PALOMAR COLLEGE
Learning for Success

STRATEGIC PLANNING COUNCIL
AGENDA

Date:	October 4, 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, Chris Hopp, Greg Larson, 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 September 20, 2016		
B.	**ACTION ITEMS/SECOND READING**		
	1. Administrative Procedure 3720- Computer and Network Use	Exhibit B1	2 min
	2. Convert all single-use restrooms on campus (current or future) to gender-neutral restrooms, with newly approved District signage		5 min
	3. Naming Rights - Radio Studio		5 min
	4. Student Services Planning Council	Exhibit B4	5 min
C.	**ACTION ITEMS/FIRST READING**		
	1. Revised Strategic Plan 2019	Exhibit C1	5 min
	2. Student Success and Equity Council	Exhibit C2	5 min
D.	**INTEGRATED PLANNING MODEL**		10 min
	1. Review of 2016-2017 SPC Timeline		
	2. Progress report from those awarded 2015-2016 SPPF Funds		
E.	**DISCUSSION/INFORMATION**		
	1. Professional Development Committee	Exhibit E1	15 min
	2. Revised PRP Form for IPC		5 min
	3. Enrollment Management		25 min
F.	**ACCREDITATION**		2 min
	1. Accrediting Commission Actions and Policy Updates		
	2. Palomar Accreditation Update		
G.	**REPORTS OF PLANNING COUNCILS**		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		

A regular meeting of the Palomar College Strategic Planning Council scheduled October 4, 2016, was held in AA-140. Vice President Adrian Gonzales called the meeting to order at 2:30 p.m.

ROLL CALL

Present: Michelle Barton, Colleen Bixler, Lisa Carmichael, Dan Dryden, Kelly Falcone, Adrian Gonzales, Aaron Holmes, Greg Larson, Teresa Laughlin, Shannon Lienhart, Connie Moise, Zeb Navarro, Travis Ritt, Shayla Sivert, Justin Smiley, Brian Stockert, Rich Talmo, Sherry Titus

Absent: Joi Blake, Chris Hopp, Laura Gropen, Michael Nagtalon, Ron Perez, Dan Sourbeer, Chris Wick

Guests: Abbie Cory, Kendyl Magnuson, Andrew Stevens

Recorder: Cheryl Ashour

A. **MINUTES**

1. **Approve Minutes of September 20, 2016**
   MSC (Titus/Ritt): The minutes for September 20, 2016 were approved and accepted into the record

B. **ACTION ITEMS/SECOND READING**

1. **Administrative Procedures 3720-Computer and Network Use (Exhibit C1)**
   Connie Moise stated there is a typo on line 188. It should state *Council of Classified*.

   MSC (Dryden/Titus): Administrative Procedure 3720-Computer and Network Use, revised as noted, was approved and accepted into the record.

2. **Convert all single-use restrooms on campus (current or future) to gender-neutral restrooms, with newly approved District signage**
   Adrian Gonzales reported that Governor Brown signed into action legislation that states that single-user bathrooms in public buildings in California will become "gender neutral" so anyone can use any restroom. There was consensus to continue with second reading regardless of the signed legislation.

   MSC (Larson/Titus): The motion to convert all single-use restrooms (current or future) on campus to gender-neutral restrooms, with newly approved District signage, was approved and accepted into the record.

3. **Naming Rights - Radio Studio**
   MSC (Dryden/Titus): The motion for naming rights for the radio studio was approved and accepted into the record.

4. **Student Services Planning Council (Exhibit B4)**
   MSC (Dryden/Stockert): The revisions to the Student Services Planning Council, adding the Manager of Outreach to the membership and a new Recruitment and Retention Committee, were approved and accepted into the record.

Adrian Gonzales reported that an action item/first reading is being added to today's agenda: revisions to the Student Success and Equity Council Governance Structure.

C. **ACTION ITEMS/FIRST READING**

1. **Strategic Plan 2019 (Exhibit C1)**
   Michelle Barton reported that the Governing Board met and reviewed Strategic Plan 2019 and made two suggestions: The first was to add the words "and community" at the end of Objective 4.2; the second was to add an objective for the northern portion of the district similar to Objective 5.1 regarding the southern portion. This item will return for action/second reading at the next meeting.

   2. **Student Success and Equity Council (Exhibit C2)**
       Adrian Gonzales stated that a new counselor position was formed, Student Equity Counselor. This counselor will replace one of the two faculty counselor representatives. This item will return for action/second reading at the next meeting.

D. **INTEGRATED PLANNING MODEL**
   1. **Review of 2016-2017 SPC Timeline**
       Michelle Barton reported that the person responsible for the objectives in Strategic Plan 2019 Action Plan Year 1 have been asked to identify the project steps, timeline, and objective measurable outcomes.

   2. **Progress report from those awarded 2015-2016 SPPF Funds**
       Sherry Titus reported on the progress of the SPPF funds awarded for the Student Union Outdoor Digital Signage. She stated that the request was brought to the campus signage master planning group. Once a decision has been made regarding which software to purchase that controls the sign, they can move forward. Connie Moise stated that the College is working with the master architect to ensure any future signage for the College is compatible and consistent with each other. Discussion ensued on technology. The following comments were made:
       - It was suggested that PRP requests go through Information Services (IS) if they need technical assistance or software before being submitted.
       - Software is being purchased by departments without planning for training
       - It was suggested that a list be drawn up of purchases that would not need IS approval. At this time, common purchases such as tablets are being held up for approval signatures
       - It was suggested that a list be drawn up of technology already on the campus that other areas could also utilize. Many employees do not know what is available

       It was reported that the SPPF funds for the Student Outcomes Assessment Day were utilized; the event is scheduled for this Friday.

E. **DISCUSSION/INFORMATION**
   1. **Professional Development Committee Governance Structure Change**
       Kelly Falcone reported that the Professional Development Review Board and the Staff Development and Training Committee are being merged into one committee. She discussed the revisions to the Professional Development Committee Governance Structure, where members from both areas were combined.

       Discussion ensued on the reporting relationship. The PD Coordinator reports to IPC, but IPC recommends the PD Committee report directly to SPC. The committee, not the chair, should be reporting to a Council. It was also suggested that since it is a human resource service, the reporting Council should be HRSPC. As the professional development program develops, HRS will take the lead. Travis Ritt, on behalf of the Faculty Senate, stated that the Faculty Senate is comfortable having the committee report to SPC because of the large number of faculty representatives on the council; however, HRSPC does not have many faculty representatives on its Council. Mr. Gonzales stated the HRSPC faculty membership could be revised. Justin Smiley stated he would like to include an additional administrator on the committee. After discussion, four options were settled on:
       1. Report to IPC and HRSPC
       2. Report directly to SPC
       3. Report directly to HRSPC
       4. Restructure HRSPC with additional faculty and have PD Committee report to HRSPC

       Mr. Gonzales stated that there seemed to be consensus to have the PD Committee report directly to SPC in the short term until HRSPC is restructured and the PD Plan and Software implementation are completed. He asked members to take this back to their constituent groups. Changes to the structure will be made at the first reading.

Ms. Barton stated that SPC needs to talk about HRSPC to make it a more relevant Council. Restructuring it for professional development is the opportunity to address the challenges HRSPC faces. Everyone is asked to discuss the Professional Development Committee with their constituent groups. This will return at the next meeting as action/first reading as it was presented today. Members can make revisions during first reading.

2. Revised PRP from IPC
This item was tabled until the next meeting.

3. Enrollment Management
Adrian Gonzales stated that there has been discussion about structure and membership of the Enrollment Management Task Force. Members requested a discussion about class cancellations be made during a SPC meeting.

F. 1. Accrediting Commission Actions and Policy Updates
There was no report.

2. Palomar Accreditation Update
Michelle Barton reported that the Follow-Up Report was sent to ACCJC; an addendum to the report is being prepared. The Site Visit is scheduled for Monday, October 24. Ms. Barton announced the names of those on the site visit team. Details of the visit were discussed.

G. REPORTS OF PLANNING COUNCILS
1. Finance and Administrative Services Planning Council
There was no report.

2. Human Resource Services Planning Council
There was no report.

3. Instructional Planning Council
Shayla Sivert reported that IPC discussed the PD Advisory Committee and its reporting structure.

4. Student Services Planning Council
Adrian Gonzales reported that SSPC discussed PRPs, the one-stop center, the athletic complex, and board policies and administrative procedures related to Student Services.

H. REPORTS OF CONSTITUENCIES
1. Administrative Association
Justin Smiley reported AA has been discussing professional development needs and costs for its group. They are researching the new-hire process and working to develop an on-boarding plan for their group.

2. Associated Student Government
Sherry Titus reported that ASG recently had a leadership retreat. She discussed providing ask-me brochures to students.

3. CCE/AFT
Dan Dryden stated CCE is happy to report the classification study is completed and signed. A new informational campaign has begun called *Classified Speaks*. It is an opportunity for classified to participate and discuss whatever they would like; it is run by classified. One meeting has been held to date; the group will meet monthly.

4. Confidential/Supervisory Team
There was no report.

5. Faculty Senate

Travis Ritt reported on upcoming faculty events: Earth Science Week, Political Economy Days, and Exploring Darwin Days. He stated the Faculty Senate is discussing enrollment; they are convening an enrollment task force and plan to meet every other week to discuss the faculty's role in enrollment management, best practices, and to be proactive. A recent meeting on dual enrollment was well-attended. The website, *Academic Spotlight* was created to highlight upcoming events.

6. PFF/AFT

Colleen Bixler reported that PFF has been discussing AB 1690 regarding seniority rights for adjunct faculty. PFF is in negotiations with the District.

J. Other

Adrian Gonzales reported on legislation the Governor signed into law that allows homeless students to use showers on campus, and have priority registration.

Teresa Laughlin encouraged everyone to attend the Political Economy Days session with Ian Ruskin in the HBT at 12:45 pm on Wednesday, October 26.

Adrian Gonzales encouraged everyone to support our athletic teams by attending a game.

I. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:55 p.m.

AP 3720   COMPUTER AND NETWORK USE

References:
California Education Code Title 5. Division 6. Sections 55184 and 58050;
Education Employment Relations Act 3543.1 (b) *(PERB Laws Ch. 10, as of 01/01/2013 replaces Government Code 3543.1(b))*Government Code Section 3543.1(b);
California Penal Code Section 502;
17 U.S.C. Sections 101 et seq. (federal copyright law);
California. Const., Art. 1 Section 1;
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45 and 56
Reference contracts/labor agreements

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

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

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

Legal Process
This procedure exists within the framework of the District Board Policy and state and federal laws. A user of District information resources who is found to have violated any of these policies may be subject to disciplinary action up to and including but not limited to loss of information resources privileges; disciplinary suspension or termination from employment or expulsion; and/or civil or criminal legal action. Any disciplinary action

Language in <mark>yellow</mark> *suggested by CCLC. Language in* *orange* *suggested by Administrative Services.*

43   will be in accordance with Board policy, negotiated labor agreements, the California
44   Education Code, and/or Student Code of Conduct.
45
46   **Copyrights and Licenses**
47   Computer users must respect copyrights and licenses to software and other on-line
48   information. (For copyright matters not related to software see BP/AP 3710)
49
50   • **Copying -** Software protected by copyright ~~may~~ shall not be copied except as
51   expressly permitted by the owner of the copyright or otherwise permitted by
52   copyright law. Protected software ~~may~~ shall not be copied into, from, or by any
53   District facility or system, except pursuant to a valid license or as otherwise
54   permitted by copyright law.
55
56   • **Number of Simultaneous Users -** The number and distribution of copies must
57   be handled in such a way that does not violate the licensing rules of the product.
58
59   • ~~**Copyrights -** In addition to software, all other copyrighted information (text,~~
60   ~~images, icons, programs, etc.) retrieved from computer or network resources~~
61   ~~must be used in conformance with applicable copyright and other law. Copied~~
62   ~~material must be properly attributed. Plagiarism of computer information is~~
63   ~~prohibited in the same way that plagiarism of any other protected work is~~
64   ~~prohibited~~.
65
66   **Integrity of Information Resources**
67   Computer users must respect the integrity of computer-based information resources.
68
69   • **Modification or Removal of Equipment -** Computer users must not attempt to
70   modify or remove computer equipment, software, or peripherals that are owned
71   by others without proper authorization.
72
73   • **Unauthorized Use –** Computer users must not interfere with other's access and
74   use of the District computers. This includes but is not limited to: ~~the sending of~~
75   ~~chain letters or excessive messages, either locally or off-campus; printing excess~~
76   ~~copies of documents, files, data, or programs, running grossly inefficient~~
77   ~~programs when efficient alternatives are known by the user to be~~
78   ~~available;~~ unauthorized modification of system facilities, operating systems, or
79   disk partitions; attempting to crash or tie up a District computer or network; and
80   damaging or vandalizing District computing facilities, equipment, software or
81   computer files.
82
83   • **Unauthorized Programs -** Computer users must not intentionally:
84

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(Replaces current Palomar College Procedures 512.1 and 512.2)

85   ➢   develop or use programs or utilities which disrupt other computer users ~~or~~
86   ~~which~~
87   ➢   access private or restricted portions of the system~~, or which~~
88   ➢   damage the software or hardware components of the system~~. Computer~~
89   ~~users must ensure that they do not~~
90   ➢   use programs or utilities that interfere with other computer users or that
91   modify normally protected or restricted portions of the system or user
92   accounts.
93
94   ~~The use of any unauthorized or destructive program will result in disciplinary action~~
95   ~~as provided in this procedure, and may further lead to civil or criminal legal~~
96   ~~proceedings.~~
97
98   **Unauthorized Access and Usage**
99   Computer users must not seek to gain unauthorized access to information resources
100   and must not assist any other persons to gain unauthorized access.
101
102   •   **Abuse of Computing Privileges -** Users of District information resources must
103   not access computers, computer software, computer data or information, or
104   networks without proper authorization, or intentionally enable others to do so,
105   regardless of whether the computer, software, data, information, or network in
106   question is owned by the District. For example, abuse of the networks to which
107   the District belongs or the computers at other sites connected to those networks
108   will be treated as an abuse of District computing privileges.
109
110   •   **Reporting Problems -** Any defects discovered in system accounting or system
111   security must be reported promptly to Information Services ~~the appropriate~~
112   ~~system administrator~~ so that steps can be taken to investigate and solve the
113   problem.
114
115   •   **Password Protection -** A computer user who has been authorized to use a
116   password-protected account must keep their username and password secure
117   and confidential. ~~Computer~~ Uusers ~~sharing~~ shall not share their username and
118   password with others or us~~e~~ing another person's username and password ~~either~~
119   ~~with or without their knowledge may be subject to disciplinary actions.~~
120
121   ~~**Usage**~~
122   ~~Computer users must respect the rights of other computer users. Attempts to~~
123   ~~circumvent these mechanisms in order to gain unauthorized access to the system or to~~
124   ~~another person's information are a violation of District procedure and may violate~~
125   ~~applicable law.~~
126

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127   •   **Unlawful Messages -** Users may not use District information
128   resources ~~electronic communication facilities~~ to send ~~defamatory, fraudulent,~~
129   ~~harassing, obscene, threatening, or other~~ messages that violate applicable
130   federal, state or other law or District policy, or which constitute the unauthorized
131   release of confidential information.
132

133   •   **Commercial Usage -** ~~Electronic communication facilities~~ District information
134   resources may not be used to transmit commercial or personal advertisements,
135   solicitations or promotions (see Commercial Use, below). It is permissible for
136   students to post items for sale and for the local community to post room rental
137   notices on space provided on the Office of Student Affairs' website.
138

139   •   **Information Belonging to Others -** Users must not intentionally seek or provide
140   information on, obtain copies of, or modify data files, programs, or passwords
141   belonging to other users, without the permission of those other users.
142

143   •   **Rights of Individuals -** Users must not release any individual's (student, faculty,
144   and staff) personal information stored in District information resources to anyone
145   without proper authorization.
146

147   •   **User identification -** Users shall not send communications or messages
148   anonymously or without accurately identifying the originating account or station.
149

150   •   **Political, Personal and Commercial Use Limitations -** The District is a non-
151   profit, tax exempt organization and, as such, is subject to specific federal, state
152   and local laws regarding sources of income, political activities, use of property
153   and similar matters.
154

155   1.   **Political Use -** District information resources must not be used for partisan
156   political activities where prohibited by state, federal, or other applicable
157   laws.
158

159   2.   **Personal Use -** ~~District information resources should not be used for~~
160   ~~personal activities not related to appropriate District functions.~~ The
161   Computer and Network systems are primarily for District instructional and
162   work related purposes. During work hours Incidental use~~s~~ may be
163   allowed and may include checking non-district email accounts, the
164   weather, traffic, news, etc. for a brief period of time. Outside work hours,
165   district information resources may be used for personal activites in
166   compliance with board policies and procedures and state and federal laws.
167   Certain computers may be designated for "public use." ~~and non-District~~
168   ~~functions are allowed.~~ Examples of public use areas include designated
169   workstations in labs or the library.

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170
171   3. **Commercial Use -** District information resources should not be used for
172   commercial purposes. Users also are reminded that the ".edu" domain on
173   the Internet has rules restricting or prohibiting commercial use, and users
174   may not conduct activities not appropriate within that domain.
175

176 **Nondiscrimination**
177 All users have the right to be free from any conduct connected with the use of the
178 District's network and computer resources which discriminates against any person on
179 the basis of the categories listed in Board Policy 3410 titled Nondiscrimination. No user
180 shall use the District network and computer resources to transmit any message, create
181 any communication of any kind, or store information which violates any District policy or
182 procedure regarding discrimination or harassment., or which is defamatory or obscene,
183 or which constitutes the unauthorized release of confidential information.
184

185 **Disclosure**
186

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

205 • **Possibility of Disclosure -** Users must be aware of the possibility of unintended
206   disclosure of communications.
207

208 • **Retrieval -** It is possible for information entered on or transmitted via computer
209   and communications systems to be retrieved, even if a user has deleted such
210   information.
211

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212   • **Public Records -** The California Public Records Act (Government Code Sections
213   6250 et seq.) includes computer transmissions in the definition of "public record"
214   and nonexempt communications made on the District network and computer
215   must be disclosed if requested by a member of the public.
216
217   • **Litigation -** Computer transmissions and electronically stored information may be
218   discoverable in litigation.
219
220   **Dissemination and User Acknowledgment**
221   All users shall be provided access to copies of these procedures and be directed to
222   familiarize themselves with them.
223
224   Users shall sign and date an acknowledgment and waiver, in a form prescribed by the
225   Superintendent/President, stating that they have read and understand this procedure,
226   and will comply with it.
227
228   Office of Primary Responsibility: Finance and Administrative Services

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Date Approved: 10/21/2014; Revised:
(Replaces current Palomar College Procedures 512.1 and 512.2)

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Adrian Gonzales	**Date:** 10/04/2016

Proposed Name of Requested Group: Student Success and Equity Council

X	**Council**		**Committee**		**Subcommittee**		**Task Force**
Action Requested:			**Add**		**Delete**	X	**Change**

Role:
The Student Success and Equity Council (SSE) will serve as a steering committee that leads the development of the Student Success and Support Program (3SP) and Student Equity Plan for the District.

The SSE Council will assist in preparing the 3SP and Student Equity Plan, monitoring the District's progress toward meeting the goals in each plan, and review and update each plan as needed. The SSE Council will coordinate its activities with those of the other Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Basic Skills Committee and other District committees as necessary.

Products:
- Student Equity Plan
- Student Success and Support Plan

Reporting Relationship: Strategic Planning Council

Meeting Schedule: Second and Fourth of Friday from 9:00 – 11:00 am

Chairs:
Faculty Senate President, Vice President for Instruction, Vice President for Student Services

Members:
2 faculty members as appointed by Basic Skills Committee
2 faculty members as appointed by Instructional Planning Council
2 faculty members as appointed by Student Services Planning Council
1 faculty member from Reading Department as appointed by the Faculty Senate
1 faculty member from Math Department as appointed by the Faculty Senate
1 faculty member from English Department as appointed by the Faculty Senate
1 faculty member from ESL Department as appointed by the Faculty Senate
1 faculty member from Disability Resource Center as appointed by the Faculty Senate
21 faculty counselor as appointed by the Faculty Senate
1 faculty member at-large (instruction) as appointed by the Faculty Senate
1 faculty member at-large (student services) as appointed by the Faculty Senate
2 faculty senators as appointed by the Faculty Senate
1 Student Equity Counselor
1 AA representative as appointed by the Administrators Association
1 CAST representative as appointed by the CAST
2 Classified staff representatives as appointed by CCE
1 Dean - Student Services
2 Deans – Instruction
1 Assessment Supervisor
1 Senior Director of Institutional Planning and Research
1 3SP Coordinator
1 Manager of Orientation and Follow-up Services
2 Student representatives as appointed by the ASG

Approved by SPC: 11/04/14
Revised by SSPC: 04/22/16
Revision Approved by SPC: 05/03/16

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Brian Stockert and Dr. Kendyl Magnuson	**Date:** September 14, 2016

Proposed Name of Requested Group: Student Services Planning Council

X	**Council**		**Committee**		**Subcommittee**		**Task Force**
Action Requested:			**Add**		**Delete**	x	**Change**

Role:
- Develops, implements, evaluates and revises Student Services' plans and initiatives, both short- and long term.
- Develops, reviews, and updates the process (qualitative and quantitative elements and instrument) and establishes the timeline for the 2-year Institutional Program Review and Planning (IPR&P) cycle for Student Services.
- Reviews and summarizes IPR&P documents and utilizes them to develop and guide recommendations for priorities for Student Services, including budget, staffing needs, equipment, technology, facilities, and other resources essential to support Student Services and the success of students.
- Utilizes the District's Strategic Plan and the Annual Implementation Plan to guide and outline its goals, tasks and actions to be accomplished in the academic year.
- Make recommendations relevant to any matters or issues that impact Student Services and/or by request from SPC.
- Provides guidance, direction, and oversight to these committees: Academic Review Committee, Behavioral Health & Campus Wellness Committee, Campus Police Committee, Recruitment and Retention Committee, Registration Committee, Scholarship Committee, Student Program Eligibility Appeals Committee
- Convenes a subcommittee to review and update the process (qualitative and quantitative elements and instrument) and timeline for requesting full-time positions and to prioritize each year's list of full-time positions for discussion and endorsement by SSPC, forwarding the recommendation to SPC as information.

Products:
- Institutional Program Review and Planning documents, summaries and recommendations, including budget, staffing needs, equipment, technology, and facilities priorities
- Progress report on Strategic Plan and AIP
- Annual goals and accomplishments
- Full-time Position Priority Recommendations

Reporting Relationship: Strategic Planning Council

Meeting Schedule: Second and Fourth Wednesday of the month from 9:30 a.m. to 11:00 a.m.

Chair: Vice President, Student Services
Members:
- Dean, Counseling Services
- Director, Health Services
- Director, Enrollment Services
- Director, Student Affairs
- Manager of Outreach
- Director, Career Services
- Director, Athletics
- Chief of Police
- Research Analyst
- One EOP&S Faculty
- One DRC Faculty
- Chair, Counseling (or designee)
- Director, Transfer Center
- One Faculty representative appointed by Faculty Senate from Instructional Areas
- One Faculty representative who is also on the Faculty Senate
- One Palomar Faculty Federation representative appointed by PFF
- Two Classified Unit Employee representatives appointed by CCE/AFT (one from Student Services)
- One Student representative appointed by ASG
- One Confidential and Supervisory Team representative from Student Services appointed by CAST
- One Administrative Association representative appointed by AA
- One faculty representative from the Pride Center, appointed by the Faculty Senate

Reviewed by Strategic Planning Council:
10-07-03 Approved   04-04-06 Revised   11-17-09 Revised
03-15-05 Revised   03-03-09 Revised   02-03-15 Revised   Approved by PAC: 10/2/01

<p style="text-align:center">STRATEGIC PLAN 2019</p>

Vision

Learning for Success

Mission

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

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

Values

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

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

DRAFT GOAL AND OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4: Maintain and support a diverse workforce.

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

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

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

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

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

Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.

Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.

Objective 5.4: Taking into account that the college is in stability, develop an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

Objective 5.5: Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.

Objective 5.6: Explore alternative revenue streams that align with the college's mission such as international education and contract education.

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Adrian Gonzales, Dr. Travis Ritt, Dan Sourbeer				Date: 9/23/16	

Proposed Name of Requested Group: Student Success and Equity Council

X	Council		Committee		Subcommittee		Task Force
Action Requested:			**Add**		**Delete**	X	**Change**

Role:
The Student Success and Equity Council (SSE) will serve as a steering committee that leads the development of the Student Success and Support Program (3SP) and Student Equity Plan for the District.

The SSE Council will assist in preparing the 3SP and Student Equity Plan, monitoring the District's progress toward meeting the goals in each plan, and review and update each plan as needed. The SSE Council will coordinate its activities with those of the other Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Basic Skills Committee and other District committees as necessary.

Products:
- Student Equity Plan
- Student Success and Support Plan

Reporting Relationship: Strategic Planning Council

Meeting Schedule: Second and Fourth of Friday from 9:00 – 11:00 am

Chairs:
Faculty Senate President, Vice President for Instruction, Vice President for Student Services

Members:
2 faculty members as appointed by Basic Skills Committee
2 faculty members as appointed by Instructional Planning Council
2 faculty members as appointed by Student Services Planning Council
1 faculty member from Reading Department as appointed by the Faculty Senate
1 faculty member from Math Department as appointed by the Faculty Senate
1 faculty member from English Department as appointed by the Faculty Senate
1 faculty member from ESL Department as appointed by the Faculty Senate
1 faculty member from Disability Resource Center as appointed by the Faculty Senate
2 1 faculty counselors as appointed by the Faculty Senate
1 – Student Equity Counselor
1 faculty member at-large (instruction) as appointed by the Faculty Senate
1 faculty member at-large (student services) as appointed by the Faculty Senate
2 faculty senators as appointed by the Faculty Senate
1 AA representative as appointed by the Administrators Association
1 CAST representative as appointed by the CAST
2 classified staff representatives as appointed by CCE
1 Dean - Student Services
2 Deans – Instruction
1 Assessment Supervisor
1 Senior Director of Institutional Planning and Research
1 3SP Coordinator
1 Manager of Orientation and Follow-up Services
2 student representatives as appointed by the ASG

Approved by SPC: 11/04/14
Revised by SSPC: 04/22/16
Revision Approved by SPC: 05/03/16
Revised by SSPC: 09/23/16

Request submitted by: Kelly Falcone and Mike Popielski			**Date:** 9/16/16

Proposed Name of Requested Group:

Professional Development Committee

	Council	x	Committee		Subcommittee		Task Force
Action Requested:	x	Add		Delete		Change	

Role: Identify and assess faculty and staff development and training needs, recommend funding, review outcomes and ensure all PD aligns with Ed Code and Title 5.

Products:
Develop the Human Development Resource Plan.
Ensure the college is providing learning opportunities for all employees.
Oversee the reporting and tracking of learning from all employee groups.
Oversee the budget and expenditures for all PD.

Reporting Relationship:

PD Coordinator reports to Instructional Planning Council
VPHR reports to Human Resources Planning Council

Meeting Schedule:

2nd and 4th Tuesday 3-4:30pm

Chair:

Co-Chair: VPHRS
Co-Chair: PD Coordinator

Members:

- One Senior Administrator
- Eight Faculty Members: one from each Instructional Division, one from Student Services Faculty, one from the Library, and one Adjunct Faculty
- One Administrative Association representative appointed by AA
- One Confidential and Supervisory Team representative appointed by CAST
- ~~One~~ **Two** Classified Unit Employee representative appointed by CCE/AFT
- Two representatives from the Professional Growth Committee
- **One PFF representative appointed by PFF**

Formation of the Professional Development Committee (PDC)

Got an idea for a better name?

Professional Development for All!

You can provide feedback by leaving comments on this presentation. Go to: **http://tinyurl.com/PalPDC**

The start of AB 2558

On March 2, 2014, California Community Colleges State Legislative Update newsletter stated, "AB 2558 bill is the Board of Governors sponsored legislation to revitalize professional development for both faculty and staff as directed by recommendations from the Student Success Task Force and the Professional Development Committee which concluded its work in September 2013. Specifically, AB 2558 updates outdated statute to reflect a renewed focus on professional development; authorizes the use of state money for professional development activities if it becomes available through the state budget; and **clarifies that all employees, classified staff and administrators as well as faculty, be eligible to receive professional development opportunities from participating districts**."

(See   http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2014_agendas/March/attachment_State_Update.pdf)

Palomar College Believes in the Importance of Professional Development for All Employees:

PALOMAR COMMUNITY COLLEGE DISTRICT POLICY **BP 7160**

1 **HUMAN RESOURCES**

2 **BP 7160 PROFESSIONAL DEVELOPMENT**

3 **Reference:**
4 Accreditation Standard III.A.5

All eligible employees will be afforded opportunities and encouraged to participate in professional development/professional growth activities.

7 The details regarding professional development/professional growth are delineated in
8 the applicable collective bargaining agreement or employee handbook.

9 Office of Primary Responsibility: Human Resource Services

AB 2558: Signed in 2014
Now part Ed Code Section 87150

Community College Faculty and Staff Development Fund

Became the: →

Community College Professional Development Program (CCPDP)

REQUIREMENTS according to Ed Code:
(a) A statement that each campus within the community college district has an **advisory committee**, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.
(b) A campus **human development resources plan** has been completed for the current and subsequent fiscal years.
(c) A **report of the actual expenditures for faculty and staff development** for the preceding year.

CCPDP Requirements & Possible Palomar Actions

(a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

- Develop a college-wide Professional Development Committee (PDC)
  - Merge the PD Advisory Board and the Staff Training and Development Committee
    - Possible Co-Chairs: PD Coordinator and VPHR

CCPDP Requirements & Possible Palomar Actions

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

- Create a Campus Human Development Resource Plan
  - The newly formed Professional Development Committee (PDC) can work on this plan.

Example of plan:
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/9be158ae-c655-47f4-bbfb-cfc10ef6ab83/2015-16%20Staff%20Dev%20Program%20Plan.pdf

CCPDP Requirements & Possible Palomar Actions

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

- Report on all PD offered to all employees with expense and time.
- Need a common reporting/tracking program.
  - Some possible software programs are:
    - MyLearningPlan
    - Cornerstone learning
    - Enterprise Learning Management
  - The PDC can review software programs and make a selection based on the needs of all groups.

Current Structure

STAFF DEVELOPMENT AND TRAINING COMMITTEE

Role
Identify and assess staff development and training needs, recommend funding and review outcomes.

Product
A Staff Development and Training Plan for the application and distribution of Staff Development & Training funds.

Reporting Relationship
Strategic Planning Council

Meeting Schedule
Fourth Tuesday of the month from 9:00 a.m. to 10:30 a.m., or as needed

Chairs
- Coordinator, Faculty Professional Development, Co-chair
- Vice President, Human Resource Services, Co-chair

Members
- Two representatives from the Professional Development Review Board
- Two representatives from the Professional Growth Committee
- One Senior Administrator from the Professional Development Review Board
- One Administrative Association representative appointed by AA
- One Confidential and Supervisory Team representative appointed by CAST
- One Classified Unit Employee representative appointed by CCE/AFT

Professional Development Review Board   TOP

Coordinator: Kelly Falcone

Role

The Professional Development Review Board reviews all professional development contracts. The board determines whether all proposed activities of a staff member conform to section III.B of the Professional Development plan and notifies the staff member of its assessment. The board also reviews the evaluation that is part of the completion section of the contract form.

Reporting Relationship: Coordinator, Professional Development

Members:

- Coordinator, Professional Development (non-voting)
- One Senior Administrator
- Eight Faculty Members: one from each Instructional Division, one from Student Services Faculty, one from the Library, and one Adjunct Faculty

From the governance structure book & Senate Website

The Role of the PDC

Role of the Professional Development Review Board or Advisory Board: The Professional Development Review Board reviews all professional development contracts. The board determines whether all proposed activities of a staff member conform to section III.B of the Professional Development plan and notifies the staff member of its assessment. The board also reviews the evaluation that is part of the completion section of the contract form.

Staff Development and Training Committee: Identify and assess staff development and training needs, recommend funding and review outcomes

Role of the PDC:

Identify and assess faculty and staff development and training needs, recommend funding, and review outcomes. Ensure all PD aligns with Ed Code and Title

SHOULD THIS ROLE BE ADJUSTED?

Blend Members from PDAB and SDTC

Professional Development Review (Advisory) Board:
Chair: PD Coordinator
Members:
- Coordinator, Professional Development (non-voting)
- One Senior Administrator
- Eight Faculty Members: one from each Instructional Division, one from Student Services Faculty, one from the Library, and one Adjunct Faculty

Staff Development and Training Committee:
Co-Chairs:
Coordinator, Faculty Professional Development, Co-chair
Vice President, Human Resource Services, Co-chair
Members
•Two representatives from the Professional Development Review Board
•Two representatives from the Professional Growth Committee
•One Senior Administrator from the Professional Development Review Board
•One Administrative Association representative appointed by AA
•One Confidential and Supervisory Team representative appointed by CAST
•One Classified Unit Employee representative appointed by CCE/AFT

Co-Chairs:
- Coordinator, Faculty Professional Development, Co-chair
- Vice President, Human Resource Services, Co-chair

Members:
- One Senior Administrator
- Eight Faculty Members: one from each Instructional Division, one from Student Services Faculty, one from the Library, and one Adjunct Faculty
- One Administrative Association representative appointed by AA
- One Confidential and Supervisory Team representative appointed by CAST
- One Classified Unit Employee representative appointed by CCE/AFT
- Two representatives from the Professional Growth Committee

SHOULD THIS MEMBERSHIP BE ADJUSTED?

Palomar College Professional Development http://www2.palomar.edu/pages/pd/

Roles of the members:

Member	Role on the Committee
PD Coordinator	Oversee all PD offered on the campus. Ensure PD is provided for all employees. Oversee the tracking and reporting on college-wide program to the state. Ensure faculty are completing their PD requirement as per Title 5.
VPHR	Oversee PD for staff and administrators. Oversee any specific PD obligations for staff or admin.
One Senior Administrator	Ensure the PD program is following the title 5 and Ed Code requirements.
Eight Faculty Members: one from each Instructional Division, one from Student Services, one from the Library, and one Adjunct Faculty	Ensure PD is offered that supports each instructional area
One Administrative Association representative appointed by AA	Ensure PD is offered that supports AA
One Confidential and Supervisory Team representative appointed by CAST	Ensure PD is offered that supports CAST
One Classified Unit Employee representative appointed by CCE/AFT	Ensure PD is offered that supports CCE/AFT. Ensure the PD program is adhering to the union contract for staff.
Two representatives from the Professional Growth Committee	Ensure PD is offered that supports the goals of the professional growth program.

Reporting Relationship of PDC
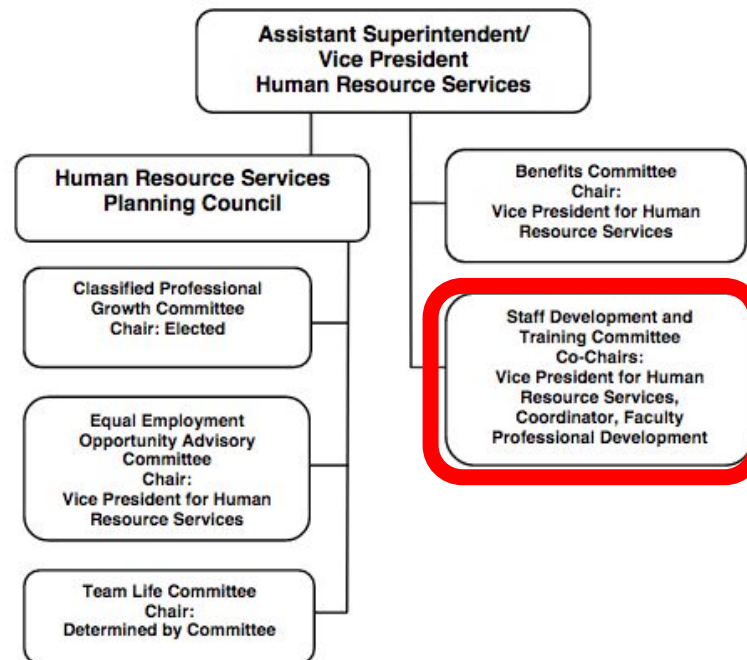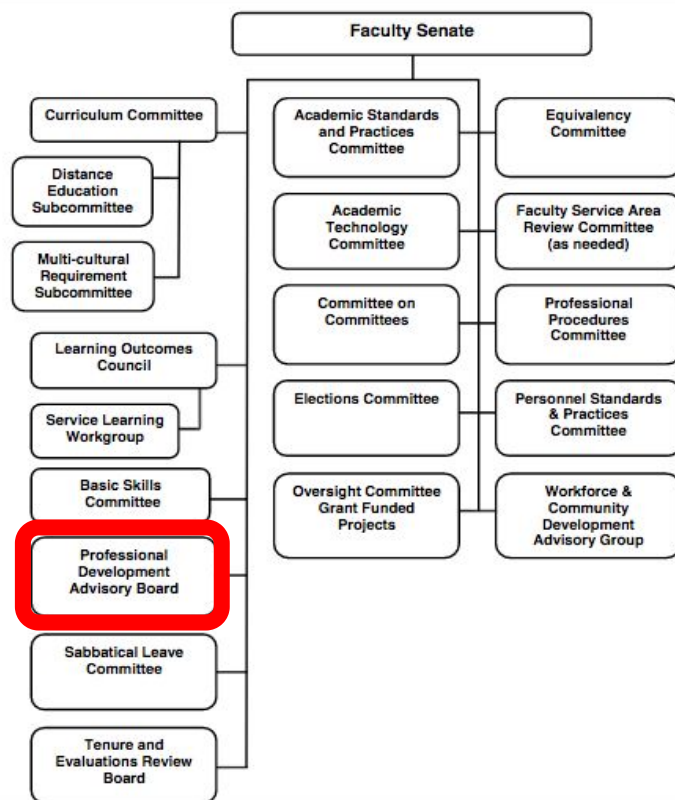
Identify the Reporting Relationship of PDC

Currently, the PD Coordinator reports directly to the VP of instruction, there is no other reporting relationship.

Suggestion:

- PD Coordinator reports on PD for Faculty to IPC
- VPHR reports on PD for Staff/Admin to HRSPC (this is the current reporting relationship for SDTC).
- PD Coordinator and VPHR sit on SPC and can report on the college-wide program

WHAT SHOULD THE REPORTING RELATIONSHIP BE?

Possible timeline

October 2016	Create Professional Development Committee ● Senate approval ● SPC approval ● New governance structure
October/November 2016	Newly created Professional Development Committee Begins meeting. Goals: ● Create the Campus Human Development Resource Plan ● Identify software needs and review possible choices (for example: MyLearningPlan, Cornerstone, Enterprise Learning Management) ● Identify unique needs of each employee group
December 2016	Choose a software program Begin planning for implementation of the software program with Staff and Admin for Spring 2017 Find workshops facilitators to provide workshops for the needs identified for Staff and Admin
Spring 2017	Begin using the new software program with staff and admin Begin providing PD specific to the needs of staff and admin along with our faculty focused PD. Revise the PD Needs Assessment to be valuable to assess the college-wide program. Survey staff and admin on their use of the chosen software program
Fall 2017	All employees use the new software program and we begin a common program for all.

What types of activities qualify as Professional Development?

Title 5
(A) course instruction and evaluation;
(B) staff development, in-service training and instructional improvement.
(C) program and course curriculum or learning resource development and evaluation;
(D) student personnel services;
(E) learning resource services;
(F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
(G) departmental or division meetings, conferences and workshops, and institutional research;
(H) other duties as assigned by the district;
(I) the necessary supporting activities for the above"

Ed Code
(a) Improvement of teaching.
(b) Maintenance of current academic and technical knowledge and skills.
(c) In-service training for vocational education and employment preparation programs.
(d) Retraining to meet changing institutional needs.
(e) Intersegmental exchange programs.
(f) Development of innovations in instructional and administrative techniques and program effectiveness.
(g) Computer and technological proficiency programs.
(h) Courses and training implementing affirmative action and upward mobility programs.
(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

Why is PD important to us?

Our faculty have identified three main reasons why PD is important:

1. Faculty know that, in order to provide the finest education for students of Palomar College, they must be current in their fields and have opportunities for general intellectual growth. However, time and other constraints limit the fulfillment of these essential professional needs. Faculty and students alike benefit in the classroom when this professional vitality is maintained.
2. The reputation of Palomar College as an excellent educational institution is enhanced by the prominence of faculty members' activities within their professional areas. We cannot expect to cultivate such excellence consistently without systematic attention to professional development.
3. Effective communication on campus, and thus the efficiency of the institution, depends not only on formal structures, but also on productive familiarity between people, allowing for the free expression of divergent perspectives and opinions. The respect for others that facilitates this openness can be developed as people work together on productive and fulfilling projects. The development of these relations is valuable within departments and programs; across disciplinary lines; and between administrative, faculty and classified elements on campus

We need to identify why PD important for all of our employees!

Comments from groups

- From HRSPC:
  - How would the Professional Growth program fit with PD?
  - Will there be a requirement for Classified Staff?
    - Jenny Vastola noted staff get 4 hours release time each week to participate in on-campus activities (need to find this information)
  - Recommendation to adjust membership: Add another classified staff and a PFF represetnative

Professional Development Ed Code and Title 5

These are current as of 9/26/16

EDUCATION CODE SECTION 87150-87154 (CCCPDP)

87150. There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

87151. The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:
   (a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.
   (b) A campus human development resources plan has been completed for the current and subsequent fiscal years.
   (c) A report of the actual expenditures for faculty and staff development for the preceding year.

87152. (a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.
   (b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours.

87153. The authorized uses of funds allocated under this article shall include all of the following:
   (a) Improvement of teaching.
   (b) Maintenance of current academic and technical knowledge and skills.
   (c) In-service training for vocational education and employment preparation programs.
   (d) Retraining to meet changing institutional needs.
   (e) Intersegmental exchange programs.
   (f) Development of innovations in instructional and administrative techniques and program effectiveness.
   (g) Computer and technological proficiency programs.
   (h) Courses and training implementing affirmative action and upward mobility programs.
   (i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

87154. This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

Title 5

Note: Title 5 does not currently include reference to Ed Code 87150-87154 which are specific to the new legislation.

5 CCR § 55720
§ 55720. Operating Under Flexible Calendar; Accountability of Employees; Activities.
(a) Subject to the approval of the Chancellor pursuant to section 55724, a community college district may designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. These activities may be conducted at any time during the fiscal year. The time designated for these activities shall be known as "flexible time."
(b) A district with an approved flexible calendar may designate as flexible time for an employee not more than 8.57 percent of that employee's contractual obligation for hours of classroom instruction which are eligible for state apportionments in that academic year, exclusive of any intersessions.
(c) Under no circumstances may a district operate a flexible calendar program which results in an academic calendar which would be inconsistent with the requirements of subdivision (b) of section 55701.
Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Sections 70901 and 84890, Education Code.

§ 55722. Schedule Configurations.
A flexible calendar is a community college calendar and course scheduling plan pursuant to Section 84890 of the Education Code and Section 55720 of this Part which may include, but is not limited to, the following scheduling configurations:
(a) 4-1-4 calendar comprised of two 16-week semesters with an intersession;
(b) traditional semester or quarters with some or all courses scheduled irregularly with respect to the number of times the course meets per week or the number of hours the courses meet during the scheduled days;
(c) modular scheduling for all or part of the courses within the traditional semester, quarter, or academic year;
(d) courses scheduled for student enrollment on an open entry-open exit basis:
(e) courses scheduled independently of any term configuration; or
(f) a combination of any one or more of the configurations in subdivisions (a) through (e).
Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Sections 70901 and 84890, Education Code.

§ 55724. Request for Approval.
(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:
(1) A complete description of the calendar configuration.
(2) The number of days of instruction and evaluation which will meet the requirements of the 175-Day Rule (Section 58120 of this part).
(3) The number of days during which instructional staff will participate in staff, student, and instructional improvement activities in lieu of part of regular classroom instruction.
(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:
(A) course instruction and evaluation;
(B) staff development, in-service training and instructional improvement.
(C) program and course curriculum or learning resource development and evaluation;
(D) student personnel services;
(E) learning resource services;

(F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

(G) departmental or division meetings, conferences and workshops, and institutional research;

(H) other duties as assigned by the district;

(I) the necessary supporting activities for the above;

(5) A certification that all college personnel, as defined, will be involved in at least one of the activities authorized in subsection (4). For the purposes of this section, "all college personnel" shall include any district employee specified by the district in its approved plan to participate in such activities; and

(6) A certification that the district will fully implement the provisions of Section 55730, as well as a description of the current status of such implementation, and a timetable for completion of the initial implementation.

(b) The Chancellor shall approve a request which is found to be complete and meets the requirements of law.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

§ 55726. Activities During Designated Days.

(a) For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in-lieu-of instruction activities. The required hours of in-lieu-of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus those out-of-classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.

(b) For each employee specified by the district to participate in staff, student and instructional improvement activities during the designated days the district shall also maintain records on the type and number of activities assigned, and the number of such employees participating in these activities.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

§ 55728. Flexible Calendar Attendance Reporting.

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) the total hours of classroom assignments (teaching time) which instructors specified in the district's approved plan were required to teach;

(2) of the total in Subsection (a)(1), the total faculty contact hours of instruction for which staff, student, and instructional improvement activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction; and

(3) the number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment pursuant to Section 55729.

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the Chancellor including any data necessary to compute the FTES adjustment specified in Section 55729.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor.

(a) The Chancellor's Office shall adjust the actual units of full-time equivalent student of a district operating under a plan approved in accordance with this article to reflect the conduct of staff, student, and instructional improvement

activities in lieu of scheduled instruction during flexible time. The adjusted units of full-time equivalent student shall be computed by multiplying the actual units of full-time equivalent student in the academic year, exclusive of any intersessions, computed pursuant to section 58003.1, by a factor which does not change the full-time equivalent student which would have otherwise been generated if the time for the improvement activities had not been permitted and scheduled instruction had instead taken place.

(b) For courses other than those described in subdivision (b) of section 58003.1, the multiplier factor shall equal the sum of the following:

(1) 1.0; and

(2) the total of all the actual hours of flexible time of all instructors pursuant to section 55720 in the fiscal year, divided by the total of all the actual hours of classroom instruction of all instructors in the academic year, exclusive of any intersessions.

(c) For those courses described in subdivision (b) of section 58003.1, this multiplier factor shall equal the term length multiplier applicable to the district.

(d) The Chancellor shall also withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing staff, student, and instructional improvement activities as the amount of time he or she was released from classroom instruction.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§ 55730. Ongoing Responsibilities of Districts.

A district conducting an approved flexible calendar shall do all of the following to ensure effective use of resources during flex days:

(a) conduct and annually update a survey of the most critical staff, student, and instructional improvement needs in the district;

(b) develop and carry out a plan of activities to address the critical needs;

(c) maintain records on the description, type and number of activities scheduled and the number of district employees and students participating in these activities;

(d) evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes;

(e) appoint and hold regular meetings of an advisory committee composed of faculty, students, administrators and other interested persons to make recommendations on staff, student, and instructional improvement activities; and

(f) provide, upon request of the Chancellor, copies of documents and information specified in Subsections (a) through (d), inclusive.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

§ 55732. Ongoing Responsibilities of the Chancellor.

The Chancellor shall:

(a) Adjust state aid for districts with approved flexible calendar operations in accordance with the provisions of section 55729;

(b) Periodically review documentation from selected districts to determine whether they are in compliance with the provisions of sections 55720, 55726, 55728, and 55730, and to determine whether they are conducting their flexible calendar operations in a manner consistent with the approved requests. Districts which are found to be out of compliance shall be notified and be given an opportunity to respond; and

(c) Terminate approval of any flexible calendar operation if it is found that the district has, without good cause:

(1) failed to conduct its flexible calendar operation in a manner consistent with its approved request;

(2) failed to comply with the requirements of section 55720;

(3) failed to carry out the responsibilities specified in section 55726; or

(4) failed to meet its ongoing responsibilities as specified in section 55730.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.