STRATEGIC PLANNING COUNCIL AGENDA

Date:	September 6, 2016
Starting Time:	2:30 pm
Ending Time:	4:00 pm
Place:	AA-140

CHAIR: Joi Lin Blake

MEMBERS: Michelle Barton, Colleen Bixler, Lisa Carmichael, Dan Dryden, Kelly Falcone, Adrian Gonzales, Laura Gropen, Aaron Holmes, Teresa Laughlin, Shannon Lienhart, Connie Moise, 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. MINUTES — 2 min
1. Approve Minutes of May 3, 2016
2. Approve Minutes of August 17, 2016

B. ACTION ITEMS/SECOND READING
1. Response for Accreditation Recommendation 1 — Exhibit B — 5 min
2. Response for Accreditation Recommendation 2 — Exhibit B — 5 min
3. Strategic Plan 2019 — Exhibit B3 — 5 min

C. ACTION ITEMS/FIRST READING
1. Administrative Procedures — Exhibit C1 — 5 min
   5011-Admissions & Concurrent Enrollment
   5500-Standards of Student Conduct
   5530-Student Rights & Grievances

D. INTEGRATED PLANNING MODEL — 10 min
1. Review of 2016-2017 SPC Timeline

E. DISCUSSION/INFORMATION
1. Enrollment Management — 45 min
   - Human Resource Services
   - Marketing
   - Foundation
   - Facilities
     - South Center
     - North Center
   - Enrollment Data

F. ACCREDITATION — 2 min
1. Accrediting Commission Actions and Policy Updates
2. Palomar Accreditation Update

G. <u>**REPORTS OF PLANNING COUNCILS**</u>   2 min
  1. Finance & Administrative Services Planning Council – Ron Perez
  2. Human Resource Services Planning Council –
  3. Instructional Planning Council – Dan Sourbeer
  4. Student Services Planning Council – Adrian Gonzales

H. <u>**REPORTS OF CONSTITUENCIES**</u>   2 min
  1. Administrative Association – Justin Smiley
  2. Associated Student Government –
  3. CCE/AFT –Dan Dryden
  4. Confidential/Supervisory Team – Zeb Navarro
  5. Faculty Senate – Greg Larson
  6. PFF/AFT – Shannon Lienhart

I. <u>**OTHER ITEMS**</u>

A regular meeting of the Palomar College Strategic Planning Council scheduled September 6, 2016, was held in AA-140. Interim Vice President of Instruction Dan Sourbeer called the meeting to order at 2:35 p.m.

ROLL CALL
Present: Michelle Barton, Colleen Bixler, Lisa Carmichael, Dan Dryden, Kely Falcone, Adrian Gonzales, Laura Gropen, Aaron Holmes, Chris Hopp, Teresa Laughlin, Shannon Lienhart, Connie Moise, Michael Nagtalon, Zeb Navarro, Ron Perez, Travis Ritt, Shayla Sivert, Justin Smiley, Daniel Sourbeer, Rich Talmo, Sherry Titus
Absent: Joi Blake, Brian Stockert, Chris Wick
Guests: Kendyl Magnuson, Chris Miller
Recorder: Cheryl Ashour

A. **MINUTES**
1. **Approve Minutes of May 3, 2016**
    MSC (Titus/Barton): The minutes for May 3, 2016 were approved and accepted into the record with an abstention from Zeb Navarro

2. **Approve Minutes of August 17, 2016**
    MSC (Holmes/Barton): The minutes of August 17, 2016 were approved and accepted into the record

B. **ACTION ITEMS/SECOND READING**
1. **Response for Accreditation Recommendation 1 (Exhibit B1)**
    There was no discussion.

    MSC (Barton/Dryden): The Response for Accreditation Recommendation 1 was approved and accepted into the record.

2. **Response for Accreditation Recommendation 2 (Exhibit B2)**
    There was no discussion.

    MSC (Barton/Holmes): The Response for Accreditation Recommendation 2 was approved and accepted into the record.

3. **Strategic Plan 2019**
    There was no discussion

    MSC (Barton/Titus): Strategic Plan 2019 was approved and accepted into the record.

C. **ACTION ITEMS/FIRST READING**
1. **Administrative Procedures 5011-Admissions & Current Enrollment; 5500-Standards of Student Conduct; 5530-Student Rights & Grievances (Exhibit C1)**
    Administrative Procedures 5011, 5500 and 5530 were reviewed and discussed. Ms. Titus stated there is a need to ensure that the language in all of the District publications reflect the new procedures. This item will return for action/second reading at the next meeting.

D. **INTEGRATED PLANNING MODEL**
1. **Review of 2015-2016 SPC Timeline**
    Michelle Barton reported that she is reviewing the timeline with the President; discussion will take place at the next meeting.

E. DISCUSSION/INFORMATION
   1. Enrollment Management
   - Human Resource Services: Michelle Barton reviewed the activities Human Resource Services is planning: examine and streamline recruitment, hiring and on-boarding process; complete the classification study; and implement the District professional development program
   - Marketing: Laura Gropen led a discussion on marketing and branding activities:
     o Integrated Marketing Strategies: Materials development, outreach opportunities, and connecting with our brand and community
     o Integrated Community Strategies internally and externally
     o Progress of Interact Communications
   - Foundation: Rich Talmo led a discussion on the activities to institute the San Marcos Promise and the Palomar Promise for our district high schools: lowering the GPA requirement; ensuring the infrastructure to support the concept; fundraising and partnering with community and business leaders to fund it
   - Facilities: Ron Perez led a discussion on the activities to open the South and North centers:
     o South Center: A tentative agreement has been reached with the City of San Diego regarding its lawsuit; build out the entire building; partnering opportunities with CSUSM; open no later than summer 2018
     o North Center: Install a temporary "modular village" to open summer 2018; partnering opportunities with CSUSM
   - Enrollment Data: Kendyl Magnuson provided an enrollment update

   Discussion ensued on enrollment management. Aaron Holmes stated there is confusion on the definition of enrollment management; that sometimes it feels people are "working on two different things". Michelle Barton responded that there are two aspects of enrollment management; one is called strategic enrollment management which establishes enrollment goals that are aligned with the Strategic Plan and integrated throughout the institution. It is an ongoing approach; the FTES goal is integrated in fiscal, instruction, student services, marketing and public information, and strategies are developed to attain the goal. That is why the different areas in enrollment management were listed the way they were on the last two SPC agendas. The other aspect is the immediate challenge of deficit spending. There are different levels that have to be addressed, but strategic enrollment management can take that conceptual idea in establishing your enrollment goals and actions to ensure you meet those goals. We have to address our short-term goal to get that FTES back; then we also have to have a process in place to retain and increase enrollment.

   There was discussion on the number of class cancellations this semester. The importance of enrollment management when scheduling classes was emphasized. When this is done, few classes will need to be cancelled for low enrollment. It was asked why the Enrollment Task Force is not meeting; some felt the assignment of the task force was completed, while others thought the duties of the task force were broader. The Enrollment Task Force will be discussed further at the next meeting.

F. ADJOURNMENT
   The remaining items were tabled because of time constraints; the meeting was adjourned at 4:05 p.m.

PALOMAR COMMUNITY COLLEGE DISTRICT

ACCREDITATION FOLLOW-UP REPORT

OCTOBER 2016

Follow-Up Report 2016

Submitted by

Palomar College
1140 W. Mission Road
San Marcos, CA 92069
www.palomar.edu

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 2016

Palomar Community College District

Certification of the Follow-Up Report 2016

Date: _____

To: **Accrediting Commission for Community and Junior Colleges,**
          Western Association of Schools and Colleges
          10 Commercial Blvd., Suite 104
          Novato, CA 94949

From: **Palomar Community College District**
          1140 W. Mission Road
          San Marcos CA, 92069

This 2016 Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe that the Follow-Up Report accurately reflects the nature and substance of this institution.

Signatures:

President, Governing Board Mark Evilsizer	
Superintendent/President Dr. Joi Lin Blake	
Interim Assistant Superintendent/ Vice President for Instruction/ALO Dan Sourbeer	
Faculty Senate President Travis Ritt	
Accreditation Tri-Chair/Faculty Dr. Richard Albistegui-Dubois	
Accreditation Tri-Chair AA and CAST Tom Medel	
Accreditation Tri-Chair/CCE Aaron Holmes	
ASG President Malik Spence	

Palomar College

Follow-Up Report 2016

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Statement on Report Preparation

On June 29, 2015, Palomar College received the Commission's Action Letter reaffirming its accreditation. The Commission took this action at its June meeting after reviewing the College's Institutional Self Evaluation Report and the Report of the External Evaluation Team. In this letter, the Commission issued two recommendations to the College to comply with accreditation standards. The Commission required the College to submit a Follow-Up Report by October 1, 2016, and to subsequently host a visit by Commission representatives. Palomar's Superintendent/President immediately notified the College community by email and posted the Action Letter and External Evaluation Report on the College website.

In the summer of 2015, the President's Cabinet, the Accreditation Steering Committee, and the Accreditation Writing Leadership Team (AWLT) discussed the Commission's Action Letter and External Evaluation Report. The AWLT, the group that establishes processes for creating accreditation reports, was charged with the responsibility of forming workgroups to respond to the Commission's two recommendations and setting a timeline for developing the Follow-Up Report.

The AWLT met regularly between July 2015 and September 2016. During this time the AWLT also met with the Accreditation Steering Committee. The AWLT presented the first draft of its responses to the Commission's recommendations to the Strategic Planning Council and to the broader campus community for review and feedback. The AWLT continued to incorporate suggestions and additional data throughout 2015-16. The final draft of the complete Follow-Up Report was reviewed and then approved by the Strategic Planning Council at its September 2016 meeting.

The Accreditation Liaison Officer submitted the Follow-Up Report to the Governing Board for first reading on August 23, 2016. The Governing Board approved the Follow-Up Report at its meeting on September 13, 2016.

_____   _____

Dr. Joi Lin Blake   Date
Superintendent/President

Responses to the 2015 ACCJC Action Letter /Site Team Recommendations

Overview

Palomar College is dedicated to providing quality instructional and student support services to its community. This includes maintaining its accreditation and engaging in ongoing planning, evaluation, and review cycles. Historically, the College has integrated self-evaluation actionable improvement plans and recommendations set forth by the accrediting commission into is Integrated Planning Model (IPM). This means that recommendations and actionable improvement plans are integrated into the college's annual strategic plan and action plan. The action plan identifies individuals responsible for carrying out the work, groups assigned to perform the work, activities planned, timelines, and outcomes. The Strategic Planning Council (SPC), the College's primary participatory governance group monitors progress on these plans.

Palomar integrated the recommendations addressed in this report in the same manner. To further strengthen and make certain that the College addresses its actionable improvement plans and accreditation recommendations in a timelier manner; an additional process was created whereby the College tracks and monitors progress on accreditation related issues in one single document focused solely on accreditation. Timelines, activities, and assignments are included in the document and progress is evaluated bi-weekly. Progress is then regularly shared and discussed with the Strategic Planning Council and Accreditation Steering Committee (Evidence: Strategic Plan – Action Plan Year Three; Accreditation recommendations tracking report as well).

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. To start, the College piloted online tutoring with math and writing courses as quantitative competencies and writing skills are required across the curriculum. Then, the College expanded the online tutoring solution to include all disciplines and subjects served by the third-party vendor. The online tutoring options ensure adequate tutorial support is available to Palomar students who may have difficulty accessing on-site tutoring centers. To make certain distance education students can easily access 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 Off-Site 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

In any given semester, approximately 10% or 306 of Palomar College courses are offered via distance education. In 2015-16, 4,659 students enrolled in at least one distance education course. Of the number of students who enrolled in a distance education course, 1,470 enrolled in distance education classes only, with the remaining taking both distance education and on-campus classes together. (Evidence: Palomar College Attendance 2016). Traditionally, course success rates in distance education courses are slightly lower than course success rates in similar face-to-face courses (65.4% vs. 68%)(Evidence: Substantive Change Proposal – Distance Education.

In 2015-16, Palomar offered 117 courses at Camp Pendleton. A total of 1,423 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 (Evidence: Palomar College Attendance 2016). In 2014-15, the overall course success rates of 79.8% for students attending Camp Pendleton were higher than the college average of 70.0% (Evidence – Link to PRP Success Rate Table or just provide a pdf).

As documented in its 2015 Self Evaluation, the College recognized the need to provide additional tutoring options for distance education students. The College articulated this need as "*Objective 1.3: Ensure adequate tutorial support for distance education students.*" in its Strategic Plan 2016 Year 3 Action Plan (Evidence: Strategic Plan 2016 – Action Plan Year Three).

To address this need, the College has 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	• March: Tutoring Committee initiates work to establish online tutoring options for students (Evidence: Tutoring Committee Minutes 3/6/2014).
Spring 2014- Spring 2015	• April 2014 – May 2015: Tutoring Committee completes a detailed assessment and evaluation of platforms for delivering online tutoring solutions (Evidence: Online Tutoring Comparison Spreadsheet). • May: Tutoring Committee selects WorldWideWhiteboard (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 Chair Communication 9/6/2016). • May: 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	• August – December: 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. (Evidence: Math and English Pilot Fall 2015 notes; Tutoring Committee minutes 12/3/2015) • December: Institutional Research and Planning (IR&P) administers a survey to students in English and math using online tutoring (Evidence: Student Online Tutoring Survey Fall 2015; Tutoring Committee Minutes 10/1/2015; Tutoring Committee Minutes 12/3/2015).
Spring 2016	• January: Tutoring Committee selects and presents to Faculty Senate NetTutor Services, a service offered by LSI, in which tutoring is provided by an outside agency. (Evidence: Feld Email re: NetTutor Presentation to Faculty Senate 1/25/2016; Faculty Senate Meeting Minutes 1/25/2016). • February – May: College expands online tutoring pilot. Five disciplines offering core general education courses provide online tutoring via Palomar College Tutors and/or NetTutor Services (Evidence: Faculty Senate meeting minutes 8/22/16). • April: Tutoring Committee chair leads a campus forum to present progress regarding online tutoring (Evidence: Tutoring Information

	Session PowerPoint; Tutoring Information Session video). • May: IR&P administers a survey to students enrolled in courses with online tutoring (Evidence: Student Online Tutoring Survey Spring 2016).
Summer 2016	• June: Faculty pilot NetTutor Paper Center services with two general education courses. (Evidence: Tutoring Committee Minutes 9/1/2016; AWLT meeting minutes 7/19/2016).
Fall 2016	• September: Interim Vice President for Instruction and the Tutoring Committee fully implement online tutoring for distance education and off-site students. Distance education and off-site students enrolled in subjects/courses supported by NetTutor are provided access to online tutoring. The Paper Center is also made available to students (Evidence: Tutoring Committee minutes 9/1/2016; Announcement to Department Chairs 8/22/216). • September: Division of Instruction develops a resource page for distance education students with links to tutoring website and online tutoring options (Evidence: Distance Education Resource web page). • September: Tutoring Committee implements strategies to communicate the availability of online tutoring options to students, faculty, and staff (Evidence: Tutoring Committee Minutes 9/1/2016).

<u>Selection of an Online Tutoring Platform</u>

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 NetTutor service, which offers well-qualified, CRLA-aligned tutors for many areas of instruction (Evidence: Online Tutoring platform comparison spreadsheet; Tutoring Committee minutes 2014-2015).

WWWB fully integrates with Blackboard and Canvas, the College's Online Learning Management Systems (LMS). This integration gives students, tutors, and administrators a single

sign-on access to NetTutor and WWWB. This requires fewer clicks between students and their tutor, so students can go directly from within their LMS accounts to tutoring options for the different subjects (Evidence: NetTutor Blackboard access screencast). In addition, the integration facilitates the College's ability to track use and effectiveness of the services.

Online Tutoring Options

The College has established two online tutoring options: Tutoring provided by Palomar College and tutoring provided by NetTutor. 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 (Evidence: Math and English Pilot Fall 2015 notes; Tutoring Committee minutes 12/3/2015). 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 the following 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; and
- 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 (Evidence: Tutoring Committee minutes 12/3/2015 Tutoring Committee minutes 2/4/16; NetTutor Implementation Call 2/9/2016). 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 (Evidence: Tutoring Committee minutes 9/1/2016; AWLT Minutes 7/19/2016).

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 – Math; Online Tutoring Flier - English). In addition, the Math Center sent

tutors to face-to-face classes at Camp Pendleton to introduce the online tutoring option (Evidence: Online tutoring activities summary).

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 (Evidence: Student online tutoring survey Fall 2015; Student online tutoring survey results Spring 2016; Tutoring Committee Minutes 10/1/2015; Tutoring Committee Minutes 12/3/2015). The response rate to the survey was very low; only five responses were received. 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 12/3/2015).

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 (Evidence: Faculty Senate meeting minutes 8/22/16; Tutoring Committee meeting minutes 9/1/2016). 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: Tutoring Committee minutes 2/4/16; NetTutor 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	• 27 Live Sessions • 8 Q and A Sessions
Palomar Online Option	• 18 Math Center online sessions • 2 Writing Center online sessions
Palomar On Campus Option	• 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: Tutoring Committee minutes 5/5/2016; Student online tutoring survey results Spring 2016). Finally, in Summer 2016, two faculty piloted the NetTutor Paper Center in their reading and cinema courses (Evidence: Tutoring Committee meeting minutes 9/1/2016).

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 (Evidence: Tutoring Committee minutes 9/1/2016). To prepare for full implementation, in Summer 2016, the Tutoring Committee Chair and Dean of Languages and Literature 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 8/22/2016).

Beginning in Fall 2016 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 Learning Management Systems. 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. Further, hours of availability go beyond what is offered on-campus (Evidence: NetTutor subject areas; Online Tutoring Flier – Math; Online Tutoring Flier - English). 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 (Evidence: Distance education resource webpage).

For students attending locations with limited or no on-site tutoring, NetTutor and/or online tutoring through campus tutoring centers is available. In addition, the English Department is expanding the availability of Palomar-trained tutors to provide online tutoring through the Writing Center (Evidence: English and Math Fliers). 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 (Evidence: Math department email 8/1/16). 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 additional tutoring support that increases the number of subjects tutored and in many cases the hours of availability. 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 College and Tutoring Committee continue to implement 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.
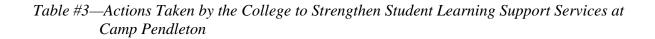
Section 2: Student Support Services at Camp Pendleton (CPPEN).

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).

The College recognized the need to improve services at Camp Pendleton and expressed that need in its Strategic Plan 2016. Specifically the college included the following objective in Year 3 of the plan, *Objective 1.4 Provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido site.* 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	• March 2014 – September 2016: Tutoring Committee and Interim Vice President for Instruction implement online tutoring options for students enrolled in distance education courses or courses located at sites with limited on-site tutoring (See Table #1 above for evidence and timeline.).
Spring 2016	• January: College establishes on-site math tutoring support at the CPPEN location (Evidence: Strategic Plan 2016: AWLT Minutes 7/19/16).
Strengthened Student Learning Support Services	
Fall 2015-Spring 2016	• August: College ensures up-to-date laptops and projectors are available for instructor use for rooms without accessible technology. • May: College outfits an open-access ADA compliant computer lab with appropriate technology that includes webcams suitable for video-conferencing and consultation (Evidence: Webcam communications). • May: College ensures Wi-Fi access is available in all classrooms through the use of free Wi-Fi and Wi-Fi hotspots (Evidence: Hotspot communications).
Fall 2015 – Fall 2016	• May: Palomar CPPEN Manager establishes partnership with the base libraries • May: CPPEN Site Manager and the base librarian confirm that the library's conference room is available for use by students for group study sessions. • May: CPPEN Site Manager and the base's librarian confirm that all students (military and non-military affiliated) have access to research databases and materials located in the library (Evidence: Camp Pendleton Base Library Base meeting notes 5/6/2016). • September: CPPEN Site Manager and the College establish reserve textbook services located in the base's library.
Fall 2016	• September: Interim Vice President for Instruction and CPPEN Site Manager establish bookstore delivery CPPEN students. Books purchased online are delivered to the education sites on a regular schedule (Evidence: Bookstore Delivery Service Communications 9/1/2016). • September-October: Instructional Planning Council refines Program Review and Planning Process for education sites to ensure that sites are examining disaggregated student data and addressing instructional and student needs in their technology planning (Evidence : TBD_____)
Ongoing	• 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. (Evidence: AWLT Minutes 7/19/16; Strategic Plan 2016; Camp Pendleton monthly newsletters).

Tutoring Services for Camp Pendleton Students

Camp Pendleton students have access and are enrolled in the online tutoring options established by the College and described above. 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 6:00 p.m. Since all Camp Pendleton classes begin at 6 pm, this allows students to seek assistance with pre-class questions (Evidence: Strategic Plan 2016).

In addition to completing Palomar's certified tutor training program, tutors assigned to Camp Pendleton are asked to complete the Military Ally training. This training helps ensure the cultural needs of military affiliated students attending the Camp Pendleton site are met. (Evidence: Military Ally Training; Camp Pendleton Monthly Newsletters). 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.

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, counseling services, financial aid support, and veterans services on-site five days per week. Further, admissions and records personnel, counselors, and financial aid personnel can provide students with information about resource specialists and help establish videoconferencing counseling appointments. 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). Test proctoring is also available for make-up tests.

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

- 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 (Evidence: Webcam communications folder; Hotspot communications folder).

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. Base librarians can provide support for students using their services.
- Beginning in Fall 2016, reserve textbooks are now held at the base's library (Evidence: Camp Pendleton Base Library meeting notes 5/6/2016).

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 (Evidence: Bookstore Communications 9/1/2016).

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 appropriate 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: Hotspot communications; 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. 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 (Evidence: Bookstore Communications 9/1/216).

Instructional Technology and Program Review and Planning

Palomar engages in a continuous planning, evaluation, and resource allocation decision-making process that is designed to improve institutional effectiveness and ensure that the College meets its mission. The planning model, known to the College as the Integrated Planning Model (IPM) integrates long-range, mid-range, and short-range planning. A workgroup lead by the Director of Information Services creates and maintains the College's Technology Master Plan (defined as a long-range plan in the IPM). This plan provides a "big picture" view of technology and addresses the infrastructure and technology support needs of the District. It is approved by the

Strategic Planning Council (SPC). The Strategic Planning Council updates and maintains the Strategic Plan which includes mid-range goals and objectives to improve institutional effectiveness. Over the past several years, the Strategic Plan and annual updates for the plan have addressed technology needs of the district. (INSERT evidence of IT goals and objectives). The Divisional Planning Councils are responsible for implementing an operational or short-term Program Review and Planning process known as the PRP process. The PRP process also addresses technology needs at the departmental/program level. Thus, the need for technology and resources to address instruction and student need are interwoven throughout the College's planning processes.

Currently, per the College's defined planning cycles, the Technology Master Plan Workgroup is recasting Technology Master Plan. The draft Technology Master Plan's goals are aligned with the goals in the new Strategic Plan 2019 and directly support instruction and student need. (EVIDENCE: TECHNOLOGY PLAN GOAL MAP). Further, to improve planning related to instructional technology and the education sites, the College refined its instructional PRP processes. As part of the PRP process, all programs are provided with disaggregated student and program data by location and mode of instruction. Programs evaluate this data as part of the assessment and planning process. Specific questions are included on the PRP forms to guide their evaluation. Previously, the education sites (e.g., Camp Pendleton) completed non-instructional PRPs which did not require the examination of disaggregated program and student data. However, the education sites are now required to assess and evaluate site specific program and student success data. Providing this additional data and including the sites in the instructional PRP process ensures instruction and student needs, especially those related to technology, are fully integrated into the College's planning and resource allocation process. (EVIDENCE: PRP Data and FORMS).

With the addition of a comprehensive online tutoring solution, complemented by 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. Finally, by integrating education sites into the instructional PRP process (as opposed to the non-instructional PRP process) and requiring the evaluation of disaggregated data, the College makes certain education sites are engaging in appropriate planning and evaluation of instruction and student needs.
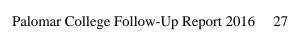
Additional Plans
None.

Evidence: Recommendation #1

Number	Name
1.1	Strategic Plan 2016 - Action Plan Year 3 (relink with highlights)
1.2	Accreditation Recommendations Tracking Report
1.3	Self Evaluation Report 2015 Actionable Improvement Plans
1.4	Substantive Change Proposal - Distance Education
1.5	Palomar College Student Attendance 2016
1.6	Institutional Research & Planning - Success and Retention
1.7	Strategic Plan 2016 - Action Plan Year 3
1.8	Tutoring Committee Minutes 3/6/2014
1.9	Online tutoring platform comparison spreadsheet
1.10	Tutoring Committee Minutes 2014-2015
1.11	Tutoring Committee Chair Communication 9/6/2016
1.12	Faculty Senate Meeting Minutes 5/4/2015
1.13	Math and English Pilot Fall 2015 notes
1.14	Tutoring Committee Minutes 12/3/2015
1.15	Student Online Tutoring Survey Fall 2015
1.16	Tutoring Committee minutes 10/1/2015
1.17	Tutoring Committee Minutes 12/3/2015
1.18	Feld Email re: NetTutor Presentation to Faculty Senate 1/25/2016
1.19	Faculty Senate Meeting Minutes 1/25/2016
1.20	Faculty Senate minutes 8/22/2016
1.21	Tutoring Information Session PowerPoint
1.22	Tutoring Information Session Video
1.23	Student Online Tutoring Survey Spring 2016
1.24	Tutoring Committee Minutes 9/1/2016
1.25	AWLT meeting minutes 7/19/2016
1.26	Tutoring Committee Minutes 9/1/2016
1.27	Communication to Department Chairs 8/22/2016
1.28	Distance Education Resource web page
1.29	Tutoring Committee Minutes 9/1/2016
1.30	Tutoring Committee Governance Structure
1.31	Online tutoring platform comparison spreadsheet
1.32	Tutoring Committee Minutes 2014-2015
1.33	NetTutor Blackboard access screencast
1.34	Math and English Pilot Fall 2015 notes
1.35	Tutoring Committee Minutes 12/3/2015
1.36	Tutoring Committee Minutes 12/3/2015

1.37	Tutoring Committee minutes 2/4/2016
1.38	NetTutor Iplementation Call 2/9/2016
1.39	Tutoring Committee Minutes 9/1/2016
1.40	AWLT meeting minutes 7/19/2016
1.41	Online Tutoring Flier - Math
1.42	Online Tutoring Flier - English
1.43	Tutoring Committee Activities Summary
1.44	Student Online Tutoring Survey Fall 2015
1.45	Student Online Tutoring Survey Spring 2016
1.46	Tutoring Committee minutes 10/1/2015
1.47	Tutoring Committee Minutes 12/3/2015
1.48	Tutoring Committee Minutes 12/3/2015
1.49	Faculty Senate minutes 8/22/2016
1.50	Tutoring Committee Minutes 9/1/2016
1.51	Tutoring Committee minutes 2/4/2016
1.52	NetTutor purchase order
1.53	Online Tutoring Usage
1.54	Tutoring Committee Minutes 5/5/2016
1.55	Student Online Tutoring Survey Spring 2016
1.56	Tutoring Committee minutes 9/1/2016
1.57	Tutoring Committee minutes 9/1/2016
1.58	Communication to Department Chairs 8/22/2016
1.59	NetTutor Website, subject areas
1.60	Online Tutoring Flier - Math
1.61	Online Tutoring Flier - English
1.62	Distance Education Resource web page
1.63	Online Tutoring Flier - Math
1.64	Online Tutoring Flier - English
1.65	Math Department email 8/1/2016
1.66	Strategic Plan 2016
1.67	AWLT meeting minutes 7/19/2016
1.68	Webcam communications
1.69	Hotspot communications
1.70	Camp Pendleton Base Library meeting notes 5/6/2016
1.71	Bookstore Delivery Service Communications 9/1/2016
1.72	AWLT meeting minutes 7/19/2016
1.73	Strategic Plan 2016
1.74	Camp Pendleton Newsletter Packet
1.75	Strategic Plan 2016

1.76	Military Ally Training
1.77	Camp Pendleton Newsletter Packet
1.78	Camp Pendleton MOU
1.79	Camp Pendleton Newsletter Packet
1.80	Webcam communications
1.81	Hotspot communications
1.82	Camp Pendleton Base Library meeting notes 5/6/2016
1.83	Bookstore Communications 9/1/2016
1.84	Hotspot communications
1.85	AWLT meeting minutes 7/19/2016
1.86	Bookstore Communications 9/1/2016

Recommendation #2—Participatory 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. (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 represented in a robust, representative, and effective governance and planning structure. The 2015 External Evaluation Report noted that the College has a sound governance structure, but it identified areas within the process that needed to be strengthened. These findings align with the College's Self-Evaluation and related actionable improvement plans. Working from the premise that the structure in place is sound, the College adopted a comprehensive strategy to respond to the recommendation and employee reports related to communication and their opportunity to participate in governance.

The College addressed the concerns expressed in this recommendation both administratively and through its governance structure. The College assessed the level of participation in participatory governance across the Councils and Committees and found broad participation. However, the documented level of participation was incongruent with employee perceptions identified in the Evaluation Report. This led the College to further examine and respond to the concerns of the classified employees.

In July, 2015, the Interim Superintendent/President took administrative action directing management to allow and support participation of all employees in governance activities. The College governance councils distributed summaries shortly after their meetings to keep the college community informed until official minutes could be approved and distributed. Constituent reports were added as standing agenda items to foster a back-and-forth flow of information between councils and constituents. By the end of the Fall 2015 semester a web-based tool, the Comet Information Exchange (CIE), had been added to the mix to increase participation and access to governance discussions by all employees.

With her arrival in June, 2016, the newly appointed Superintendent/President conducted a listening tour to assess general perceptions related to participation, and actions taken prior to her arrival. She then devised and implemented additional strategies in the Fall 2016 semester to further encourage and increase participation in the College's governance process. To ensure the measures taken are effective and sustained, an ongoing assessment process to measure institutional effectiveness in the area of participatory governance was developed.

Resolution and Analysis

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." (From Standard IV.A. Page 63)

- "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." (From Standard IV.A. Page 63)

- "Palomar has thorough and detailed written policies and procedures for faculty, staff, administrators, and students to participate in decision-making." (From Standard IV.A. Page 64)

- "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." (From Standard IV.A. Page 64)

- "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." (From Standard IV.A. Page 65)

While the 2015 External Evaluation Report found the governance structure to be sound, specific findings in the external evaluation stood out to the College to serve as areas on which to focus:

- "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." (From Standard IV.A. Page 63)

- "Survey results also report that half of respondents were concerned about the amount of time required to participate in participatory governance." (From Standard IV.A. Page 63)

- "…there are serious concerns about the ability of staff to participate in effective discussion, planning, and implementation of institution-wide improvement." (From Standard IV.A. Page 64)

- "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." (From Standard IV.A. Page 64)

- "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." (From Standard IV.A. Page 64)

The College recognized ….. and established an actionable improvement plan…
The College will improve members' engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).

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

As part of its resolution to address the recommendation and meet accreditations standards, the College also address this actionable improvement plan.

Table #1 provides an overview of actions taken by the College to address this recommendation. A more detailed analysis and summary of the actions appear after the table.

Table #1—Actions Taken to Establish an Environment that Includes the Participation of all Employees.

Term / Date	Action
Summer and Fall 2015	***College Leadership and Administrative Actions*** • July: All managers are directed to facilitate and support participation in governance and related college activities by all employees (Evidence: Interim President Gonzales communication to campus). • August-December: The College assesses the level of participation by constituent groups in governance. (Evidence: Shared governance spreadsheet and email?) • August-December: During regularly scheduled one-on-one meetings with constituent leadership, the Interim Superintendent/President emphasizes issues related to governance and the importance of maximum participation (Evidence: Leadership and VP meeting calendar). • August-December: Deans, Supervisors, and Department Chairs encourage and facilitate participation in department activities and program review and planning by all employees (Evidence: Managers meetings sample minutes and agendas; Directors and chairs meeting

	minutes sample). ***Governance Actions*** • August-December: Executive Administration implements an intentional communication and feedback approach during council meetings (Evidence: Council sample meeting minutes examples). • August-December: The Council and major committee chairs disseminate meeting summaries, distinguished from official minutes, to the entire college community within a week of a meeting, and employees are encouraged to contact their representatives for feedback (Evidence: Timely Meeting Summaries). • August-December: Council chairs request two-way communication between membership and constituent groups (Evidence: Council sample meeting minutes). • November: The College creates develops the Comet Information Exchange (CIE) (Evidence; CIE website; SPC minutes approving CIE; CIE summary).
Spring 2016	• January – May: College Leadership, Administrative, and Governance Actions implemented in Fall 2015 continue. • January: The Interim Superintendent/President, and Interim Vice President for Instruction encourages part-time faculty participation in the program review and governance processes (Evidence: Plenary Presentation Spring 2016). • March: The Interim Vice President for Instruction holds a dialogue during Classified Staff Development Day to discuss participatory governance and collect feedback and insight into their perceptions (Evidence: ASC meeting minutes 3/18/2016; CSSD survey results). • April: The College develops and implements strategies to address Classified Staff's feedback (Evidence: Employee Survey – December 2016). • May: The CIE is enhanced to provide links to constituent representatives (Evidence: Emails regarding CIE improvements; CIE link to representatives; CIE link to representatives confirmation).
Summer 2016	• June – August: The Leadership, Administrative, and Governance Actions implemented in Fall 2015 continue. • June-August: The Superintendent/President arrives at Palomar and meets one-on-one with constituent leadership as part of a listening tour. (Evidence: Leadership and VP meeting calendar) • July-August: The Superintendent/ President devises strategies to improve governance participation (Evidence: Leadership and VP meeting calendar)
Fall 2016	• August-present: The Superintendent/President implements strategies to improve governance participation (Evidence: Classified Speaks announcement and agenda, Google Hangout announcement, Google Hangout example).

- August: The Superintendent/President and Interim Vice President for Instruction encourage faculty and staff participation in governance at both the full-time and part-time plenaries (Evidence: Plenary Presentation Fall 2016).
- August: The College creates a regular feedback and evaluation process which gauges perceptions related to the effectiveness of its governance structure and processes (Evidence: Employee survey December 2016).
- August: Bargaining unit constituent forums move from quarterly to monthly meetings (Evidence: Constituency group meeting minutes).
- August-December: The College implements professional development and engagement activities, such as "Classified Speaks" and "Google Hangouts" (Evidence: Classified Speaks December 2016; Shared Governance Email 9/7/2016).More Hangout communication
- August: The Council of Classified Employees and Administrative Association Executive Councils approve council/committee membership term limits on (Evidence: CCE an AA meeting minutes/agenda).
- August: The Strategic Planning Council (SPC), the College's principal participatory governance body, opens its first meeting with a discussion on participatory governance (Evidence: SPC Orientation PowerPoint 2016).
- December: The College implements its regular feedback and evaluation process to evaluate effectiveness of its governance structure and processes (Evidence: Employee survey December 2016).

Assessment of Participation

To address this recommendation the College began by assessing participation of all constituent groups in governance councils and committees. The College determined there was objective evidence of broad staff participation across the major councils and committees (Evidence: Governance participation spreadsheet). The College noted that the actual level of participation was incongruent with employee perceptions of participation identified in the Evaluation Report. This led the College to further examine and address the concerns of the classified employees.

College Leadership and Administrative Actions

The College recognized the importance of immediately addressing the lack of support for staff participation in governance by supervisors. The Interim Superintendent/President directed managers to facilitate and support participation in governance and related college activities for all employees at his initial managers meeting in July, 2015 (Evidence: Managers meeting minutes sample minutes and agendas). The executive team revisited this directive with deans,

directors, managers, and department chairs throughout the 2015-16 academic year (Evidence: Chairs and Directors meeting minutes). During one-on-one meetings with constituent leaders the Interim Superintendent/President emphasized issues related to governance and the importance of maximum participation (Evidence: calendar meeting dates/agendas). These groups included the following employee leadership teams:

- Council of Classified Employees (CCE);
- Confidential and Supervisory Team (CAST);
- Administrative Association (AA);
- Faculty Senate; and
- Palomar Faculty Federation (PFF).

CCE and AA executive councils saw an opportunity to broaden membership participation in governance by voting to change their bylaws to limit council/committee membership to two-year terms. The Faculty Senate, PFF, and CAST already had term limits in place (Evidence: CCE and AA meeting minutes).

Participatory Governance Actions

The Interim Superintendent/President modeled and encouraged an intentional approach to communicating, providing information, and seeking feedback about issues critical to the College during governance council and committee meetings (Evidence: Council meeting minutes examples). For example, the Councils engaged in dialogue about FTES calculation, the relationship between enrollment and budget, enrollment management strategies, and ideas for action to address enrollment declines (Evidence: Council meeting minutes – Enrollment Management Fall 2016). SWOT analyses were adopted to foster more in-depth conversations. The degree of interest in these discussions led the Professional Development Coordinator to interview the Interim Vice President for Instruction in a "Google Hangout" where similar information was shared with the rest of the campus (Evidence: Google Hangouts Emails; Google Hangout video).

In August, 2015, council chairs began distributing discussion summaries to the entire college community within a week of a meeting, and employees were encouraged to contact their representatives for feedback. This action bridged the gap in time that typically occurs between a meeting discussion, and approval of minutes and their distribution (Evidence: Timely meeting summaries). The council/committee chairs also emphasized the need for representatives to actively seek feedback asking for reports from the constituents in their meetings. 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 (Evidence: Chairs and Director meeting minutes).

The Comet Information Exchange (CIE)

One of the more significant communication and participation activities involved the development of the Comet Information Exchange (CIE) (Evidence: CIE summary; CIE website; SPC minutes 9/15/2015). The CIE was launched in November, 2015, and was refined as discussions

continued. Initially, the CIE was viewed as a one-stop-shop to find information related to governance processes. Employees were encouraged to visit the CIE to keep abreast of ongoing activities by accessing meeting summaries, links to official council webpages, the governance structure, and related information.

The College realized that the CIE could serve not only as an interface for information, but also as a means of participation and engagement. Email links to constituent representatives (and council/committee chair if they so choose) sitting on the councils/committees were added so that employees could easily provide feedback to their representative on issues currently being discussed. Employees can also register to participate in a CIE blog and receive email notifications of recent posts (Evidence: Emails regarding CIE improvements; CIE link to representatives; CIE link to representative confirmation). A word cloud was added to show themes dominating discussions, and clicking on any word in the cloud takes one to all of the council/committee reports related to that topic. A link was included that outlines how to introduce a topic for consideration by a council or committee (Evidence: CIE how to introduce a topic).

The CIE has evolved 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 participate in the conversations of interest with their constituent representatives or post comments on the CIE blog (Evidence: Shared governance email 9/7/2016). The CIE provides a technological solution to creating an environment of participation, and the College will continue to assess its impact and modify its structure and content in response to employee feedback.

The Classified Voice

In March, 2016, the Interim Vice President for Instruction facilitated a dialogue with staff during the opening session of the Classified Staff Development Day (Evidence: CSSD PowerPoint). The following questions were posed to staff:

- "What do you think Palomar does well to foster your participation in shared governance?"
- "How can Palomar improve or strengthen the governance process?"
- "How satisfied are you with your own level of participation/engagement in governance at Palomar?"
- "How would you like to be more involved?"

Employees were clustered into small groups and asked to respond to the questions. A recorder from the group documented their responses and provided them to the office of Instructional Services.

The responses guided campus-wide discussions between the Interim Vice President for Instruction and the administrative and constituent group leadership shortly afterwards (evidence: meeting summaries and calendar). 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 (Evidence: CSDD survey results). CCE and AA leadership had already been in discussions to change their bylaws

to establish term limits on council/committee membership, and they recommended those changes to their membership in August, 2016 (Evidence: Bylaws; Constituency group meeting minutes/emails). Some survey responses requested opportunities for current and new employees to learn more about governance and planning. The Comet Information Exchange provides links for this purpose. In August, 2016, the Superintendent/President addressed governance in the first Classified Speaks forums (discussed below), and in September, 2016, the Professional Development Coordinator and the Interim Vice President for Instruction conducted a Google Hangout on the topic of governance (Evidence: links to calendar, archived hangout; Shared /governance email 9/7/2016).

Several comments addressed frustration with workload and challenges with continued vacancies resulting from the 2015 SRP related retirements. The College acknowledged these issues can have an impact on participation and communication and employed strategies to rebuild its infrastructure. The College hired 27 full-time faculty and nearly 50 classified staff in the last year. By the end of the Fall 2016 term more than 100 employees will have been hired addressing issues of institutional effectiveness created by the SRP. The Interim Superintendent/President communicated progress in campus forums and through his regular communication with constituent groups (Evidence: All Campus Forums announcements).

New Leadership and Initiatives

The new Superintendent/President arrived July 11 and initiated a campus "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 the Superintendent/President formulated strategies and implemented actions to ensure the College has a truly encouraging and participatory environment in regards to governance (Evidence: SPC Orientation PowerPoint). These initiatives include the following actions:

- Executive and senior administrators conduct Google Hangouts to update all employees on issues of importance and/or to seek feedback (Evidence:TBD Google Hangouts calendar).

- 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 26 and 29 and included an overview of governance and planning, what "participation" means to staff, and a look at the CIE. 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 (Evidence: Classified Speaks email announcements).

- Bargaining unit leadership will conduct membership forums monthly rather than quarterly (Evidence: Constituency Group meeting minutes).

A part of the College's continuous improvement and feedback cycle, the Strategic Planning Council (SPC), devoted time at its first meeting in Fall 2016 to discuss the outcomes of the Interim/Superintendent's meetings with constituent groups, check-in with the purpose of and value of participatory governance, and further identify ways to strengthen and improve governance at the College (Evidence: SPC orientation PowerPoint). Based on this ongoing dialogue, the College is developing additional strategies on how to improve communication

within the governance infrastructure to complement those that have already been put into place. Please note, SPC engages in this process annually (Evidence: SPC minutes Fall 2016, Fall 2015, Fall 2014).

In addition to SPC's ongoing internal review, the College has developed a process to regularly collect feedback across the campus to gauge the environment of participation. A campus-wide survey has been developed and the first launch of this survey will occur in December, 2016, so that current and projected actions can be fairly assessed. The new survey addresses noted ambiguity in previous governance survey responses and is expanded to address all types of participation and engagement in college governance and planning (Evidence: Employee survey announcement; Employee Survey 2016). 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.

Palomar is committed to fostering an environment that embraces participation in college governance. To fully address this recommendation, the College deliberately assessed perceptions and realities around governance, and took action to remove barriers to participation through administrative and governance avenues. The College directed management to facilitate and encourage participation; improved flow of information throughout the governance infrastructure; launched a technology solution to increase participation and access via the CIE; implemented targeted activities to engage all constituent groups, specifically classified employees; and created an ongoing assessment process to measure institutional effectiveness in the area of participatory governance. These comprehensive strategies along with a strong commitment by leadership to create and maintain an environment of participation address the recommendation and the College now meets the accreditation standards.

Additional Plans

None.

Evidence: Recommendation #2

Number	Name
2.1	Interim President Gonzales communication to campus
2.2	Leadership and VP meeting calendar
2.3	Managers meetings sample minutes and agendas
2.4	Directors and chairs sample meeting minutes
2.5	Council sample meeting minutes
2.6	Timely meeting summaries
2.7	Council sample meeting minutes
2.8	Comet Informtion Exchange (CIE) Website
2.9	SPC minutes 9/15/2015
2.10	Comet information Exchange Summary
2.11	Plenary Presentation Spring 2016
2.12	Accreditation Steering Committee minutes 3/18/2016
2.13	Classified Staff Development Day survey results
2.14	Employee Survey - December 2016
2.15	Emails Regarding CIE improvements
2.16	CIE Feedback/Questions to Representatives webpage
2.17	CIE link - feedback to representative confirmation
2.18	Leadership and VP meeting calendar
2.19	Leadership and VP meeting calendar
2.20	Classified Speaks Announcement and Agenda
2.21	Google Hangout and PD announcement
2.22	Google Hangout Enrollment Management
2.23	Webinar - Compressed Calendar
2.24	Plenary Presentation Fall 2016
2.25	December Employee Survey - Same as 14
2.26	Constituency group meeting minutes -Bargaining units from quarterly to monthly meetings
2.27	Classified Speaks December 2016
2.28	Shared Governance Email 9/7/2016
2.29	Additional Hangouts communication
2.30	Constituency group meeting notes (term limit bylaws)
2.31	SPC Orientation PowerPoint 2016
2.32	December Employee Survey - Same as 14
2.33	Governance participation spreadsheet
2.34	Managers meetings sample minutes and agendas
2.35	Chairs and Directors meeting minutes
2.36	Leadership and VP meeting calendar

2.37	Constituency group meeting notes (term limit bylaws)
2.38	Council sample meeting minutes
2.39	Council meeting minutes sample – Enrollment Management Fall 2016
2.40	Council SWOT analyses
2.41	Google Hangout and PD announcement
2.42	Google Hangout examples
2.43	Timely meeting summaries
2.44	Chairs and Directors meeting minutes
2.45	Comet information Exchange Summary
2.46	Comet Informtion Exchange (CIE) Website
2.47	SPC minutes 9/15/2015
2.48	Emails Regarding CIE improvements
2.49	CIE Feedback/Questions to Representatives webpage
2.50	CIE link - feedback to representative confirmation
2.51	Link to CIE about how to introduce a topic
2.52	Shared Governance Email 9/7/2016
2.53	CSSD PowerPoint
2.54	Leadership meeting calendar
2.55	CSSD Survey Results
2.56	Constituency group meeting notes (term limit bylaws)
2.57	September 2016 Google Hangout Communication
2.58	Shared Governance Email 9/7/2016
2.59	All Campus Forum Announcements
2.60	SPC Orientation PowerPoint Fall 2016
2.61	TBD - Google Hangouts Calendar
2.62	Classified Speaks Announcement and Agenda
2.63	Constituency group meeting notes (monthly from quarterly)
2.64	SPC Orientation minutes PowerPoint
2.65	SPC Orientation Fall 2016
2.66	SPC Orientation Fall 2015
2.67	SPC Orientation Fall 2014
2.68	Employee survey announcement
2.69	December Employee Survey - Same as 14

Acknowledgements

Follow-up Report 2016 Participant List

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

References:
>   Education Code Section 76000, 76001, 76002, 76003, 76004, 76038, 76140,
>   and other cited sections;

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

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

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

- the application for admission

- written and signed parental or guardian consent on the K-12 Minor Form

- written and signed approval of the principal or designee on the K-12 Minor Form and (**Note:** A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.) Parents of homeschooled students should provide a copy of the Private School Affidavit from the County Office of Education and sign their name as the administrator (principal) on the K-12 Minor Form.

- demonstration that the student is capable of profiting from instruction. Palomar College limits enrollment to 7 units for Fall and Spring Semester and to 5 units for the Summer Session. Students who have demonstrated academic success may petition using the K-12 Minor Unit Petition Form to take more units. (Enrollment Services has the authority to make the final decision whether a student can benefit from instruction and whether a student can take more units than the established limits.)

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

40   To be considered for admission as a special fulltime student (~~over~~ 12 or more units), the
41   student must meet the eligibility standards as established in Education Code Section
42   48800.05 and complete the K-12 Minor Form with the written and signed approval of the
43   principal or designee, in addition, the principal or designee must sign the additional
44   approval line authorizing fulltime attendance. K-12 students wishing to study full-time,
45   must have demonstrated academic success and will also need to submit the K-12 Minor
46   Unit Petition form.

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

49   Enrollment fees for special part-time students will be waived for fewer than 12 units.
50   Special full-time students (12 or more units) will be responsible for the enrollment fee.

51   Non-resident fees for special part-time students will be waived based on the following
52   criteria (Education Code section 76140):

53   - The student must be residing in California.
54   - The student must be attending a high school (public or private) in California.
55   - The student must be enrolled as a special part-time student in fewer than 12
56   units each semester or fewer than 15 units if participating in a CCAP as defined
57   in this administrative procedure.
58   - The student must be recommended by the principal of the pupil's school and
59   have parental permission to attend a community college.
60   - The exemption does not apply to special full-time students.
61   - This exemption does not apply to nonimmigrants ~~aliens~~ other than "T" and "U"
62   nonimmigrant visa.
63   - Students receiving this nonresident tuition exemption do not receive resident
64   status.

65   Students participating in a "College and Career Access Pathways" partnership (CCAP)
66   will be considered a special part-time student for up to 15 units per term if all of the
67   following circumstances are satisfied (Education Code section 76004(p)):

68   - The units constitute no more than four community college courses per term.
69   - The units are part of an academic program that is part of a CCAP partnership
70   agreement.
71   - The units are part of an academic program that is designed to award both a high
72   school diploma and an associate degree or a certificate or credential.

73   Furthermore, if the special part-time student who is participating in a CCAP Partnership
74   meets all three of the aforementioned requirements, the college district must exempt the
75   following community college fees pursuant to Education Code section 76004(q);

76   - Student representation fee. (Section 76060.5)

Date Approved: SPC 11/20/07; Revised 10/21/2014

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- Nonresident tuition fee and corresponding permissible "capital outlay" fee. (sections 76140, 76141, and 76142)
- Transcript fees. (Section 76223)
- Course enrollment fees. (Section 76300)
- Apprenticeship course fees. (Section 76350)
- Early Childhood Education Lab School fees: ~~Child Development Center~~ (Section 79121)

84
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86

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

87

- written and signed parental or guardian consent on the K-12 Minor Form

88
89
90

- written and signed approval of the principal or designee that the student has availed himself or herself of all opportunities to enroll in an equivalent course at the school of attendance and

91
92

- demonstration that the student has adequate preparation in the disciplines to be studied

93

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

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

99

- a review of the materials submitted by the student

100

- meeting with the student and the parent or guardian

101

- consultation with the Director of Enrollment Services or designate

102

- consideration of the welfare and safety of the student and others and/or

103

- consideration of local, state and/or federal laws

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

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If a request for special part-time or fulltime enrollment is denied for a pupil who has been identified as highly gifted, the Governing Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission and the denial shall be submitted to the Governing Board at a regularly

113   scheduled meeting that falls at least 30 days after the request for admission has been
114   submitted.

115   Office of Primary Responsibility: Enrollment Services

3
4   **AP 5500   STANDARDS OF STUDENT CONDUCT**

5
6   **References:**
7   Education Code Sections 66300 and 66301;
8   ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)
9
10
11   The following student conduct shall constitute good cause for discipline (academic,
12   administrative or both) including but not limited to the removal, suspension or expulsion
13   of a student, and applies to all students.

14
15   1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in
16   other academic dishonesty as defined by the Faculty Senate. Academic sanctions
17   are the sole responsibility of the faculty member involved, further disciplinary
18   sanctions are the prevue of the Office of Student Affairs.
19
20   2. Causing, attempting to cause, or threatening to cause physical injury to another
21   person including but not limited to sexual assault or physical abuse as listed in
22   AP 3540 Sexual Assaults on Campus.
23
24   3. Possession, sale or otherwise furnishing any firearm, knife, explosive or other
25   dangerous object, including but not limited to any facsimile firearm, knife or
26   explosive, unless, in the case of possession of any object of this type, the student
27   has obtained written permission to possess the item from a District employee, which
28   is concurred in by the Police Chief. See AP 3530 Weapons on Campus for further
29   details.
30
31   4. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the
32   influence of, any controlled substance listed in California Health and Safety Code
33   Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or
34   unlawful possession of, or offering, arranging or negotiating the sale of any drug
35   paraphernalia, as defined in California Health and Safety Code Section 11014.5.
36
37   5. Committing or attempting to commit robbery, burglary or extortion.
38
39   6. Causing or attempting to cause damage to District property or to private property on
40   campus including but not limited to arson and vandalism.
41
42   7. Stealing or attempting to steal District property or private property on campus, or
43   knowingly receiving stolen District property or private property on campus.
44

Date Adopted: 4/8/2008, Revised 12/1/2015

8. Willful or persistent smoking or vaping in any area where these have been prohibited by law or by regulation of the college or the District. (Refer to AP 3570 Smoking and/or Other Tobacco Use.)

9. Committing sexual harassment as defined by law or by District policies and procedures. (Refer to AP 3540 Sexual Assaults on Campus.)

10. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law. See AP 3430 Prohibition of Harassment and BP 3410 Nondiscrimination for further details.

11. Engaging in intimidating conduct or bullying on District-owned or controlled property, or at District sponsored or supervised functions through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying. See AP 3430 Prohibition of Harassment and BP 3410 Nondiscrimination for further details.

12. Willful misconduct that results in injury or death or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.

13. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.

14. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.

15. Failure to comply with directions of staff members of the District who are acting within the scope of their employment.

16. Engaging in physical or verbal disruption of administrative procedures, public service functions, authorized curricular, co-curricular, and extra-curricular activities or preventing authorized guests from carrying out the purpose for which they are on District property.

17. Unauthorized entry upon or use of District facilities.

18. Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.

19. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.

Date Adopted: 4/8/2008, Revised 12/1/2015

90 20. Persistent, serious misconduct where other means of correction have failed to bring
91   about proper conduct.
92
93 21. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any
94   commercial purpose, of any contemporaneous recording of an academic
95   presentation in a classroom or equivalent site of instruction, including but not limited
96   to handwritten or typewritten class notes, except as permitted by any District policy
97   or administrative.
98
99 22. Violations of District policies and regulations, including, but not limited to, regulations
100   and policies related to smoking/vaping on campus, parking or driving on campus,
101   district computers, telecommunications, campus vehicles, and any and all other
102   District equipment and policies and regulations related to student organizations and
103   student and visitor symbolic expression.
104

105 **Discipline**
106 Students who engage in any of the above are subject to the procedures outlined in
107 AP 5520 titled Student Discipline Procedures. Students should contact the Office of
108 Student Affairs for additional information.
109

110 **Hearings/Holds**
111 Students failing to meet with the chief administrative officer or designee for a due
112 process hearing will have an administrative disciplinary hold placed on their record until
113 such hearing is conducted.
114

115 **Loss of Financial Aid**

116 In accordance with Education Code section 69810 a student who disrupts the peaceful
117 conduct of the activities of the campus including but not limited to those listed above
118 may become ineligible for state l financial aid if found to be in violation of Standards of
119 Student Conduct.
120

121 Students may contact the Office of Student Affairs or Governing Board Office if they
122 wish to obtain a copy of specific Education Code sections.

123 Office of Primary Responsibility: Student Services

Date Adopted: 4/8/2008, Revised 12/1/2015

AP 5530   STUDENT COMPLAINTS ~~RIGHTS~~ AND GRIEVANCES
References:
         Education Code Section 76224(a);
         Title IX Education Amendments of 1972
         <mark>ACCJC Accreditation Eligibility Requirement 20;</mark>
         <mark>ACCJC Accreditation Standard IV.D</mark>

The purpose of this procedure, through due process, is to provide a prompt and equitable resolving of student complaints and grievances. It is the responsibility of the student to provide proof of the alleged unjust action.

Definition of Terms

     Complaint: A statement of dissatisfaction with an alleged unjust action that affects the status, rights, and/or privileges of a student. Complaints are excluded from the grievance process as they *do not* violate District policies or procedures, or local, state, or federal law. ~~Each student who has a complaint shall make a reasonable effort to resolve the matter following the complaint resolution process. with the person with whom the student has the complaint, then that person's immediate supervisor, and then, if needed, the college administration.~~

     Grievance: A ~~claim that a student has been the subject~~ statement of an alleged unjust action that affects the status, rights, and/or privileges of a student *due to a violation* of District policies or procedures, or local, state, or federal law. ~~or has been denied his/her rights by an employee of the District or another student.~~ Excluded from the grievance process are any matters for which a specified method of complaint resolution is provided by law or by District policy (such as the Americans with Disabilities Act Complaint Procedure, the Sexual Harassment Complaint Procedure, Employee Discipline and Student Final Grade Appeal Procedure). The grievance process may not be used to change a District policy.

     ~~**Complaint**: A statement of dissatisfaction with a procedure, policy, application of a policy, or actions of an individual through which a student's rights were not violated or denied. Complaints are excluded from the grievance process and should be resolved with the individuals involved and the next level of supervision.~~

     Appeal: An action taken to request a review of and possible change to the recommended resolution of the grievance.

     Day: A day is a school day when classes are offered or exams scheduled, excluding Saturday.

Text in yellow <mark>highlight</mark> on first page added as part of CCLC Update #26

46
47   **Ombudsperson**: A person capable of mediating in a dispute without taking sides
48   but with an interest in resolving an issue.
49
50   ~~Informal Grievance~~ **Complaint** Resolution ~~Procedures~~ **Process**
51
52   First, before initiating ~~formal grievance~~ complaint procedures, the student shall
53   attempt to resolve the dispute with the district employee or other student. ~~informally~~
54   ~~with the appropriate staff member and supervisor at the point of initial decision. The~~
55   ~~student should use the Informal Grievance Resolution Chart to informally resolve~~
56   ~~his/her grievance.~~
57
58   If the dispute is not satisfactorily resolved with the district employee or other student,
59   the student with the complaint should, as the second step in the process, arrange to
60   speak with the employee's immediate supervisor (if the complaint is against an
61   employee) or the Director of Student Affairs (if the complaint is against another
62   student.)
63
64   If the complaint is not satisfactorily resolved with the immediate supervisor, it moves
65   through the administrative chain, with a final decision rendered by the appropriate
66   Vice-President.
67
68   ~~1.   The initial request must be made to the person in the area in which the dispute~~
69   ~~arose. This individual is identified in the First Level of the Informal Grievance~~
70   ~~Resolution Chart.~~
71   ~~2.   If the student still has not resolved his/her dispute at the First Level s/he should~~
72   ~~present his/her grievance to the administrator or administrative committee~~
73   ~~indicated in the Second Level on the Informal Grievance Resolution Chart.~~
74   ~~3.   The designated administrator or committee chairperson shall review and~~
75   ~~investigate the request and provide the student with a verbal or written notice of~~
76   ~~the decision within ten days of receipt of the request.~~
77
78   ~~Formal~~ Grievance **Resolution Process**
79
80   1. ~~If a dispute is not satisfactorily resolved through the informal resolution process,~~
81   ~~the student may submit a formal grievance to the Director of Student Affairs. The~~
82   ~~formal~~ A student may initiate a grievance ~~must be submitted to~~ with the Director
83   of Student Affairs within one semester ~~ninety (90) days~~ of the alleged violation.
84   ~~student becoming aware of the dispute.~~ The student should prepare a document
85   that ~~obtain a Student Grievance form from the Student Affairs Office. The formal~~
86   ~~grievance submitted to the Director of Student Affairs must~~ includes the following:
87
88   a. A clear and concise statement of the grievance demonstrating violation of
89   District policies or procedures, or local, state or federal law

Text in yellow <mark>highlight</mark> on first page added as part of CCLC Update #26

Date Approved: SPC 04/08/2008
(Replaces current Palomar College Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314)

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90
91

    b. The name/s of the individual/s against whom the grievance is being filed and factual data including dates, times, records, etc.

92
93
94

    c. ~~Identification of the~~ The proposed resolution, corrective action, or remedy being sought (exclusive of the grievance process as identified under Definition of Terms: Grievance.)

95

    d. A summary of actions already taken to resolve the issue

96
97
98
99
100

2. Following review of the ~~formal~~ grievance, the Director of Student Affairs shall make a determination as to the appropriateness of allowing the grievance to go forward. The following criteria should be taken into consideration when making this determination:

101
102
103
104
105

    a. Does the grievance involve matters for which a specified method of complaint resolution is provided by law or by District policy (such as the Americans with Disabilities Act Complaint Procedure, the Sexual Harassment Complaint Procedure, Employee Discipline and Student Final Grade Appeal Procedure)?

106
107

    b. Is the resolution sought by the student reasonable given the circumstances of the grievance articulated by the student?

108

    c. Can the grievance be resolved through established process?

109
110
111

    d. ~~That is, will a~~ Does the grievance committee have ~~the authority~~ jurisdiction to ~~remedy the injustice or~~ restore the rights of the student and/or provide resolutio~~n~~ ~~in line with the remedy being sought by the student?~~

112
113
114
115

    e. Is the grievance timely? That is, has the student initiated the process within legally mandated timelines [typically one (1) semester?] ~~ninety (90) days of becoming aware of the injustice?~~

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122

3. If any of the above criteria are answered in the negative, the Director of Student Affairs shall notify the student that the process cannot appropriately address their grievance. This notice shall be delivered to the student either in person or by U.S. mail within fourteen (14) days of receipt of the grievance by the Director of Student Affairs. ~~The student shall be allowed to revise and resubmit the formal grievance for reconsideration.~~

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4. Should the student desire to appeal the decision of the Director of Student Affairs, he/she ~~may~~ should write a letter to the Assistant Superintendent/Vice President for Student Services requesting examination of the case and reversal of the Director's decision. This appeal letter must be received by the Assistant Superintendent /Vice President for Student Services within twenty-one (21) days of the date of the notice sent by the Director of Student Affairs.

130
131

5. The Assistant Superintendent Vice President for Student Services shall decide within fourteen (14) days of receipt of the student's appeal whether to allow the

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(Replaces current Palomar College Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314)

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132   grievance to go forward. The student shall be notified either in person or by U.S.
133   mail of the decision of the Vice President. The Director of Student Affairs will be
134   notified to allow the grievance to move forward if that is the decision of the
135   Assistant Superintendent/Vice President.
136

137   6. The ~~Director of Student Affairs will appoint an ombudsperson. If the grievance is~~
138   ~~against the Director of Student Affairs, the~~ Assistant Superintendent /Assistant
139   President for Student Services will appoint an ombudsperson acceptable to both
140   sides involved in the grievance ~~the student and the Director~~. If the grievance is
141   against the Assistant Superintendent/Assistant Superintendent/Vice President for
142   Student Services, the Assistant Superintendent/Vice President for Instruction will
143   assume responsibility for resolution.
144

145   7. Within ten days after receipt of the ~~Formal~~ Grievance, the Ombudsperson will
146   meet with the parties involved in the grievance prior to convening a conciliation
147   conference. The Ombudsperson will attempt to reach resolution with the parties
148   prior to or during the conciliation conference. If agreement is reached between
149   the parties, a written statement signed by both parties shall be filed with the Vice
150   President handling the grievance.
151

152   8. If no agreement is reached, a written request for a formal hearing ~~may~~ must be
153   filed with the Director of Student Affairs. If ~~neither party~~ the student fails to
154   submit~~s~~ a request for formal hearing within ten days after the conciliation
155   conference, the matter will be considered closed. The Director of Student Affairs
156   will notify each party in writing of closure.
157

158 **Formal Hearing**
159

160   1. Within ten days of receiving a written request for a formal hearing, the Director of
161   Student Affairs will coordinate conven~~ing~~ a ~~Student~~ Grievance Committee to
162   conduct the hearing. The five member committee shall be composed as follows:
163

164   a. Two students appointed by the ASG President.

165   b. Two members from the constituency group of the person who the
166   grievance is being filed against.

167   c. One District Vice President or designee who shall serve as committee
168   chair

169   ~~d. Two faculty members appointed by the Faculty Senate President.~~

170   ~~e. One educational or classified administrator appointed by the~~
171   ~~Administrative Association President.~~

172   ~~f. If the grievance is against a classified employee, two classified employees~~
173   ~~will be appointed by the Grievance Officer for the CCE/AFT in lieu of two~~
174   ~~faculty members.~~

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175   g. ~~The committee will select a chairperson.~~

176   Each party will be permitted two challenges to committee members for cause and
177   one peremptory challenge. In the establishment of the Committee, the Director of
178   Student Affairs will serve to coordinate the formation of the Committee and
179   provide information needed to assist parties. ~~to the dispute in challenges to~~
180   ~~membership on the Committee and, if necessary, rule on challenges for cause.~~

181

182   2. The ~~Student~~ Grievance Committee shall:

183   a. Receive a signed written statement from each party involved in the
184   grievance specifying all relevant facts

185   b. Hear testimony, examine witnesses, and receive all evidence pertaining to
186   the case

187   c. Wait for 15 minutes past the appointed time for the parties to the
188   grievance to arrive at the hearing. If both have not appeared by the
189   extended time frame, the Grievance Committee will determine how to
190   proceed.

191   d. Allow each party the right to be represented at the hearing by a student or
192   staff member of the District ~~and to~~

193   e. ~~q~~Question witnesses and testimony

194   f. Evaluate the relevance and weight of testimony evidence; limit its
195   investigation to matters identified in the formal grievance

196   g. Make recommendations for disposition of the case in accordance with the
197   proposed resolution, corrective action, or remedy being south as identified
198   in the grievance statement.

199   h. ~~Provide~~ Keep a ~~transcript~~ confidential audio recording of the proceeding
200   ~~which shall be kept in a confidential file~~ for six months and which shall be
201   made available to the parties to the grievance upon request. ~~and shall be~~
202   ~~available at all times to the parties to the grievance~~

203   i. Submit its findings of fact and recommended action to each party and the
204   ~~Director of Student Affairs~~ appropriate Vice President within ten days of
205   the formal hearing.

206

207   3. The formal hearing shall be closed to the public unless mutually agreed upon by
208   the parties to the grievance.

209

210   **Initial Appeal**

211

212   1. Upon receipt of the ~~Student~~ Grievance Committee's decision~~, either party~~, within
213   five days, the student may submit a written appeal of the decision to the
214   appropriate Assistant Superintendent/Vice President. The appeal must contain a
215   clear and concise statement of the reason(s) for the appeal and include copies of

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(Replaces current Palomar College Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314)

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216   the original grievance and all proposed resolutions and recommended decisions.
217   The Assistant Superintendent/Vice President may:

218   a.   Affirm the recommendation of the ~~Student~~ Grievance Committee.

219   b.   Modify the recommended decision.

220
221   **Second Level Appeal** ~~**Final Action**~~

222
223   1.   Upon receipt of the recommendation of the appropriate Assistant Superintendent/
224   Vice-President, the parties to the grievance have five days to appeal the decision
225   <u>of the Vice President</u> to the Superintendent/President.

226   2.   If neither party submits a request for appeal within five days, the matter will be
227   considered closed. The documentation will be kept by the Director of Student
228   Affairs.

229   3.   If an appeal is submitted to the Superintendent/President, it must contain clear,
230   concise reason(s) for the appeal and include copies of the original grievance and
231   all proposed resolutions and recommended decisions.

232   4.   Within thirty days of receipt of the request for appeal, the Superintendent/
233   President will review the written record and issue a written decision. The
234   Superintendent/ President may:

235   a.   Affirm the recommendation of the ~~Student~~ Grievance Committee

236   b.   Affirm the recommendation of the ~~appropriate~~ Assistant Superintendent/
237   Vice President

238   c.   Modify the recommended action

239
240   **Governing Board Appeal**

241
242   1.   If either party wishes to appeal the decision of the Superintendent/President,
243   she/he must submit a request for an appeal to the Governing Board within ten
244   days of receipt of the Superintendent/President's decision. The Governing Board
245   reviews all written records and shall render a final decision within sixty days.

246   2.   Requests for appeal must contain the following:

247   a.   A clear and concise statement of the reason(s) for the appeal.

248   b.   A file containing copies of the original grievance and all proposed
249   resolutions and recommended decisions.

250   3.   The decision of the Governing Board is final.

251   4.   Documentation of the appeal will be kept by the Director of Student Affairs.

252
253   Time lines may be extended ~~TIME LINES MAY BE EXTENDED~~ ~~BY MUTUAL~~
254   ~~AGREEMENT OF PARTIES TO THE GRIEVANCE AND DURING INTERSESSIONS~~

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255 AND THE SUMMER SESSION when instructors and students WHEN INSTRUCTORS
256 AND STUDENTS MIGHT NOT BE are not available, such as intersession or summer
257 session. ARE NOT AVAILABLE, SUCH AS INTERSESSION OR SUMMER SESSION.

258 Additional informal grievance resolution information is available in the Office of Student
259 Affairs.

260 A grievance may be withdrawn by the student at any time. However, the same
261 grievance shall not be filed again by the same student.

262 Students who make false or malicious charges against an employee of the District are
263 subject to disciplinary action as outlined in BP 5500 Standards of Conduct and AP 5520
264 Student Discipline Procedures.

265
266 Office of Primary Responsibility: Student Affairs

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