



STRATEGIC PLANNING COUNCIL AGENDA

Date: April 21, 2015
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
A. <u>MINUTES</u>		2 min
1. Approve Minutes of April 7, 2015		
B. <u>ACTION ITEMS/SECOND READING</u>		5 min
1. Policies and Procedures:	Exhibit B1	
BP/AP 4021-Discontinuance of Programs		
AP 4101-Independent Study		
AP 7211-Faculty Services Areas and Competencies		
AP 7600-Palomar College Police Department		
BP/AP 7700-Whistleblower Protection		
C. <u>INFORMATION/DISCUSSION</u>		15 min
1. Compressed Calendar Model		
D. <u>INTEGRATED PLANNING MODEL</u>		60 min
1. SPC Timeline Check-in		
2. Institutional Effectiveness Metrics		
3. Scorecard Data	Exhibit D3	
4. Institution-set Targets for IEPI		
5. Strategic Plan 2016 – End of Year Progress Report	Exhibit D5	
On Year Two		
E. <u>ACCREDITATION</u>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Palomar Accreditation Update		
F. <u>REPORTS OF PLANNING COUNCILS</u>		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		

G. REPORTS OF CONSTITUENCIES

10 min

1. Administrative Association – Mike Dimmick
2. Associated Student Government – Mario Gaspar
3. CCE/AFT – Aaron Holmes
4. Confidential/Supervisory Team – Zeb Navarro
5. Faculty Senate – Greg Larson.
6. PFF/AFT – Shannon Lienhart/Teresa Laughlin

H. OTHER ITEMS

1. Palomar College FTES Analysis

Exhibit H1



**STRATEGIC PLANNING COUNCIL
MEETING MINUTES
April 21, 2015**

A regular meeting of the Palomar College Strategic Planning Council scheduled April 21, 2015, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

ROLL CALL

Present: Barton, Cuaron, Deegan, Dimmick, Falcone, Gonzales, Larson, Lienhart, Moore, Perez, San Juan, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez
Recorder: Cheryl Ashour
Absent: Claypool, Dentoni, Gaspar, Holmes, Laughlin, Navarro, Wick
Guest: Kendyl Magnuson

A. MINUTES

1. Approve Minutes of April 7, 2015

MSC (Titus/Larson) to approve the Minutes of April 7, 2015 as presented.

B. ACTION ITEMS/SECOND READING

1. Policies and Procedures BP/AP 4021-Discontinuance of Programs; AP 4101-Independent Study; AP 7211-Faculty Services Areas and Competencies; AP7600-Palomar College Police Department; BP/AP 7700-Whistleblower Protection (Exhibit D2)

John Tortarolo reported that AP 7600-Palomar College Police Department is being sent back to the Policies and Procedures Committee for revisions discussed during first reading.

MSC (Stockert/Larson) to approve BP/AP 4021-Discontinuance of Programs, as presented

MSC (Larson/Stockert) to approve AP 4101-Independent Study, as presented

MSC (Stockert/Larson) to approve AP7 7211-Faculty Services Areas and Competencies, as presented

MSC (Sourbeer/Stockert) to approve BP/AP 7700-Whistleblower Protection, as presented

C. INFORMATION/DISCUSSION

1. Compressed Calendar Model

Berta Cuaron stated that the College will potentially move to a compressed calendar for 2016-2017. She discussed the process and the differences between the existing calendar and the compressed calendar. Ms. Cuaron will bring a sample to the next SPC meeting.

D. INTEGRATED PLANNING MODEL

1. SPC Timeline Check-In

Michelle Barton reviewed the upcoming tasks.

2. Institutional Effectiveness Metrics

Michelle Barton stated that this item should be combined with item D3.

3. Institutional Effectiveness Metrics: Scorecard Data (Exhibit D3)

Michelle Barton stated that the Student Success Scorecard Metrics is a state accountability system, measuring momentum points and completion or outcome by preparation level (prepared and unprepared students). Each of the metrics is broken down into demographic variables. She led a discussion of the following scorecard metrics from 2004-2005 through 2008-2009: Persistence, 30+ units, completion (SPAR), Remedial, CTE completion, and CDCP. Ms. Barton then reviewed the 2008-2009 Scorecard Cohort by preparation level for Earned 30 Units, Competencies Passed, and Completion for those who have earned 30 units.

4. Institution-set Targets for IEPI

Ron Perez reported that the Budget Committee recommended that the ending balance institution set-target be set at 7%.

MSC (Tortarolo/Larson) to move Institution-set Targets for IEPI to first reading

The following recommendation for institution-set targets for IEPI will come to the May 4 SPC meeting for action/second reading:

- Annual Course Success Rate: 71%
- Accreditation Status: Fully accredited no action
- Audit: Unmodified Auditor's Report without Internal Control issues
- Ending Balance: 7%

5. Strategic Plan 2016 – End of Year Progress Report on Year Two (Exhibit D5)

Michelle Barton stated that progress on a couple objectives have not yet been received; therefore this item has been moved to the May 4 SPC meeting. She asked that members review the progress of the objectives that have been provided.

E. ACCREDITATION

1. Accrediting Commission Actions and Policy Updates

No report

2. Palomar Accreditation Update

Berta Cuaron stated that the College received the draft report from the Accreditation Site-Visit Team. The College will have the opportunity to provide factual corrections to the report. The Accrediting Commission will review the final report in May and take action at its June meeting.

F. REPORTS OF PLANNING COUNCILS

1. Finance and Administrative Services Planning Council

Ron Perez reported on the progress of increasing the number of gender neutral bathrooms.

2. Human Resource Services Planning Council

John Tortarolo reported that HRSPC will have a second reading of the Staffing Master Plan Year 5 at today's meeting.

3. Instructional Planning Council

Berta Cuaron reported that IPC discussed the enrollment trends and legislative changes within the last five years and its implications for who we are now and who we are going forward.

4. Student Services Planning Council

Adrian Gonzales reported that SSPC discussed the preliminary MIS data at its last meeting.

G. REPORTS OF CONSTITUENCIES

1. Administrative Association

No report

2. Associated Student Government

No report

3. CCE/AFT

No report

4. Confidential/Supervisory Team

No report

5. Faculty Senate

No report

6. PFF/AFT

Shannon Lienhart reported that three new members have been elected to the e-board, part-time faculty membership has increased 15%, and a California Public Records Act request has been submitted to the District regarding the SRP.

H. OTHER

1. FTES Analysis

Kendyl Magnuson provided two projected FTES Analyses FY 15-16 and FY 16-17, one that shows the FTES needed to maintain status as a large college, and the other showing the probable FTES based on past experience. Discussion ensued.

I. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:15 p.m.

INSTRUCTIONAL SERVICES

**BP 4021 DISCONTINUANCE OF ~~ACADEMIC PROGRAMS, INCLUDING~~
~~CAREER/TECHNICAL PROGRAMS~~**

References:

Education Code Section 78016;
Title 5 Sections 51022 and 55130;
Accreditation Standard II.A.6.b.

The Governing Board will rely primarily on the Faculty Senate through the Curriculum Committee and other appropriate committees to review and make recommendations for the discontinuance of ~~academic programs, including career/technical programs~~. The procedures for review and recommendations for discontinuance shall adhere to Education Code Section 78016.

Date Adopted:

INSTRUCTIONAL SERVICES

**AP 4021 DISCONTINUANCE OF ~~ACADEMIC PROGRAMS, INCLUDING
CAREER AND TECHNICAL PROGRAMS~~**

References:

Education Code Section 78016;
Title 5 Sections 51022 and 55130
Accreditation Standard II.A.6.b.

The procedure for discontinuance of ~~academic programs, including career and technical programs~~ shall adhere to Education Code Section 78016 and Title 5 Sections 51022 and 55130. Career and technical programs shall be reviewed every two years to ensure they meet legal standards.

The procedure for discontinuing/deactivating an instructional program is as follows:

- Faculty or appropriate administrator writes the justification/reasons for discontinuance and a phase out plan. The phase-out plan must include:
 - Title of program and short description
 - Courses included in the program
 - Justification for discontinuance (e.g. obsolete technology, low enrollment)
 - Faculty or staff impact
 - Supplies, equipment disposal plan
- Department members analyze/modify the plan and a majority must concur
- The division dean analyzes, modifies, and concurs with the plan
- The Curriculum Committee approves the deactivation plan
- Faculty Senate approves the actions of the Curriculum Committee and submits to the Governing Board

When programs are eliminated or program requirements are significantly changed, the District shall make appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Office of Primary Responsibility: Instructional Services

Date Approved:

INSTRUCTIONAL SERVICES

REV 3-6-15

AP 4101 **INDEPENDENT DIRECTED STUDY****References:**

Title 5 Sections 55230 et seq.

- A Directed Study course is a credit course in which the student or a group of students is enrolled by special arrangement with a faculty member with the approval of the department chairperson.
- The course sometimes involves students working on a special project in a discipline which is listed in the college catalog. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum.
- This course is not to be taken in place of a course listed in the catalog.

Procedure

- Before registration, the student meets with a faculty member who determines whether the student qualifies for the course.
- Upon agreement that the student will proceed with the Independent Directed Study class, the department adds the class to the schedule and provides the class number to the faculty member.
- The faculty member completes the contract which includes the learning objectives, the number of units to be awarded, and the methods of evaluation.
- The student takes a copy of the contract to the Admissions Office Enrollment Services and completes registration procedures.
- The faculty member forwards a copy of the contract to his/her Department Chairperson and Division Dean during the first week of the semester or term.
- Weekly student activity and weekly contact with faculty member must be documented and maintained by faculty member for three academic years after course is completed.

Also see AP 5070 titled Attendance

Office of Primary Responsibility: Instructional Services

Changes in red from Instructional Svcs. Highlighted changes made at the P&P meeting of 3/6/15

Date Approved:



**Palomar College
San Marcos, California
Contract for Directed/Independent Study Course**

Please Print

Course Number & Title	Section Class Number	Units
Semester & Year	Instructor Faculty Name	Number of Lecture Hours
Class Start Date	Class End Date	Number of Lab Hours
Student Name	Student ID No.	

Course Components: Specify work and minimum number of hours to be completed by student. Weekly hours of student work must be documented and demonstrate contact with faculty member on appropriate form.

Course Objectives: Identify course objectives to be achieved as determined by the faculty member and student.

Evaluation of Progress and Outcome Assessment(s) (Method of evaluation of progress throughout semester, including final grade)

Student's Signature	Date	Faculty Member's Signature	Date
---------------------	------	----------------------------	------

Date Contract is Completed by student: _____

This form must be completed and on file in the Office of the Division Dean for any student enrolled in a directed study course. Student must take copy to Admissions and Records to complete registration.

Palomar College
Contract for Directed/Independent Study Course
***Documentation of Weekly Student Activity and Contact with Faculty Member**

Course Number & Title

Class Number

Units

Semester & Year

~~Instructor~~ Faculty Name

Number of Lecture Hours

Student Name

Student ID No.

Number of Lab Hours

Week/Date	Hours completed	Activity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		

Student's Signature and Date (after contract activity is completed)

Faculty Member's signature and Date (after contract activity is completed)

***Documentation of weekly activity must be maintained by faculty member for three (3) academic years after course is completed.**

**Palomar College
San Marcos, California
Contract for Directed/Independent Study Course**

Directed Study Regulations

State Regulations

1. A Directed Study course is a credit course in which the student or a group of students is enrolled by special arrangement with an instructor with the approval of the department chairperson.
2. The course sometimes involves students working on a special project in a discipline which is listed in the college catalog. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum.
3. This course is not to be taken in place of a course listed in the catalog.
4. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written contract before the student engages in the learning experience.

Procedure

~~Before registration, the student meets with the department chairperson who determines if the student qualifies for the course. The department chairperson recommends a faculty member.~~ Before registration, the student meets with a faculty member who determines whether the student qualifies for the course. Upon agreement that the student will proceed with the Independent Study class, department adds the class to the schedule and provides the class number to the faculty member. The faculty member completes the contract. The student takes a copy of the contract to the Admissions Office and completes registration procedures. The faculty member forwards a copy of the contract to his/her Department Chairperson and Division Dean during the first week of the semester or term.

Last modified 1.28.14

HUMAN RESOURCES

REV 4-3-15

AP 7211 FULL TIME FACULTY SERVICE AREAS, MINIMUM QUALIFICATIONS AND COMPETENCIES**References:**Government Code Sections 995 et seq.;Education Code Sections 87001, 87003, 87356, 87359, and 87743 et seq.;Title 5 Sections 53400 et seq.

Faculty Service Areas: Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

~~❖ From current Palomar Procedure 176 titled Faculty Service Areas~~

FSA Definition

~~As used in this chapter, "faculty service area" means a service or instructional subject area or group of related services or instructional subject areas performed by faculty and established by the Palomar Community College District. EC 87743.1~~

Minimum Qualifications Definition

~~Minimum qualifications for service in a discipline at Palomar College are those set by the statewide academic senate and the board of governors. Any person possessing a valid credential is entitled to serve under the terms of that credential.~~

Purpose of Faculty Service Areas

~~Faculty Service Areas provide a workable framework within which seniority and bumping rights can be exercised by faculty when a reduction in force is being effected under Section 87743.~~

FSA Qualifications (Minimums and Competency)

Each faculty member shall qualify for one or more faculty service areas at the time of initial employment.

New faculty members will be assigned faculty service areas by their hiring departments at the time of initial employment. These assignments will be based upon the minimum qualifications pursuant to Education Code Section 87356.

FSA Recording

NOTE: This procedure is **legally required**. The text in **red** is from the CCLC. The text in **blue** is additional language to consider. The text in **black ink** is current Palomar Policies and current Palomar Procedures. The language in **green** reflects revisions/additions made by Human Resource Services and Instructional Services. Chgs in **yellow** from 4-3-15 P&P meeting.

Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

The Human Resources Office shall maintain a permanent record for each faculty member employed by the District. The record shall contain each faculty service area which the faculty member possesses, the minimum qualifications for service, and in which faculty service areas FSAs he/ or she has established competency pursuant to District competency standards. Every three years, the Faculty Senate shall review the faculty service areas for completeness and currency. EC 87743.4

A faculty member shall be eligible for qualification in any faculty service area in which the faculty member has met both minimum qualifications pursuant to BP/AP 4015 titled Minimum Qualifications and Equivalencies Section 87356 and District competency standards. After initial employment, a faculty member may apply to the District to add faculty service areas FSAs for which the faculty member qualifies. The burden of providing documentation and satisfactory proof of qualification for additional faculty service areas resides with the employee. The application shall be received by the District on or before February 15 December 15 in order to be considered in any proceeding pursuant to Education Code Section 87743 during the academic year in which the application is received. Any dispute arising from an allegation that a faculty member has been improperly denied a faculty service area shall be classified and procedurally addressed as a grievance as described in this AP and related procedures. EC 87743.3

FSA Competency

~~To determine competency to serve in a faculty service area for the purposes of Section 87743, each department/discipline establishes competency criteria for faculty members employed by the District.~~

~~Faculty who applied for an FSA in an area in which they are not currently teaching are responsible for submitting competency documentation to Human Resource Services. Competency requirements are published in the Faculty Manual. All documentation must be submitted by December 15 of each year. 87743.5~~

Review and Grievances

The Faculty Senate FSA Review Committee will consist of an administrator with faculty service area responsibility, faculty members from each academic division appointed by Faculty Senate, one counselor and one librarian appointed by the Faculty Senate, and one faculty member appointed by the PFF. ~~area, plus two additional faculty members serving at large. All faculty are appointed by the Faculty Senate.~~ This committee will review applications for additional faculty service areas and issues of competence for reassignment purposes.

Disputed decisions of the reviewing committee will be adjudicated by a grievance committee of three tenured faculty members appointed by the Faculty Senate. No

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member of the grievance committee may sit on the reviewing committee. The decision of the **grievance** committee shall be final.

In the event that suit is brought against any District employee who participated in the **faculty service area** FSA process as a result of such participation, the District shall **provide for the legal defense of the employee subject to the provisions of applicable law.** ~~assume full responsibility for costs of legal defense and payment of compensatory damages. The District shall assume liability for payment of punitive damages awarded against a peer review committee member who acted within the course and scope of his or her District employment and who acted in good faith, without actual malice, and in the apparent best interests of the District if payment of the claim or judgment would be in the best interests of the District.~~

Faculty Service Areas and Competencies

DIVISION

LIBRARY/EDUCATIONAL TELEVISION

~~Department: Library~~

FSA-Library Technology

~~Competency~~

~~A. Possession of the minimum qualifications in Library Science as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Appropriate professional experience.~~

DIVISION

ARTS AND LANGUAGES

~~Department: Art~~

FSA-Commercial Arts

~~Competency~~

~~A. Possession of the minimum qualifications in Commercial Art as determined by the State~~

~~Academic Senate and the Board of Governors; AND~~

~~B. Bachelor's or higher degree in graphic design, advertising design, or illustration; OR~~

~~C. Master's of Fine Arts, OR Master's in Studio Art; OR~~

~~D. The equivalent; AND~~

~~E. Acceptable portfolio of graphic design and/or illustration; AND~~

~~F. Minimum of two years' part-time work experience for design shops, advertising agencies, publishers, or other high-caliber employers or clients; AND~~

~~G. Minimum of two semesters' part-time experience teaching commercial art courses at an accredited post-secondary institution.~~

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- 125
126 Department: Art
127 **FSA-Fine Arts**
128 Competency
129 A. Possession of the minimum qualifications in Art as determined by the State
130 Academic Senate and the Board of Governors; AND
131 B. Master's of Fine Art in studio art; OR
132 C. Master's in Studio Art; OR
133 D. Master's in Art History with emphasis on Studio Art; OR
134 E. Bachelor's in Fine Arts, Art, or Art History AND Master's in Humanities; OR
135 F. The equivalent; AND
136 G. Minimum of four semesters' part-time teaching experience in art at an accredited
137 post-secondary institution within the previous five years.
138
139 Department: Art
140 **FSA-Historical Arts**
141 Competency
142 A. Possession of the minimum qualifications in Art as determined by the State
143 Academic Senate and the Board of Governors; AND
144 B. Master's in Art History; OR
145 C. Master's of Fine Art or Master's in Art with strong graduate level concentration in Art
146 History; OR
147 D. Bachelor's in Fine Arts, Arts, or Art History AND Master's in Humanities with strong
148 graduate level concentration in Art History; OR
149 E. Bachelor's in Fine Arts, Art, or Art History AND Master's in Education with strong
150 graduate-level concentration in Art History; OR
151 F. The equivalent; AND
152 G. Minimum of two semesters' part-time experience teaching Art and/or Art History
153 classes at an accredited post-secondary institution.
154
155 Department: English
156 **FSA-English**
157 Competency
158 A. Possession of the minimum qualifications in English as determined by the State
159 Academic
160 Senate and the Board of Governors, AND
161 B. Master's Degree in English, British or American Literature, Comparative Literature,
162 Composition,
163 or Rhetoric, or the equivalent, AND
164 C. Minimum of three semesters' part-time teaching experience in English at an
165 accredited post-secondary institution within the previous three years.

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Department: English

FSA-Humanities

Competency

~~A. Possession of the minimum qualifications in Humanities as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Master's Degree in Humanities OR Master's in English, Literature, Comparative Literature, Music, Philosophy, Art, Art History, History OR the equivalent. If instructor's Master's Degree is not in Humanities, the instructor's course work must be determined to be broad enough to provide an ample basis for teaching such a course; AND~~

~~C. Minimum of three semesters' part-time teaching experience in humanities at an accredited post-secondary institution within the previous three years. AND~~

~~D. Evidence of consistently strong student and peer evaluations, indicating the ability to contribute to the Humanities program at its present level.~~

Department: English As A Second Language

FSA-English As A Second Language

Competency

~~A. Possession of the minimum qualifications in ESL as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in ESL at an accredited post-secondary institution within the previous five years.~~

Department: Foreign Languages

FSA-Foreign Languages

Competency

~~Possession of the minimum qualifications in Foreign Languages as determined by the State Academic Senate and the Board of Governors.~~

Department: Performing Arts

FSA-Dance

Competency

~~A. Possession of the minimum qualifications in Dance as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of five years' professional dance training and/or a BA, BFA, MA, or MFA Degree in the Dance Arts; AND~~

~~C. Part-time experience teaching in a minimum of two of the following instructional areas:~~

~~1. dance theory, history~~

~~2. ballet techniques~~

~~3. jazz dance technique~~

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4. modern dance technique, movement exploration, improvisation
5. folk, ballroom
6. tap, musical theatre; OR
~~D. Performing, choreographic, and/or technical production experience in an educational or professional environment.~~

~~Department: Performing Arts~~

FSA-Music

Competency

~~A. Possession of the minimum qualifications in Music as determined by the State~~

~~Academic Senate and the Board of Governors; AND~~

~~B. Part-time teaching experience in a minimum of two of the following instructional areas: Theory, keyboard, voice, choral, instrumental, and literature.~~

~~C. Performance ability must be commensurate with graduate-level work as determined by the music department tenured faculty.~~

~~Department: Performing Arts~~

FSA-Theatre Arts

Competency

~~A. Possession of the minimum qualifications in Drama/Theatre Arts as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Part-time teaching of a minimum of four of the performance courses within the previous five years; OR~~

~~C. Successful completion of course work in theatre arts within the previous five years.~~

~~Department: Reading~~

FSA-Reading

Competency

~~A. Possession of the minimum qualifications in Reading as determined by the State Academic Senate and the Board of Governors.~~

~~B. Minimum of two semesters' part-time professional experience in reading, language arts, or learning assistance at an accredited post-secondary institution within the previous seven years;~~

~~OR~~

~~C. Relevant course completion in Reading or Language Arts.~~

~~Department: Speech Communication Forensics/ASL~~

FSA-American Sign Language

Competency

~~A. Possession of the minimum qualifications in Sign Language as determined by the State Academic Senate and the Board of Governors; AND~~

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~~B. Recent experience in Deaf Education and ability to demonstrate knowledge of audiological functionality and causes for deafness, sociological perspectives on deafness, psychological perspectives of deafness in relation to education (oral, mainstream, bi-lingual, residential) and in relation to familial repercussions when deafness is in the family.~~
~~C. Recent evaluations by a local interpreter evaluation board (Mesa College, Palomar College) or by the Registry for Interpreters of the Deaf and have obtained a top level score.~~
~~D. Recent experience in training interpreters and knowledge of recent research in the profession is also required. Knowledge of anthropological/ethnographical techniques for cultural study and ethnographical knowledge of Deaf culture. Documented experience in all areas of ASL/English interpreting is mandatory.~~

~~Department: Speech Communication/Forensics/ASL~~

~~FSA-Speech/Forensics~~

~~Competency~~

~~A. Possession of the minimum qualifications in Speech as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Part-time teaching courses at an accredited post-secondary institution in a minimum of two of the following instructional areas within the previous five years:~~

~~1. Public Address – courses such as Oral Communication, Public Speaking, Oral Interpretation, Argumentation and Debate;~~

~~2. Communication Theory – courses such as Human Communication, Interpersonal Communication, Small Group Discussion;~~

~~3. Forensics – teaching, coaching, or administration of the forensics activity at the post-secondary level; OR~~

~~C. By satisfactory completion of 12 semester units or its equivalent at the upper division level in a minimum of two of the preceding instructional levels at an accredited, post-secondary institution within the previous five years.~~

~~DIVISION~~

~~HUMAN ARTS AND SCIENCES~~

~~Department: American Indian Studies~~

~~FSA-Interdisciplinary Studies~~

~~Competency~~

~~A. Possession of the minimum qualifications in Art, Anthropology, History, Sociology, OR Music as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Master's in American Indian Studies; OR~~

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~~C. Master's in the related interdisciplinary area with appropriate course work in American Indian Studies; OR~~
~~D. Master's in any academic discipline and a Bachelor's in American Indian Studies; OR~~
~~E. Equivalent; AND~~
~~F. Must have taught a minimum of two semesters' part-time classes in American Indian Studies or an appropriate interdisciplinary course at an accredited post-secondary institution within the previous three years.~~

~~Department: Behavioral Sciences~~

~~FSA-Anthropology~~

~~Competency~~

~~A. Possession of the minimum qualifications in Anthropology as determined by the State Academic~~

~~Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part time experience at an accredited post-secondary institution within the previous three years in Physical Anthropology and Cultural Anthropology. In addition, the candidate must be sufficiently familiar with Archaeology and Comparative Societies to teach them on an introductory level; AND~~

~~C. Competence in the history of Anthropology, Ethnology, Archaeology, the Dynamics of Culture Change, and Physical Anthropology. Competence can be demonstrated by the passing of corresponding graduate school exams, by the approval of corresponding graduate school transcript files, or by publication in standard journals of the discipline; AND~~

~~D. Evidence of consistently strong student and peer evaluations, indicating the ability to contribute to the Anthropology program at its present level.~~

~~Department: Behavioral Sciences~~

~~FSA-Philosophy~~

~~Competency~~

~~A. Possession of the minimum qualifications in Philosophy as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time experience teaching Ethical and Political Values, Knowledge and Reality, and Introduction to Logic, plus a minimum of the following: Symbolic Logic, Oriental Philosophies, Philosophy of Religion, Existentialism, Marxism, Pragmatism, Transcendentalism, Philosophy in Literature, Bioethics at an accredited post-secondary institution within the previous five years; AND~~

~~C. Competence in the history of Philosophy (classic, modern and contemporary), Ethics, Metaphysics, Epistemology, Political Philosophy, Logic (critical thinking and symbolic logic).~~

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~~Competence can be demonstrated by the passing of corresponding graduate school exams, by the approval of corresponding graduate school transcript files, or by publication in standard journals of the discipline; AND~~
~~D. Evidence of consistently strong student and peer evaluation, indicating the ability to contribute to the Philosophy program at its present level; and be able to demonstrate professional non-teaching activities in the field of Philosophy over the previous three years.~~

~~Department: Behavioral Sciences~~

~~FSA-Psychology~~

~~Competency~~

~~A. Possession of the minimum qualifications in Psychology as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part time experience teaching Introductory Psychology at an accredited post-secondary institution within the previous three years. In addition, the candidate must be sufficiently familiar with at least one of the following areas of Psychology to teach it on an introductory level: Experimental, Physiological, Statistics, Social, Developmental, Abnormal, Human Sexuality, or Personal Growth. AND~~

~~C. Competence in the history of Psychology, Experimental Methods, Physiological Psychology, Sensation, Perception, Learning, Memory, Psychological Development, Thinking and Cognition, Motivation and Emotion, Personality, Abnormal Psychology, Therapy and Social Psychology.~~

~~Competence can be demonstrated by the passing of corresponding graduate school exams, by the approval of corresponding graduate school transcript files, or by publication in standard psychological journals; AND~~
~~D. Evidence of consistently strong student and peer evaluations, indicating the ability to contribute to the Psychology program at its present level.~~

~~Department: Behavioral Sciences~~

~~FSA-Sociology~~

~~Competency~~

~~A. Possession of the minimum qualifications in Sociology as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part time experience teaching college courses in Introductory Sociology at an accredited post-secondary institution within the previous three years, and in one of the following: Contemporary Social Issues, Marriage and Family, Social Psychology or Human Sexuality. In addition, the candidate must be sufficiently familiar with the remaining two courses to teach them on an introductory level; AND~~

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~~C. Competence in research methods and sociological theory. In addition, the candidate must have demonstrated competence in three of the following areas: Social Psychology, Human Sexuality, Marriage and Family, Deviance, Minority Relations, Social Stratification, Demography and Urban Sociology. Competence can be demonstrated by the passing of corresponding graduate school exams, by the approval of corresponding graduate school or upper-division transcript, or by publication in standard psychological journals; AND~~
~~D. Evidence of consistently strong student and peer evaluations, indicating the ability to contribute to the Sociology program at its present level.~~

~~Department: Behavioral Sciences~~

~~**FSA-Religious Studies**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Religious Studies as determined by the State Academic Senate and the Board of Governors; AND~~
~~B. Minimum of two semesters' part-time experience teaching World Religions at an accredited post-secondary institution within the previous three years.~~
~~C. Competence in the history of religion, contemporary religious thought and movements, Western religions (Judaism, Christianity, Islam), and Eastern religions (Hinduism, Buddhism, Confucianism, Taoism). This can be demonstrated by the passing of corresponding graduate school exams, by the approval of corresponding graduate school dossier file submissions, or by publication in the standard journals of the discipline; AND~~
~~D. Evidence of consistently strong student and peer evaluations, indicating the ability to contribute to the Religious Studies program at its present level.~~

~~Department: Child Development~~

~~**FSA-Child Development**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Child Development/Early Childhood Education as determined by the State Academic Senate and the Board of Governors; AND~~
~~B. Minimum of two semesters' part-time experience teaching in the FSA at an accredited post-secondary institution within the previous three years.~~
~~C. Documented evaluated part-time experience in working with age-appropriate levels and parents.~~
~~D. Must demonstrate evidence of positive evaluation by students and peers.~~

~~Department: Multicultural Studies~~

~~**FSA-Ethnic Studies**~~

~~Competency~~

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~~A. Possession of the minimum qualifications in Ethnic Studies, History, Political Science, English, Sociology, Anthropology, Religious Studies, OR Economics as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Physical Education~~

FSA-Physical Education

~~Competency~~

~~A. Possession of the minimum qualifications in Physical Education as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters part-time teaching experience in the FSA at an accredited post-secondary institution within the previous five years; OR~~

~~C. Completion of course work or other special training relevant to the FSA within the previous five years.~~

~~Department: Economics, History, and Political Science~~

FSA-Economics

~~Competency~~

~~A. Possession of the minimum qualifications in Economics as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Master's in Economics or the equivalent; AND~~

~~C. Minimum of two semesters' part-time teaching experience in Principles of Economics (Macro) and Principles of Economics (Micro) at an accredited post-secondary institution within the previous three years.~~

~~Department: Economics, History, and Political Science~~

FSA-History

~~Competency~~

~~A. Possession of the minimum qualifications in History as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Master's in History or the equivalent; AND~~

~~C. Minimum of two semesters' part-time teaching experience in History of Western Civilization or History of the United States at an accredited post-secondary institution within the previous three years.~~

~~Department: Economics, History, and Political Science~~

FSA-Political Science

~~Competency~~

~~A. Possession of the minimum qualifications in Political Science as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Master's in Political Science or the equivalent; AND~~

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~~C. Minimum of two semesters' part-time teaching experience in Introduction to Politics and American Political Institutions and Introduction to United States and California Governments at an accredited post-secondary institution within the previous three years.~~

DIVISION

MATHEMATICS AND THE NATURAL AND HEALTH SCIENCES

~~Department: Chemistry~~

FSA-Chemistry

Competency

~~A. Possession of the minimum qualifications in Chemistry as determined by the State Academic Senate and the Board of Governors. OR~~

~~B. Satisfactory completion of 12 semester or 15 quarter units of upper division or graduate Chemistry courses within the previous three years at an accredited post-secondary institution; AND~~

~~C. Minimum of one semester of part-time teaching experience in chemistry, lecture or laboratory, at an accredited post-secondary institution within the previous three years.~~

~~Department: Dental Assisting~~

FSA-Dental Assisting

Competency

~~A. Possession of the minimum qualifications in Dental Technology as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Current California license as a Doctor of Dental Surgery or Registered Dental Hygienist with Certified Dental Assistant status OR Registered Dental Assistant with Certified Dental Assistant status; AND~~

~~C. Clinical competency in the use of four-handed dentistry; AND~~

~~D. Minimum of two semesters' part-time teaching experience at a post-secondary institution accredited by the Commission on Dental Accreditation of the American Dental Association and the California Board of Dental Examiners.~~

~~E. Minimum of Bachelors Degree for Dental Assistant or Dental Hygienist.~~

~~Department: Earth Sciences~~

FSA-Aeronautical Sciences

Competency

~~A. Possession of the minimum qualifications in Aeronautics as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in Aeronautical Sciences at an accredited post-secondary institution within the previous ten years.~~

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~~Department: Earth Sciences~~

~~FSA-Astronomy~~

~~Competency~~

~~A. Possession of the minimum qualifications in Physics/Astronomy as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in Astronomy at an accredited post-secondary institution within the previous five years; OR~~

~~C. Any person with an MA/MS degree in any Earth Science or Physics who has been teaching full-term Astronomy courses for a minimum of two semesters part-time at an accredited post-secondary institution within the previous five years.~~

~~Department: Earth Sciences~~

~~FSA-Geology~~

~~Competency~~

~~A. Possession of the minimum qualifications in Geology and Earth Science as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in Geology at an accredited post-secondary institution within the previous ten years; OR~~

~~C. Any person with an MA/MS degree in any Earth Science who has been teaching full-term Geology courses for a minimum of two semesters part-time at an accredited post-secondary institution within the previous five years.~~

~~Department: Earth Sciences~~

~~FSA-Geography~~

~~Competency~~

~~A. Possession of the minimum qualifications in Geography as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in Geography at an accredited post-secondary institution within the previous five years; OR~~

~~C. Any person with an MA/MS degree in any Earth Science or related Social Science who has been teaching full-term Geography courses for a minimum of two semesters part-time at an accredited post-secondary institution within the previous five years.~~

~~Department: Earth Sciences~~

~~FSA-Oceanography~~

~~Competency~~

~~A. Possession of the minimum qualifications in Geology and Earth Science as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in Oceanography at an accredited post-secondary institution within the previous five years; OR~~

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~~C. MA/MS in any science and 24 units of upper-division and/or graduate work in ocean-related courses; AND~~

~~D. Minimum of two semesters' part-time teaching experience in Oceanography at an accredited post-secondary institution within the previous ten years; OR~~

~~E. Any person with an MA/MS in any science who has been teaching full-term Oceanography courses for a minimum of two semesters part-time at an accredited post-secondary institution within the previous five years.~~

~~Department: Life Sciences~~

~~**FSA-Medical Assistant**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Medical Assistant as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in the FSA at an accredited post-secondary institution within the previous five years.~~

~~Department: Life Sciences~~

~~**FSA-Biological Science**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Biological Sciences as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in the FSA at an accredited post-secondary institution within the previous five years.~~

~~Department: Mathematics~~

~~**FSA-Mathematics**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Mathematics as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. 1. Must have taught within the previous three years, a minimum of four satisfactorily evaluated courses. These courses must come from a minimum of two of the following groups at an accredited post-secondary institution:~~

~~a. Basic Mathematics, Arithmetic, Prealgebra, Beginning Algebra, and Intermediate Algebra~~

~~b. Trigonometry, College Algebra, Precalculus, Concepts of Elementary Math I and II, FORTRAN, Statistics, and Mathematics for Liberal Arts~~

~~c. Calculus 1, 2, and 3, Calculus for the Economics, History, and Political Science, Differential Equations, and Linear Algebra; OR~~

~~2. Must have directed satisfactorily a mathematics laboratory or center for at least one year within the previous three years.~~

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Department: Nursing Education

FSA-Nursing

Competency

~~A. Possession of the minimum qualifications in Nursing as determined by the State~~

~~Academic Senate and the Board of Governors; AND~~

~~B. Master's of Science degree in Nursing or Master's in Nursing degree from an~~

~~accredited college or university; AND~~

~~C. Current license or eligibility for licensure as a Registered Nurse in the State of~~

~~California; AND~~

~~D. A minimum of one-year's continuous experience in the practice of professional~~

~~nursing; AND~~

~~E. Eligible for approval by the State Board of Nursing; AND~~

~~F. Teaching experience in nursing in any health care setting; AND~~

~~G. Clinical competency in nursing.~~

Department: Physics and Engineering

FSA-Engineering

Competency

~~Possession of the minimum qualifications in Engineering as determined by the State~~

~~Academic Senate and the Board of Governors.~~

Department: Physics and Engineering

FSA-Physics

Competency

~~A. Possession of the minimum qualifications in Physics/Astronomy as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in the FSA at an accredited post-secondary institution within the previous two years.~~

DIVISION

MEDIA, BUSINESS, AND COMMUNITY SERVICES

Department: Business Education

FSA-Accounting

Competency

~~A. Possession of the minimum qualifications in Accounting as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time experience teaching Accounting courses at an accredited post-secondary institution within the previous three years, OR~~

~~C. Must have a minimum of one-year's full-time work experience in Accounting within the past three years.~~

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Department: Business Education

FSA-General Business

Competency

A. Possession of the minimum qualifications in one of the following: Banking and Finance, Business, Management, Marketing, Industrial Relations, International Business, Labor Relations, Law, Retailing, Real Estate, or Legal Assisting, as determined by the State Academic Senate and the Board of Governors, AND
B. Minimum of two semesters' part-time experience teaching Business courses at an accredited post-secondary institution within the previous three years, OR
C. Must have a minimum of one year's full-time work experience in Business within the past three years.

Department: Business Education

FSA-Office Services

Competency

A. Possession of the minimum qualifications in one of the following: Office Management, Computer Applications, or Office Technologies, as determined by the State Academic Senate and the Board of Governors, AND
B. Minimum of two semesters' part-time experience teaching Office Information Systems courses at an accredited post-secondary institution within the previous three years, OR
C. Must have a minimum of one year's full-time work experience in administrative support within the past three years.

Department: Communications

FSA-Communications

Competency

A. Possession of the minimum qualifications in Film Making/Video, Telecommunication Technology, OR Mass Communication as determined by the State Academic Senate and the Board of Governors; AND
B. Competency in Mass Communications, Film Making/Video, and/or Telecommunications Technology requires a minimum of two semesters' part-time teaching experience or course work at an accredited post-secondary institution in the discipline(s) within the previous five years, or a minimum of two semesters' part-time teaching experience during the last five years in the disciplines of Cinema, Journalism, or Radio-TV.
C. Competency in Journalism requires a minimum of two semesters part-time teaching experience or course work at an accredited post-secondary institution in the discipline within the last five years or teaching experience in the areas of Mass Communications, Cinema, or Radio-TV within the previous five years.

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~~Department: Communications~~

FSA-Photography

~~Competency~~

~~A. Possession of the minimum qualifications in Photographic Technology/Commercial Photography as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of five years' part-time experience in photographic work; OR~~

~~C. A.A. in Photography or directly related field, with a minimum of seven years' experience in photographic work; OR~~

~~D. M.A. in Photography or directly related field; AND~~

~~E. Minimum of one semester part-time teaching experience in Photography within the previous year or an equivalent instruction through private and/or public photography workshops; AND~~

~~F. Have been actively creating photography for the previous five years, as evidenced by a portfolio of photographic work from the previous five years which exhibits mastery of technical and aesthetic applications in current photographic trends.~~

~~Department: Computer Science and Information Systems~~

FSA-Computer Science and Information Systems

~~Competency~~

~~A. Possession of the minimum qualifications in Computer Science and Information Systems OR Computer Science as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Must have taught a CIS course at an accredited post-secondary institution within the previous two years.~~

~~C. Minimum of Master's Degree in Computer Science or Master's Degree in Computer Information Systems.~~

~~Department: Graphic Communications~~

FSA-Graphic Communications

~~Competency~~

~~Possession of the minimum qualifications in Graphic Arts as determined by the State Academic Senate and the Board of Governors.~~

DIVISION

STUDENT SERVICES

~~Department: Athletics~~

FSA-Coaching

~~Competency~~

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~~A. Possession of the minimum qualifications in Coaching as determined by the State Academic Senate and the Board of Governors; AND~~
~~B. Minimum of two seasons' coaching experience within the past five years.~~

~~Department: Counseling, Guidance, and Career Development~~

~~FSA-Counseling~~

~~Competency~~

~~A. Possession of the minimum qualifications in Counseling as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of part-time experience in one or more of the following activities:~~

~~1. Individual counseling and advising.~~

~~2. Teaching courses offered by the Counseling Department.~~

~~3. Service in a Career or Transfer Center.~~

~~C. The experience listed in "B" must have been completed within the previous two years.~~

~~Department: Disabled Student Programs and Services~~

~~FSA-Special Education~~

~~Competency (Counselors of students with disabilities)~~

~~A. Possession of the minimum qualifications as determined by the State Academic Senate and the Board of Governors.~~

~~B. Minimum of two years' part-time experience within the previous five years counseling students with the following disabilities: Physical disabilities, learning disabilities, acquired brain injuries, visual impairments and hearing impairments.~~

~~Speech & Language Disabilities:~~

~~1. Possession of the minimum qualifications as determined by the State Academic Senate and the Board of Governors.~~

~~2. Minimum of two years' part-time experience within the previous five years counseling students with communication disabilities.~~

~~Specialized instructors working with students with disabilities:~~

~~1. Possession of the minimum qualifications as determined by the State Academic Senate and the Board of Governors.~~

~~2. Minimum of two years' part-time experience within the previous five years teaching students with specific disabilities such as: Learning disabilities, developmental disabilities, acquired brain injuries, hearing problems and physical disabilities.~~

DIVISION

VOCATIONAL TECHNOLOGY

~~Department: Emergency Medical Education~~

~~FSA-Emergency Medical Technology~~

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Competency

~~A. Possession of the minimum qualifications in Emergency Medical Technologies as determined by the State Academic Senate and the Board of Governors; AND~~
~~B. Registered Nurse currently licensed in the State of California, OR Emergency Medical Technician-Paramedic (EMT-P) who is currently certified in the State of California; AND~~
~~C. Minimum of two years' academic or clinical experience in emergency medicine within the previous five years.~~

~~Department: Cooperative Education~~

FSA-Cooperative Education

Competency

~~A. Master's Degree from an accredited institution; OR~~
~~B. Possession of the minimum qualifications as determined by the State Academic Senate and the Board of Governors in an appropriate vocational subject matter discipline, OR~~
~~C. The equivalent.~~

~~Department: Family and Consumer Sciences~~

FSA-Family and Consumer Sciences

Competency

~~A. Possession of the minimum qualifications in Family and Consumer Studies/Home Economics as determined by the State Academic Senate and the Board of Governors; AND~~
~~B. Minimum of two semesters' part-time teaching experience at an accredited post-secondary institution in the FSA within the previous five years; OR~~
~~C. Satisfactory completion at an accredited post-secondary institution within the previous five years: 12 semester units or its equivalent in the FSA.~~

~~Department: Family and Consumer Sciences~~

FSA-Nutritional Science/Dietetics

Competency

~~Possession of the minimum qualifications in Nutritional Science/Dietetics as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Public Safety~~

FSA-Administration of Justice

Competency

~~A. Possession of the minimum qualifications in Administration of Justice as determined by the State Academic Senate and the Board of Governors; AND~~

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~~B. Minimum of six years' work experience in the discipline, one year of which must have been within the previous four years.~~

~~Department: Public Safety~~

~~**FSA-Fire Technology**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Fire Technology as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of six years' work experience in the discipline, one year of which must have been within the previous four years.~~

~~Department: Trades and Industry~~

~~**FSA-Cabinet and Furniture Technology**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Furniture Making or Cabinet Making as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience at the high school, community college, or adult level; AND~~

~~C. Ability to effectively teach and demonstrate the varied skills with knowledge in areas of operations and processes inherent to the Woodworking and wood-related fields; AND~~

~~D. Ability to mill rough lumber to finish sizes and knowledge of associated processes, operations, and equipment.~~

~~E. Effectively manage, maintain, and repair the teaching laboratory including machines, equipment, tools, and other operational aspects of the facility.~~

~~Department: Trades and Industry~~

~~**FSA-Drafting**~~

~~Competency~~

~~A. Possession of the minimum qualifications in Drafting as determined by the State Academic Senate and the Board of Governors; AND~~

~~B. Minimum of two semesters' part-time teaching experience in one of the following areas of specialization within the previous two years:~~

~~1. Mechanical/Technical Drafting~~

~~2. Architectural Drafting~~

~~3. Computer-Aided Drafting~~

~~4. Electro-Mechanical Drafting~~

~~Department: Trades and Industry~~

~~**FSA-Electronics Technology**~~

~~Competency~~

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~~A. Possession of the minimum qualifications in Electronics Technology as determined by the State Academic Senate and the Board of Governors; OR~~

~~B. Any four-year degree with a minimum total of four years of full-time electronics experience in industrial, occupational, or teaching settings.~~

~~Department: Trades and Industry~~

~~FSA-Welding~~

~~Competency~~

~~Possession of the minimum qualifications in Welding as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Trades and Industry~~

~~FSA-Industrial Technology~~

~~Competency~~

~~A. Possession of the minimum qualifications in Auto Mechanics or Diesel Mechanics as determined by the State Academic Senate and the Board of Governors.~~

~~B. Relevant professional experience in the appropriate discipline for a minimum of two years; OR~~

~~C. Completion of 12 semester units of course work in the selected discipline; OR~~

~~D. Completion of updated training within the previous two years relating to the selected discipline.~~

~~Department: Vocational Programs~~

~~FSA-Apprenticeship/Industrial Technology~~

~~Competency~~

~~Possession of the minimum qualifications as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

~~FSA-Apprenticeship/Electrician~~

~~Competency~~

~~Possession of the minimum qualifications as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

~~FSA-Apprenticeship/Welding~~

~~Competency~~

~~Possession of the minimum qualifications as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

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Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

FSA-Apprenticeship/Work Experience

Competency

A. Master's Degree from an accredited institution; OR

~~B. Possession of the minimum qualifications as determined by the State Academic~~

~~Senate and the Board of Governors; OR~~

~~C. The equivalent.~~

~~Department: Vocational Programs~~

FSA-Industrial Relations

Competency

~~Possession of the minimum qualifications in Industrial Relations as determined by the~~

~~State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

FSA-Carpentry

Competency

~~Possession of the minimum qualifications in Carpentry as determined by the State~~

~~Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

FSA-Construction Inspection

Competency

~~Possession of the minimum qualifications in Building Codes and Regulations as~~

~~determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

FSA-Construction Technology

Competency

~~Possession of the minimum qualifications in Construction Technology as determined by~~

~~the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

FSA-Parks and Recreation Management

Competency

~~Possession of the minimum qualifications in Forestry/Natural Resources as determined~~

~~by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

FSA-Plumbing

Competency

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Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

~~Possession of the minimum qualifications in Plumbing as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

~~**FSA-Quality Assurance Technology**~~

~~Competency~~

~~Possession of the minimum qualifications in Manufacturing Technology as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

~~**FSA-Surveying**~~

~~Competency~~

~~Possession of the minimum qualifications in Engineering Technologies as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

~~**FSA-Travel Services**~~

~~Competency~~

~~Possession of the minimum qualifications in Travel Services determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

~~**FSA-Water Technology Education**~~

~~Competency~~

~~Possession of the minimum qualifications in Water Treatment as determined by the State Academic Senate and the Board of Governors.~~

~~Department: Vocational Programs~~

~~**FSA-Waste Water Treatment and Disposal**~~

~~Competency~~

~~Possession of the minimum qualifications in Sewage Treatment determined by the State Academic Senate and the Board of Governors.~~

~~❖ From current Palomar Policy 154.2 titled Faculty Responsibility~~

~~**Faculty Responsibilities**~~

- ~~• Attendance data are to be carefully and accurately recorded by instructors in accordance with established procedures.~~
- ~~• Faculty members are expected to attend regularly all scheduled administrative/faculty meetings.~~

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Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

- All faculty members are expected to take part in the students' activities. These activities involve sponsorship of student social activities, such as dances and sponsorship of student organizations. Equalization of these responsibilities is necessary and from time to time various faculty members may be asked to assist in a specific fashion. Such requests come from the Office of the Assistant Superintendent/Vice President for Student Services.
- All faculty members are expected to participate in Commencement exercises.

❖ ~~From current Palomar Policy 154.21 titled Service Responsibility~~

Service Responsibility

In addition to classroom, counseling, or librarian duties and the activities which are directly related to those, full-time faculty are expected to participate in the governance of the College and service to the Palomar College community. Recognizing the value of this contribution to the operation of the college, faculty should participate each semester of employment in District governance and other District service activities. Service points are awarded for such participation according to the established guidelines.

Questions of applicability of this policy or related procedures shall be adjudicated by the Faculty Senate Personnel Standards and Practices Committee in consultation with the Department Chair/Director and the appropriate Division Dean.

❖ ~~From current Palomar Policy 154.3 titled Teaching Load (77-6584)~~

Teaching Load

A reasonable teaching load generally consists of 15 lecture hours per week, or up to 20 hours combination lecture-laboratory. Hours substantially in excess of these figures should be permitted only in exceptional cases after a thorough review by the department chairpersons, the appropriate deans, and the Assistant Superintendent/Vice President for Instruction. Student contact hours (WSCH) should be maintained at a level commensurate with statewide community college averages. This will vary dependent on the academic discipline, and will require that certain instructional areas reach higher contact hour (WSCH) averages. Three subject preparations is not unreasonable. At times it has been and will be necessary to deviate from this standard. In such cases, the instructors have traditionally recognized that the need for temporary overloads is paramount to other considerations. Instructors are expected to maintain a minimum of five office hours weekly to assist with student advising in the major field.

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Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

❖ ~~From current Palomar Policy 154.31 titled Summer Session Teaching Load (84-10744)~~

Summer Session Teaching Load

~~Due to the accelerated schedule of summer classes, the maximum load per instructor is 144 hours for the total summer session (including 6- and 8-week sessions). Special circumstances may warrant an exception. Exceptions must be approved by the Assistant Superintendent/Vice President for Instruction.~~
~~GB 6-25-85~~

❖ ~~From current Palomar Policy 176 titled Faculty Service Areas (91-14913)~~

Faculty Service Areas

~~In accordance with California Education Code section 87743, should a reduction in force be necessary, the Governing Board of the Palomar Community College District shall make assignments and reassignments in a manner that employees shall be retained to render any service which their seniority and qualifications entitle them to render.~~
~~GB 3-10-92; 5-26-92~~

❖ ~~From current Palomar Procedure 154.21 titled Service Responsibility~~

Service Responsibility

~~It is the intent of the Service Responsibility Policy to encourage regular participation by all full-time faculty in the governance, operation, and representation of the College.~~

~~Each Faculty member is expected to earn an average of no fewer than two (2) service points per year through active participation in one or more College service activities. Service point substantiation is required when applying for load-bank leave (see procedure 154.42 of the faculty manual). Also, institutional service is considered during the Tenure and Evaluations Review process (see procedure 173 of the faculty manual). During the first year of employment, probationary faculty will satisfy this requirement through regular participation in department activities.~~

~~Service activities that are used toward meeting Professional Development requirements or receiving additional compensation may not be simultaneously used toward meeting any service responsibility requirements. (Note: This does not prohibit a department chair from receiving credit for professional development activities and service credit~~

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Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

activities while receiving a summer stipend. PD hours are limited to 72 hours an academic year. This provision is intended to avoid a specific activity being paid for in more than one manner.)

It is the Faculty member's responsibility to provide documentation of College service. Such documentation will be maintained in the Professional Development Office as a part of the faculty member's file. The faculty member's Professional Development file is reviewed during the Tenure Review and Evaluations process. Verification of the activity is achieved by completing the Service Point Record box on the Professional Development Contract. Questions regarding the appropriateness of an activity not specifically listed on the Service Point Guidelines should be directed to the Professional Development Coordinator.

Service points may be earned in a variety of ways including service on committees, task forces, special service to a department or program or by service in leadership positions. Appropriate activities and point values earned for active participation are listed in the Service Point Guidelines table. As new committees are added, service point value will be assigned by the Professional Development Review Board, approved by the Faculty Senate, and added to the table. Please contact the Professional Development Coordinator if your specific committee is not listed. Generally, service points are assigned based on the committee commitment involved, e.g., Educational Master Planning Committee meets on a regular basis and is assigned 2 service points per semester.

❖ ~~From current Palomar Procedure 154.3 titled Teaching Load~~

Teaching Load

Due to the special needs of students enrolled in the English as a Second Language Program, the teaching load is set at 20 hours per week (not including five office hours per week) arranged as follows:

- 15 hours classroom assignment
- 5 hours individual and small group assistance and/or administrative duties necessary to administer the various site programs.

❖ ~~From current Palomar Procedure 154.4 titled Overloads~~

Academic employees with less than a full-time contract shall not be given hourly assignments in addition to their contract assignment.

Service Point Guidelines **Governance Activities**

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Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

1060	<i>Planning Committees</i>	<i>Point Value/Semester</i>
1061	Educational Master Planning	2
1062	Facilities Planning	2
1063		
1064	<i>Operations Committees</i>	
1065	Academic Review	1
1066	Benefits	1
1067	Bookstore Advisory	1
1068	Computer Coordinating	1
1069	Curriculum	2
1070	Environmental Impact Review	1
1071	EOP&S Advisory	1
1072	Faculty and Staff Diversity Advisory	1
1073	Institutional Review	2
1074	International Student Advisory	1
1075	Matriculation	1
1076	Professional Development Review Board	1
1077	Registration	1
1078	Resource Allocation	1
1079	Sabbatical Leave	1
1080	Safety and Security	1
1081	Scholarship	1
1082	Staff Development and Training	1
1083	Staff Priorities	1
1084	Student Equity	1
1085	Tenure and Evaluation Review Board	2
1086		
1087	<i>Faculty Senate Committees</i>	
1088	Academic Standards and Practices	1
1089	Committees on Committees	1
1090	Elections	1
1091	Personnel Standards and Practices	1
1092	Professional Procedures	1
1093	Salary and Benefits (service on Meet and Confer Committee earns an additional	
1094	Point)	1
1095	Adjunct Faculty	1
1096	Equivalency	1
1097	Faculty Service Area Review	1
1098		
1099	Note: Sabbatical Leave service points listed under Operations Committees above.	
1100		

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Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

1101	Other Governance Service	
1102	Faculty Senate	2
1103	Faculty Council	1
1104	Department Chair	2
1105	Distinguished Faculty Award Committee	1
1106	Academic and Professional Matters Task Force	1
1107	Partnership for Excellence Task Force (meets fall semester)	2
1108	Peer Review Committee	1
1109	Peer Tenure And Evaluation (4 Year)	1
1110	Vocational Advisory Committee	1
1111	Any Selection Committee	1
1112	Other Governance Task Force (as identified on PD contract)	1
1113		
1114	Note: Service as a Committee Chair or Committee Co-Chair earns an additional point.	
1115		
1116	Faculty Council members serve on several committees, such as, Working Conditions, and earn points for this service through the Faculty Council points identified above.	
1117		
1118		
1119	Other District Service	
1120	Special Department Activities approved by PD Review Board	1
1121	External College <u>District</u> Liaison	1
1122	Student Club Advisor	1
1123	Special Performance (rep of College) approved by PD Review Bd	1
1124	Special Presentation approved by PD Review Board	1
1125	Special Presentation/Speakers' Bureau approved by PD Review Bd	1
1126	Patrons of Palomar College	1 per year
1127	The Friends of the Arboretum	1 per year
1128	Other - Requires prior approval by the PD Review Board	
1129		
1130	<u>Current Faculty Service Areas and Competencies can be found in the collective bargaining agreement between the District and the PFF.</u>	
1131		
1132		
1133	<u>Office of Primary Responsibility: Human Resource Services</u>	
1134		
1135	<i>The text in black ink is current Palomar Policies 154.2 titled Faculty Responsibility with no adoption date, 154.21 titled Service Responsibility with no adoption date, 154.3 titled Teaching Load adopted on 1-10-78, 154.31 titled Summer Session Teaching Load adopted on 6-25-85, and 176 titled Faculty Service Areas adopted on 3-10-92 and revised on 5-26-92 and current Palomar Procedures 154.21 titled Service Responsibility, 154.3 titled Teaching Load, 154.4 titled Overloads, and 176 titled Faculty Service Areas with no date.</i>	
1136		
1137		
1138		
1139		
1140		

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HUMAN RESOURCES

REV 2-20-15

AP 7600 PALOMAR COLLEGE POLICE DEPARTMENT

Reference:Education Code Section 72330**Palomar College Police Department**

The Chief Human Resources Officer is delegated the responsibility to establish minimum qualifications of employment for the Palomar College Chief of Police including but not limited to the conditions contained in Board Policy (see BP 7600 titled Palomar College Police Department).

Every member of the police department first employed by the District before July 1, 1999, must, in order to retain his/her employment, meet the requirements of Education Code Section 72330.2, including but not limited to:

- Submission of one copy of his/her fingerprints which shall be forwarded to the Federal Bureau of Investigation
- A determination that the employee is not a person prohibited from employment by a California community college district and
- If the employee is required to carry a firearm, is not a person prohibited from possessing a firearm

Every member of the Palomar College Police Department shall be supplied with, and authorized to wear, a badge bearing words "Palomar College Police." Every member of the Department shall be issued a Police Department identification card.

In addition, the minimum qualifications and other requirements for the Community Service Officers/Dispatchers in the Police Department prior to full-time employment include:

- Equivalent to completion of the 12th grade
- Satisfactory passage of a physical examination
- Psychological evaluation at the discretion of the District
- Passage of a background investigation
- Possession of a valid Class "C" California driver license

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Date Approved:

- Possession or willingness to obtain valid CPR/AED and First Aid Certification and/or EMT Certification

This procedure is subject to the provisions in the applicable collective bargaining agreement or employee handbooks.

Salaries and working conditions for Palomar College Police Department permanent and probationary full-time and part-employees shall be established after appropriate negotiations with their exclusive representative.

The Chief Human Resources Officer, in cooperation with the Chief of Police, shall issue other regulations as may be necessary for the administration of the Palomar College Police Department, including but not limited to:

- Schedules and shifts
- Call back procedures
- Less lethal weapons safety and practical application practices, especially drawing weapons
- Firearms safety and practical application
- Use of vehicles
- Pursuit policies practices
- Disciplinary procedures
- Lexipol police department policy and procedures
- Use of force
- Training

The Palomar College Police Department shall cooperate with local law enforcement in accordance with an agreement to be entered into in accordance with the requirements of Education Code Section 67381. The agreement shall address, but not be limited to, the following:

- Operational responsibilities for investigations of the following violent crimes: willful homicide, forcible rape, robbery, aggravated assault
- Geographical boundaries of the operational responsibilities and
- Mutual aid procedures

Office of Primary Responsibility: Human Resource Services

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Date Approved:

BP 7700 WHISTLEBLOWER PROTECTION**References:**

Education Code Sections 87160-87164;
California Labor Code Section 1102.5;
Government Code Section 53296;
Private Attorney General Act of 2004 (Labor Code Section 2698)
[Affordable Care Act \(29 U.S.C. 218C\)](#)

The Superintendent/President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by District employees, and the protection from retaliation of those who make such reports with reasonable cause and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, “unlawful activity” refers to any activity—intentional or negligent—that violates state or federal law, local ordinances, or Board Policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, with reasonable cause, report these activities and/or assist the District in its investigation.

Furthermore, District employees shall not: (1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or (2) directly or indirectly use or attempt to use the official authority or influence of his or her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

AP 7700 WHISTLEBLOWER PROTECTION

References:

Education Code Sections 87160-87164;
Labor Code Sections 1102.5 and 2698 (Private Attorney General Act of 2004);
Government Code Section 53296
Affordable Care Act (29 U.S.C. 218C)

Individuals are encouraged to report suspected incidents of unlawful activities by District employees in the performance of their duties. Reports will be investigated promptly and appropriate remedies applied. Employees who, with reasonable cause, reported such activities and/or assist the District in the investigation will be protected from retaliation.

This procedure sets out the processes for responding to and investigating reports of unlawful activities, as defined in BP 7700 titled Whistleblower Protection, and addressing complaints of retaliation for making such reports.

Filing a Report of Suspected Unlawful Activities

Any person may report allegations of suspected unlawful activities. Knowledge or suspicion of such unlawful activities may originate from academic personnel, staff, or administrators carrying out their assigned duties, internal or external auditors, law enforcement, regulatory agencies, customers, vendors, students, or other third parties.

Anonymous reports will be investigated to the extent possible. However, employees are strongly encouraged not to report anonymously because doing so impedes the District's ability to thoroughly investigate the claim and take appropriate remedial measures. As set forth fully below, retaliation against individuals who report suspected unlawful activities will not be tolerated.

Normally, a report by a District employee of allegations of a suspected unlawful activity should be made to the reporting employee's immediate supervisor or other appropriate administrator or supervisor within the operating unit. However, if the report involves or implicates the direct supervisor or others in the operating unit, the report may be made to any another District official whom the reporting employee believes to have either responsibility over the affected area or the authority to review the alleged unlawful activity on behalf of the District. When the alleged unlawful activity involves the Superintendent/President, the report should be made to the President of the Governing Board. When the alleged unlawful activity involves the Governing Board or one of its members, the report should be made to the Superintendent/President who will confer with the President of the Governing Board and/or legal counsel on how to proceed.

Allegations of suspected unlawful activities should be made in writing so as to assure a clear understanding of the issues raised, but may be made orally. Such reports should be factual and contain as much specific information as possible. The receiving supervisor or administrator should elicit as much information as possible. If the report is made orally, the receiving supervisor or administrator shall reduce it to writing and make every attempt to get the reporter to confirm by his or her signature that it is accurate and complete.

Once the receiving supervisor or administrator has received and/or prepared a written report of the alleged unlawful activity, he/she must immediately forward to the Superintendent/President. However, if this process would require submitting the report to an employee implicated in the report, the receiving supervisor or administrator should follow the reporting options outlined, above. The high-level administrator or trustee who receives the written report pursuant to this paragraph is responsible for ensuring that a prompt and complete investigation is made by an individual with the competence and objectivity to conduct the investigation, and that the assistance of counsel and/or an outside investigator is secured if deemed necessary.

In the course of investigating allegations of unlawful conduct, all individuals who are contacted and/or interviewed shall be advised of the District's no-retaliation policy. Each individual shall be: a) warned that retaliation against the reporter(s) and/or others participating in the investigation will subject the employee to discipline up to and including termination; and b) advised that if he or she experiences retaliation for cooperating in the investigation, then it must be reported immediately.

In the event that an investigation into alleged unlawful activity determines that the allegations are accurate, prompt, and appropriate corrective action shall be taken.

Protection from Retaliation

When a person makes a good-faith report of suspected unlawful activities to an appropriate authority, the report is known as a protected disclosure. District employees and applicants for employment who make a protected disclosure are protected from retaliation.

Any employee who believes he or she has been (1) subjected to or affected by retaliatory conduct for reporting suspected unlawful activity, or (2) for refusing to engage in activity that would result in a violation of law, should report such conduct to the appropriate supervisory personnel (if such supervisory personnel is not the source of or otherwise involved in the retaliatory conduct). Any supervisory employee who receives such a report, or who otherwise is aware of retaliatory conduct, is required to advise the Superintendent/President or the Superintendent/President's designee. If the allegations of retaliation or the underlying allegations of unlawful conduct involve the Superintendent/President, the supervisor shall report to the highest level administrator and/or Board member who is not implicated in the reports of unlawful activity and retaliation.

79 All allegations of retaliation shall be investigated promptly and with discretion, and all
80 information obtained will be handled on a "need to know" basis. At the conclusion of an
81 investigation, as appropriate, remedial and/or disciplinary action will be taken where the
82 allegations are verified and/or otherwise substantiated.

83 **Requirement to Post Whistleblower Hotline**

84 Employees who have information regarding possible violations of state or federal
85 statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or
86 limited liability company to its shareholders, investors, or employees should contact the
87 Community College Chancellor's Office or the Governing Board for the District.
88 Employees can contact the State Personnel Board with complaints of retaliation
89 resulting from whistleblower activities. The State Personnel Board hotline is (916) 653-
90 1403.

91 **Other Remedies and Appropriate Agencies**

92 In addition to the internal complaint process set forth above, any employee who has
93 information concerning allegedly unlawful conduct may contact the appropriate
94 government agency.

95 Office of Primary Responsibility: Human Resource Services

Scorecard

37

Student Success Scorecard Metrics

- Completion or momentum points
- Broken down by demographic variables
- Prepared / Unprepared / Total
- Metrics
 - Persistence
 - 30+ Units
 - Completion (SPAR)
 - Remedial
 - CTE Completion
 - CDCP

38

Scorecard Website

- <http://scorecard.cccco.edu/scorecard.aspx>

39

Scorecard Progress and Achievement (Completion)

Scorecard - SPAR 2015

Cohort Year	Cohort		SPAR Outcome				
	Head Count	Transfer	AA/AS sans: Xfer	Certificate sans: Xfer & AA/AS	Transfer Prep'd ONLY	SPAR total	No Outcome
2004-2005	3,384	40.5%	4.5%	1.4%	5.8%	52.0%	48.0%
2005-2006	3,412	40.5%	4.0%	1.1%	6.3%	51.9%	48.1%
2006-2007	3,743	40.8%	4.1%	1.4%	5.7%	51.9%	48.1%
2007-2008	4,005	40.0%	3.9%	1.3%	5.5%	50.7%	49.3%
2008-2009	4,118	38.8%	4.3%	1.3%	5.8%	50.2%	49.8%
2004-2005	3,384	1,369	151	46	195	1,761	1,623
2005-2006	3,412	1,381	138	36	215	1,770	1,642
2006-2007	3,743	1,527	154	51	212	1,944	1,799
2007-2008	4,005	1,600	157	51	222	2,030	1,975
2008-2009	4,118	1,598	177	53	239	2,067	2,051

40

Student Progress and Achievement (Completion)

Prepared/ Unprepared	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Prepared	1,057	69.0%	990	70.7%	1,110	67.9%	1,110	69.4%	1,201	65.7%
Unprepared	2,327	44.3%	2,422	44.2%	2,633	45.2%	2,895	43.5%	2,917	43.8%
Overall	3,384	52.0%	3,412	51.9%	3,743	51.9%	4,005	50.7%	4,118	50.2%

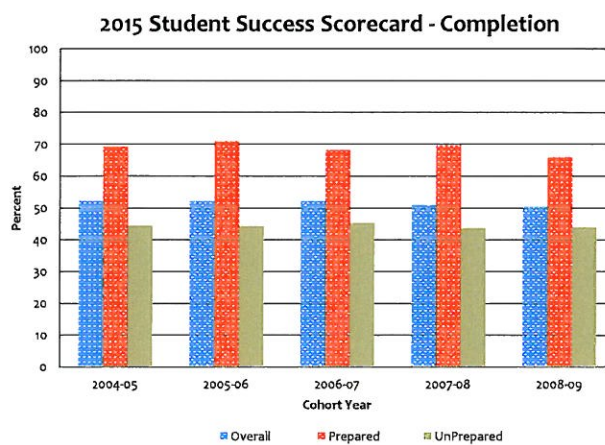
41

Student Progress and Achievement (Completion)

Prepared/ Unprepared	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Prepared	1,057	69.0%	990	70.7%	1,110	67.9%	1,110	69.4%	1,201	65.7%
Unprepared	2,327	44.3%	2,422	44.2%	2,633	45.2%	2,895	43.5%	2,917	43.8%
Overall	3,384	52.0%	3,412	51.9%	3,743	51.9%	4,005	50.7%	4,118	50.2%

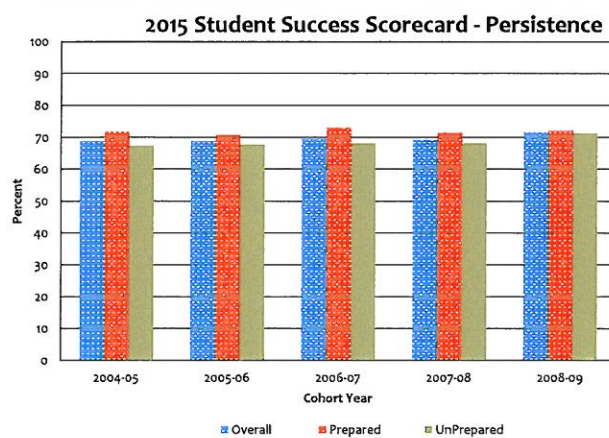
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Completion (SPAR)



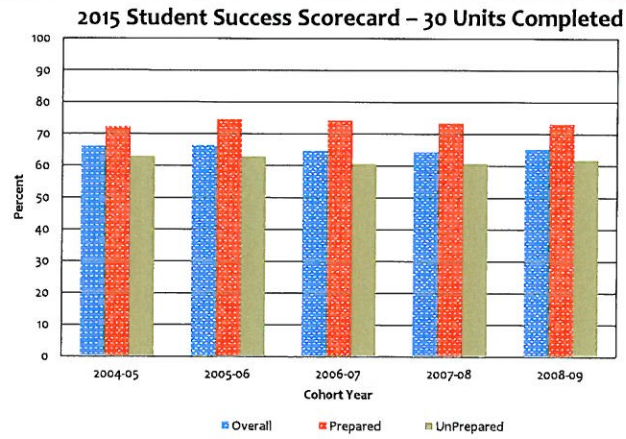
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Persistence



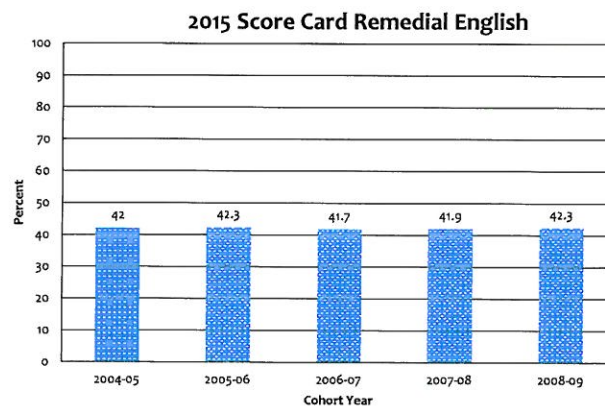
44

30 Units Completed



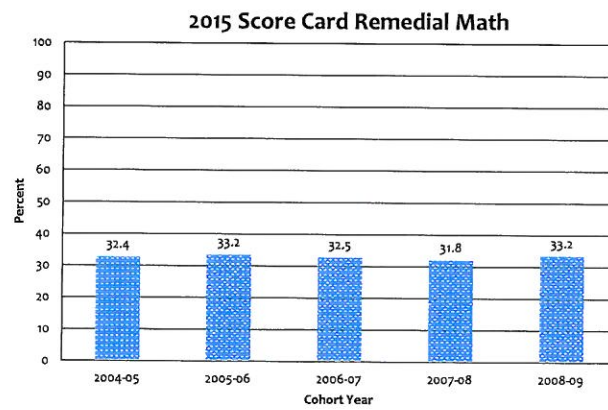
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Remediation



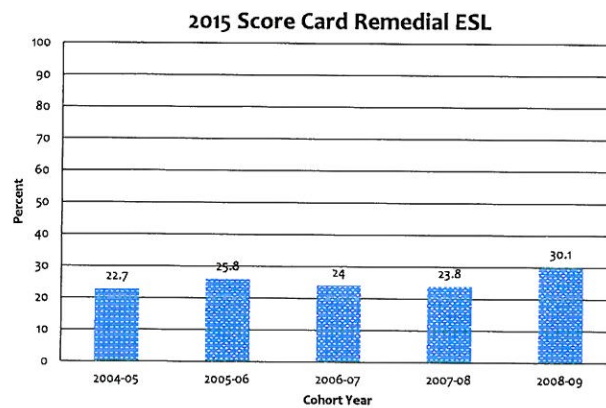
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Remediation



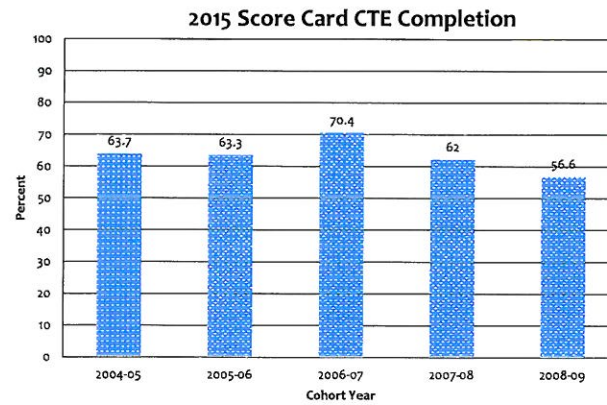
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Remediation



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CTE Completion



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Scorecard Summary

Scorecard - 2015
Year over Year Comparison

	Last Year's Rate	Current Rate	Increase / Decrease
Momentum Points			
3 - Term Persistence	69.0	71.5	↑
30 Units Plus	64.2	65.1	↑
Remedial English	41.9	42.3	↔
Remedial Math	31.8	33.2	↑
Remedial ESL	23.8	30.1	↑
Completion / Outcome			
SPAR	50.7	50.2	↔
CTE	47.6	48.8	↑

= >.5 increase
 = <=>.5 increase / decrease
 = >.5 decrease

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Scorecard Summary

- Overall completion rate is about the same as last year, but down slightly from previous years.
- Completion rate for prepared students is down (69.4 to 65.7)
 - African American, Asian, Filipino – increased (careful of small numbers)
 - Hispanic and White student groups – decreased
- Looks like the decrease is attributable to decrease in transfers as a percentage of the total
- IR&P redoing equity analysis to consider changes in SPAR and other metrics by student demographic category

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But, wait... A little more about our Scorecard Students

Earned 30 Units for 2008-2009 ARCC Cohort by Preparation Level

Earned 30 Units	Preparation Level					
	Prepared for College Level		Unprepared for College Level		Total	
	Number	Percent	Number	Percent	Number	Percent
No	318	26.7%	1,118	38.1%	1,436	34.8%
Yes	875	73.3%	1,818	61.9%	2,693	65.2%
Total	1,193	100.0%	2,936	100.0%	4,129	100.0%

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But, wait...A little more about our Scorecard Students

Earned 30 Units for 2008-2009 ARCC Cohort by Preparation Level

Earned 30 Units	Preparation Level					
	Prepared for College			Unprepared for College		
	Level	Level	Level	Level	Total	Total
	Number	Percent	Number	Percent	Number	Percent
No	318	26.7%	1,118	38.1%	1,436	34.8%
Yes	875	73.3%	1,818	61.9%	2,693	65.2%
Total	1,193	100.0%	2,936	100.0%	4,129	100.0%

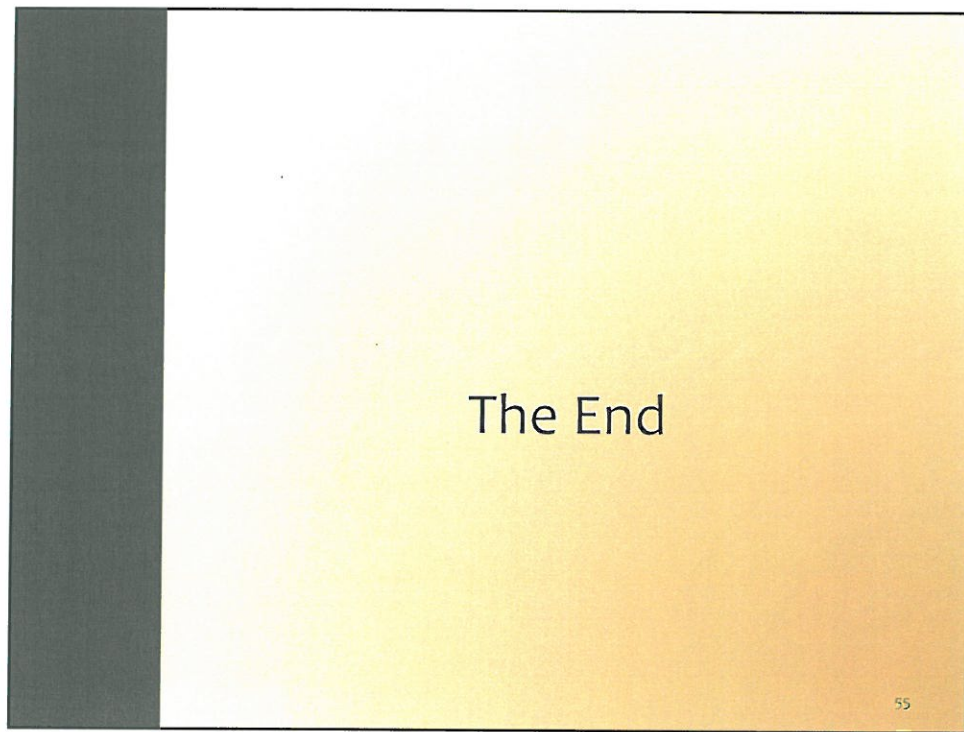
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But, wait...A little more about our Scorecard Students

Competencies Passed by Preparation Level and Completion for Those Who Have Earned 30 Units

Preparation Level	Completion	Competencies Passed							
		Both		English Only		Mathematics Only		Neither	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Prepared for College Level	No	68	32.2%	30	14.2%	46	21.8%	67	31.8%
	Yes	428	64.6%	28	4.2%	124	18.7%	83	12.5%
Unprepared for College Level	No	134	18.1%	124	16.7%	112	15.1%	372	50.1%
	Yes	716	66.7%	78	7.3%	86	8.0%	194	18.1%

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Strategic Plan 2016
Action Plan Year Two 2014-2015
End of Year Progress Report

April 21, 2015

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Strategic Goal 1
Student Learning:
Support excellence in teaching and academic programs
and services to improve student learning

DRAFT

Objective 1.1
Objective Leader: Vice President, Instruction

Objective 1.1: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years

Update in progress

DRAFT

Objective 1.2
Objective Leader: Vice President, Instruction

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 1.2: Develop and implement a model for establishing career pathways for all disciplines and programs.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

CCPT Update: The \$15 million California Career Pathways Trust (CCPT) grant focusing on STEM careers was chosen for an interview and the awards will be released by mid-May. All of the County high schools and community colleges participated in two submissions. The second application was for a \$6 million Healthcare grant. The grants will be used to create programs of study in high schools that articulate with programs of study in the community colleges. Additionally, the grant will support stronger relationships with business and industry and foster work-based learning opportunities for students. Receiving a career pathways award will influence the development of Palomar's career pathways design.

Departments on the Palomar campus are also embracing the career pathways model. In particular we are working with various departments on campus to align the noncredit, certificate and AA degree STEM careers with the transfer STEM programs. The Nursing and EME departments are partnering to create noncredit curriculum that will support new and existing students that want to succeed in the two programs. CTEE and MNHS are partnering to create two new programs to promote entrance into STEM careers. Preparation for Careers in Technology and Engineering Technology are two new programs that will be developed for consideration in the fall 2015 curriculum cycle. We are also working with other County colleges to enhance Palomar's advanced manufacturing program.

Palomar College is working with the other San Diego County community colleges within the SB 1070 Statewide Career Pathways initiative to develop policy recommendations for aligning CTE curriculum, dual enrollment, articulation, and matriculation for CTE students in a career pathway. Legislation that comes from the SB 1070 recommendations may help guide our dual enrollment efforts in the future.

Palomar is currently working with San Marcos and Vista school districts to implement a math course for seniors that will be equivalent to our MATH 50/60. If students pass the course they will be eligible to register for any of our college level math courses in Fall 2016 when they come to Palomar College. This process is articulation with placement rather than for credit. San Marcos Promise program will offer students that pass the course a scholarship to Palomar College. This experimentation is a precursor to developing dual enrollment courses with San Marcos High School and other high schools.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. The career pathways project is a systemic approach to exposing students to careers beginning in middle school, expanding programs of study opportunities in high school, and articulating with programs of study in community college or four year post-secondary. The foundation of the program is to have closer relationships with business and industry to determine the employment needs within the College service area. California has invested \$500 million in the program to date and the Governor has proposed three successive installments of \$250 to build the infrastructure to support career pathways programs of study. Palomar will benefit from better alignment of programs with the high schools and the adult education schools within our district.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

See 3 above. This objective is a work in progress. There is a need for a greater alignment with business and industry and more applied programs of study in the high schools that articulate with Palomar College programs.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

There will be a need for additional resources to support the development of career pathways in the future but that cannot be quantified at this time.

Objective 1.3
Objective Leader: Vice President, Instruction

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

IPC has completed its PRP allocations from Block Grant, Fund 41, Lottery, and foundation funds. The SPPF allocation is in progress. The Staffing Plan update has been completed and submitted.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Yes

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

No

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

N/A

Objective 1.3
Objective Leader: Vice President, Student Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No updates.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No, we are still in the process of identifying an SAO coordinator.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes, the SAO coordinator will be significant to ensure the efficacy of the program review process.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 1.3

Objective Leader: Vice President, Human Resource Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No updates or changes required.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Yes.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

No. This is now an ongoing process for the division.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 1.3

Objective Leader: Vice President, Finance & Administrative Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

None.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. This objective is ongoing.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. This objective is ongoing.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Yes. Funds for this objective will be requested through the regular SPPF allocation process.

Objective 1.4
Objective Leader: Vice President, Instruction
SLOAC Coordinators

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 1.4: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

We continue our progress on the assessment of GE/ILOs. The Written Communication workgroup has met once and will meet again after receiving more information from the office of Research and Planning. We will complete the assessment of Intercultural Competency and Knowledge by the end of the spring 2015 semester.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

The LOC will need to address the following activity in fall, 2015: Examine resources that can provide PC student graduation data from 4-year institutions, as well as employment information; provide a pathway to disseminate information to departments and divisions. We have run out of time to fully address this project this spring.

Regarding PD workshops, we presented at the Part-time Plenary session in January. We have worked with the SLO Facilitators so that information can more directly and appropriately flow to the faculty.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Student Learning Outcomes are at the core of capturing information about student learning, a critical component of Goal 1, Student Learning: Support excellence in teaching and academic programs and services to improve student learning. It is strongly recommended to continue including this objective in Year 3 of the College's strategic planning.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

We do not anticipate needing any funding to complete this objective.

Objective 1.5
Objective Leader: Superintendent/President

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 1.5: Increase faculty to exceed FON by at least one per year if the budget allows.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

College is still waiting for Governing Board approval of the SERP.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. Faculty hiring process will begin in Fall 2015.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. The work will continue past this academic year.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

The State needs to provide funding to increase full-time faculty.

Strategic Goal 2

***Student Support and Success:
Implement effective pathways that support
student access, progress, and completion***

DRAFT

Objective 2.1

**Objective Leader: Vice President, Student Services
Vice President, Instruction, Faculty Senate President**

- 1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?**

Objective 2.1: Complete 3SP and Equity plans and align SP 2016 with their strategies

- 2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.**

No updates.

- 3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.**

Yes.

- 4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?**

No, plans have been completed and we will now move on the implementation.

- 5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

No.

Objective 2.2
Objective Leader: Vice President, Student Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 2.2: Implement a coordinated outreach and retention plan that employs internal and external outreach and retention strategies.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No updates.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No, a few steps are still in progress as we will be tracking data to review effectiveness of activities.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes, as this ties to the strategic enrollment management.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Yes, a Manager of Outreach and additional Student Ambassadors will be needed.

Objective 2.3
Objective Leader: Vice President, Student Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 2.3: Evaluate and refine the College's intake and orientation process including the Early Acceptance Program

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No updates.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No, a few steps are still in process as they were originally planned to occur during the summer.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes, there will be an ongoing need to implement the 3SP and Student Equity plan.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 2.4
Objective Leader: Vice President, Student Services,
Vice President, Instruction

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 2.4: Increase student awareness and use of appropriate support services by expanding the First Year Experience program so that it is available to all incoming students.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No updates.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No, discussions are continuing in the Student Success & Equity Council.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes, there remains a need to have better coordination and collaboration among different programs.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 2.5
Objective Leader: Vice President, Student Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 2.5: Develop and implement an enhanced technologies (student portal, an online education planning tool, and an electronic degree audit system) to support student success

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

Through the Student Success and Equity Council a technology task force has been identified to begin work on identifying an early alert software tool.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No, there are still technology initiations to be addressed.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes, there are still several technology initiations that need to be addressed.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 2.6
Objective Leader: Public Affairs Officer
Summary provided by chair of Website Revamp Task Force

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 2.6: Modify the College's website to improve student access to support services

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

In August of 2014, the Blue Ribbon Task Force led by the PAO (with the Dean of SBS, and members the ATRC and IS) met to discuss the status of the Web Redesign as discussed in the strategic plan. At the end of that meeting, we determined that a web redesign project was extremely costly and that perhaps the district was not yet ready for a full-fledged redesign of the District Web Presence. Dean Kahn worked with members of the ATRC to propose a (Phase I) Web Revamp Task Force (through SPC) that would include members from several constituencies and utilize our current Content Management System (WordPress) to do a student-centered revamp of the site that would be easy to navigate, organized, and have a common look and feel for the district.

The Web Revamp Task Force began meeting in September of 2014 to meet these objectives. The group identified optimal sites for comparison, reviewed the strengths of our current Management System, examined data on current use of the Palomar Website and created a timeline to create a new HomePage template, subsite template, and process for evaluating exceptions to the use of the subsite template. Over the last 6 months, the committee was able to create a draft of the Homepage and subsite which was released to the campus community for feedback on April 13th. Over the course of the next couple weeks, feedback was gleaned via web form and focus groups to better understand how users feel about the proposed drafts and their overall look and usability. In May, the group intends to incorporate needed changes to the draft and then to work with representatives in charge of websites to transition to the new templates by July 1, 2015.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Yes

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No

Strategic Goal 3

Partnerships

***Strengthen educational, business, and
community partnerships to increase college
connections and student learning experiences***

DRAFT

Objective 3.1
Objective Leader: Vice President, Instruction

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 3.1: Establish faculty councils with high school partners to improve alignment of curriculum and student transition

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No updates

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

The general project steps have been completed. However, there is still much work to be done to further develop the partnerships and curriculum discussions.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. On-going collaboration and an understanding of what K-12 is doing with curriculum impacts the students coming to us and how we teach and adjust our curriculum. Our new membership in NCPDF will help facilitate on-going dialogue.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Yes. Resources could be used to bring faculty together for curriculum discussion and the sharing of changing pedagogy strategies in the classroom to help improve student learning and success.

Objective 3.2
Objective Leader: Superintendent/President

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 3.2: Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

Postponed pending selection of the new superintendent/president.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

No

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No

Objective 3.3
Objective Leader: Superintendent/President

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 3.3: Increase external funding through grants and partnerships within the community.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

Since completing and submitting our Regional Comprehensive Plan for Adult Education in March, our Consortium has continued to meet bimonthly. We have requested that our Planning Grant be extended through the 2015-16 fiscal year to help cover the gap that may develop between the planning and implementation periods. We continue to gather and analyze data on education and employment in our region and facilitate the work of faculty groups to align curriculum between the Adult Education and Community College Systems.

We continue to implement a number of grants: Title V HSI Collaborative (year 5 of 5), Title III STEM (year 4 of 5), NSF STEP (year 4 of 5), and are partners on two other NSF ATE Grants.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Column 3 reads as follows as it relates to the MNHS Division: HSI / STEM / NSF 1. Grant proposal developed and submitted Spring 2015.

The Director of Institutional Research and Planning, the Dean of Math and the Natural and Health Science (MNHS), Victor Rocha Co-Director OTRES (CSUSM), the VP of Student Services and others are currently working on a Collaborative Title V HSI grant with CSUSM with a STEM theme, as well as a Title V HSI individual grant with a more general focus. We are also potential partners in an NSF Grant with Scripps Institute; an NSF iUSE grant with several partner institutions in Northern and Southern California; and Career Pathways Initiatives with partners in San Diego and Orange County. These grants have at least minor focus on establishing a STEM Core Curriculum that accelerates the traditional timeline to STEM majors or careers. They also focus on recruiting cohorts of students (particularly veterans and active military personnel) into these pathways, keeping them in these pathways, and feeding them into internships.

No, as stated above, Adult Education Alignment between the K-12 and CC is a multi-year project.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes, this work will continue.

Yes. We may fail in these initiatives and should always be on the look for more.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Funding resources for planning are allocated by the State through this year. In the future, implementation funds may be allocated by block grant.

Yes. We lack the human resources to do the job, quite frankly. We need a Dean of grants and supporting personnel to write and manage these many grants.

DRAFT

Strategic Goal 4

***Human Resources and Professional Development:
Recruit, hire, and support a diverse faculty and staff
who are committed to student learning and achievement***

DRAFT

Objective 4.1
Objective Leader: Vice President, Instruction

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 4.1: Rebuild staffing levels to support priorities identified in Staffing Plan 2016, if the budget allows.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

IPC completed its annual Staffing Plan update, utilizing positions requested in the 2014-15 PRP process. Twenty-four (24) positions were prioritized, although a total of 46 positions were submitted.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Resources to hire staff will continue to depend on the District's fiscal situation, including its ability to achieve its FTES cap.

Objective 4.1
Objective Leader: Vice President, Student Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 4.1: Rebuild staffing levels to support priorities identified in Staffing Plan 2016, if the budget allows.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No updates.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Yes.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes, there are several staffing changes that will likely result from the SRP and normal attrition.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 4.1

Objective Leader: Vice President, Finance & Administrative Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 4.1: Rebuild staffing levels to support priorities identified in Staffing Plan 2016, if the budget allows

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

Staffing priorities may change pending SRP approval.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. This objective is ongoing.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. This objective is ongoing.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

N/A

Objective 4.2

**Objective Leader: Vice President, Human Resource Services,
Vice President, Instruction, Professional Development Coordinator
Summary provided by Vice President, Human Resource Services**

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 4.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

Please add the following to the Mid-Year Check-In (Column 4)

The College's first Diversity Plan will be presented to the Governing Board at the April 28, 2015 workshop.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. While non-faculty hiring processes have been reviewed and updated, the faculty hiring procedures for full-time and part-time faculty are still being developed and reviewed. It is anticipated that procedure completion, review, and agreement between the administration and the Faculty Senate on the procedures will be completed in the Fall 2015 semester, and implemented in the Spring 2016 semester. Monitoring progress will be an ongoing, long-term activity.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. It is recommended that this objective be included in Year 3, until procedural agreement is reached and the faculty hiring procedures implemented.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

At this time, no additional resources are needed. Additional resources have already been included in the FY 2015-16 District budget.

Objective 4.3

**Objective Leader: Vice President, Human Resource Services,
Vice President, Instruction, Professional Development Coordinator
Summary provided by Vice President, Human Resource Services**

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 4.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No changes required.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. Focus groups will be completed in mid-April and data available from them in late April, 2015. The Staff Development and Training Committee will need several sessions to accomplish steps 4-6 of the project. We anticipate that this objective should be completed and in the ongoing reassessment phase by the end of FY 2015-16.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. Work on the project will continue into FY 2015-16, and the objective should be carried forward. Spending of the SPPF funding for the project should also be extended by one year because of the updated implementation timeline.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

At this time, no additional resources are needed.

Objective 4.4
Objective Leader: Vice President, Instruction,
Vice President, Student Services, Professional Development Coordinator

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 4.4: Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Yes

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. Providing support for faculty to explore and implement innovative strategies in their teaching and student support areas are a vital element to on-going growth for Palomar.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Some annual SPPF dollars are necessary to promote innovation.

Objective 4.5
Objective Leader: Superintendent/President, VPs
Summary provided by Vice President, Human Resource Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 4.5: Develop and implement more comprehensive and effective methods for encouraging participation and communicating the discussion and outcomes of the shared governance and planning process.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No changes required.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

HRSPC will have completed its discussion of the Action Plan steps by the end of the Spring 2015 Semester.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. The project steps extend into Fall 2015.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Additional part-time staff resources may be required to expand communications capabilities, depending on workgroup recommendations.

Strategic Goal 5

Facilities and Infrastructure:

Ensure that existing and future facilities and infrastructure support student learning, programs, and services

DRAFT

Objective 5.1

Objective Leader: Superintendent/President, Vice Presidents
Summary provided by Vice President, Human Resource Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 5.1: Develop operational plans for opening the South Education Center.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

No changes required.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. These activities will be accomplished beginning with the work on the 2016 Staffing Master Plan, in Fall 2015.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. The project steps extend into Fall 2015 and beyond.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 5.2

Objective Leader: Superintendent/President,

Vice President, Finance & Administrative Services, Director, Facilities

Summary provided by Vice President, Finance and Administrative Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 5.2: As identified in Master Plan 2022, carry out the next three years of planned facilities projects on the San Marcos campus.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

None.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

No. This objective is ongoing.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

Yes. Ongoing Prop M construction in accordance with Master Plan 2022.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 5.3

Objective Leader: Vice President, Finance & Administrative Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 5.3: Continue to review, update, and plan to fund the emergency preparedness plan.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

Plan is complete with ongoing training conducted by Emergency Health & Safety supervisor.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Yes.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

No.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Objective 5.4

Objective Leader: Vice President, Finance & Administrative Services

1. For which objective in Strategic Plan 2016 Year 2 Action Plan are you providing this report?

Objective 5.4: Develop and implement a budget Mechanism for the replacement of technology equipment.

2. Review the Mid-Year Check-In report for the report you recently provided. If necessary, please describe any updates on plans or progress.

None.

3. Will you have completed all of the Project Steps currently listed in column three of the Action Plan by the end of this term? If not, why.

Yes.

4. Would you recommend that SPC consider including your objective or something similar in Year 3 of the college's Strategic Plan 2016? If so, why?

No.

5. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Student Direction and Progress</u> <i>Objective 1.1: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.</i>				
VPI	<ol style="list-style-type: none"> 1. Together, with the chairs and directors from English, Reading, ESL, Math, Counseling, TLC (FYE & SB), STEM, DRC, and the Tutoring Committee, we have compiled a list of all of our activities related to this objective. 2. For each activity, we have listed results determined thus far and are currently in the process of determining additional data desired. 3. By the end of February, we anticipate sending IRP our data desires; upon receipt of that data, we will discuss any changes and support needed. 	Report in progress.		

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Student Direction and Progress</u> <i>Objective 1.2: Develop and implement a model for establishing career pathways for all disciplines and programs..</i>				
VPI	<ol style="list-style-type: none"> 1. Participated in CCPT K-14 grant application with SD County HS and CC's. Applications focused on Healthcare and STEM careers pathways. 2. Chose Healthcare and Advanced Manufacturing career pathways. 3. Partnered with Saddleback College on a CCPT K-14 grant application to develop career pathways in careers in technology and Advanced Manufacturing. 4. Developing a Noncredit program with Nursing and EME that would help students become more prepared to enter one of the two programs. 5. Working with Communications, Marketing & Public Affairs Dept and the 3SP Outreach Committee to develop marketing brochures and marketing plan for programs using the career pathways theme. 6. Created career pathways presentation for delivery in Spring 2015 to VPI, VPSS, Counseling and other staff for feedback and evaluation. 7. Created career pathways ads for Spring 2015 class schedule. Ads included program, labor market and wage information. 8. Hosting program specific on campus activities for high schools. 9. Conducting outreach to local high schools talking about STEM careers. 	<ol style="list-style-type: none"> 1. The career pathways project is a systemic approach to exposing students to careers beginning in middle school, expanding programs of study opportunities in high school, and articulating with programs of study in community college or four year post-secondary. The foundation of the program is to have closer relationships with business and industry to determine the employment needs within the College service area. California has invested \$500 million in the program to date and the Governor has proposed three successive installments of \$250 to build the infrastructure to support career pathways programs of study. Palomar will benefit from better alignment of programs with the high schools and the adult education schools within our district. 2. This objective is a work in progress. There is a need for a greater alignment with business and industry and more applied programs of study in the high schools that articulate with Palomar College programs. 	Yes	<p>Yes</p> <p>There will be a need for additional resources to support the development of career pathways in the future but that cannot be quantified at this time.</p>

10. CCPT Update: The \$15 million California Career Pathways Trust (CCPT) grant focusing on STEM careers was chosen for an interview and the awards will be released by mid-May. All of the County high schools and community colleges participated in two submissions. The second application was for a \$6 million Healthcare grant. The grants will be used to create programs of study in high schools that articulate with programs of study in the community colleges. Additionally, the grant will support stronger relationships with business and industry and foster work-based learning opportunities for students. Receiving a career pathways award will influence the development of Palomar's career pathways design.
11. Departments on the Palomar campus are also embracing the career pathways model. In particular we are working with various departments on campus to align the noncredit, certificate and AA degree STEM careers with the transfer STEM programs. The Nursing and EME departments are partnering to create noncredit curriculum that will support new and existing students that want to succeed in the two programs. CTEE and MNHS are partnering to create two new programs to promote entrance into STEM careers. Preparation for Careers in Technology and Engineering Technology are two new programs that will be developed for consideration in the fall 2015 curriculum cycle. We are also working with other County colleges to enhance Palomar's advanced manufacturing program.
12. Palomar College is working with the other San Diego County community colleges within the SB 1070 Statewide Career Pathways initiative to develop policy recommendations for aligning CTE curriculum, dual enrollment, articulation, and matriculation for CTE students in a career pathway. Legislation that comes from the SB 1070 recommendations may help guide our dual enrollment efforts in the future.
13. Palomar is currently working with San Marcos and Vista school districts to implement a math course for seniors that will be equivalent to our MATH 50/60. If students pass the course they will be eligible to register for any of our college level math courses in Fall 2016 when they come to Palomar College. This process is articulation with placement rather than for credit. San Marcos Promise program will offer students that pass the course a scholarship to Palomar College. This experimentation is a precursor to developing dual enrollment courses with San Marcos High School and other high schools.

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Assessment, Analysis, and Planning/Decision-making</u>				
<i>Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes</i>				
VPI	<ol style="list-style-type: none"> 1. PRP Update process was implemented in Fall 2015 with training sessions provided on 11/18, 11/20, 12/2, 12/3, 12/4. 2. PRPs were submitted on 2/11/15. IPC allocations will begin in February-March once priorities have been submitted by each instructional division. 3. In addition, IPC is in the process of developing its Staffing Plan update, based on position requests submitted through this year's PRP process. 4. IPC has completed its PRP allocations from Block Grant, Fund 41, Lottery, and foundation funds. 5. The SPPF allocation is in progress. 6. The Staffing Plan update has been completed and submitted. 	<ol style="list-style-type: none"> 1. All project steps will be completed by the end of this term. 	No	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Assessment, Analysis, and Planning/Decision-making</u> <i>Objective 1.3 Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.</i>				
VPSS	<ol style="list-style-type: none"> Existing SAO's were reviewed as part of the PRP review process. The need for an SAO coordinator was discussed. Efforts will be made to identify an SAO coordinator during the Spring term. 	<ol style="list-style-type: none"> We are still in the process of identifying an SAO coordinator. The SAO coordinator will be significant to ensure the efficacy of the program review process. 	Yes	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Assessment, Analysis, and Planning/Decision-making</u> <i>Objective 1.3 Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.</i>				
VPHRS	<ol style="list-style-type: none"> 1. Established relationship to SAOCS, PRP, and resource allocations. 2. Clearly identified SAOACS in PRP, strategic plan, and Resource Allocation Model. 3. In process of documenting progress toward achieving SAOCS, updating PRP. PRP update scheduled for completion by June 2015 	<ol style="list-style-type: none"> 1. Project steps will be completed by the end of the year, and will become an ongoing process for the division. 	No	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Assessment, Analysis, and Planning/Decision-making</u>				
<i>Objective 1.3 Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.</i>				
VPFAS	<ol style="list-style-type: none"> 1. Relationship between SAOACS, PRP, and resource allocations have been established. 2. PRP for FY 13-14, FY 14-15 & FY 15-16 identify goals and assessment methods for SAOs across F&AS. 3. Progress toward these goals continues to be demonstrated annually. 	<ol style="list-style-type: none"> 1. The work is ongoing. 	Yes	<p>Yes.</p> <p>Funds for this objective will be requested through the regular SPPF allocation process</p>

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Assessment, Analysis, and Planning/Decision-making</u>				
<i>Objective 1.4: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.</i>				
VPI/ SLOAC Coordinators	<ol style="list-style-type: none"> Will present information at the fall plenary. Will attend some meetings with faculty and administrators in the spring and some in the fall. Will provide a PD workshop in the fall. Written Comm. workgroup will meet in March and report will be written and presented to the college during the fall semester. We are continuing to assess our GE/ILOs. We assessed Written Communication in the fall and will assess Intercultural Competency and Knowledge in the Spring. Both of these reports will be written during the summer and presented to the college community in the fall. Provided information to faculty and administrators in December and will do it again in May. Ongoing – keeping faculty and administration informed. Ongoing – providing information to students and Governing Board. We have met with individual faculty, departments and divisions to discuss the SLOAC process and to help with assessment planning and TracDat problems. We are planning a PD workshop and presentations to the ASG and Governing Board. We continue our progress on the assessment of GE/ILOs. The Written Communication workgroup has met once and will meet again after receiving more information from the office of Research and Planning. We will complete the assessment of Intercultural Competency and Knowledge by the end of the spring 2015 semester. 	<ol style="list-style-type: none"> The LOC will need to address the following activity in fall, 2015: Examine resources that can provide PC student graduation data from 4-year institutions, as well as employment information; provide a pathway to disseminate information to departments and divisions. We have run out of time to fully address this project this spring. Regarding PD workshops, we presented at the Part-time Plenary session in January. We have worked with the SLO Facilitators so that information can more directly and appropriately flow to the faculty. Student Learning Outcomes are at the core of capturing information about student learning, a critical component of <u>Goal 1, Student Learning: Support excellence in teaching and academic programs and services to improve student learning</u>. It is strongly recommended to continue including this objective in Year 3 of the College's strategic planning. 	Yes	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.				
<u>Assessment, Analysis, and Planning/Decision-making</u> <i>Objective 1.5: Increase faculty to exceed FON by at least one per year if the budget allows.</i>				
Supt/Pres	<ol style="list-style-type: none"> Steps 1-4 are scheduled to be implemented beginning Fall 2015. Work to determine the number of faculty hires to meet this objective will begin once a count of faculty retirees can be established in April/ May of 2015. For the upcoming hiring cycle (faculty to start Fall 2015), the Superintendent/President approved 13 faculty positions to hire. This would keep the college above the FON by one. 	<ol style="list-style-type: none"> The College is still waiting for Governing Board approval of the SERP. The Faculty hiring process will begin in Fall 2015. 	<p>Yes</p> <p>The work will continue past this academic year.</p>	<p>The State needs to provide funding to increase full-time faculty.</p>

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
<i>Objective 2.1: Complete 3SP and Equity plans and align SP 2016 with their strategies.</i>				
VPSS, VPI, Faculty Senate President	<ol style="list-style-type: none"> 1. The 3SP and Student Equity Plans were developed and reviewed through the Faculty Senate and the shared governance bodies. 2. The Governing Board approved both plans in November 2014 and they were submitted to the Chancellor's Office by their respective deadlines. 	Plans have been completed and we will now move on the implementation.	No	No

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
<i>Objective 2.2: Implement a coordinated outreach and retention plan that employs internal and external outreach and retention strategies.</i>				
VPSS	<ol style="list-style-type: none"> Two staff members were identified to take the lead in restructuring our outreach activities and in creating the Student Ambassador program. Fall outreach activities included increased personal contact via e-mail and direct phone calls. The Student Ambassador program has been initiated and there are currently 6 students who have been trained and assisted with Fall registration activities. 	<ol style="list-style-type: none"> A few steps are still in progress as we will be tracking data to review effectiveness of activities. 	<p>Yes</p> <p>This ties to the strategic enrollment management</p>	<p>Yes,</p> <p>A Manager of Outreach and additional Student Ambassadors will be needed.</p>

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
<u>Student Connections and Support (Palomar Access to Student Success or PASS)</u>				
<i>Objective 2.3: Evaluate and refine the College's intake and orientation process including the Early Acceptance Program..</i>				
VPSS	1. Much of this work will begin during the Spring 15 semester as part of the Student Success and Equity Council which began meeting in January	1. No, a few steps are still in process as they were originally planned to occur during the summer. 2. There will be an ongoing need to implement the 3SP and Student Equity plan.	Yes	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
<i>Objective 2.4: Increase student awareness and use of appropriate support services by expanding the First Year Experience program so that it is available to all incoming students.</i>				
VPSS/ VPI	<ol style="list-style-type: none"> 1. VPI: Our group has met twice to discuss all 3 project steps. We have covered Steps 1 and 2 in detail; we will meet again to discuss Step 3 to provide greater detail. 2. VPSS: Initial discussions have taken place with regard to summer bridge activities. Much of this work will be part of the Student Success and Equity Council activities. 	<ol style="list-style-type: none"> 1. Discussions are continuing in the Student Success & Equity Council. 2. There remains a need to have better coordination and collaboration among different programs. 	Yes	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
<i>Objective 2.5: Develop and implement a enhanced technologies (student portal, an online education planning tool, and an electronic degree audit system)to support student success.</i>				
VPSS	1. Much of this work will be part of the Student Success and Equity Council activities which began meeting in January. An initial list of technology needs has been identified and will serve as a starting point for discussions in the Spring term.	1. There are still several technology initiations to be addressed.	Yes	No

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
<i>Objective 2.6: Modify the College's website to improve student access to support services.</i>				
PIO	<ol style="list-style-type: none"> 1. In August of 2014, the Blue Ribbon Task Force led by the PAO (with the Dean of SBS, and members the ATRC and IS) met to discuss the status of the Web Redesign as discussed in the strategic plan. At the end of that meeting, we determined that a web redesign project was extremely costly and that perhaps the district was not yet ready for a full-fledged redesign of the District Web Presence. 2. Dean Kahn worked with members of the ATRC to propose a (Phase I) Web Revamp Task Force (through SPC) that would include members from several constituencies and utilize our current Content Management System (WordPress) to do a student-centered revamp of the site that would be easy to navigate, organized, and have a common look and feel for the district. 3. The Web Revamp Task Force began meeting in September of 2014 to meet these objectives. The group identified optimal sites for comparison, reviewed the strengths of our current Management System, examined data on current use of the Palomar Website and created a timeline to create a new HomePage template, subsite template, and process for evaluating exceptions to the use of the subsite template. 	<ol style="list-style-type: none"> 1. Over the course of the next couple weeks, feedback will be gleaned via web form and focus groups to better understand how users feel about the proposed drafts and their overall look and usability. 2. In May, the group intends to incorporate needed changes to the draft and then to work with representatives in charge of websites to transition to the new templates by July 1, 2015. 	Yes	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.				
<i>Objective 3.1: Establish faculty councils with high school partners to improve alignment of curriculum and student transition.</i>				
VPI	<ol style="list-style-type: none"> 1. Mark Clark has been active with NCPDF partners in monitoring the Common Core changes and communicating those with the Math Department. 2. Jennifer Nelson (STEM II Project Supervisor) has been in discussions with SMUSD, Escondido USD, and Vista USD to establish dual enrollment classes. 3. There is interest in Math, Biology, Chemistry and Life Sciences. No specific meetings have been arranged. 4. Patty Deen (Earth Sciences) has recruited and trained STEM Ambassadors to go into local schools and conduct demonstrations and discuss STEM careers. 5. Dean Sourbeer has made some connections with K-12 and CSUSM personnel. We will be working with CSUSM on a STEM K-16 Initiative together to identify talented K-12 STEM teachers, and recruiting them to train (along with CSUSM and PC instructors) other K-12 teachers interested in improving their instruction in STEM 	<ol style="list-style-type: none"> 1. The general project steps have been completed. However, there is still much work to be done to further develop the partnerships and curriculum discussions. 2. On-going collaboration and an understanding of what K-12 is doing with curriculum impacts the students coming to us and how we teach and adjust our curriculum. Our new membership in NCPDF will help facilitate on-going dialogue. 	Yes	<p>Yes.</p> <p>Resources could be used to bring faculty together for curriculum discussion and the sharing of changing pedagogy strategies in the classroom to help improve student learning and success.</p>

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.				
<i>Objective 3.2: Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community.</i>				
Sup/Pres	1. Postponed pending selection of the new superintendent/president			

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.				
<i>Objective 3.3: Increase external funding through grants and partnerships within the community.</i>				
Supt/Pres	<p>1. The Adult Education Consortia has completed work on a Regional Comprehensive Plan and will meet the deadline of March 1, 2015 for submission to the Chancellor's office. We have signed partnership agreements from approximately twenty companies and community-based organizations and have developed a website (http://sdnorthab86.org/) to share information with the community about adult education activities and resources.</p> <p>2. CSUSM is interested in continuing the HSI Collaboration. Computer Science, Behavioral Science, and Drafting Tech faculty wish to be included in the next Title V grant.</p> <p>3. Some specific areas of interest:</p> <ul style="list-style-type: none"> o Continuing and expanding SI and tutoring o Continued support the STEM Center and MLC o Improve equipment and software o Explore online tutoring o "Hardwire" summer internships (spots set aside specifically for PC students) o Work with K-12 to develop teacher and student interest and skills in STEM o Continued support or active learning techniques o Expand workplace internships <p>4. DOL</p> <ul style="list-style-type: none"> o Establish a Tech Core to feed into Engineering Tech and Advanced Manufacturing o Establish an Engineering Tech program o Relate majors to careers o Equipment and facilities improvements o Environmental scan to explore new programs o Establish those programs 	<p>1. Column 3 reads as follows as it relates to the MNHS Division: HSI / STEM / NSF 1. Grant proposal developed and submitted Spring 2015.</p> <p>2. The Director of Institutional Research and Planning, the Dean of Math and the Natural and Health Science (MNHS), Victor Rocha Co-Director OTRES (CSUSM), the VP of Student Services and others are currently working on a Collaborative Title V HSI grant with CSUSM with a STEM theme, as well as a Title V HSI individual grant with a more general focus. We are also potential partners in an NSF Grant with Scripps Institute; an NSF iUSE grant with several partner institutions in Northern and Southern California; and Career Pathways Initiatives with partners in San Diego and Orange County. These grants have at least minor focus on establishing a STEM Core Curriculum that accelerates the traditional timeline to STEM majors or careers. They also focus on recruiting cohorts of students (particularly veterans and active military personnel) into these pathways, keeping them in these pathways, and feeding them into internships.</p> <p>3. No, as stated above, Adult Education Alignment between the K-12 and CC is a multi-year project.</p> <p>4. This work will continue.</p> <p>5. We may fail in these initiatives and should always be on the look for more.</p>	Yes	<p>Yes</p> <p>Funding resources for planning are allocated by the State through this year. In the future, implementation funds may be allocated by block grant.</p> <p>We lack the human resources to do the job, quite frankly. We need a Dean of grants and supporting personnel to write and manage these many grants.</p>

5. Since completing and submitting our Regional Comprehensive Plan for Adult Education in March, our Consortium has continued to meet bimonthly. We have requested that our Planning Grant be extended through the 2015-16 fiscal year to help cover the gap that may develop between the planning and implementation periods. We continue to gather and analyze data on education and employment in our region and facilitate the work of faculty groups to align curriculum between the Adult Education and Community College Systems.
6. We continue to implement a number of grants: Title V HSI Collaborative (year 5 of 5), Title III STEM (year 4 of 5), NSF STEP (year 4 of 5), and are partners on two other NSF ATE Grants.

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Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.				
<i>Objective 4.1: Rebuild staffing levels to support priorities identified in Staffing Plan 2016, if the budget allows..</i>				
VPs	<p>IPC</p> <ol style="list-style-type: none"> 1. IPC completed its annual Staffing Plan update, utilizing positions requested in the 2014-15 PRP process. Twenty-four (24) positions were prioritized, although a total of 46 positions were submitted. <p>FASPC</p> <ol style="list-style-type: none"> 1. Completed Staffing Master Plan Year 5 update Spring 2015. 2. Ongoing – Identify resource allocation to support priorities 3. Ongoing – Recruit and hire prioritized positions 4. Ongoing- Repeat each year <p>HRSPC</p> <ol style="list-style-type: none"> 1. Year 5 update in progress; draft to SPC for first reading at the 4/7/2015 SPC meeting. 2. Prioritized hires, including non-faculty supplemental retirement program replacement hires, onboard beginning July 2015. Faculty recruiting for faculty hiring priorities beginning in fall 2015. 3. Ongoing – Recruit and hire prioritized positions 4. Ongoing – Repeat each year <p>SSPC</p> <ol style="list-style-type: none"> 1. Student Services utilized the PRP review process to identify staffing needs for 2015 – 2016. 2. A Student Services Staffing Plan has been submitted to Human Resources. 	<ol style="list-style-type: none"> 1. IPC project steps are ongoing. 2. FASPC project steps are ongoing. 3. SSPC: there are several staffing changes that will likely result from the SRP and normal attrition. 	Yes	<p>IPC: Yes. Resources to hire staff will continue to depend on the District's fiscal situation, including its ability to achieve its FTES cap.</p> <p>FASPC: No</p> <p>SSPC: No</p>

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.				
<i>Objective 4.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.</i>				
VPHRS, Faculty Senate President	<ol style="list-style-type: none"> Outcome reported in May 2014 Governing Board report. Analysis of small data sample did not provide quantitative correlation. Qualitative discussion resulted in request to Faculty Senate to review the full-time hiring faculty procedure, and establish a uniform part-time faculty hiring procedure. Faculty Senate reviewed the full-time faculty hiring procedure review in fall 2014-spring 2015, and is working on the part-time procedure currently. The College's first Diversity Plan will be presented to the Governing Board at the April 28, 2015 workshop. 	<ol style="list-style-type: none"> While non-faculty hiring processes have been reviewed and updated, the faculty hiring procedures for full-time and part-time faculty are still being developed and reviewed. It is anticipated that procedure completion, review, and agreement between the administration and the Faculty Senate on the procedures will be completed in the Fall 2015 semester, and implemented in the Spring 2016 semester. Monitoring progress will be an ongoing, long-term activity. It is recommended that this objective be included in Year 3, until procedural agreement is reached and the faculty hiring procedures implemented. 	Yes	<p>No</p> <p>At this time, no additional resources are needed. Additional resources have already been included in the FY 2015-16 District budget.</p>

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.				
<i>Objective 4.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.</i>				
VPHRS, VPI, Prof Dev Coordinator	<ol style="list-style-type: none"> 1. Training focus established by Staff Development & Training Committee Discussion in Fall 2014. 2. Assessment Plan developed. 3. Focus Groups for specific training needs assessment plan developed. 4. Focus groups scheduled for March-April 2015. 5. Training schedule to be developed based upon focus group assessment. 6. PD provided 30 workshops directly related to technology and 48 workshops related to teaching/learning/innovation, that also employed the application of many technology tools. https://docs.google.com/spreadsheets/d/1NIEIWC0p5fJHpXVOWdDHukrkrwrXFyZTxPNM3bPxWZw/edit#gid=0 	<ol style="list-style-type: none"> 1. Focus groups will be completed in mid-April and data available from them in late April, 2015. 2. The Staff Development and Training Committee will need several sessions to accomplish steps 4-6 of the project. 3. We anticipate that this objective should be completed and in the ongoing reassessment phase by the end of FY 2015-2016. 4. Work on the project will continue into FY 2015-16, and the objective should be carried forward. Spending on the SPPF funding for the project should also be extended by one year because of the updated implementation timeline. 	Yes	No

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.				
<i>Objective 4.4: Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research.</i>				
VPI, VPSS, Prof Dev Coordinator	<ol style="list-style-type: none"> 1. IPC and SSPC did not receive any SPPF requests for Objective 4.4 in Fall 2014. 2. For the 2014-2015 school year PD identified 42 workshops as primarily associated with “teaching/learning/innovation”, 30 workshops as primarily “technology” focused, and 48 workshops as more general “college” topics. https://docs.google.com/spreadsheets/d/1NIEIWC0p5fJHpXVOWdDHukrkrwrXFyZTxPNM3bPxWZw/edit - gid=0 3. Specifically, PD added faculty “Collaboratories” and “BYOD” workshops. The purpose of the “Collaboratories” is to bring together faculty to discuss innovative teaching strategies and educational issues. 4. “BYOD” means Bring Your Own Device and focuses in innovative ways to have students use their devices in the classroom 5. The 1-day learner-Centered teaching Conference took place February 21st. The conference provided a keynote speaker focusing on learner-centered education and importance of connectedness, along with 18 breakout sessions focused on innovation in teaching and learning. The conference sold out with 160 registrations. http://www2.palomar.edu/pages/activelearning/ 6. PD Needs Assessment will be sent out after Spring Break. The needs assessment will be revised to be sure to include additional question related to innovation and technology offerings. 7. In the Fall 2014 the PD Coordinator sent out an informal survey focused on Innovative PD workshops and received 10 responses. These responses were reviewed by the advisory board and used to brainstorm new innovative workshops to offer. https://docs.google.com/spreadsheets/d/11dBo65q2Og2dFIHFD2699-K6ZsR-w7qNsMr88S8W2Ik/edit#gid=1950310319 	<ol style="list-style-type: none"> 1. All project steps will be completed. 2. Providing support for faculty to explore and implement innovative strategies in their teaching and student support areas are a vital element to on-going growth for Palomar. 	Yes	<p>Yes</p> <p>Some annual SPPF dollars are necessary to promote innovation.</p>

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.				
<i>Objective 4.5: Develop and implement more comprehensive and effective methods for encouraging participation and communicating the discussions and outcomes of the shared governance and planning process.</i>				
Supt/Pres, VPs	<ol style="list-style-type: none"> 1. This objective is related to two of the college's self-identified improvement plans in our self-evaluation. As a precursor to this work, the Accreditation Leadership team developed the Accreditation newsletter providing an overview of the college's self-evaluation and our planning process. The newsletter included the college's self-identified improvement plans. This newsletter has been distributed to the college community. 2. Dialogue with Planning Councils will begin in March –April with an expected report to SPC in May. 3. Workgroup will be assigned to identify project plan to implement improvements in May with expected report due to SPC in October. 	<ol style="list-style-type: none"> 1. HRSPC will have completed its discussion of the Action Plan steps by the end of the Spring 2015 semester. 	Yes – project steps extend into Fall 2015	Additional part-time staff resources may be required to expand communications capabilities, depending on workgroup recommendations.

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.				
<i>Objective 5.1: Develop operational plans for opening the South Education center.</i>				
Supt/Pres VPs	<ol style="list-style-type: none"> 1. A number of staffing recommendations are coming through department PRPs. 2. Application timeline through State Chancellor's office begins in October, 2015. 	<ol style="list-style-type: none"> 1. Activities will be accomplished beginning with the work on the 2016 Staffing Master Plan, in Fall 2015 	Yes	No

<i>Leader of Objective</i>	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.				
<i>Objective 5.2: As identified in Master Plan 2022, carry out the next three years of planned facilities projects on the San Marcos campus.</i>				
Supt/Pres, VPFAS, Dir Facilities	<ol style="list-style-type: none"> 1. TLC completed Spring 2014. 2. Construction start Baseball Field began Fall 2014. 3. Construction start Child Development Center began Fall 2014. 4. Humanities completed Summer 2014. 5. Construction start for Library on schedule. 6. Occupancy Baseball Field on schedule. 7. Occupancy Child Development Center on schedule. 8. Construction Start Lot 12 Parking Structure on schedule. 9. Construction Start South Education Center on schedule. 10. Occupancy Library on schedule. 	<ol style="list-style-type: none"> 1. Project steps are ongoing. 2. Prop M construction is ongoing in accordance with Master Plan 2022 	Yes	No

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.				
<i>Objective 5.3: Continue to review, update, and plan to fund the emergency preparedness plan.</i>				
VPFAS	<ol style="list-style-type: none"> Staff to manage Emergency Preparedness Plan identified Fall 2013. Timeline for Emergency Preparedness Plan revision completed Fall 2013. Emergency Preparedness Plan Revision completed Fall 2014. Secure funding for Emergency Preparedness Plan completed Spring/Summer 2014. Timeline for Emergency Preparedness Plan training completed. Emergency Preparedness Plan training is ongoing. 	<ol style="list-style-type: none"> Plan complete with ongoing training conducted by Emergency Health & Safety supervisor. 	No	No

Leader of Objective	Progress	Recommendations and/or Work Left To Do	Continue in Y3	Need Additional Resources
Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.				
<i>Objective 5.4: Develop and implement a budget mechanism for the replacement of technology equipment.</i>				
VPFAS	<ol style="list-style-type: none"> 1. Available resources outside of General Fund revenues identified FY 14-15. 2. Annual resource allocation allotment for 2014/2015 completed for FY 14-15. 3. Implement annual technology replacement funding plan is completed for FY14-15. 	<ol style="list-style-type: none"> 1. All project steps will be completed by end of Year 2. 	No	No

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Palomar College FTES Analysis

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