty Senate and to the Governing Board via the Vice President for Instruction and the Superintendent/President the Curriculum Committee is the preeminent body for the development and recommendation of curricular policy to include philosophy, goals, strategic and long-range planning. The Curriculum Committee coordinates, evaluates and reviews the college curricula to encourage innovation and excellence in instruction.

**Data Mart.** A database program maintained on the Chancellor's Office website ([www.cccco.edu/division/tris/mis/reports.htm](http://www.cccco.edu/division/tris/mis/reports.htm)) that enables external users to query student and staff MIS data and generate aggregated reports by college, district or statewide.

**Deficit Financing.** This term is used in different ways but for Palomar purposes it is defined as a budget that projects expenditures that exceed the revenue. This type of projection assumes the reserves will be reduced.

**Department of Finance.** A state agency that represents the Governor's office in shaping budgetary priorities and controlling state spending.

**Developmental Education.** Courses and programs that are below college level, designed to prepare students for college level work. Also called basic skills or remedial education.

**Disabled Students Programs and Services.** A state-funded categorical program that provides funds for the additional costs related to supporting students with disabilities in community colleges.

**Disciplines.** Curricular subject matter areas designated by the Board of Governors (relying on the work of the Academic Senate), and used in establishing Minimum Qualifications for faculty.

**Distance Education/Distance Learning.** Classes and other educational services offered via television, the Internet, or other technological means of teaching at a distance.

**District-wide Reserve.** This is an amount of funds that are set aside to accommodate unexpected situations such as an unanticipated reduction in revenue or an emergency situation that requires extra expenditures. The Governing Board required reserve is 5%.

**Donahoe Higher Education Act.** Established the Master Plan for Higher Education in 1960, delineating the roles of the CCC, CSU, and UC segments.

**Dual Admissions.** A program where an applicant to a four-year institution of higher education is guaranteed admission in a future academic year upon completion of specified courses and requirements at a community college.

**Early College High School.** A program, funded by a \$9 million grant from the Gates Foundation to the Foundation for California Community Colleges to support the creation of small high schools that provide students the opportunity to finish 4 years of high school and the equivalent of 2 years of college during a 4-5 year period.

**Economic and Workforce Development Program.** A California Community College program that supports regional centers and systemwide initiatives to address current and emerging workforce development needs. It links colleges and employers so that training programs are up to current industry

standards, students have immediate employment options upon graduation, and business innovation and development is supported.

**Educational Employment Relations Act.** Regulates collective bargaining for K-12 and community college districts. Also called the Rodda Act.

**Educational Research Information Center.** A federally funded repository for information about a variety of higher education issues, including, community colleges.

**Education Code.** The body of law that regulates education in California. Other laws that affect colleges are found in the Government code, Public Contracts code, Penal Code and others.

**Encumbered Funds.** Obligations in the form of purchase orders, contracts, salaries, and other commitments, for which part of an appropriation is reserved.

**Enrollment Fee.** The fee charged by districts pursuant to Ed. Code section 76300 per credit unit of enrollment.

**Enrollment Management.** The term used to describe processes related to setting priorities for student enrollment.

**Entitlement Cal Grant.** A grant to help pay educational expenses available to all California resident high school graduates who apply in their senior year and meet income and GPA requirements.

**Equalization.** State funds provided to address the historic disparity in funding per FTE student among community college districts.

**Evaluation Appeals Committee (EAC).** According to Article 17 of the Faculty Contract, the EAC considers Tenure or Rehire appeals. The primary role of the EAC is to review the appeal with all appropriate documents and to make a recommendation to the Superintendent/President to uphold or not uphold the recommendation of the TEC.

**Expenditures.** Amounts actually dispersed for the expenses associated with operations of a fund. (Note: Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis include only actual cash disbursements.)

**Extended Opportunity Programs and Services (EOPS).** A state-funded program to support the enrollment of disadvantaged students through services including counseling and advisement, tutoring, peer support, books and financial aid.

**Facilities Review Committee (FRC).** Reporting to the Finance & Administrative Services Planning Council the Facilities Review Committee generates the 20-Year Facilities Master Plan and keeps the plan current. It develops policy and plans to increase the quality and effective use of College facilities.

**Faculty and Staff Development Fund.** State funds allocated to districts to support professional development for faculty, administrators and staff.

**Faculty Senate.** The Faculty Senate represents the faculty to the Governing Board on academic and professional matters. The Governing Board has agreed to rely primarily on the Faculty Senate regarding academic and professional matters.

**Field Act.** A law that defines earthquake standards for school and community college facilities.

**Fifty-Percent Law.** Requires at least 50 percent of each district's current expense of education to be spent on the salaries of classroom instructors and instructional aids.

**Finance & Administrative Services Planning Council (FASPC).** Reporting to the Strategic Planning Council, the Finance & Administrative Services Planning Council (FASPC) annually reviews proposed budgets for all Finance & Administrative Services (F&AS) departments, ensuring alignment with the mission, goals, and objectives of the District's existing Strategic and Master Plans.

**Financial Aid Appeals Committee.** Reporting to the Student Services Planning Council the Financial Aid Appeals Committee advises and makes recommendations to the Director of Financial Aid, Veterans' and Scholarship Services on matters related to the application of policy, procedures, and practices relative to the administration of federal, state, and institutional student financial aid programs. The Committee also reviews and makes recommendation to the Director of Enrollment Services on written appeals from students regarding financial aid status.

**Finance and Compliance Audit.** An examination leading to the expression of an opinion on (1) the fairness of presentation of the audited entity's basic financial statements in conformity with generally accepted accounting principles (GAAP), and (2) the audited entity's compliance with the various finance-related legal and contractual provisions used to assure acceptable governmental organizational performance and effective management stewardship. Public sector oversight bodies typically require independent auditors to include responses to standardized legal compliance audit questionnaires in financial and compliance audit reports.

**Fiscal Data Abstract.** Annual Chancellor's Office publication of budget and enrollment statistics for each district.

**Fiscal Year.** Twelve calendar months; for governmental agencies in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning in October 1 and ending September 30, which is consistent with the federal government's fiscal year.

**Flexible Calendar.** Colleges may designate up to 10 instructional days per year for professional development. "Flex" activities are designed for faculty and staff development.

**Food Services Subcommittee.** Reporting to the Finance & Administrative Services Planning Council the Food Services Subcommittee works as a liaison between students, faculty, staff, Business Services, and the food services vendor to assist in providing quality services from the vendor, and to make recommendations to the vendor for improvement/changes in services to students, faculty, and the college.

**Free Application for Federal Student Aid (FASFA).** The uniform application for federal, Cal Grant and campus-based financial aid.

**Full-Time Equivalent Faculty (FTEF).** The total number of full- and part-time faculty counted in terms of full teaching loads, not headcount. A measurement used to convert 1 FTEF = One faculty member teaching 100% load.....e.g. if a 100 % faculty teaching load is 15 lecture hours per week, a professor teaching 5 three-unit lecture classes would be = 1 FTEF. This calculation varies by discipline and by lab & lectures.

**Full-Time Equivalent Students (FTES).** A measurement used to convert part-time and full-time student headcount into a full-time load equivalent. An FTES represents 525 class (contact)hours of student instruction/activity in credit and noncredit courses. FTES is one of the workload measures used in the computation of state aid for California Community Colleges.

**Full-Time Faculty.** Includes regular (those who have tenure) and contract (those hired on a probationary tenure-track basis, prior to achieving tenure) faculty who are hired as full-time employees.

**Full-Time Faculty Obligation.** The number of full-time faculty a district is required to hire or maintain under Education Code requirements aimed at achieving the goal that 75 percent of the hours of credit instruction provided by each college be taught by full-time faculty.

**Fund for Instructional Improvement.** A competitive grant program administered by the Chancellor's Office that focuses on innovative curriculum and faculty and staff development projects. The program is not currently funded.

**Fund for the Improvement of Postsecondary Education.** A federal competitive grant program that supports innovative programs in higher education.

**Fund for Student Success.** A competitive grant program administered by the Chancellor's Office that originally focused on innovative models of service and learning delivery. Limited funds currently support MESA and Middle College High School grants to selected colleges and the system's contribution to administration of the Puente program.

**General Education.** A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major.

**General Fund:** The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds (Fund 11).

**Generally Accepted Accounting Principles (GAAP).** Uniform minimum standards and guidelines for financial accounting and reporting.

**Generally Accepted Accounting Standards (GAAS).** Uniform minimum standards and guidelines for financial accounting and reporting.

**General Obligation Bond, Proposition 39 (GO39).** An initiative that reduced the percent of voters required for passage of local bonds for K-12 and community colleges to 55% of electorate. Bond propositions may only be presented to electorate in even year elections. Prop M is an example of a General Obligation Bond.

**Gooder Colleges.** Several years ago, Palomar College established a list of comparable colleges that would be used for comparison purposes for items involving budgets, salaries, and other issues. This comparable colleges' list was originally compiled based upon a statewide study conducted and identified as the *Gooder Report*. In the past Palomar College referred to comparable colleges as the "Gooder Colleges"; presently, the colleges are merely referred to as the "comparable colleges."

**Governance and Administrative Manual.** A comprehensive governance and administrative document defining governance; representation; responsibility of representatives; recommendation process; organizational and administrative charts; and the role, products, reporting relationship, meeting schedule, and membership of each Palomar College Council and Committee.

**Governmental Accounting Standards Board (GASB).** The authoritative accounting and financial reporting standard-setting body for governmental entities, organized in 1984. The standards act as a guide for the generally accepted accounting procedure for preparation of financial reports and demonstrate financial accountability of publicly funded organizations to the general public and are the basis for investment, credit and many legislative and regulatory decisions.

**Government Affairs Committee.** Reporting to the Superintendent/President the Government Affairs Committee develops recommendations for an annual District advocacy agenda for local, state, and federal issues.

**Grandfathering.** Provisions that protect existing programs or program participants from being affected by changes in regulation, law or policy.

**Growth.** For each fiscal year a base number of credit and noncredit FTES is established. If the State budget provides for growth funding and the college exceeds its base numbers, then the college will qualify for additional funds which are called growth funds. The State Chancellor's Office determines the amount of growth funds for each district in California. If a district does not grow to the level determined by the Chancellor's Office, then those unused growth funds are distributed to districts that have excess growth.

**Growth Funds.** For each fiscal year a base number of credit and noncredit FTES is established. If the college exceeds those base numbers, then the college will qualify for additional state apportionment funds which are called growth funds. The State Chancellor's Office determines the amount of growth funds for each district in California. If a district does not grow to the level determined by the Chancellor's Office, then those unused growth funds are distributed to districts that have excess growth.

**Headcount Enrollment.** The actual number of students enrolled.

**Hispanic Association of Colleges and Universities (HACU):** HACU represents nearly 450 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, Spain and Portugal.

**Hispanic Serving Institution (HSI):** A term used for a Federal program designed to assist colleges or universities in the United States that attempt to assist first generation, majority low income Hispanic students. Title V specifies an HSI as an institution of higher education that— (A) is an eligible institution; and (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.

**Hold Harmless.** Any mechanism that assures that no district will receive fewer funds under a new funding system than under a prior one.

**Human Resource Services Planning Council (HRSPC).** Reporting to the Strategic Planning Council the HRSPC is responsible for developing recommendations for the strategic plans of Human Resource Services.

**Independent Citizens Oversight Committee (ICOC):** Required under GO39 regulations, the ICOC is composed of local citizens that monitor the expenditure of funds acquired after the passage of Prop M.

**Independent College.** A non-public institution of higher education.

**Instructional Planning Council (IPC).** Reporting to the Strategic Planning Council the Instructional Planning Council develops, implements, evaluates continuously and revises, if necessary, Instruction's plans and initiatives, both long- and short-term.

**Instructional Services.** Services that support the teaching-learning process, such as libraries and media centers.

**Interjurisdictional Exchange.** A type of contract that allows the Chancellor's Office to temporarily hire an employee from a local community college district to work in the Chancellor's Office or conversely to allow a Chancellor's Office employee to work at a district.

**Intersegmental General Education Transfer Curriculum (IGETC).** A set of courses meeting lower division general education requirements for CSU, UC and the community colleges.

**Intersegmental Major Program Articulated Curriculum.** A joint effort of the UC, CSU and CCC Academic Senates to define common lower division coursework in college majors.

**Learning Outcomes Council (LOC).** Reporting to the Faculty Senate the Learning Outcomes Council, as the core working group, facilitates the development of a college-wide discussion of the assessment of learning at Palomar College and will support departments and work areas as they develop their specific approaches to learning outcomes assessment cycles, consistent with the Principles of Assessment.

**Lease Revenue Bonds.** Bonds secured by a lease agreement and rental payments. Community colleges use lease revenue bonds to finance construction or purchase facilities.

**Management Information System.** Refers to computer-based systems that manage student, fiscal and other information. The CCC MIS database is comprised of unit record student and staff data from all colleges in the system.

**Mandated Costs.** College district expenditures that occur as a result of federal or state law, court decisions, administrative regulations or initiative measures, wherein the state or other regulatory agency authorizes reimbursement of such costs to the school district.

**Master Plan for Higher Education.** State policy on priorities within higher education and the missions of the CCC, CSU and UC systems. Originally enacted by the Donahoe Higher Education Act in 1960.

**Mathematics Engineering Science Achievement.** A state-funded grant program administered by UC to encourage educationally disadvantaged students to seek careers in math, science and engineering.

**Matriculation.** A state-funded categorical program and campus process that includes admission, orientation, assessment, counseling, follow-up, and evaluative services to help students define and attain their educational goals.

**Matriculation and Transfer Committee.** Reporting to the Student Services Planning Council the Matriculation and Transfer Committee reviews and supports the activity of the Matriculation and Transfer programs.

**May Revise.** The Governor's revision of his January budget proposal based on up-to-date projections of revenues and expenses.

**Middle College High School.** Collaborative high school/community college programs that enable high potential, "at-risk" students to complete their high school education while concurrently receiving direct access to college courses and services.

**Minimum Qualifications.** Statewide standards adopted by the Board of Governors (relying on the Academic Senate) that faculty must have in order to be hired. They are discipline based.

**Noncredit Education.** Courses for adults that may include basic skills, English as a second language, short-term vocational programs, parenting, health and safety, home economics, and specialized courses for immigrants and older adults.

**North County Higher Education Alliance (NCHEA).** NCHEA is a tri-campus committee that is dedicated to improving educational opportunities for North County citizens and to promoting working relationships among California State University, San Marcos; Mira Costa College, and Palomar College.

**Object Codes.** Chancellor's Office budget codes to identify types of expenditures, such as salary, supplies, and capital outlay.

**Occupational Education.** Refers to business, technical and allied health programs in the colleges. Also referred to as Vocational Education.

**Office of the Secretary for Education.** A cabinet-level appointment of the Governor charged with providing policy input on pre-Kindergarten through University issues.

**One-Stop Centers.** Centers that provide comprehensive services related to job training and employment; may involve partnerships with Employment Development Department and other workforce related agencies in addition to community colleges.

**One-time funds.** Unspent funds that remain after a fiscal year has ended are generally referred to as one-time funds. These are funds that would not be replicated or replenished in subsequent years.

**Operational Committee.** A standing committee of constituency representatives intended to consider all matters pertaining to procedural issues as defined by its role. An operational committee is part of the governance structure.

**Overload.** Refers to classes taught by faculty that are over the standard full-time faculty workload and compensated as such.

**Palomar College Committee to Combat Hate (PC<sup>3</sup>H).** Reporting to the Strategic Planning Council the Palomar College Committee to Combat Hate celebrates differences and advocates the civil rights and safety of all members of our community.

**Palomar Faculty Federation (PFF).** Palomar College Faculty Union (CFT/AFT) and is the exclusive representative of the Faculty bargaining unit.

**Participatory (Shared) Governance.** The practice of involving faculty, staff, administrators, and students in policy discussions at the local and state levels.

**Partnership for Excellence.** A program wherein the system received additional state funds in return for a commitment to improve student outcomes in six areas.

**Part-time Faculty.** Faculty who teach less than 67 percent of a full workload who are hired on a non-tenure-track basis.

**Peer Review Committee (PRC).** A committee convened for the evaluation of each permanent faculty member at least once in every three years.

**Pell Grant.** A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

**Perkins Act.** The Carl D. Perkins Vocational and Technical Education Act, which provides funds to states to support secondary and postsecondary career and technical education.

**Phi Theta Kappa.** The honors society for community college students.

**Positive Attendance.** Alternative to census week counts, positive attendance counts the actual number of persons present in class each day.

**Professional Development (PD).** Professional Development allows faculty members to continually extend their professional competence by keeping current in their fields, by increasing their workplace effectiveness (e.g. enhancing teaching or counseling skills) and by contributing to the organizational dynamics of the College.

**Program and Course Approval.** A process whereby colleges submit new programs and courses that they have locally approved through their curriculum committee for required Chancellor's Office (and CPEC) approval.

**Program-Based Funding.** The formula used to allocate community college general funds according to standards in five areas: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support.

**Property Tax Backfill.** A mechanism to make district budgets whole if property tax revenues fall short of projected revenues for a given year.

**Prop M.** A \$694,000,000 Proposition 39 General Obligation Bond passed by the voters of the Palomar Community College District.

**Proposition 98.** Constitutional provisions that set minimum funding levels as a share of total state revenues for K-12 schools and community colleges.

**Proprietary School.** A non-public, for-profit, educational entity.

**Public Employees Retirement System (PERS).** One of two major statewide retirement programs. Academic employees generally belong to the State Teachers Retirement System, while administrators, classified and state employees belong to PERS.

**Public Employment Relations Board (PERB).** The Public Employment Relations Board is a quasi-judicial administrative agency charged with administering the collective bargaining statutes covering employees of California's public schools, colleges, and universities, employees of the State of California, employees of California local public agencies (cities, counties and special districts), trial court employees and supervisory employees of the Los Angeles County Metropolitan Transportation Authority.

**Puente Project.** A state-funded program administered by UC for high schools and colleges that provides mentoring and counseling to increase college enrollment and transfer rates for disadvantaged students.

**Recalculation ("Recalc").** Final Principal Apportionment (usually completed in January/February of each year).

**Registration Committee.** Reporting to the Student Services Planning Council the Registration Committee serves primarily to review, examine, and make recommendations concerning the registration process and plan for system improvement.

**Request for Applications (RFA).** Used by the Chancellor's Office to solicit applications for grants.

**Request for Proposal (RFP).** Announces the availability of contract funds; outlines the process for application and selection. State agencies and districts utilize the RFP process to select vendors for equipment, services, etc.

**Revenue Limit.** The specific amount of student enrollment fees and state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by a Proposition 98 formula or the Legislature.

**Rodda Act.** The Act that established collective bargaining for K-12 schools and community colleges. Also called the EERA.

**RP Group.** Research and Planning Group for California Community Colleges; the professional association for community college institutional researchers.

**Safety and Security Committee.** Reporting to the Administrative Services Planning Council the Safety and Security Committee reviews, examines, and makes recommendations concerning the operation of the College with respect to safety and security. Areas considered by the Committee are: safety manual, periodic safety inspections, general security of facilities, inspection of hazardous materials and equipment, designation of dangerous areas, general laboratory safety, and all matters concerning risk management.

**Scheduled Maintenance.** Major repairs of buildings and equipment. Matching state funds are available to districts to establish a scheduled maintenance program as approved in the State's Annual Budget Act.

**Scholarship Committee.** Reporting to the Student Services Planning Council the Scholarship Committee reviews applications for Palomar College scholarships, recommends the selection of award recipients, and assists the Director of Financial Aid and Scholarships in recommending policies relative to the administration of the scholarship program.

**Service Learning.** A policy and programs that advocate community service as an integrated component of a student's education.

**Seventy-five/twenty-five (75/25).** Refers to policy enacted as part of AB 1725 that sets 75 percent of the hours of credit instruction as a goal for classes to be taught by full-time faculty.

**Shared (Participatory) Governance.** The practice of involving faculty, staff, administrators, and students in policy discussions at the local and state levels.

**Shortfall.** An insufficient allocation of money, requiring an additional appropriation, expenditure reduction, or producing deficits.

**Small College Factor.** A factor in funding formulas that recognizes the disproportionately higher per-student costs of operation for small colleges.

**Special Admits.** High school students who are able to attend community colleges for advanced scholastic course work with parental and principal permission.

**Staff Development and Training Committee.** Reporting to the Strategic Planning Council the Staff Development and Training Committee makes recommendations concerning the identification and assessment of staff development and training needs, recommends funding, and reviews staff development and training outcomes.

**Standing Orders.** Directives from the Board of Governors that focus on aspects of systemwide administration that the Board has elected to delegate to the Chancellor or other parties, under the authority of Education Code Section 71090(b).

**State Apportionment.** An allocation of state money to a district, determined by multiplying the district's total FTES times its base revenue per FTES.

**State Mandates.** Activities required by state legislation.

**State Scheduled Maintenance (SSM).** Program that provides a 50-50 match for specific scheduled maintenance projects. The District is required to submit a 5-year Scheduled Maintenance Plan to the State annually.

**State Teachers Retirement System (STRS).** A retirement system utilized by K-12 and community college faculty.

**Strategic Planning Council (SPC).** The Strategic Planning Council, representing all constituent groups of Palomar College, in the development of the strategic plan, and governance policies, and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the Strategic Planning Council will reflect the values and support the mission of the College and be in the best interest of improving student success and serving the community.

**Student Equity Committee.** Reporting to the Assistant Superintendent/Vice President of Student Services the Student Equity Committee prepares and makes recommendations concerning the Student Equity Plan, monitors the District's progress toward meeting its student equity goals, and keeps the District's Student Equity Plan up to date.

**Student Senate.** An organization that provides policy input to the Consultation Council on behalf of community college students.

**Student Services Planning Council (SSPC).** Reporting to the Strategic Planning Council the Student Services Planning Council makes recommendations concerning the development, implementation, evaluation, and revision of Student Services' plans and initiatives, both short- and long-term.

**Subcommittee .** A permanent sub group convened by a standing committee or council designated to consider specific subjects in detail for recommendations back to the standing committee or council. The chair must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports but may be appointed by the appropriate constituent group(s) as defined by the subcommittee membership.

**Sunset.** A fixed date by which a program, unless reauthorized, will terminate.

**Task Force.** A constituency-represented group specifically convened by and reporting to SPC or to the Superintendent/President to address a special college-wide subject/issue and meets until the subject/issue is resolved.

**Taxonomy of Programs Codes.** Used by the Chancellor's Office to code teaching disciplines and other program areas.

**Tax Revenue Anticipation Notes (TRANS).** A cash management tool used by districts to borrow money in anticipation of receiving state and local tax revenues.

**Teacher and Reading Development Partnerships.** A state-funded program to encourage community college students to pursue a career in teaching through development of partnerships with local K-12 districts and CSU campuses. Not currently funded.

**Team Life Committee.** Reporting to the Human Resource Services Planning Council the Team Life Committee Provides opportunities for achieving mind, body, social, and spiritual wellness in order to cultivate positive change in a supportive campus community environment.

**Temporary Assistance to Needy Families (TANF).** The federal welfare program that replaced Aid to Families with Dependent Children; known in California as CalWORKS.

**Tentative Budget.** Each district is legislatively required to adopt a “tentative” fiscal year budget by June 15<sup>th</sup>.

**Tenure.** Employment protection provided to permanent, full-time faculty to allow academic freedom.

**Tenure and Evaluations Review Board (TERB).** According to Article 17 of the Faculty Contract, the TERB “shall oversee and make recommendations regarding the development and use of evaluation forms, oversee and make recommendations regarding the evaluations of faculty members, hear and consider matters of concern brought to it by faculty members and the District regarding the faculty evaluations process and/or procedures, and perform other duties which specifically are delegated to it by this Article.”

**Tenure Evaluation Committee (TEC).** A committee established for the evaluation of each probationary (contract) faculty member.

**Tidal Wave II.** Refers to the large number of students graduating from high school and projected to enter college between 1995 and 2005.

**Title 5.** The section of the California Administrative Code that regulates community colleges. The Board of Governors adopts Title 5 regulations.

**Trailer Legislation or Trailer Bill.** Legislation that follows other adopted legislation to clean up or correct technical issues. Also refers to legislation implementing provisions of the Budget Act.

**Transfer Admission Agreement or Transfer Admission Guarantee (TAG).** An agreement between a four-year institution and a community college student that guarantees he/she will be accepted as a transfer student to that institution if certain conditions are met. May also be called a Transfer Admission Guarantee (TAG).

**Unduplicated Annual Headcount Enrollment.** Represents the number of distinct individuals who have enrolled in any community college course or program during a specified twelve-month period. A student who was enrolled full-time in the fall and spring terms and a student who took a single .5 unit course are each counted once.

**Vocational and Technical Education Act (VTEA).** The Carl D. Perkins Vocational and Technical Education Act, which provides funds to states to support secondary and postsecondary career and technical education.

**Weekly Faculty Contact Hours (WFCH).** How many hours the class meets each week (not to be confused with units). WFCH is both a scheduling and state reporting variable.

**Weekly Student Contact Hours (WSCH).** A measure of the hours that credit students are in classes, including lecture, laboratory and other modes of instruction. This term refers to a computation used for reporting purposes to the Chancellor's Office. For an individual instructor it would be computed by counting the number of students in the instructor's classes each hour for one week and adding all the numbers together. Thus if an instructor had an average class size of 35 for 15 hours in one week, then that instructor's WSCH would be 35 times 15 which equals 525. In the apportionment process WSCH always refers to the computation that takes place each semester during the census week. The census week is the week that occurs closest to 20% of the way through the semester. During the census week the WSCH for all instructors are combined and the total WSCH determines the amount of apportionment that will be received for courses that operate for the full semester.

**Workforce Development.** Programs designed to anticipate emerging industry needs in order to prepare students for real jobs when they leave college.

**Workforce Investment Act.** Federal legislation to support workforce training.

**Work Study.** A type of financial aid program that provides money for students in return for working at the college or in off-campus placements made by the college.

## Commonly Used Acronyms

<b>AA</b>	Administrative Association
<b>AACC</b>	American Association of Community Colleges
<b>AAO</b>	Affirmative Action Officer
<b>AAWCC</b>	American Association of Women in Community Colleges
<b>AB</b>	Assembly Bill
<b>ACA</b>	Assembly Constitutional Amendment
<b>ACBO</b>	Association of Chief Business Officers
<b>ACCCA</b>	Association of California Community College Administrators
<b>ACCE</b>	Association of Community and Continuing Education
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ACCT</b>	Association of Community College Trustees
<b>ACCTLA</b>	Association of California College Tutoring and Learning Assistance
<b>ACHRO</b>	Association of Chief Human Resources Officers
<b>ACR</b>	Assembly Concurrent Resolution
<b>ACT</b>	American College Testing
<b>ADA</b>	Americans with Disabilities Act
<b>AFT</b>	American Federation of Teachers
<b>AG</b>	Attorney General
<b>AIA</b>	Association of Instructional Administrators
<b>AICCU</b>	Association of Independent California Colleges and Universities

<b>AIP</b>	Annual Implementation Plan
<b>APAHE</b>	Asian Pacific Americans in Higher Education
<b>API</b>	Academic Performance Index
<b>AS</b>	Associated Students
<b>ASACC</b>	American Student Association of Community Colleges
<b>ASB</b>	Associated Student Body
<b>ASBGP</b>	Associated Student Body Government Presidents
<b>ASCCC</b>	Academic Senate for the California Community Colleges
<b>ASG</b>	Associated Student Government
<b>ASP</b>	Academic Senate President
<b>ASSIST</b>	Articulation System to Stimulate Inter-institutional Student Transfer
<b>BAM</b>	Budgeting and Accounting Manual
<b>BC</b>	Budget Committee
<b>BCP</b>	Budget Change Proposal
<b>BFAP</b>	Board Financial Assistance Program
<b>BOG</b>	Board of Governors
<b>BOGW</b>	Board of Governors fee Waiver
<b>BPPVE</b>	Bureau for Private Postsecondary and Vocational Education
<b>CACCRAO</b>	California Association of Community College Registrars and Admissions Officers
<b>CACT</b>	Centers for Applied Competitive Technologies
<b>CALPASS</b>	California Partnership for Achieving Student Success
<b>CALSACC</b>	California Student Association of Community Colleges
<b>CALWORKS</b>	California Work Opportunity and Responsibility for Kids

<b>CAN</b>	California Articulation Numbering
<b>CARE</b>	Cooperative Agencies Resources for Education
<b>CARL-S</b>	California Academic and Research Libraries
<b>CAST</b>	Confidential and Supervisory Team
<b>CBO</b>	Chief Business Officer
<b>CCC</b>	California Community Colleges
<b>CCCAAAA</b>	Community College Counselors/Advisors Academic Association for Athletics
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CCCI</b>	California Community College Independents
<b>CCCCS</b>	California Community College Classified Senate
<b>CCCAA</b>	California Community College Athletic Association
<b>CCCSAT</b>	California Community College Satellite Network
<b>CCCCSSAA</b>	California Community College Chief Student Services Administrators Association
<b>CCCT</b>	California Community College Trustees
<b>CCD</b>	Community College District
<b>CCE/AFT</b>	Council of Classified Employees/American Federation of Teachers
<b>CCIA</b>	Community College Internal Auditors
<b>CCLC</b>	Community College League of California
<b>CCLDI</b>	Community College Leadership Development Institute
<b>CCPRO</b>	Community College Public Relations Organization
<b>CDE</b>	California Department of Education
<b>CDS</b>	California Directory of Schools

<b>CENIC</b>	Corporation for Education Network Initiatives in California
<b>CEO</b>	Chief Executive Officer
<b>CEOCCC</b>	Chief Executive Officers of the California Community Colleges
<b>CFIER</b>	California Foundation for Improvement to Employer-Employee Relations
<b>CFT</b>	California Federation of Teachers
<b>CHRO</b>	Chief Human Resources Officer
<b>CIO</b>	Chief Instructional Officer
<b>CIOCCC</b>	Chief Instructional Officers of the California Community Colleges
<b>CISO</b>	Chief Information Systems Officer
<b>CISOA</b>	Chief Information Systems Officers Association
<b>COFHE</b>	Capital Outlay Fund for Higher Education
<b>COFO</b>	Council of Faculty Organizations
<b>COLA</b>	Cost-of-Living Adjustment
<b>CPEC</b>	California Postsecondary Education Commission
<b>CPR</b>	California Performance Review
<b>CSAC</b>	California Student Aid Commission
<b>CSEA</b>	California State Employees Association or California School Employees Association
<b>CSSO</b>	Chief Student Services Officer
<b>CSU</b>	California State University
<b>CTA</b>	California Teachers Association
<b>CTC</b>	Commission on Teacher Credentialing
<b>DED</b>	Data Element Dictionary

<b>DETAC</b>	Distance Education Technical Advisory Committee
<b>DOF</b>	Department of Finance
<b>DSP&amp;S</b>	Disabled Students Programs and Services
<b>EAC</b>	Evaluation Appeals Committee
<b>EAP</b>	Early Acceptance Program or Early Assessment Program
<b>ECHS</b>	Early College High School
<b>EDD</b>	Employment Development Department
<b>ED&gt;Net</b>	Economic Development Network
<b>EDPAC</b>	Economic and Workforce Development Program Advisory Committee
<b>EERA</b>	Educational Employment Relations Act
<b>EEO</b>	Equal Employment Opportunity
<b>EOPS</b>	Extended Opportunity Programs and Services
<b>ERAF</b>	Educational Revenue Augmentation Fund
<b>ERIC</b>	Educational Research Information Center
<b>ESL</b>	English as a Second Language
<b>FACCC</b>	Faculty Association for California Community Colleges
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FAO</b>	Financial Aid Officer (or Office)
<b>FAQ</b>	Frequently Asked Questions
<b>FASPC</b>	Facilities & Administrative Services Planning Council
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FII</b>	Fund for Instructional Improvement
<b>FIPSE</b>	Fund for Improvement of Postsecondary Education

<b>FRC</b>	Facilities Review Committee
<b>FSA</b>	Faculty Service Area
<b>FSS</b>	Fund for Student Success
<b>FTE</b>	Full-time Equivalent
<b>FTEF</b>	Full-time Equivalent Faculty
<b>FTES</b>	Full-time Equivalent Students
<b>FY</b>	Fiscal Year
<b>GAAP</b>	Generally Accepted Accounting Principles
<b>GAAS</b>	Generally Accepted Accounting Standards
<b>GASB</b>	Governmental Accounting Standards Board
<b>GCEPD</b>	Governor's Committee on Employment of People with Disabilities
<b>GE</b>	General Education
<b>GED</b>	General Equivalency Diploma
<b>GO39</b>	General Obligation Bond, Proposition 39
<b>GRAD</b>	Goal, Responsibility, Attitude, Determination
<b>GSL</b>	Guaranteed Student Loan
<b>HACU</b>	Hispanic Association of Colleges and Universities
<b>HBCUs</b>	Historically Black Colleges and Universities
<b>HRSPC</b>	Human Resources Planning Council
<b>HSEE</b>	High School Exit Exam
<b>HSI</b>	Hispanic Serving Institution
<b>ICAS</b>	Intersegmental Committee of Academic Senates

<b>IDRC</b>	Industry-Driven Regional Collaborative
<b>I-ECC</b>	Industry Education Council of California
<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
<b>IJE</b>	Interjurisdictional Exchange
<b>ILP</b>	Independent Living Program
<b>IMPAC</b>	Intersegmental Major Preparation Articulated Curriculum
<b>IPC</b>	Instructional Planning Council
<b>IPEDS</b>	Integrated Postsecondary Educational Data System
<b>IPM</b>	Integrated Planning, Evaluation and Resource Allocation Decision-Making Model
<b>IT</b>	Information Technology
<b>ITV</b>	Instructional Television
<b>JPA</b>	Joint Powers Authority
<b>LAN</b>	Local Area Network
<b>LAO</b>	Legislative Analyst's Office
<b>LEP</b>	Limited English Proficiency
<b>LOC</b>	Learning Outcomes Council
<b>MALDEF</b>	Mexican-American Legal Defense and Education Fund
<b>MCHS</b>	Middle College High School
<b>MESA</b>	Mathematics Engineering and Science Achievement
<b>MIS</b>	Management Information System
<b>MP2022</b>	Palomar Community College District Master Plan 2022
<b>MOE</b>	Maintenance of Effort
<b>MOU</b>	Memorandum of Understanding

<b>MQs</b>	Minimum Qualifications
<b>NCHEA</b>	North County Higher Education Alliance
<b>NCLB</b>	No Child Left Behind
<b>NSF</b>	National Science Foundation
<b>OAL</b>	Office of Administrative Law
<b>OCR</b>	Office of Civil Rights
<b>OE</b>	Office of Education
<b>OSE</b>	Office of the Secretary of Education
<b>P-1</b>	First Principal Apportionment
<b>P-2</b>	Second Principal Apportionment
<b>PD</b>	Professional Development
<b>PCCD</b>	Palomar Community College District
<b>PC<sup>3</sup>H</b>	Palomar College Commiteeee to Combat Hate
<b>PERB</b>	Public Employment Relations Board
<b>PERS</b>	Public Employees Retirement System
<b>PFE</b>	Partnership for Excellence
<b>PFF</b>	Palomar Faculty Federation
<b>PIO</b>	Public Information Officer
<b>PRC</b>	Peer Review Committee
<b>Q &amp; A</b>	Questions and Answers
<b>RAM</b>	Resource Allocation Model
<b>RFA</b>	Request for Applications
<b>RFP</b>	Request for Proposals

<b>SB</b>	Senate Bill
<b>SBE</b>	State Board of Education
<b>SBGP</b>	Student Body Government President
<b>SCA</b>	Senate Constitutional Amendment
<b>SCANS</b>	Secretary of Labor's Commission on Achieving Necessary Skills
<b>SCO</b>	State Controller's Office
<b>SCR</b>	Senate Concurrent Resolution
<b>SEIU</b>	Service Employees International Union
<b>SNRC</b>	Student Neighborhood Relations Commission
<b>SPC</b>	Strategic Planning Council
<b>SRTK</b>	Student Right to Know
<b>SSCCC</b>	Student Senate for the California Community Colleges
<b>SSM</b>	State Scheduled Maintenance
<b>SSPC</b>	Student Services Planning Council
<b>STRS</b>	State Teachers Retirement System
<b>STW</b>	School to Work
<b>TAG</b>	Transfer Admission Guarantee
<b>TANF</b>	Temporary Assistance to Needy Families
<b>TBA</b>	To Be Announced
<b>TEC</b>	Tenure Evaluation Commiee
<b>TERB</b>	Tenure and Evaluations Review Board
<b>TMI</b>	Technology Mediated Instruction

<b>TOEFL</b>	Test of English as a Foreign Language
<b>TQM</b>	Total Quality Management
<b>TRANS</b>	Tax Revenue Anticipation Notes
<b>TRDP</b>	Teacher and Reading Development Partnership Program
<b>TTAC</b>	Technology Technical Advisory Committee
<b>TTIP</b>	Telecommunications & Technology Infrastructure Program
<b>UC</b>	University of California
<b>UCOP</b>	University of California, Office of the President
<b>VTEA</b>	Vocational and Technical Education Act
<b>WIA</b>	Workforce Investment Act
<b>WFCH</b>	Weekly Faculty Contact Hours
<b>WSCH</b>	Weekly Student Contact Hours
<b>WWW</b>	World Wide Web

## **Proposal to Instructional Planning Council**

**SUBJECT:** Name change for the Child Development Center

### **OVERVIEW:**

Lab schools facilitate and support the integration of theory, research, and practice in early childhood settings. Historically, lab schools have fulfilled a three-part mission, as identified by Wilcox-Herzog and McLaren (2012, p. 1): "One, laboratory schools facilitate research endeavors designed to learn more about how children grow and develop and how they should best be educated. Two, laboratory schools provide exemplary educational facilities for young children while educating college students about child development and early childhood education. Third, laboratory schools serve the early childhood professional community in the form of training, educational presentations, membership on advisory boards, etc."

Wilcox-Herzog, A. S. & McLaren, M. S. (2012). Lessons learned: Building a better laboratory school. *NALS Journal*, 4, 1, (3), 1-8.

### **DISCUSSION:**

Over the past couple of years, there has been discussion and movement across the community colleges in California to accurately describe and name the place where college students go to learn about how children grow and develop, and where young children are cared for and educated on campus. It is important that the Child Development Center on campus be recognized appropriately for its purpose on campus. It is a lab not only for our Child Development students, but also for several other departments, including Nursing, Psychology, and Dental Assisting. Just as other departments on campus like Biology, Earth Science, Art, Kinesiology, Photography, Dance, Theatre, etc..., rely heavily on their labs, so does the Child Development Department. The students from the Child Development Department spend approximately 3500 hours each fall and spring semester observing, conducting lesson plans, interviewing teachers, and student teaching at our lab school.

Over this past summer, the Child Development Center teachers, staff, parents, and Child Development Department faculty discussed a possible name change for the Center. After much discussion and input, the Child Development Center is requesting a name change. Since we have two sites, the subtitle for each will be a little different to reflect the programs that are offered at each site.

For the San Marcos campus:  
Palomar College  
Early Childhood Education Lab School  
Toddler, Preschool and Kindergarten Programs (subtitle)

For the Escondido campus:  
Palomar College  
Early Childhood Education Lab School  
Preschool Programs (subtitle)

The terms Child Development and Early Childhood Education are basically interchangeable terms used in the field. The Child Development Department is also in favor of this name change to Early Childhood Education Lab School to create a distinction between the two departments on campus. This will hopefully clarify to staff on campus that there is a difference between the two departments, so things like phone calls and mail can be directed to the appropriate department the first time.

This is also a perfect time to implement a name change with the construction of the new Center under way. We also need to get permanent signage up at the Escondido site after the remodel of the entire center. Lastly, we are in the process of creating new flyers, postcards, and advertising information for the Center. We do not want to print this information reflecting the current name.

**BUDGET IMPLICATIONS:**

Since the Center is self-supporting, there are no budgetary implications to the general fund.

**RECOMMENDATION:**

**Please approve the name change for the Child Development Center to Early Childhood Education Lab School.**