



STRATEGIC PLANNING COUNCIL AGENDA

Date: August 17, 2016
Starting Time: 9:00 a.m.
Ending Time: 12:00 p.m.
Place: **AA-140**

CHAIR: Joi Lin Blake

MEMBERS: Michelle Barton, Colleen Bixler, Lisa Carmichael, Dan Dryden, Kelly Falcone, Adrian Gonzales, Aaron Holmes, Teresa Laughlin, Shannon Lienhart, Zeb Navarro, Ron Perez, Travis Ritt, Shayla Sivert, Justin Smiley, Dan Sourbeer, Brian Stockert, Rich Talmo, Sherry Titus, Chris Wick

RECORDER: Cheryl Ashour

Exhibits

A. WELCOME BACK / ORIENTATION

Exhibit A

1. Revisit Governance
2. Accreditation Update
3. Strategic Enrollment Management Plan
4. Think Tank

B. ACTION ITEMS / FIRST READING

1. Strategic Planning Council Governance Structure Revision
2. Draft Response for Accreditation Recommendation 2
3. Strategic Plan 2019

Exhibit B1

Exhibit B2

Exhibit B3

C. ACTION ITEMS/SECOND READING

1. Draft Response for Accreditation Recommendation 1

Exhibit C1

D. INTEGRATED PLANNING MODEL

1. 2016-2017 Planning Calendar



STRATEGIC PLANNING COUNCIL MEETING MINUTES August 17, 2016

A special meeting of the Palomar College Strategic Planning Council scheduled August 17, 2016, was held in AA-140. President Dr. Joi Blake called the meeting to order at 9:00 a.m.

ROLL CALL

Present: Michelle Barton, Colleen Bixler, Lisa Carmichael, Dan Dryden, Kelly Falcone, Adrian Gonzales, Aaron Holmes, Teresa Laughlin, Shannon Lienhart, Zeb Navarro, Ron Perez, Travis Ritt, Shayla Sivert, Justin Smiley, Dan Sourbeer, Brian Stockert, Rich Talmo, Sherry Titus, Chris Wick
Absent: Mike Nagtalon
Guests: Laura Gropen, Debbie King, Marti Snyder
Recorder: Cheryl Ashour

A. WELCOME BACK / ORIENTATION

Dr. Joi Blake welcomed members to the SPC Orientation meeting. She introduced herself and asked everyone to do the same. Dr. Blake discussed her philosophy of "how we get to yes" and the importance of being respectful with one another. She asked members what they would like to see accomplished this year. Enrollment, staffing, the South Center, marketing, and maintaining a positive attitude were the areas that were mentioned the most.

1. Revisit Governance

Michelle Barton reviewed how governance is defined. She led a discussion on the following:

- What the College does well to foster and encourage participation
 - There was consensus that there is a great deal of opportunity for people to participate; communication works well and there is mutual respect at the Council level
- Ways we can improve or strengthen the process
 - There are many good ideas, but needs implementation; decisions don't go back to a group from SPC that originally brought it forward; good discussion but vocal minority stops movement; we need feedback on tasks assigned
- Members' responsibility within the governance structure
 - Advocacy
 - Accountability
 - Communication
 - Be clear when asking for or giving input; emails do not work well - need to talk; communicate the progress of tasks to the campus community and within SPC; try a different model, such as a five-minute weekly video from the President or one email a week with hyperlinks

Ms. Barton asked members to think about ways we can communicate more effectively.

2. Accreditation Update

Dan Sourbeer reviewed the timeline and bullet points from Recommendation 1 and 2, and provided a summary of the progress of the remaining recommendations.

3. Strategic Enrollment Management Plan

Joi Blake stated that enrollment management is a District priority. She asked the Vice Presidents to discuss enrollment management in their areas:

Ron Perez reviewed:

- The stabilization process
- FY 2016-17 FTES
- The fund balance history and projected fund balance FY 2016-17
- FY 2015-16 and 2016-17 summary
- Future financial obligations

Dan Sourbeer reviewed:

- Enrollment scheduling
- Where enrollment growth can come from
 - Workforce, distance education, and dual enrollment
- South Center

Adrian Gonzales reviewed:

- Student access through technology
 - CCC Apply, Payment Plan, Mobile App, Open Course Search Tool, Customer Relations Management software
- Educational Planning and retention
 - Student ambassadors, class cancellation follow-up services, online education planning

Because of time constraints, this conversation will be continued at the next meeting.

B. ACTION ITEMS/FIRST READING

1. Strategic Planning Council Governance Structure Revision (Exhibit B1)

Joi Blake stated that the SPC start time is being moved to 2:30 p.m. to accommodate the compressed calendar. SPC will continue to end at 4:00 p.m. There is also a proposal to add the Director of Communications, Marketing, and Public Information and the Director of Information Services to the SPC membership.

MSC (Lienhart/Holmes) to motion to move this item to second reading

MSC (Barton/Holmes): The change to the membership and start time of the Strategic Planning Council was approved and accepted into the record

2. Draft Response for Accreditation Recommendation2 (Exhibit B2)

The draft response for Accreditation Recommendation 2 was discussed. This item will return for action/second reading at the next SPC meeting.

3. Strategic Plan 2019

The revisions to the goals in Strategic Plan 2019 were reviewed. This item will return for action/second reading at the next SPC meeting.

C. ACTION ITEMS/SECOND READING

1. Draft Response for Accreditation Recommendation 1

This item was tabled and carried to the next SPC meeting as action/second reading.

D. ADJOURNMENT

There being no remaining time, the meeting was adjourned at 12:00 p.m.



Strategic Planning Council Orientation and Kick Off to the Year!

August 17, 2016

Overview

- ▶ Welcome and introductions
- ▶ Orientation/Reconnecting with Participatory Governance
- ▶ Accreditation Update
- ▶ Strategic Enrollment Management Planning and Discussion
 - ▶ Enrollment Management cuts across the College
 - ▶ Setting the Stage / Reports from the College
 - ▶ “Think Tank”
- ▶ Integrated Planning
- ▶ 1st Reading
- ▶ 2nd Reading

Welcome and Introductions

- ▶ Introductions
- ▶ Dr. Blake's Five Week Update – The Listening Tours!
- ▶ What are the top three priorities/opportunities SPC would like Dr. Blake to focus on over the next year?

Reconnecting with Participatory Governance

- ▶ Participatory (Shared) Governance – How does SPC define it?
- ▶ What do you think Palomar does well to foster and encourage participation in shared governance?
- ▶ How can we improve or strengthen our processes?

Governance

- ▶ Education Code 70902(b)(7)
 - ▶ “...ensure faculty, staff, and students...the right to participate effectively in district and college governance.”
- ▶ Implementing regulations (Title 5)
 - ▶ Governing Board “consult collegially” with academic senate on academic and professional matters
 - ▶ Students and staff have opportunity for “effective participation” in decisions that affect them.
 - ▶ Student and faculty defined roles.
- ▶ Note: the term “shared governance” does not appear in Ed Code or Title 5.

Governance

- ▶ We don't participate in shared governance because it is legislated, we do it because it is the right thing to do.
- ▶ Using the consultative process to consider actions and make decisions contributes to a positive environment and stronger decisions.
- ▶ Agreement may not always be possible...
- ▶ Communication is critical.....
- ▶ Does the Superintendent/President have to agree with the recommendation of individual or collective constituent groups?



Implementing Governance at Palomar

Implementing Governance at Palomar

- ▶ Who participates?
- ▶ How is our governance structure organized?
- ▶ In what ways do we participate?

Who Participates

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

Who Participates

- ▶ The following constituent groups participate
 - ▶ Students
 - ▶ Faculty
 - ▶ Faculty Senate
 - ▶ Palomar Faculty Federation
 - ▶ Council of Classified Employees
 - ▶ Confidential and Supervisory Employees
 - ▶ Administrative Employees
 - ▶ Superintendent/ President – Senior and Executive Administration

Who Participates

- ▶ Working in small groups
 - ▶ Identify which constituent groups you represent or the role you play on SPC
 - ▶ List/describe the role in governance of the constituencies in your group
 - ▶ Collectively discuss what you feel are your responsibilities as participants on SPC

Palomar Governance Structure and Process

- ▶ We have the “players”... “who participates” but how do we participate?
- ▶ Our structure is made up of councils, committees, task forces...(insert link)
- ▶ Link to Governance Structure Organizational Chart

Palomar Governance Structure and Process

- ▶ **Governance or Operations?**
 - ▶ What is a governance topic or issue?
 - ▶ Do all governance discussions culminate at SPC?

Communication and Governance

▶ Recommendation #2

- ▶ Accreditation Evaluation Report recognized that we have a sound structure in place.
- ▶ Some of the issues identified within our governance structure
 - ▶ Ability to participate
 - ▶ Understanding of governance and what other committees are doing (communication)
- ▶ Strategies to Address
- ▶ Other thoughts?

Communication and Governance – The Comet Information Exchange

- ▶ **The Comet Information Exchange**
 - ▶ <https://www2.palomar.edu/pages/cie/cie/>

Just Do Right

- ▶ https://www.youtube.com/watch?v=bxrV2J_OjGo



Accreditation Update

Overview and Progress: Timeline

Spring 2016		
January-March	Report preparation	Writing teams
January 29	Discuss Strategies for Addressing Recommendations	Accreditation Steering Committee
March 18	Review of Recommendation #1 Discuss Actions Being Taken on Recommendation #2	Accreditation Steering Committee
April 5	First reading – Recommendation #1	Strategic Planning Council
Summer 2016		
May-August	Report preparation	Writing teams/AWLT
August 12	Post recommendation #1 to website	AWLT
August 16	Post Recommendation #2 to website	AWLT
August 17	Second reading - Recommendation #1 (SPC)	Strategic Planning Council
August 17	First reading – Recommendation #2 (SPC)	Strategic Planning Council

Overview and Progress: Timeline (Con't)

Fall 2016		
August 23	First Reading/Workshop – <i>Follow-Up Report 2016</i> (Governing Board)	Governing Board
August 26	Review of <i>Follow-Up Report 2016</i>	Accreditation Steering Committee
September 5	External review of <i>Follow-Up Report 2016</i>	External Reader
September 6	Second reading – Recommendation #2	Strategic Planning Council
September 13	Action – <i>Follow-Up Report 2016</i>	Governing Board
September 26	Submit <i>Follow-Up Report 2016</i> for print	AWLT
September 29	Submit <i>Follow-Up Report 2016</i> to ACCJC	AWLT
October	ACCJC Follow-up Site Visit	All

Overview and Progress: Timeline (Con't)

- ▶ Report due to ACCJC by October 1
- ▶ Visit expected from mid-October to early November
 - ▶ One day visit
 - ▶ Likely 2-4 individuals
 - ▶ Will visit CPPEN
 - ▶ Interviews
- ▶ We are either in compliance or out of compliance
- ▶ Pre-visit information will be distributed
- ▶ Important to be on the same page
- ▶ Further sanctions will follow if we are still out of compliance

Recommendations to Meet Standards

► Recommendation I

To meet the standards, the Team recommends the College ensure **adequate tutorial support for distance education students**. In addition, the Team recommends that the College **provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites**.

Summary of Progress

Online Tutoring

- The College established an online tutoring solution that serves both distance education students and students attending courses at Palomar locations that have no on-site tutoring.
- This solution includes online tutoring sessions offered by Palomar-trained tutors operating out of the tutoring centers at the main campus as well as online tutoring offered by a third-party vendor at a variety of times.
- Pilot tested in Fall 2015, Spring 2016, and Summer 2016 ♦ Full implementation scheduled for Fall 2016
- To ensure distance education students can easily access the online tutoring services and other student services, the college created a distance education resource page.

Recommendations to Meet Standards

► **Recommendation I (con't)**

To meet the standards, the Team recommends the College **ensure adequate tutorial support for distance education students**. In addition, the Team recommends that the College **provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites**.

Summary of Progress

Strengthened Student Services at CPPEN

- Accreditation Standards focused on Student Learning Support Services and Technology
- College maintains strong onsite presence
- Specifically addressed items called out in the report
- Established an accessible computer lab (including ADA compliant stations)
- Purchased and installed webcams for conferences and counseling added
- Provided free Wi-Fi access through hot spots and provided computers and projectors for rooms not outfitted with “smart” technology
- Established stronger partnership with library – all services can be accessed by students, conference rooms available, setting up to hold reserve text books
- Establishing bookstore delivery services

Recommendations to Meet Standards

- ▶ **Recommendation 2** To meet the standards, the Team recommends the College **create an environment that includes the participation of all employees in participatory governance** and appropriate councils, committees, subcommittees, task forces, and workgroups.

Summary of Progress

- ▶ College reviewed participation of constituent groups on councils, committee, and subcommittees.
- ▶ The Executive Administration communicated to College managers they are to facilitate staff participation in the governance process whenever possible.
- ▶ Regular meetings with Interim Superintendent/President with constituent groups.
- ▶ Two-way communication between constituent representatives and their membership was emphasized on all councils.
- ▶ The College developed the Comet Information Exchange (CIE).

Recommendations to Meet Standards

► **Recommendation 2 (con't)**

To meet the standards, the Team recommends the College **create an environment that includes the participation of all employees in participatory governance** and appropriate councils, committees, subcommittees, task forces, and workgroups.

Summary of Progress

- The College sought feedback regarding participation in governance from the classified and other employees at the Classified Staff Professional Development day and worked with staff leadership to implement suggestions.
- Term limits were/are being established for Council of Classified Employees (CCE) and Confidential and Supervisory Team (CAST) members serving on councils and committees.
- The College is shifting to an all-college professional development program, and materials related to governance are being developed and made available to staff.
- Superintendent/President Blake met with constituent leadership to discuss how participation in the governance process can be enhanced and improvements have been identified and implemented.
- Follow-up process to collect perceptions and feedback on the process is being created and implemented.

Recommendations to Improve Institutional Effectiveness

► **Recommendation 3**

To increase institutional effectiveness, the Team recommends the College develop and implement a **comprehensive district wide enrollment management plan** to ensure enhanced student access and success and maintain the fiscal viability and integrity of the institution by reducing its reliance on reserves to balance its annual budget. (III.D.1.b, IV.B.2.d)

Recommendations to Improve Institutional Effectiveness

► **Recommendation 4**

To increase institutional effectiveness, the Team recommends the College develop a college wide process for determining the number of classified staff and administrators with appropriate preparation and experience to provide adequate support for the institution's mission and purposes. (III.A.2)

Recommendations to Improve Institutional Effectiveness

► **Recommendation 5**

To increase institutional effectiveness, the Team recommends the College **create program review plans for Human Resource Services and Finance and Administrative Services that include the same level of detailed narrative and analyses as other College division programs.** Additionally, the Team recommends that the College include Program Review Plans for all other College service areas as part of the program review process. (I.B.3)

Recommendations to Improve Institutional Effectiveness

► **Recommendation 6**

To increase institutional effectiveness, the Team recommends the College utilize **institution-set standards and other student achievement data to develop program-level standards** for all College programs. (I.B.3, U.S.D.E 602.17(f))

Recommendations to Improve Institutional Effectiveness

► **Recommendation 7**

To increase institutional effectiveness, the Team recommends the College take steps to more clearly define the distinction between course objectives and student learning outcomes and to ensure that the student learning outcomes included in course syllabi are in full conformity with the student learning outcomes adopted by the institution. (II.A.6)

Recommendations to Improve Institutional Effectiveness

► **Recommendation 8**

To increase institutional effectiveness, the Team recommends the College curriculum committee stipulate the **discipline preparation appropriate to courses** in the College's curriculum within course outlines of record. (II.A.2.b, III.A.1.a)

Overview of Progress on Recommendations

- ▶ Already working on many of the recommendations
- ▶ Preparing a streamlined approach for tracking and reporting progress.
- ▶ Link to document



Strategic Enrollment Management Planning and Discussion

Overview

Strategic Enrollment Management Planning and Discussion

- ▶ Enrollment Management is an institutional priority
- ▶ Requires a collaborative approach
- ▶ Stability
 - ▶ Fall semester pretty much done
 - ▶ We have 18 months to implement and get back on track
- ▶ Information Sharing
 - ▶ Fiscal
 - ▶ Instruction
 - ▶ Student Services
 - ▶ Human Resource Services
 - ▶ Public Affairs
 - ▶ Foundation
 - ▶ SPC – Think Tank!!
- ▶ Wrap-up and next Steps



Strategic Enrollment Management Planning and Discussion

Fiscal Update

Stabilization

- ▶ 3-year Process
- ▶ Occurs when a district does not attain its base FTES in any given year
 - ▶ FY 2015-16
- ▶ 1st year - funded as though the district reached its base
 - ▶ \$14,294,428 (P2)
- ▶ **2nd and 3rd years apportionment will be based upon actual FTES**
- ▶ After the 3rd year, the district will be re-benched to its actual FTES

Large College Designation/Funding

- ▶ Continuation of large college designation while in Stabilization/Restoration period
- ▶ The District will keep large college funding for 3 years
- ▶ Difference between large and medium designation
 - ▶ Approx. \$1.2 M
- ▶ After the 3rd year, district will be funded for their actual size (large, medium, small)

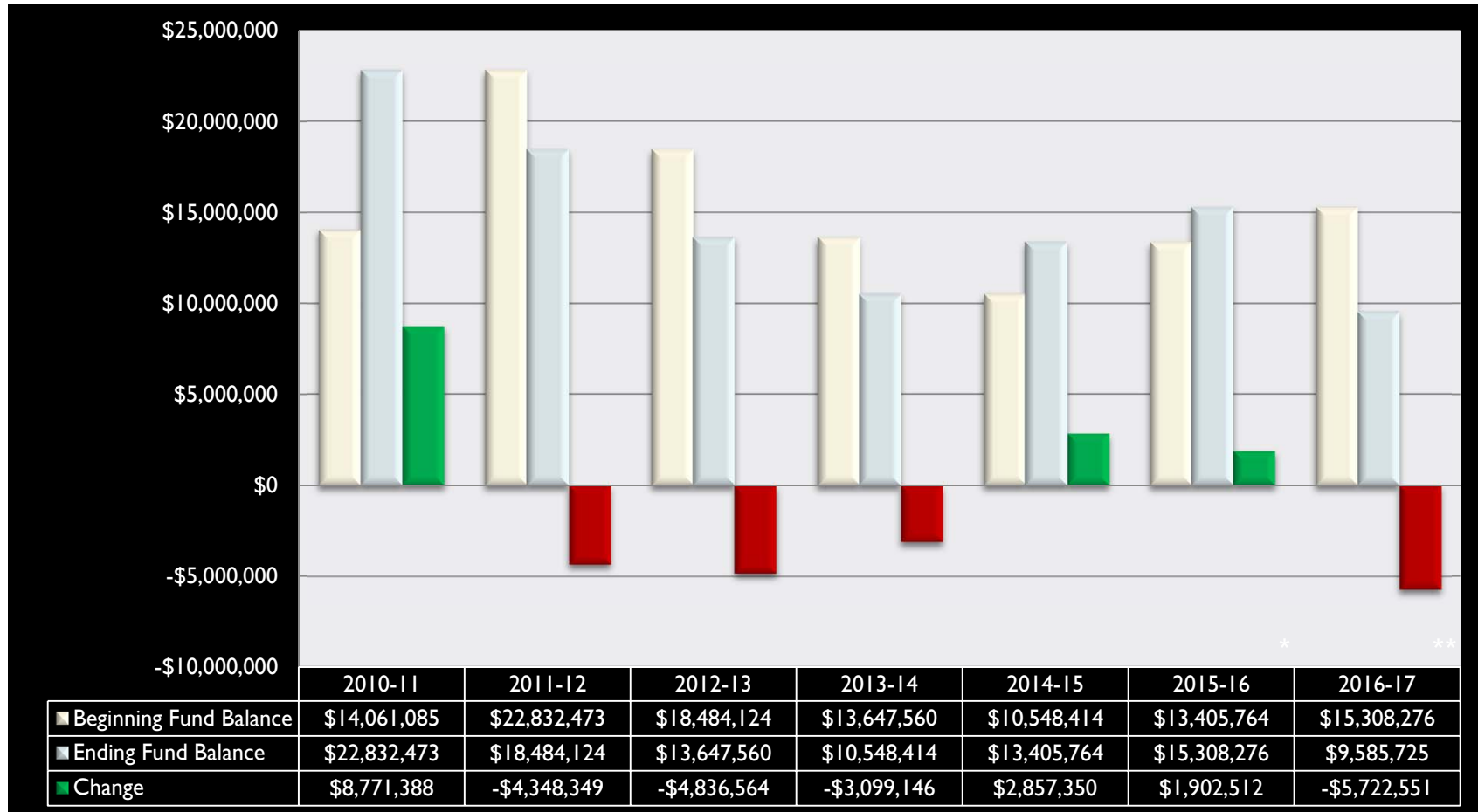
Simulation Purposes Only

	FY 15-16		FY 16-17		FY 17-18		FY 18-19	
Large College	\$1.1M		\$1.2M		\$1.2M		New Designation	
Large College FTES	19,880		20,000		TBD		TBD	
Stability	19,567		Actual FTES		Actual FTES		Re-bench New FTES Goal	
P2	16,607		17,800 (Budget)					

FY 2016-17 FTES PLANNING (Apportionment Revenue)

FY 2016-17	FTES
BASE FTES TARGET	17,800
FY 2015-16 BASE FTES (PER ADVANCE APPORTIONMENT 7/18/16)	<u>19,567</u>
DIFFERENCE	(1,767)
REVENUE IMPACT	(8,871,033)
NOTE: WILL BE FUNDED ON ACTUALS AT RECALCULATION (FEB 2018)	

Fund Balance History



* estimated ** projected

Two Year Summary

2015-16

▪ Beginning Balance	\$ 13,405,764
▪ Revenue in Excess of Expenses	<u>1,902,512</u>
▪ Ending Balance	\$ 15,308,276

2016-17

▪ Beginning Balance	\$ 15,308,276
▪ Expenses in Excess of Revenue	<u>(5,722,551)</u>
▪ Ending Balance	\$ 9,585,725

Projected Fund Balance

FY 2015-16 Projected Ending Fund Balance (Tentative Budget)	15,308,276
FY 2016-17 Estimated Ending Fund Balance	9,585,725
<u>One-Time Funding</u>	
Mandated Block Grant (FY 2015-16)	10,692,772
Mandated Block Grant (FY 2016-17)	<u>1,529,373</u>
Total Available Funds	21,807,870

Future Financial Obligations

Classification Study	TBD
Staffing (Current Recruitments and MOU Agreement)	\$3.98M
PERS/STRS Increases (FY 2016-17)	\$1.48M
Annual STEP Increases (FY 2016-17)	\$750,000
Labor Negotiations	TBD
South Center 42	TBD



Strategic Enrollment Management Planning and Discussion

Instruction

Enrollment - Scheduling

- ▶ Scheduling continues to be a collaborative effort with departments
- ▶ Funded at 525 WSCH/FTEF
- ▶ Schedule to serve our students and community
- ▶ Program Review—schedule, degrees
- ▶ Significant changes must take place THIS YEAR

Enrollment Growth – Where is it?

- ▶ CTEE

- ▶ New CTE programs
- ▶ Apprenticeship expansion
- ▶ Certifications
- ▶ Adult Education
- ▶ Contract/Community Education
- ▶ Coordinated articulations

Enrollment Growth – Where is it?

- ▶ CTEE (Con't)
 - ▶ Strong Workforce Funding
 - ▶ Will allow reorganization and administrative and faculty hiring in the division
 - ▶ Funding tied to wage gain
 - ▶ Facilities improvement or modification
 - ▶ Must have GF “skin in the game” to claim FTES

Enrollment Growth – Where is it?

- ▶ Distance education
- ▶ Dual Enrollment
 - ▶ Evening/morning classes
 - ▶ Early highs school graduates
 - ▶ Remediate PC district CSUSM students
- ▶ Middle college for HS students
 - ▶ Face to face programs
 - ▶ Online programs

Enrollment Growth – Where is it?

- ▶ Targeted classes/programs for the military
- ▶ International students
- ▶ South Center
- ▶ **SERVE THE COMMUNITY**

South Center

- ▶ Hire a Center Director
- ▶ Expand PUSD relationships and concurrent enrollment in advance of completion
- ▶ Work with local business to advise and create curriculum
- ▶ **CONNECT WITH THE COMMUNITY** to determine what programs/courses will work best, such as Contract/Community Ed., Adult Ed., Certifications, and Skills Building

South Center

- ▶ Innovative classrooms
- ▶ Brand the Center
- ▶ Aggressive marketing WELL in advance of opening



Strategic Enrollment Management Planning and Discussion

Student Services

Student Access Through Technology

- ▶ CCCApply
- ▶ Payment Plan
- ▶ Mobile App
- ▶ Open Course Search Tool – My Class Finder
- ▶ Customer Relations Management Software

Educational Planning and Retention

- ▶ Student Ambassadors
- ▶ Class Cancellation and Follow-up Services
- ▶ Online Education Planning



Strategic Enrollment Management Planning and Discussion

Human Resources Services

Human Resources Services

- ▶ Examine infrastructure
- ▶ Complete implementation of the classification study
- ▶ Streamline recruitment, hiring, and onboarding process
- ▶ Implement comprehensive Professional Development Program



Strategic Enrollment Management Planning and Discussion

Public Information and Marketing

Public Affairs Office – Marketing and Communication

- ▶ **Integrated Marketing Strategies**

- ▶ Materials development
- ▶ Outreach opportunities

- ▶ **Integrated Communications Strategies**

- ▶ Internal communications
- ▶ External communications

- ▶ **Interact Communications**

- ▶ Brand research
 - ▶ Timeline
- ▶ Message identification
 - ▶ Timeline



Strategic Enrollment Management Planning and Discussion

Foundation

The Palomar Promise



Funding the Promise

- Leadership Consensus Building
- The Promise Campaign



Strategic Enrollment Management Planning and Discussion

Think Tank

Think Tank!

- ▶ List one or more enrollment management strategies that you think Palomar could implement. (They can be from the ideas discussed or something completely different or new).
- ▶ Identify the 3-4 specific tasks that would need to be completed to move forward on the strategy
- ▶ What would be the upside to implementing the strategy?
- ▶ What would be the challenges and how could we address them?

Enrollment Management: Next Steps

- ▶ Develop Guiding Principles, Identify Strategy and Activities, Develop and Implement Timelines, Track and Monitor Progress

Strategy 0. Establish Guiding Principles for Enrollment Management Planning				
Person Responsible	Group	Project Steps	Timeline	Outcome and Benchmarks
Supt/Pres	VPs, Enroll Mgt Team, SPC	<ul style="list-style-type: none"> Draft principles Discuss/ Review / Edit Finalize 	Sept 6, 2016 Sept 6-20, 2016 Sept 20, 2016	<ul style="list-style-type: none"> Guiding principles document
Strategy 1. Increase enrollments of students from the college's feeder high school districts.				
Target Activity #1: Establish X dual enrollment programs with Palomar's feeder high school districts				
Person Responsible	Group	Project Steps	Timeline	Outcome and Benchmarks
		•		•
Description of Progress				
Target Activity #2:				
Person Responsible	Group	Project Steps	Timeline	Outcome and Benchmarks
		•		•
Description of Progress				

Everyday Leadership

- ▶ https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

Continuation of Agenda

1st and 2nd Readings

1st and 2nd Readings – We are almost Done!

- ▶ **2nd Reading**
 - ▶ Recommendation #1: Online Tutoring and Commensurate Student Learning Services at CPPEN.
- ▶ **1st Reading**
 - ▶ SPC Governance Structure
 - ▶ Recommendation #2: Governance Environment
 - ▶ Strategic Plan 2019



Integrated Planning and Budgeting Model

Overview and Strategic Plan 2019

IPM

Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model



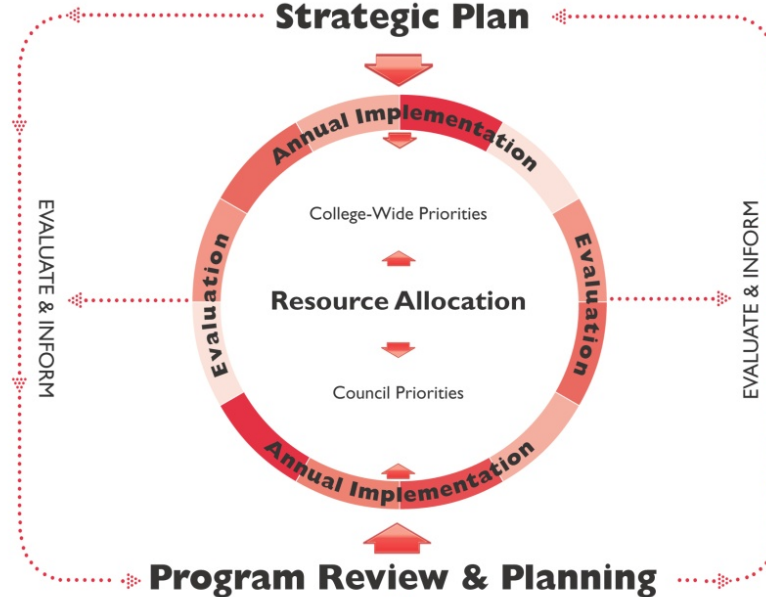
Educational Master Plan

Facilities Plan

Staffing Plan

Technology Plan

Strategic Plan

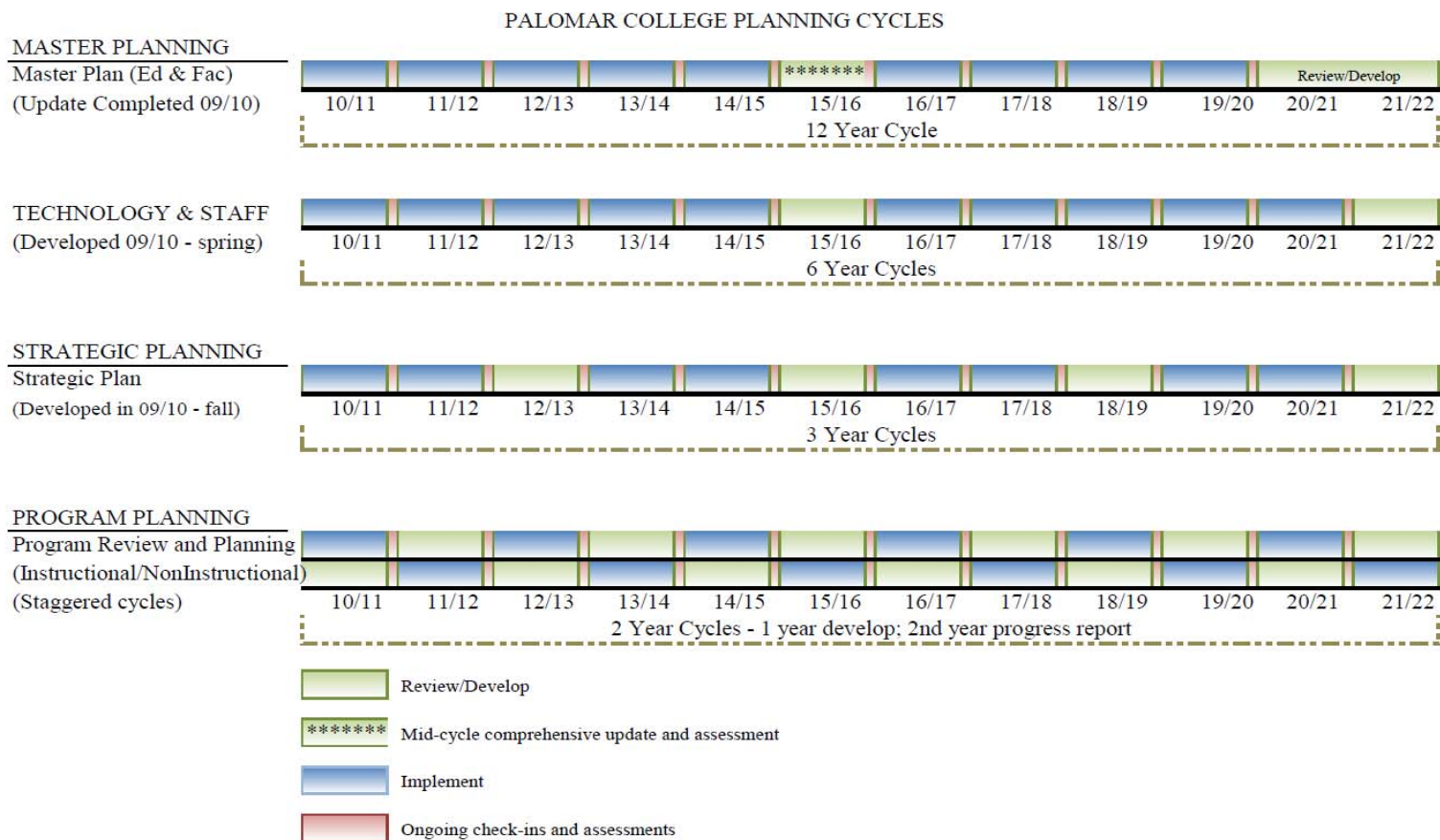


Program Review & Planning

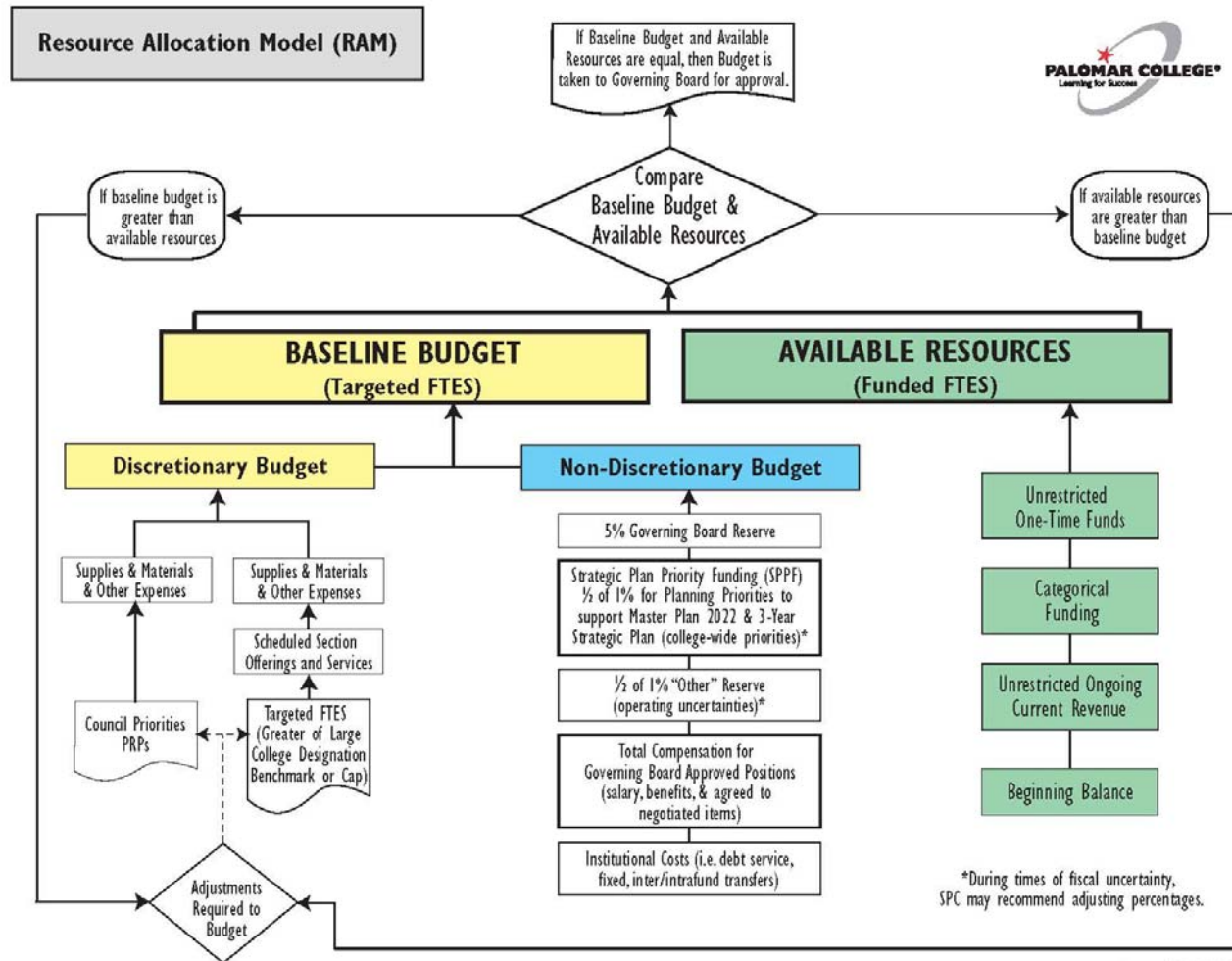


Approved by SPC 9/1/09
Amended by SPC 2/9/10
Amended by SPC 10/18/11

Planning Cycles



RAM



Approved by SPC 2/2/10
Amended by SPC 2/9/10, 9/18/12

Strategic Plan 2016 - 1st Reading

- ▶ Reviewed in detail feedback and guidance from SPC
- ▶ Revised/merged/rearranged objectives based on the feedback
- ▶ Let's review!

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Joi Lin Blake					Date: 08/17/2016			
Proposed Name of Requested Group: Strategic Planning Council								
X	Council		Committee		Subcommittee	Task Force		
Action Requested:			Add		Delete	X Change		
<p>Role, Products: The Strategic Planning Council, representing all constituent groups of Palomar College, implements the strategic plan, develops or revises governance policies, and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the Strategic Planning Council will reflect the values and support the mission of the College and be in the best interest of improving student success and serving the community.</p> <p>Role: The Strategic Planning Council, as the recognized participatory governance body of the College, creates the processes for recommending College policies and governance committee structures. The Strategic Planning Council reviews actions, recommendations, and requests of planning groups and task forces. The Strategic Planning Council amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The Strategic Planning Council develops, implements, evaluates continuously and revises, if necessary, the District's plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Strategic Plan. An Annual Implementation Plan outlines the tasks and actions to be accomplished during the upcoming year.</p> <p>Communication with individual constituencies and participation in the Council meetings are the primary responsibilities of the Strategic Planning Council members.</p> <p>Products: Palomar College's Strategic Plan, Annual Implementation Plans, Criteria for Annual Evaluation of the planning outcomes, Annual Progress Report, Policies and Procedures recommendations.</p>								
Reporting Relationship: Superintendent/President								
Meeting Schedule: First and Third Tuesday of the month from 2:30 p.m. to 4:00 p.m.								
<p>Chair: Superintendent/President</p> <p>Members:</p> <table style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Vice President, Instruction Vice President, Student Services Vice President, Finance and Administrative Services Vice President, Human Resource Services One Dean, Student Services One Dean, Instruction Director, Institutional Research Director, Student Affairs President, Faculty Senate Past President, Faculty Senate (or designee) Three Faculty representatives appointed by Faculty Senate </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Executive Director, Foundation Two Co-Presidents, Palomar Faculty Federation Faculty Coordinator, Professional Development President, CCE/AFT Past President, CCE/AFT (or designee) Vice President, CCE/AFT President, Associated Student Government Executive Vice President, ASG (or designee) President, Confidential and Supervisory Team President, Administrative Association <li style="color: red;">• Director, Communications, Marketing and Public Affairs </td> </tr> </table>							<ul style="list-style-type: none"> Vice President, Instruction Vice President, Student Services Vice President, Finance and Administrative Services Vice President, Human Resource Services One Dean, Student Services One Dean, Instruction Director, Institutional Research Director, Student Affairs President, Faculty Senate Past President, Faculty Senate (or designee) Three Faculty representatives appointed by Faculty Senate 	<ul style="list-style-type: none"> Executive Director, Foundation Two Co-Presidents, Palomar Faculty Federation Faculty Coordinator, Professional Development President, CCE/AFT Past President, CCE/AFT (or designee) Vice President, CCE/AFT President, Associated Student Government Executive Vice President, ASG (or designee) President, Confidential and Supervisory Team President, Administrative Association <li style="color: red;">• Director, Communications, Marketing and Public Affairs
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Reviewed by Strategic Planning Council:

3-19-02	Approved
12-17-02	Revised
08/25/09	Revised
01/18/10	Revised

Recommendation #2 – Participation in Shared Governance

To meet the standards, the Team recommends the College create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups.

Reference: IV.A.1, IV.A.3

Overall Summary

Palomar College is dedicated to a campus culture that encourages the opportunity for all employees to participate and be fairly represented in a robust, representative, and effective governance and planning structure. The College adopted a deliberate strategy to respond to the recommendation working from the premise that the College had a sound governance structure, as was acknowledged in the findings of the 2015 External Evaluation Report. As the findings and recommendation made by the Evaluation Team aligned with deficiencies identified in the College's Self-Evaluation and related Actionable Improvement Plans (**INSERT ACTION PLAN**), the College recognized that meeting the standard required a renewed devotion to addressing weaknesses and perceptions related to communication and participation in the governance process.

To address the recommendation, the College took the following actions

- The Executive Administration communicated to College managers they are to facilitate staff participation in the governance process whenever possible.
- Interim President-Superintendent Gonzales met regularly with constituent leadership to discuss issues related to governance.
- Department Chairs were reminded to encourage and facilitate staff participation in department activities and program review and planning.
- Two-way communication between constituent representatives and their membership was emphasized on all councils.
- The College developed a central governance communication and participation tool called the Comet Information Exchange (CIE).
- The College sought feedback regarding participation in governance from the classified and other employees at the Classified Staff Professional Development day and worked with staff leadership to implement suggestions.
- Term limits were established for Council of Classified Employees (CCE) and Confidential and Supervisory Team (CAST) members serving on councils and committees.
- The College has shifted to an all-college professional development program, and materials related to governance have been developed and made available to staff.
- Superintendent/President Blake met with constituent leadership to discuss how participation in the governance process can be enhanced and improvements have been identified and implemented.
- Bargaining unit constituent forums will move from quarterly to monthly meetings.
- The College enlisted the help of Interact Communications to develop strategies and

materials for improved internal communication.

- The College developed a campus newsletter.
- The College created and implemented professional development and engagement activities, such as “Classified Speaks” and “Google Hangouts.”
- The College created and will implement a regular feedback and evaluation process which will gauge perceptions related to the effectiveness of its governance structure and processes.

Resolution and Analysis

There is objective evidence of broad staff participation on the major councils and committees ([spreadsheet](#)), but the general perception does not match the data as documented by the findings reported by the Evaluation Team. Additionally, the College noted some ambiguity in the answers to some questions in the 2014 employee survey, seeing larger number of answers than anticipated of “Neither Agree nor Disagree”. ([link to survey?](#))

Over the course of the previous accreditation cycle, the College implemented an effective governance and integrated planning structure. This was acknowledged in the findings of the 2015 External Evaluation Report.

- “Palomar has developed a continuous system designed to include staff, faculty, administrators, and students in improving the practices, programs, and services in which they are involved. Palomar has governance structures, processes, and practices.”
- “There are designated seats for all constituent groups on all of the councils including faculty, classified staff, confidential and supervisory employees, administrators, students, and administrators. The intent is that the governing board, administrators, faculty, staff, and students work together for the good of the institution.”
- “Palomar has thorough and detailed written policies and procedures for faculty, staff, administrators, and students to participate in decision-making. “
- “The faculty and administrators have substantive and clearly defined roles in institutional governance. Students and staff also have mechanisms to provide input into decision-making.”
- “The College uses a program review and planning (PRP) process to assess effectiveness of instruction and student services. The PRP documents ensure there is a link between student learning outcomes or service area outcomes and planning.” (As we did in recommendation #1, we should include page numbers from the External Evaluation Report.)

While the 2015 External Evaluation Report found the governance structure to be sound, it identified weaknesses in how it functions. A number of findings in the external evaluation stood out to the College.

- “Despite the effort to create a structure to integrate planning throughout the College it appears that many constituent groups are unaware of what other groups are doing and how their planning interacts with the plans of other areas.”
- “Survey results also report that half of respondents were concerned about the amount of

time required to participate in participatory governance.”

- “...there are serious concerns about the ability of staff to participate in effective discussion, planning, and implementation of institution-wide improvement.”
- “Employees described a lack of communication regarding participatory governance processes and outcomes including minutes without enough details to enable employees who did not attend meetings to fully understand what was discussed”
- “In interviews with College employees the lack of involvement was attributed to a combination of workload making participation onerous and lack of support by supervisors. Some employees expressed they were either blocked from participation by their supervisor/administrators or penalized for participation.” (See comment on page numbers for the quotes above)

Initial Steps

To address these findings the College initially worked within its existing governance structure to qualitatively engage the college community to assess the campus climate, define obstacles to participation and communication, evaluate the scale of misperception or discontent, and implement strategies to create an environment that invites participation. To improve communication the council and major committee chairs disseminated meeting summaries, distinguished from official minutes, to the entire college community within a week of a meeting, and employees were encouraged to contact their representatives for feedback. (summaries, agendas, minutes) The council/committee chairs, also emphasized the need for representatives to actively seek feedback asking for reports from the constituents in their meetings. (agenda, minutes) In addition, the Vice Presidents used their regular meetings with leadership and staff to disseminate information, encourage participation, and solicit feedback. The Interim Vice President for Instruction, for example, used his meetings with the Instructional Deans, and meetings with the Department Chairs and Directors for this purpose. (agenda, minutes)

Of particular concern were the findings related to lack of support for staff participation in governance by supervisors. Interim Superintendent/President Gonzales addressed this issue in his initial and later manager’s meetings. He directed all managers to facilitate and support participation in governance and related college activities for all employees. This was theme throughout the year (agenda, minutes). In his regularly scheduled meetings with the employee leadership teams, the Council of Classified Employees (CCE), the Confidential and Supervisory Team (CAST), the Administrative Association (AA), and the Palomar Faculty Federation (PFF), he discussed issues related to governance participation and asked the leadership to provide him with the names of any managers who did not foster participation so he could work with them to develop appropriate strategies and behaviors. None were ever brought to his attention. (agenda, minutes)

Digging Deeper and Additional Actions

As discussions continued and the External Evaluation Report findings were revisited, additional and more direct feedback from staff was sought by the College. In Spring 2016, the Interim Vice President for Instruction facilitated a dialogue with staff during the opening session of the Classified Staff Development Day. He asked the employees clustered at each table (5-6 per

table) to identify someone to serve as the recorder, to discuss each question posed, and then record the responses generated by the discussion on 5 x 7 cards provided. The cards were collected at the end of the morning session, and the responses were assembled and shared with the college community by the office of Instructional Services. The questions posed were as follows. (1) What do you think Palomar does well to foster your participation in shared governance? (2) How can Palomar improve or strengthen the governance process? (3) How satisfied are you with your own level of participation/engagement in governance at Palomar? (4) How would you like to be more involved?

While answers varied widely, they helped drive discussions the Interim VPI held with administrative and constituent group leadership shortly afterwards. ([link to evidence--spreadsheet](#)) For example, one concern cited was the lack of opportunity for staff to participate in governance because the same individuals are on a number of councils/committees, and/or individuals serve for extended time periods. In response, CCE and CAST leadership changed their bylaws to impose term limits on council/committee membership, and committed to encouraging wider participation ([Evidence: Bylaws](#)).

Some survey responses requested opportunities for current and new employees to learn more about governance and planning. Professional Development activities designed for faculty have always been open to staff, albeit passively. The College transitioned to an all-college model of professional development in Fall 2016 that actively promotes professional development to all employees and includes materials specifically addressing governance structure, communication, and participation. ([check w/Kelly for evidence](#)) Human Resource Services staff has worked with the Professional Development Coordinator and college administrators to develop onboarding materials for all groups of employees that will include information on governance, how to use the Comet Information Exchange (described in detail below), and the importance of participating in the governance and planning process, even if peripherally. ([Shawna ?, Kelly, Shayla](#))

In addition, some comments addressed frustration with the workload and challenges with quickly replacing positions left vacant by SERP related retirements. While not directly related to governance, the College acknowledged that these issues were a challenge. The College continued to make an effort toward replacing critical positions left vacant through the SERP and The Interim Superintendent/President communicated progress in campus forums and through his regular communication with constituent groups.

The Comet Information Exchange

A tool that was conceived in Fall 2015, but was refined as discussions continued, was the Comet Information Exchange (CIE). Initially, it was viewed a one-stop-shop to get information related to governance processes (<https://www2.palomar.edu/pages/cie/>). Meeting summaries, official minutes, the governance structure, and related information was posted to the CIE and employees were encouraged to visit to keep abreast of ongoing activities.

However, the College quickly realized is that the CIE could serve not only as an interface for information, but also as a mechanism for participation. The CIE expanded to not only house the information cited above, but links to council/committee composition, and email links to

constituent representatives sitting on the councils/committees were added so that staff could easily and immediately give their feedback on issues currently being discussed. A word cloud followed to show themes dominating discussions, and clicking on any word in the cloud takes one to all of the council/committee reports and minutes related to that topic.

The CIE has matured into a dynamic interface, available to all employees, that expands participation beyond the traditional definition of sitting on a committee. Staff can find out, in close to real time, what is happening on governance councils/committees and immediately participate in the conversations of interest with their constituent representatives. They can also learn about the composition of councils/committees and how they relate to one another. As the College scales up awareness of the CIE through a number of avenues to be discussed later, many of the concerns cited in the External Evaluation are addressed: awareness of planning processes, time constraints, limits on the ability to participate, lack of communication, etc.

New Leadership and Initiatives

Superintendent/President Blake arrived July 11 and took the time to conduct a “Listening Tour” to clearly hear the needs and concerns of all employee groups, and to evaluate the impact of the actions taken prior to her arrival. From these discussions Superintendent/President Blake has formulated strategies and implemented actions to ensure the College has a truly encouraging and participatory environment in regards to governance. These initiatives include the following actions.

- Executive and senior administrators conduct **regular** Google Hangouts (**evidence**) to update all employees on issues of importance and/or to seek feedback.
- The College scheduled campus forums for staff called “Classified Speaks!” Sessions alternate between the mornings and afternoons to accommodate the schedules of staff. The first Classified Speaks occurred August 29 and included an overview of governance and planning, what “participation” means to staff, and a look at the CIE. (**evidence**) The agenda for the second Classified Speaks will address what additional initiatives can be implemented, and a brainstorming session on how staff can participate beyond avenues already identified.
- The College initiated a periodic college newsletter. (**evidence**)
- The College asked Interact Communications for strategies and materials to improve internal communications. (**evidence**)
- Finally, to continuously assess and evaluate for an environment of participation, the College developed a campus-wide survey (**evidence**). First launch of this survey will occur in December, 2016, so that current and projected actions can be fairly assessed. The College will use these results to refine and improve its strategies for engaging all staff in governance. The survey, or a modified version of the survey will be administered regularly to ensure that the College is effectively maintaining an environment that embraces participation of all campus community members.

Additional Plans

Administer the campus-wide survey to assess the college climate in December 2016.

DRAFT STRATEGIC PLAN 2019

Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

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

DRAFT GOAL AND OBJECTIVES

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.1: Reintroduce Campus Explorations, a campus-wide learning community, to promote interdisciplinary dialogue and instruction on a topic of importance in society.

Objective 1.2: Engage in a campus-wide examination of the college's interdisciplinary Institutional Learning Outcome: Knowledge of Human Cultures and the Physical and Natural World.

Objective 1.3: Using the results and discussions of the Institutional Learning Outcomes assessment project on Intercultural Competency, identify strategies, including professional development opportunities, to strengthen and promote cultural fluency across the college.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.1: Identify and implement targeted recruitment strategies for college programs.

Objective 2.2: Establish clear educational pathways with integrated student support services.

Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.

Objective 2.4: Implement user-friendly technology tools that allow students to easily enroll, persist, and complete their studies.

Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen existing programs focused on persistence and student success such as FYE, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars.

Goal 3: Strengthen the college's message to our community.

Objective 3.1: Evaluate our current marketing and messaging strategies and integrated communications plan that reflects Palomar's value and presence in the community.

Goal 4: Maintain and support a diverse workforce.

Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.

Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body.

Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.

Objective 5.2: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.

Objective 5.3: Taking into account that the college is in stability, develop an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

Objective 5.4: Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.

Objective 5.5: Explore alternative revenue streams that align with the college's mission such as international education and contract education.

Recommendation #1 -- Tutorial Support for Distance Education Students

To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites.

Reference: II.C.1.c, III.C.1.a

Overall Summary

Palomar College is committed to providing accessible student services, including tutoring, to all of its students. To address this recommendation, the College established an online tutoring solution that serves both distance education students and students attending courses at Palomar locations that have no on-site tutoring. This solution includes online tutoring sessions offered by Palomar-trained tutors operating out of the tutoring centers at the main campus as well as online tutoring offered by a third-party vendor at a variety of times. These changes ensure adequate tutorial support is available to Palomar students who may have difficulty accessing on-site tutoring centers. To ensure distance education students can easily access the online tutoring services and other student services, the college created a distance education resource page.

The College improved student services at its Camp Pendleton site. Camp Pendleton students can meet with on-site math tutors Monday through Friday in addition to accessing the College's online tutoring options. Further, the College has evaluated and strengthened those student services necessary to support student learning so that they are commensurate with those offered at the main campus. This includes, but is not limited to establishing an accessible computer lab (including ADA compliant stations), implementing state-of-the-art technology and free Wi-Fi access, establishing a stronger partnership with the base library, and initiating bookstore delivery services.

Resolution and Analysis

The Resolution and Analysis response to Recommendation #1 is organized into two sections. The first section addresses actions that the College has taken to ensure adequate tutorial support is available for distance education students and students taking classes at locations without on-site tutoring. The second section addresses the actions the College has taken to provide students at Camp Pendleton accessible student services commensurate with offerings at the San Marcos and Escondido locations.

Section 1: Tutorial Support for Distance Education (and Camp Pendleton) Students

In its 2015 External Evaluation, the evaluating team found that the absence of online tutoring, as well as the absence of on-site tutoring at the Camp Pendleton location, created a lack of equity in availability of tutoring services for distance education and Camp Pendleton students.

“Online tutoring is not available. This has significant impact on distance education

students who have no other outlet available. Moreover, tutoring services are not provided at the Camp Pendleton or other off-site locations, enhancing the need for online tutoring options. While the College has identified the absence of online tutoring for distance education students in an actionable improvement plan, it should also be cognizant of the needs of the students physically present at its four other sites when implementing its corrective action.” (From Standard IIC, page 45)

As the evaluation team noted, Palomar expressed awareness of the issues with its online tutoring options in its 2015 Self Evaluation, including an actionable improvement plan setting a Fall 2015 goal for establishment of online tutoring options (Evidence – Self Evaluation Report 2015 Actionable Improvement Plan – II.C). The evaluation team noted a lack of progress toward this goal during their site visit, and expressed concern that the online tutoring system would not be implemented by the Fall 2015 deadline. The evaluation team noted in the above quote that either an on-site tutoring facility or an online tutoring system could serve to provide equitable tutoring options to Camp Pendleton students.

Overview and Background

Approximately 10% or 250 of Palomar College courses are offered via distance education. In 2015-16, 5,036 students enrolled in at least one distance education course. Of the number of students who enrolled in a distance education course, approximately 88% also attended a class on campus.

In 2015-16, Palomar offered 110 courses at Camp Pendleton. A total of 1,003 students enrolled in at least one course at Camp Pendleton. Of the number of students enrolled at Camp Pendleton, approximately 70% attended classes only at the site.

Many students enrolling in distance education courses and a number of students enrolling in courses at Camp Pendleton also take courses at the San Marcos campus and/or Escondido Center and have access to on-campus tutoring services. As documented in its 2015 Self Evaluation, the College recognized the need to provide additional tutoring options for distance education students.

To address this need, the College implemented a comprehensive online tutoring solution, combining tutoring by Palomar tutors located at tutoring centers and tutoring through NetTutor, a college-paid service available through the California Community College’s Online Education Initiative. Table #1 provides an overview of the actions taken by the College to ensure adequate tutorial support for distance education students and students who have limited access to on-site tutoring. A more detailed summary of the actions taken by the College follows after the table.

Table #1. Actions Taken to Establish Online Tutoring Options.

Term / Date	Action
Activities Prior to Accreditation Site Visit	
Spring 2014	<ul style="list-style-type: none"> • Tutoring Committee initiates work to establish online tutoring options for students. (Evidence - Tutoring Committee Minutes 3/6/2014)
Spring 2014-Spring 2015	<ul style="list-style-type: none"> • Tutoring Committee completes a detailed assessment and evaluation of platforms for delivering online tutoring solutions. • Tutoring Committee selects World Wide Whiteboard (WWWB), a platform offered by Link-Systems International (LSI), as the common platform for delivering online tutoring services. (Evidence: Tutoring Committee Minutes 2014-2015) • Tutoring Committee presents to Faculty Senate WWWB for use as the online tutoring platform. (Evidence: Faculty Senate Minutes 5/4/2015)
Activities After Accreditation Site Visit	
Fall 2015	<ul style="list-style-type: none"> • College pilots WWWB with online and CPPEN English and math courses. Pilot consists of online tutoring provided by Palomar tutors located at the San Marcos campus. (Note: The English Writing Lab and the Math Tutoring Center are the most accessed on-campus tutoring services. In addition, writing and quantitative skills are needed across the curriculum.) (Evidence: Math and English Pilot Fall 2015 notes; Tutoring Committee Minutes 12/3/2015) • Student survey administered to students in English and math using online tutoring. (Evidence: Student Online Tutoring Survey)
Spring 2016	<ul style="list-style-type: none"> • To increase usage and ensure access, Tutoring Committee selects and presents to Faculty Senate NetTutor Services, a service offered by LSI, in which tutoring is provided by an outside agency. NetTutor Services provides tutoring by trained tutors for most of the subjects offered via distance education. The Service also includes a Paper Center where can submit their papers for review. Depending upon the subject, students can access NetTutor Services up to 24 hours per day 7 days a week. (Evidence: Feld Email re: NetTutor Presentation to Faculty Senate 1/25/2016; Faculty Senate Meeting Minutes 1/25/2016) • Online tutoring pilot is expanded. Five disciplines offering core general education courses provide online tutoring via Palomar College Tutors and/or NetTutor Services. • Tutoring Committee chair delivers a campus forum to present progress regarding online tutoring. (Evidence: Tutoring Information Session PowerPoint) • Student survey administered to students enrolled in courses with online tutoring. (Evidence: Student Survey Results WAITING)
Summer 2016	<ul style="list-style-type: none"> • NetTutor Paper Center services piloted with two general education courses. (Evidence: AWLT Minutes 7/19/2016).
Fall 2016 (TB	<ul style="list-style-type: none"> • Vice President for Instruction and the Tutoring Committee fully

APPROVED)	<p>implements online tutoring. Distance education and off-site students enrolled in subjects/courses supported by NetTutor are provided access to the service through the College's online education Course Management System. The Paper Center is also made available to students.</p> <ul style="list-style-type: none"> • Division of Instruction develops a resource page for distance education students with links to tutoring website and online tutoring options. • Tutoring Committee implements strategies to communicate the availability of online tutoring options to students, faculty, and staff. • Ongoing assessment and evaluation of online tutoring options continues. (Evidence: <u> </u>TBD<u> </u>)
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Selection of an Online Tutoring Platform

The Palomar College Tutoring Committee (hereafter “Committee”) was established in Fall 2013 to coordinate campus tutoring services and ensure availability of tutoring to all students. It oversees the implementation of all tutoring services at Palomar College and all of its satellite sites, for both in-person and online courses. The committee includes representatives from tutoring and learning centers on the main and Escondido campuses, as well as faculty, classified, and administrative representatives from multiple instructional disciplines and other student resource centers including the Disability Resource Center and Veterans Services (Evidence: Tutoring Committee Governance Structure).

In Spring 2014, the Committee began deliberating the best approach for providing tutoring options to meet the needs of both distance education students and students attending remote sites (e.g. Camp Pendleton) without on-site tutoring services. To ensure consistency, the Committee decided that it was important for all sites and disciplines to share a common service and platform whenever possible. The Committee vetted and assessed several providers and determined that the WorldWideWhiteboard services (WWWB), through Link-Systems International, Inc., offered free of charge by the Online Education Initiative, had the best combination of features and cost (free) as a platform to deliver tutoring online. The WWWB platform can be used with Palomar College tutors, and it also provides the option to use the paid NetTutor service, which offers well-qualified, CRLA-aligned tutors for many areas of instruction (Evidence: Platform Comparison Spreadsheet).

Online Tutoring Options

The College has established two online tutoring options. The first option, initially piloted in Fall 2015 through the Math Center and Writing Center, uses Palomar-trained tutors to provide online tutoring during hours when the Centers are open. Tutors working from the Centers are provided appropriate technology to allow video, audio, and screen sharing with students through the WWWB system, and a software tracking system has been established to track student use. Importantly, the selection of math and writing as the initial subjects to pilot online tutoring was based on a few factors. The Math Center was already in progress of developing an online tutoring option prior to the Tutoring Committee beginning its work on an institutional approach. The Math and Writing Centers represent the most accessed tutoring centers on campus. Writing

and quantitative skills and competencies are required across the curriculum.

To improve the availability and accessibility of tutoring services across additional core general education disciplines and beyond normal center hours, as a second option, the College has engaged NetTutor Services to provide online tutoring services for students. NetTutor Services is an outside agency that provides tutoring up to 24 hours per day, depending upon the subject, through the WWWB system. NetTutor employs tutors in a wide variety of academic disciplines, with protocols for departments/disciplines to determine the scope and nature of tutoring offered. In addition, tutors employed by NetTutor have training and credentials comparable to those required of Palomar's tutors. In Spring 2016, the college initially implemented NetTutor Services in the following disciplines offering popular general education courses: math, computer science and information technology (CSIT), accounting, and behavioral sciences (statistics). In Summer 2016, two additional disciplines (reading and cinema) piloted NetTutor's Paper Center, which allows students to submit their papers for review.

Initial Implementation

During 2015-16, the College implemented and refined the two online tutoring options in preparation for full implementation. In Fall 2015, the College provided Palomar trained tutors for six math classes (268 students) and eleven English classes (135 students) that were offered online or at camp Pendleton. To be sure students were aware of the tutoring services, instructors distributed fliers and discussed the services at math and English orientation sessions. (Evidence – Online Tutoring Flier). In addition, the Math Center sent tutors to face-to-face classes at Camp Pendleton to introduce the online tutoring option.

Tutoring usage information was tracked and revealed that eighteen math and seven English online sessions were delivered. The Tutoring Committee created an online survey and the office of Institutional Research and Planning administered it to students in the participating classes. The survey included questions designed to determine the level of student awareness of online and face-to-face tutoring options, rate of use, and what the most useful times of day to offer online tutoring would be. The response rate to the survey was very low; only five responses were received (EVIDENCE – Student surveys). Upon review of the usage information and acknowledgement of the small number of completed surveys, the Committee determined that an additional online tutoring option along with improved communication about online tutoring availability was needed. (Evidence – Tutoring Committee Minutes).

In Spring 2016, the College added NetTutor services to its online tutoring options. Distance education and Camp Pendleton students in five disciplines (English, math, accounting, CSIT, and behavioral sciences (statistics)) had access to either Palomar-provided tutoring services or NetTutor services. The College established funding and a budget for NetTutor Services to ensure students were able to use the service free of charge; the service provides monitoring of access and usage (Evidence: Purchase Order). Table #2 provides overall usage information.

Table #2. Tutoring Usage of Students Enrolled in Courses with Online Tutoring Options

Tutoring Used by Students Enrolled in Courses Using Palomar's New Online Tutoring Options	Usage
NetTutor Option	<ul style="list-style-type: none"> • 27 Live Sessions • 8 Q and A Sessions
Palomar Online Option	<ul style="list-style-type: none"> • 18 Math Center online sessions • 2 Writing Center online sessions
Palomar OnCampus Option	<ul style="list-style-type: none"> • 15 online students attended some form of face-to-face on campus

(Evidence: Online Tutoring Usage Report)

The student survey was re-administered to students participating in the courses offering online tutoring. The response rate was again low with only 25 students completing the survey. The Office of Institutional Research and Planning is currently analyzing the survey data and will provide a report to the Tutoring Committee early fall (Evidence – student survey results (available early fall 2016). Finally, in Summer 2016, two faculty piloted the NetTutor Paper Center in their reading and cinema courses.

Full Implementation

In Fall 2016, the Interim Vice President for Instruction and the Tutoring Committee moved forward to fully implement online tutoring across distance education courses and courses offered at sites with limited or no on-site tutoring options. To prepare for full implementation, in Summer 2016, the Interim Vice President for Instruction informed all department chairs that expanded tutoring options would be available to the college's distance education and off-site students beginning in the Fall. (Evidence: Communication to Department Chairs).

Beginning in Fall 2016 all distance education and off-site students enrolled in courses/subjects supported by NetTutor services were provided access to the service through the College's online education Course Management System. As mentioned earlier, NetTutor Services provides tutoring for most of the disciplines offered via distance education and represents services commensurate with what is offered on-campus. Access to online tutoring through campus tutoring centers was also maintained. The College also created a campus resource webpage to support distance education students. This webpage includes a link to the College's tutoring options, including online tutoring.

For students attending locations with limited or no on-site tutoring, NetTutor and/or online tutoring through campus tutoring centers and/or embedded tutoring is available. In addition, the English Department is expanding the availability of Palomar-trained tutors to provide online tutoring through the Writing Center. The Math Center has moved to more exclusive use of NetTutor Services, as this is one of the disciplines in which NetTutor provides 24/7 support. The Math Department still maintains a core of Palomar-trained math tutors to provide online tutoring during select center hours.

Summary

In summary, Palomar College has established two approaches for providing online tutoring that meet the needs of distance education students and those enrolled at locations where on-site tutoring is not available. The first approach involves the use of Palomar College tutors located at the tutoring centers during times when the centers are open. The second approach involves the use of NetTutor Services to provide tutoring support at times when the Centers are closed and to expand the availability of subject-specific tutoring for courses offered online or at remote sites. A budget has been established to provide NetTutor Services to students and all tutoring services provided by the college are offered to students free of charge and a distance education resource page with links to tutoring options created. During 2016-17, the Tutoring Committee will continue to monitor and evaluate the usage of online tutoring options. In addition, the Committee is implementing strategies to communicate the availability of online tutoring to students, faculty, and staff. Together, the two approaches for providing online tutoring represent services that are commensurate to those provided on the San Marcos campus and at the Escondido Center.

Section 2: Student Support Services at Camp Pendleton (CPPEN).

The evaluation team noted in its 2015 site report that while Palomar does offer a full spectrum of student services to support learning, these services are not easily accessible to students taking classes at the Camp Pendleton (CPPEN) site.

“Tutoring and other learning support services at the San Marcos and Escondido campuses are comprehensive and broad. However, the total lack of tutoring at Camp Pendleton creates a significant gap in service level.” (From Standard IIC, p. 48)

“Learning support services are available in all forms at the San Marcos and Escondido campuses. These services include tutoring, computer labs (including ADA compliant stations), state-of-the-art technology, and free Wi-Fi access. Students have reserve access to copies of required course textbooks as a result of contributions from faculty and support from the College’s foundation. These learning support services, notably tutoring, are not all fully available at the Camp Pendleton site. (II.C.1.a)” (From Standard IIC, p. 46).

Table #3 provides a brief overview of the actions taken by the College to address this part of the recommendation. A more detailed description of the actions follows after the table.

Table #3. Actions Taken by the College to Strengthen Student Learning Support Services at Camp Pendleton

Term / Date	Action
Tutoring Options and Support for CPPEN Students	
Spring 2014- Fall 2016	<ul style="list-style-type: none">• Tutoring Committee and Interim Vice President for Instruction develop online tutoring options for students enrolled in distance education courses or courses located at sites with little to no on-site tutoring. (See Table #1 above for evidence and timeline.)

Spring 2016	<ul style="list-style-type: none"> • College establishes on-site math tutoring support at the CPPEN location.
Fall 2016	<ul style="list-style-type: none"> • College establishes the option of using embedded tutors for students taking math courses at CPPEN. (Evidence:)
Strengthened Student Learning Support Services	
Fall 2015-Spring 2016	<ul style="list-style-type: none"> • College outfits and open-access ADA compliant computer lab with state-of-the-art technology that includes webcams suitable for videoconferencing and consultation. • College ensures laptops and projectors are available for instructor use for rooms without smart technology. • College ensures Wi-Fi access is available in all classrooms through the use of free Wi-Fi and Wi-Fi hotspots.
Fall 2015-Fall 2016	<ul style="list-style-type: none"> • Palomar CPPEN Manager strengthens partnership with the base's library. • CPPEN Site Manager and the College work with base library to establish reserve textbook service located in the base's library. • CPPEN Site Manager and the base's library confirms that its conference rooms are available for use by students for group study sessions. • CPPEN Site Manager and the base's library confirm students have access to research databases and materials located in the library.
Fall 2016	<ul style="list-style-type: none"> • Interim Vice President for Instruction and CPPEN Site Manager work with the College bookstore to establish bookstore delivery service for CPPEN students. Books purchased online are delivered to the education sites on a regular schedule.
Ongoing	<ul style="list-style-type: none"> • College continues to ensure strong on-site presence of student support staff to provide access to enhanced student support and technology services as well as all other student support services which include, but are not limited to: registration activities (add, drop classes, order transcripts, cashier), academic and personal counseling, veterans and financial aid support, assessment and placement, and special resource programs such as EOPS.

Tutoring Services for Camp Pendleton Students

In Spring 2016, the College hired additional tutors and assigned on-site math tutors to Camp Pendleton to provide tutoring Mondays through Thursdays from 2:00 p.m. to 8:00 p.m. and on Fridays from 8:00 a.m. to 2:00 p.m. Since all Camp Pendleton classes begin at 6 pm, this allows students to seek assistance with pre-class questions. In addition, in Fall 2016, faculty teaching classes located on the base in remote classrooms were provided with the option to include embedded tutors into their classes.

To help ensure the cultural needs of military affiliated students attending the Camp Pendleton site are met, tutors assigned to the site are asked to complete the Military Ally training. These additional on-site tutoring services combined with the College's online tutoring options (refer to

Section 1 above) now provide students at Camp Pendleton with tutoring services commensurate with those offered at the College's San Marcos campus and Escondido Center (Evidence – Military Ally Training; camp Pendleton Monthly Newsletters and other evidence relevant to tutoring).

Strengthened Student Learning Support Services

While the recommendation references standards related to Student Learning Programs and Technology (Standards II.C.1.c, III.C.1.a), the College continues to provide a strong on-site presence to assist and support CPPEN students. This includes, but is not limited, to comprehensive admissions and records support, personal and academic counseling, financial aid support, and veterans services on-site five days per week. In addition, admissions and records personnel, counselors, and financial aid personnel can provide students with information about resource specialists and help establish videoconferencing appointments with specific areas such as EOPS. Students can add and drop classes, order transcripts, receive personal and academic counseling and transfer assistance, complete assessment and placement tests, receive help with FAFSA forms and military tuition assistance forms, submit financial aid forms, and receive advice on scholarship applications and deadlines. In addition, the site provides a full spectrum of services to support veterans (Evidence – Camp Pendleton MOU; camp Pendleton Monthly Newsletters).

Much of the content of the evaluation team's report focused on the availability of tutoring at Camp Pendleton. However, the team's report did identify a few additional student support services that needed to be addressed at the site. The College has reviewed and improved its services at Camp Pendleton addressing all areas noted in the team's report. These expanded and strengthened services include, but are not limited to the following:

Improved Technology/State of the Art Technology

- An ADA compliant open-access computer lab with 25 computers was set up onsite.
- Webcams suitable for use in videoconferencing and consultations are included in the open-access lab.
- Laptops and projectors available for instructor use at all times.
- Wi-Fi hot spots to ensure reliable internet access at remote class locations are made available to instructors.

Improved Library Services and Partnership with the CPPEN Base Library

- The College has confirmed that all students can use the base library services including research databases and materials and conference rooms which can be reserved for group study sessions.
- Beginning in Fall 2016, reserve textbooks are now held at the base's library.

Bookstore Delivery Services

- Beginning in Fall 2016, books purchased online through the College's bookstore are

now delivered to the site on a regular schedule for pick-up by students if needed.

In addition to an open-access computer lab with 25 computers (available Monday through Friday), the Camp Pendleton site has purchased and installed four webcams suitable for videoconferencing and consultation. One of these is intended for use in Counseling, while three others are dedicated for tutoring. The Counseling station is capable of allowing military students on deployment (or otherwise not on-site) to confer with counselors at the Camp Pendleton site, or for student consultation with main campus resource specialists (e.g. EOPS, DRC).

Instructors also have access to laptops and projectors for classes not equipped with smart technology. The main Palomar College building at Camp Pendleton is outfitted with free Wi-Fi access. However, buildings where classes may be offered throughout the base do not always have reliable Wi-Fi services. To ensure all classes can access the internet, the College acquired Wi-Fi hotspots for use by instructors. Faculty can use the Wi-Fi hotspots to establish reliable internet access during class times (Evidence – ALWT meeting minutes 7/19/2016).

The Camp Pendleton site manager has met with the base librarian to develop a partnership and expand services that can be offered to Palomar College students. Any patrons, not limited to military affiliated students, can utilize base library services; however, only active duty, active duty dependents, and retirees of the military can check materials out of the facilities. Library computers have robust online databases available as well as free printing (up to 20 pages per day). The library also has a private conference room that can be reserved by students for group study session and extensive research materials for student use. Beginning in Fall 2016, the base library also began holding reserve textbooks for student use. **(Confirm)** Finally, the College has taken steps to ensure course textbooks are available for purchase via online and are delivered to the site for pick-up by students if needed. **(Will need to confirm this!)**

With the addition of a comprehensive online tutoring solution, on-site math tutoring, strengthened student support services, and a strong on-site presence to guide them to appropriate services, Camp Pendleton students have access to services commensurate with those offered at the San Marcos campus and Escondido Center.

Additional Plans

None.