



## STRATEGIC PLANNING COUNCIL AGENDA

Date: October 18, 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

- |   |             |        |
|---|-------------|--------|
| <b>A. <u>MINUTES</u></b>  |             | 2 min  |
| 1. Approve Minutes of October 4, 2016                             |             |        |
| <b>B. <u>ACTION ITEMS/SECOND READING</u></b>                      |             |        |
| 1. Strategic Plan 2019  | Exhibit B1  | 2 min  |
| 2. SSEC Council   | Exhibit B2  | 2 min  |
| <b>C. <u>ACTION ITEMS/FIRST READING</u></b>                       |             |        |
| 1. Professional Development Committee                             | Exhibit C1  | 15 min |
| <b>D. <u>INTEGRATED PLANNING MODEL</u></b>                        |             | 10 min |
| 1. Review of 2016-2017 SPC Timeline                               |             |        |
| 2. Action Plan Update   |             |        |
| 3. SPPF Update  |             |        |
| <b>E. <u>DISCUSSION/INFORMATION</u></b>                           |             |        |
| 1. Student Payment Plans  | Exhibit E1  | 10 min |
| 2. Revised PRP form for IPC                                       |             | 2 min  |
| 3. Cancelled Classes  |             | 25 min |
| 4. Enrollment Management  |             | 25 min |
| a. Task Force   |             |        |
| b. Strategic Plan Goals and Priorities                            | Exhibit E4b |        |
| c. Communications/Marketing Update                                | Exhibit E4c |        |
| <b>F. <u>ACCREDITATION</u></b>                                    |             | 2 min  |
| 1. Accrediting Commission Actions and Policy Updates              |             |        |
| 2. Palomar Accreditation Update                                   |             |        |
| <b>G. <u>REPORTS OF PLANNING COUNCILS</u></b>                     |             | 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. REPORTS OF CONSTITUENCIES**

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. OTHER ITEMS**



## STRATEGIC PLANNING COUNCIL MEETING MINUTES October 18, 2016

A regular meeting of the Palomar College Strategic Planning Council scheduled October 18, 2016, was held in AA-140. President Joi Blake called the meeting to order at 2:30 p.m.

### **ROLL CALL**

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

### **A. MINUTES**

#### **1. Approve Minutes of October 4, 2016**

MSC (Holmes/Sourbeer): The minutes for October 4, 2016 were approved and accepted into the record

### **B. ACTION ITEMS/SECOND READING**

#### **1. Strategic Plan 2019 (Exhibit C1)**

MSC (Holmes/Sourbeer): The motion to approve the revisions to the Strategic Plan 2019 were approved and accepted in the record.

#### **2. Student Success and Equity Council (Exhibit B2)**

MSC (Holmes/Sourbeer): The motion to approve the revisions to the Student Success and Equity Council were approved and accepted in the record.

### **C. ACTION ITEMS/FIRST READING**

#### **1. Professional Development Committee (Exhibit C1)**

Kelly Falcone discussed revisions to the Professional Development Committee membership, as recommended by the Faculty Senate: a Human Resource Services representative and an additional Administrative Association member were added. The Senior Administrator member was changed to Dean. This item will return for action/second reading at the next SPC meeting.

### **D. INTEGRATED PLANNING MODEL**

#### **1. Review of 2016-2017 SPC Timeline**

Michelle Barton stated that there are no changes to the 2016-2017 SPC Timeline.

#### **2. Action Plan Update**

Michelle Barton reported that the project steps and objective outcomes are being developed for the Action Plan Year 1.

#### **3. SPPF Update**

Michelle Barton reported that there is money set aside in the budget for SPPF. Discussion will continue at the next meeting.

### **E. DISCUSSION/INFORMATION**

#### **1. Student Payment Plan (Exhibit E1)**

Carmen Coniglio gave a presentation of the Student Payment Plan, run through Nelnet, a company that specializes in student payment plans. She reviewed the timeline, history and details of how the payment plan is set up. Ms. Coniglio stated that the plan's launch date is targeted on the first day of Spring registration. The fee payments will be divided into several payments depending on the plan selected; students will not be charged interest; transactions will be in real time (payments recorded instantly); a third party can make payments to the account; and there is a \$35 down payment required and a \$25 fee to Nelnet to set up the plan, which will bring the first payment to a minimum of \$60.00. She reviewed the four-

month, three-month, and two-month payment options. The plan is presently being tested, staff is being trained, and marketing is being set up.

**2. Revised PRP from IPC**

Dan Sourbeer discussed the revised PRP form that was approved at IPC. He stated the new format allows for authentic reflection and feedback.

**3. Cancelled Classes**

Joi Blake led a discussion on the class cancellation process in the faculty contract. She stated the Governing Board will receive a report as well.

**4. Enrollment Management**

**a. Enrollment Management Task Force**

Joi Blake reported that the Enrollment Management Task Force (EMTF) is being resurrected. Travis Ritt and Margie Fritch will co-chair the task force. Discussion ensued. The guiding principles of the EMTF will be:

- Scheduling practices
- Marketing and communication of programs
- Facilities usage and management
- Technology solutions and enrollment management software tools throughout the infrastructure of the institution
- Human resources regarding staffing
- Support services
- Community partnerships with K-12, contract, and community education
- Budget

**b. Integration of Strategic Goals and Campus Short-Term Initiatives (Exhibit E4b)**

Joi Blake distributed and discussed a document listing the Strategic Plan 2019 goals and the initiatives that support the goals. Other campus priorities will continue to be worked on as well; it is up to the departments to prioritize their work lists. The campus focus is on enrollment.

**c. Palomar College Competitor Review by Interact (Exhibit E4c)**

Laura Gropen distributed and discussed the competitor review document from Interact. The first impressions, threats, and opportunities at Palomar, CSUSM, Mira Costa, and Miramar were compared, and recommendations made. Ms. Gropen reviewed the Spring 2017 marketing strategies and activities.

**F. ACCREDITATION**

**1. Accrediting Commission Actions and Policy Updates**

There was no report.

**2. Palomar Accreditation Update**

Dan Sourbeer reminded everyone that the Accreditation Site Visit is scheduled for Monday. He asked everyone to be prepared to answer questions on the recommendations.

**G. REPORTS OF PLANNING COUNCILS**

**1. Finance and Administrative Services Planning Council**

Ron Perez updated SPC members on the progress of the Veterans Center and Finance and Administrative Services departments move to the remodeled A building.

**2. Human Resource Services Planning Council**

Ron Perez reported that he will oversee the Human Resource Services department until the permanent Vice President is hired. Adrian Gonzales will chair the VPHRS hiring committee.



**3. Instructional Planning Council**

Dan Sourbeer reported that IPC is working on PRPs and goals.

**4. Student Services Planning Council**

Adrian Gonzales reported that SSPC is revising its PRPs. Mr. Gonzales discussed a newly formed Behavioral Intervention Team, from the following four areas: Counseling, Police, Student Affairs, and Behavioral Health. The team will work together in a crisis. The short-term and long-term activities and goals were discussed.

**H. REPORTS OF CONSTITUENCIES**

**1. Administrative Association**

There was no report.

**2. Associated Student Government**

There was no report.

**3. CCE/AFT**

There was no report.

**4. Confidential/Supervisory Team**

There was no report.

**5. Faculty Senate**

Travis Ritt reported that the Faculty Senate is excited about the return of Campus Explorations. They hope everyone will get involved, including staff.

**6. PFF/AFT**

Shannon Lienhart reported that the PFF is working on Prop 55 and supporting some board candidates for the upcoming election.

**J. Other**

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

Michelle Barton reported that this fall Palomar College will be partnering with the SDSU Community College Equity Assessment Lab (CCEAL) on the Minority Male Community College Collaborative (M2C3) project. Palomar will be administering the Community College Survey Measure (CCSM), a survey focusing on students' academic participation, campus involvement, and use of campus support services. The survey will be randomly selected; she encouraged everyone to participate if interested or requested.

Kelly Falcone reported that there are only eleven tickets left for the Active Learners Conference scheduled October 29.

Joi Blake reported that there will be a retirement reception for Governing Board trustee Nancy Chadwick on November 3 at the Lakehouse Hotel in San Marcos. It is an opportunity to recognize her for her work and commitment to the District.

**I. ADJOURNMENT**

There being no remaining items, the meeting was adjourned at 3:57 p.m.

## STRATEGIC PLAN 2019

### **Vision**

Learning for Success

### **Mission**

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

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

### **Values**

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

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

## **DRAFT GOAL AND OBJECTIVES**

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

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

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

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

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

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

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

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

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

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

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

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

Objective 3.1: Evaluate our current marketing and messaging strategies and 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

<b>Request submitted by:</b> Adrian Gonzales					<b>Date:</b> 10/04/2016		
<b>Proposed Name of Requested Group:</b> Student Success and Equity Council							
X	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>		<b>Task Force</b>
<b>Action Requested:</b>			<b>Add</b>		<b>Delete</b>	X	<b>Change</b>
<p><b>Role:</b>  The Student Success and Equity Council (SSE) will serve as a steering committee that leads the development of the Student Success and Support Program (3SP) and Student Equity Plan for the District.</p> <p>The SSE Council will assist in preparing the 3SP and Student Equity Plan, monitoring the District's progress toward meeting the goals in each plan, and review and update each plan as needed. The SSE Council will coordinate its activities with those of the other Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Basic Skills Committee and other District committees as necessary.</p> <p><b>Products:</b></p> <ul style="list-style-type: none"> <li>Student Equity Plan</li> <li>Student Success and Support Plan</li> </ul>							
<b>Reporting Relationship:</b> Strategic Planning Council							
<b>Meeting Schedule:</b> Second and Fourth of Friday from 9:00 – 11:00 am							
<p><b>Chairs:</b>  Faculty Senate President, Vice President for Instruction, Vice President for Student Services</p> <p><b>Members:</b>  2 faculty members as appointed by Basic Skills Committee  2 faculty members as appointed by Instructional Planning Council  2 faculty members as appointed by Student Services Planning Council  1 faculty member from Reading Department as appointed by the Faculty Senate  1 faculty member from Math Department as appointed by the Faculty Senate  1 faculty member from English Department as appointed by the Faculty Senate  1 faculty member from ESL Department as appointed by the Faculty Senate  1 faculty member from Disability Resource Center as appointed by the Faculty Senate  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</p>							

Approved by SPC: 11/04/14

Revised by SSPC: 04/22/16

Revision Approved by SPC: 05/03/16

## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Kelly Falcone and Mike Popielski				<b>Date:</b> 9/16/16			
<b>Proposed Name of Requested Group:</b>  Professional Development Committee							
	<b>Council</b>	x	<b>Committee</b>		<b>Subcommittee</b>		<b>Task Force</b>
	<b>Action Requested:</b>	x	<b>Add</b>		<b>Delete</b>		<b>Change</b>
<b>Role:</b> 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.  <b>Products:</b> 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.							
<b>Reporting Relationship:</b>  PD Coordinator reports to Instructional Planning Council VPHR reports to Human Resources Planning Council							
<b>Meeting Schedule:</b>  2nd and 4th Tuesday 3-4:30pm							
<b>Chair:</b>  Co-Chair: VPHRS Co-Chair: PD Coordinator  <b>Members:</b> <ul style="list-style-type: none"> <li>• One Senior Administrator</li> <li>• Eight Faculty Members: one from each Instructional Division, one from Student Services Faculty, one from the Library, and one Adjunct Faculty</li> <li>• One Administrative Association representative appointed by AA</li> <li>• One Confidential and Supervisory Team representative appointed by CAST</li> <li>• <del>One</del> <b>Two</b> Classified Unit Employee representative appointed by CCE/AFT</li> <li>• Two representatives from the Professional Growth Committee</li> <li>• <b>One PFF representative appointed by PFF</b></li> </ul>							



# 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/PaIPDC>



# 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](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**

### **HUMAN RESOURCES**

#### **BP 7160 PROFESSIONAL DEVELOPMENT**

##### **Reference:**

Accreditation Standard III.A.5



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

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

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:

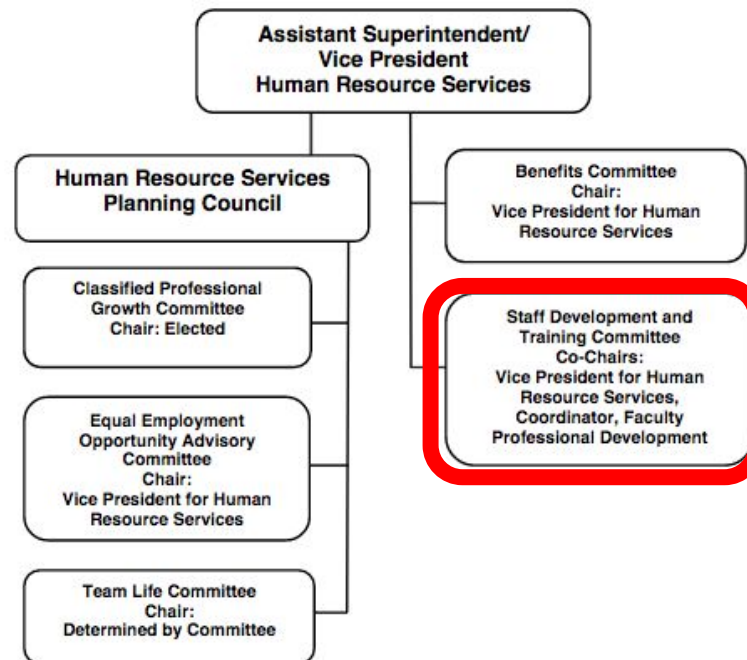
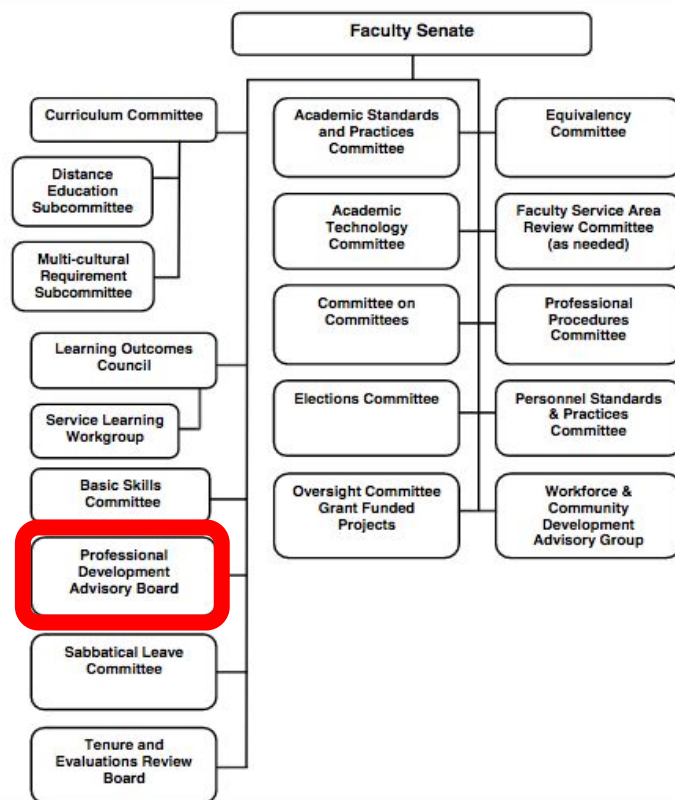
- One Senior Administrator
- Eight Faculty Members: one from each Instructional Division, one from Student Services Faculty, one from the Library, and one Adjunct Faculty
- One Administrative Association representative appointed by AA
- One Confidential and Supervisory Team representative appointed by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

**SHOULD THIS MEMBERSHIP  
BE ADJUSTED?**

# 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	<p>Create Professional Development Committee</p> <ul style="list-style-type: none"> <li>• Senate approval</li> <li>• SPC approval</li> <li>• New governance structure</li> </ul>
October/November 2016	<p>Newly created Professional Development Committee Begins meeting. Goals:</p> <ul style="list-style-type: none"> <li>• Create the Campus Human Development Resource Plan</li> <li>• Identify software needs and review possible choices (for example: MyLearningPlan, Cornerstone, Enterprise Learning Management)</li> <li>• Identify unique needs of each employee group</li> </ul>
December 2016	<p>Choose a software program</p> <p>Begin planning for implementation of the software program with Staff and Admin for Spring 2017</p> <p>Find workshops facilitators to provide workshops for the needs identified for Staff and Admin</p>
Spring 2017	<p>Begin using the new software program with staff and admin</p> <p>Begin providing PD specific to the needs of staff and admin along with our faculty focused PD.</p> <p>Revise the PD Needs Assessment to be valuable to assess the college-wide program.</p> <p>Survey staff and admin on their use of the chosen software program</p>
Fall 2017	<p>All employees use the new software program and we begin a common program for all.</p>
<p><b>Palomar College Professional Development <a href="http://www2.palomar.edu/pages/pd/">http://www2.palomar.edu/pages/pd/</a></b></p>	

## 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 representative



# 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.



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## PAYMENT PLANS FOR STUDENTS

10/10/2016

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### NELNET ENTERPRISE PAYMENT PLAN

- **Alternative payment option for students**
- **Increases affordability (avoids traditional lump-sum payment)**
- **Improves payment success by allowing students to budget fee payments**
- **Not a loan: no interest, no finance charges, no credit check**
- **Available to students and their families**
- **NBS Customer Service Available 24/7**

**Target Go Live: October 31<sup>st</sup> for  
Spring 2017 Registration**



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**PEOPLESOFT INTEGRATION OVERVIEW**

- **Single Sign-On**
- **Real Time Agreement Notification**
- **Real Time Account Activity**
  - Transactions in real-time
  - Balance in real-time
- **Real Time Payment Notification**
  - Down payments and One-time Payments will post to PeopleSoft in real-time
- **End of Day File Transfer Process (i.e.ACH, Bank Processing)**
- **Daily Balance Comparison**

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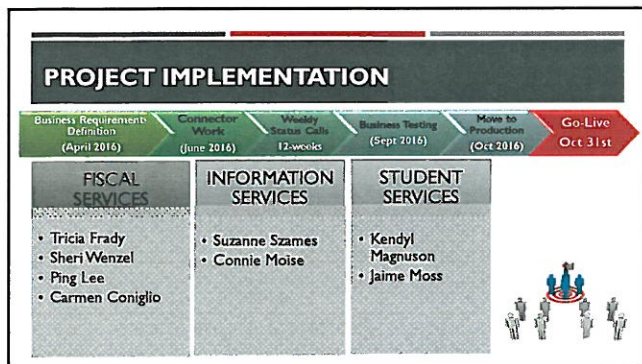
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### GENERAL CONFIGURATION

- **Payment Plan** – By Term
- **Payment Date** – 6<sup>th</sup> of the Month (Students may process payment on any business day)
- **Minimum Balance** - \$100.00
- **Cost to Participate:**
  - \$25 Nelnet Enrollment Fee per Semester (Nonrefundable Nelnet Service Fee)
  - \$35 Down Payment Due Immediately
  - \$30 Returned Payment Fee (i.e. failed attempt due to NSF)
- **Two Scheduled Payment Attempts** –College will re-attempt after 2 weeks
- **Unresolved Balance** until Agreement is Terminated
- **Agreement Termination** -Student initiated or automated process
- **Email Notification/Text Alerts**
- **Eligibility Restrictions:** Not available to students with BOG, 3rd Party Sponsorship Agreement

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### PAYMENT PLAN

- Based on the Semester's Amount Due (**mandatory fees** minus financial aid) > **\$100**
- Any adjustments to charges or financial aid will also adjust remaining payments
- Students will automatically be notified by email each time an adjustment is made
- Participants select plan and payments are electronically deducted via ACH/debit/credit card on the date of each required payment

**AUTHORIZED USERS**

- **Authorized Users** (Parent or 3rd Party) set up by the student
- Authorized Users may also access student billing records and payment history
- Authorized Users do not have access to any other student records

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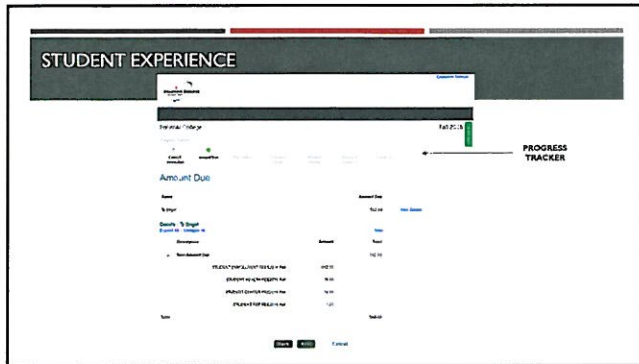
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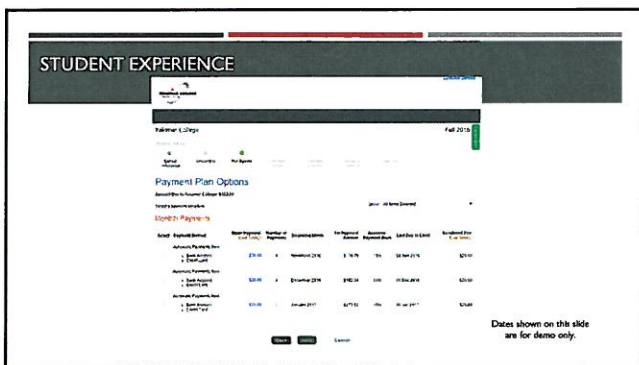
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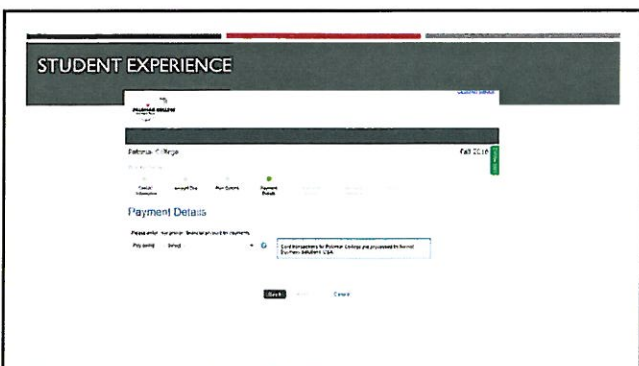
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STUDENT EXPERIENCE

Payment Schedule

Future Payment Schedule

Payment Dates Description Amount

Payment 1: 8/1/16	Payment	\$6.76
Payment 2: 8/15/16	Payment	\$16.76
Payment 3: 8/29/16	Payment	\$16.76
Payment 4: 9/12/16	Payment	\$16.76
Payment 5: 9/26/16	Payment	\$16.76

For information on Payment Schedule and payment by, please contact Student Aid, UMD

Contact Us

[illegible][illegible][illegible]

STUDENT EXPERIENCE

My Home My Courses My Tools My Profile My Recent Activity My Recent Activity My Recent Activity My Recent Activity

Review & Authorize

Account ID: 123456789 Account Name: John Doe Account Type: Student Account Status: Active

Account ID: 987654321 Account Name: Jane Smith Account Type: Student Account Status: Active

Review Authorize Cancel

Blackboard Inc. © 2010 Blackboard Inc.

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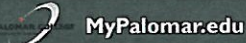
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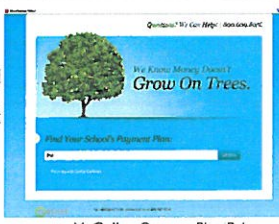
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# NELNET'S MARKETING MATERIALS



www.MyCollegePaymentPlan/Palomar

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# ITEMS OF PRIORITY



- Continue Testing Phase
- Statement of Final Acceptance
- Staff Training: Week of October 17
- Cutover to Production: October 28
- Marketing:
  - College Marketing Plan - Kerdyl to work with Laura
  - Nelnet's Brochures (Qty: 5,000+)
  - Nelnet's Posters (Qty: 100+)
  - Website FAQs - Kerdyl to develop and add to Student Services website
- Student Support Services:
  - Direct NBS Customer Service Representatives 24/7: 800-609-8056
- General Ledger Control: - Behind the scenes technical processes
  - Daily Reconciliation, Balance Adjustment, Batch Refunds, EOD Return Payment Reconciliation, e-Cashier Balance Comparisons
- Student Financials: - Behind the scenes technical processes
  - Coordinate e-Bills, EBI Holds Processes, Application of Payment Priority

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## **Integration of Strategic Goals and Campus Short-Term Initiatives**

### **Goal 1**

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

**Initiative: Development of a comprehensive staff development program that includes all constituent groups**

### **Goal 2**

Strengthen efforts to improve outreach, persistence, and student success.

**Initiative: Schedule management, concurrent/dual enrollment, expansion of distance education, opening of South and North Education Centers, Palomar Promise, Starfish software**

### **Goal 3**

Strengthen the college's message to our community.

**Initiative: Integrated marketing campaign to increase community visibility**

### **Goal 4**

Maintain and support a diverse workforce.

**Initiative: Complete all classification studies, recruitment and hiring of classified, faculty and administrators.**

### **Goal 5**

Ensure the fiscal stability of the college and increase enrollments.

**Initiative: Schedule management, concurrent/dual enrollment, expansion of distance education, opening of South and North Education Centers, Palomar Promise**

# PALOMAR COLLEGE COMPETITOR REVIEW

Prepared by  
**Anne Saylor** and **Pam Cox-Otto, Ph.D.**

September 2016

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# EXECUTIVE SUMMARY

## Overview

### Knowing Your Competitors

When it comes to communicating with new and potential students, first impressions are important. Not only are effective communications practices crucial to enrollment and retention efforts, they can also influence the general reputation of a college in comparison to its competitors.

Facing competition from four-year institutions and private career colleges, it is common for a community college to tout its accessibility: Smaller, sleeker and more focused than the big local university or boasting a richer campus life than the local, “get-it-done-quick” corporate career institute. But accessibility doesn’t just mean simpler admissions process – it’s also the ease with which students can access the appropriate staff, services and information.

Knowing how your competitors communicate in print, in-person and online is key to developing an effective messaging strategy. The purpose of this research is to review the communications processes of top competitors, as selected by Palomar College, and examine their ability to respond to student inquiries. The study also analyzes Palomar College’s own processes and determines how they compare to its competitors.

### Methodology

By “spoofing” each college’s intake process from the perspective of individuals in the prospect stream, we gathered information on the quality, efficiency, and ultimately, the effectiveness of the college’s communications efforts. This information was used to make recommendations on how Palomar College might improve its own communication process and exploit competitors’ weaknesses in those areas.

The study was conducted during August and September 2016, from the perspective of an English-speaking potential student. The researcher placed telephone calls requesting admissions information to each college, using the contact numbers provided on their respective websites, completed online form inquiries and sent email messages to admission and outreach contacts.

Adopting a pre-determined persona, the researcher called Palomar College and its competitors, seeking general information about the college as a potential student, undecided in their field of study. The caller recorded details about the conversation and requested an information packet to be mailed out to a postal mailing address.

The researcher also attempted to find information on each college’s website from the perspective of a potential student (including entering the application process, when necessary).

The following report is an analysis and summary of those contact attempts, a review of the materials that were received as a result of those attempts, and identification of other issues noted as a result of the research. Also included is a comparison of competitors’ statistics, available through analysis of their respective websites and other cited data sources.

## General Results and Impressions

The research highlights both the strong and weak points of competitors' communication processes. Overall, it suggests that Palomar College has consistent customer service via telephone and online, however the college could be doing more to improve its own website messaging, while taking advantage of competitors' shortcomings.

- **Phone Contact** – Many colleges are tasked with the difficult challenge of determining how to best utilize today's technology to route telephone calls. Frustrations can emerge when being routed to yet another menu to navigate and select. First-time students may not possess the correct terminology to determine what their options are. User-friendly, access-driven solutions keep prospects from spending several minutes on the phone navigating menus.
- **Consistency and Accuracy of Staff** – While the staff members answering each college's inquiries most often rated as polite and friendly, each college had at least one inquiry in which the staff member was brisk, hurried or disinterested. Some calls lacked thoroughness and consistency of information. In many cases, contacts did not introduce themselves, ask for contact information from the caller, or supply information beyond the caller's specific inquiry. This is an area in which Palomar College (and most of its competitors) struggle.
- **Mailed Packet** – This option is a marketing tactic of a bygone era. None of the colleges contacted were willing to mail information, and when pressed to do so due to lack of materials online, admitted they had no promotional items to mail. The alternative suggested was to come to campus for appointments.
- **Systems to capture and communicate with prospects** have not been widely implemented, though CSU-SM did have a system in place to cultivate a relationship with the applicant. This type of system is more fitted to that institution, though it could be refined and scaled to fit the community college model.
- **Email response times** fell within a 48-hour window in cases where email inquiries were made to general message addresses or published personal addresses. Each response was complete, covering all requested information and leaving the prospect with another point of contact.

Each of the above issues affects the all-important "first impression," and potentially puts Palomar College at an advantage when compared to its competitors. By addressing perceived problems with consistency of customer service experience on telephone calls and fortifying prospect web and mobile web experience, Palomar College has the potential to improve its student inquiry system in comparison to competing colleges.





## Recommendations

### 1) Continue current training protocol for staff on how to talk to prospective students

- All staff members (especially those employees responsible for admissions, advising, information and recruiting) should be coached on proper etiquette, protocol, and follow-through for any prospective student contact attempt that they receive. A brief script of standard questions to ask a prospective student should be issued to all staff, preferably on a small card or sheet that they could have easily accessible during point of contact.

### 2) Promptly follow up on all prospective student inquiries

- Ideally, all prospective contacts would be reported to the appropriate department for follow-up contact attempts as soon as possible, whether they are through phone calls, email, social media, face-to-face contacts or regular mail. All potential student contacts need to be followed up in a timely manner.
- Cultivate the application portal to engage prospects at predetermined time intervals of inactivity and upon any additional login or interaction. This could be a simple email to say "We haven't heard from you, how can we help?" or "Is there additional information you might need from us to complete your application/profile?" or even a reminder that "Registration begins soon – the first step to becoming a student is to complete your application."

### 3) Have a plan for handling prospective students with special needs

- A review of protocol for inquiries from non-English-speaking, limited English-speaking, or disabled potential students is recommended, whether they come from phone calls, emails or other methods of contact.

### 4) Always give your name and contact information, and request *their* information

- Never talk to a prospective student in person or over the phone without first introducing yourself, providing your contact information (or the person that they should be contacting next), and finding out their name and contact information as the first thing you ask (not the last thing).







# COLLEGE OVERVIEWS

## Palomar College

### First Impressions

- When reaching the college for the first time, the phone tree greeting offers an extension to call in case of emergency as the first option. Phone tree navigation felt a little too time-consuming, when simply seeking information about the college.
- Upon selecting the Admissions phone menu, the user is met with a disjointed and distorted transition to the new menu.
- There was wide variation in the attitude and helpfulness of Admissions staff persons reached via telephone.
- When going online, the prospect needed only one click to find the Admissions application. There is also an area designated for New Students to assist with steps for enrollment.
- The website offers the essential information for prospective students, but is missing a “wow factor.”
- The admissions application was easy to access and did not require creation of a username. This application was the easiest to find and the easiest to begin.
- When requesting information via email, the responses were received in a timely manner.

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### Threats

- Not all phone tree menus provide the best service to a potential student. In Palomar College’s case, the caller spends more than two minutes listening to recorded messages before getting the opportunity to speak with a representative.
- Some other local colleges are proactively making changes to their websites to create a more seamless experience between desktop and mobile experiences. MiraCosta College and CSU-San Marcos appear as though they have recently updated their top level website pages. This is a good practice, when considering the growth in technology of mobile devices and access.
- Additionally, competitors are utilizing other web tools such as prospect portal (CSU-SM) and online access to professional-looking, printable promotional materials (MiraCosta). Further development and refinement of these tools will continue to provide an advantage in those areas.

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### Opportunities

- Palomar College has a wide range of programs across many disciplines and more prevalent opportunities for student leisure (i.e. sports and club offerings) than competitor schools.
- Although the college has 50% more students than the competitors reviewed, the personal attention provided when contacting the college by phone and via web tools felt on par with what might be



expected at a smaller institution. The school should continue to emphasize customer service, even in times of larger traffic volumes.

- Palomar College's annual in-state tuition is comfortably within \$200 of the nearest community college competition, and nearly \$6,000 less expensive than the nearby four-year institution.
- Development and implementation of a prospect form and email communication templates and/or e-brochures would help manage and convert inquiries.





# MiraCosta College

## First Impressions

- During high-volume call times, callers may expect to navigate multiple phone tree menus and spend two to three minutes dialing menus and holding for assistance.
- The Admissions Office was accessible, in that the caller was eventually able to reach a real person. However, the nature of customer service provided to the caller was not consistent between representatives. One responder, in particular, recommend calling the satellite campus with additional enrollment questions.
- The college did provide additional accessibility by having the phones staffed after normally expected hours.
- MiraCosta's website has the look and feel of a University, with a polished, professional appearance, an area for future students, and an area designated for gathering digital information. This is helpful, as all callers are directed to visit the website.
- The website also provides two ways to easily access the college application. However, the college does utilize the Open CCC format, which is slightly cumbersome.
- Email responses were received in a timely manner.

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## Threats

- MiraCosta College appears to offer a vibrant campus community with athletic opportunities and other ways to become involved, giving prospects a potential alternative to four-year institutions.
- MiraCosta College's hours for admission services are listed 8 am to 7 pm, Monday through Thursday, and limited hours on Friday. This generous window likely provides greater opportunity for the non-traditional student to access the services they need.
- MiraCosta College boasts a well-designed and well-organized website, featuring mobile optimization at the top levels. Because all callers are directed to the website, the college is investing time and effort into its look and accessibility.

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## Opportunities

- Frustration regarding long wait times (by phone) may lead to missed student opportunities or cause the student to inquire elsewhere. If this is the case, it is important that Palomar College work to maintain consistent customer service, and to go the extra mile, when possible.
- Palomar College should consider adding online tools to give prospects a richer web experience.



# San Diego Miramar College

## First Impressions

- The caller was able to navigate the Admissions menu in just over 30 seconds. This was the shortest phone tree encountered.
- The level of customer service provided by Admissions representatives was not uniform. Some calls were assisted by impatient representatives, while others were handled by helpful, friendly and outgoing staff members.
- The college lacks a strong web presence and was the least developed for mobile users, among the colleges reviewed.
- The admissions application is relatively easy to access, but must be selected from a menu. It is not accessible directly from the main web page.
- Finding contact information is simple, as the new student pages all have the information listed along the right margin.
- The admission application was specifically for the San Diego Community College District, and did not utilize Open CCC.
- Email responses were received in a timely manner.



## Threats

- Miramar College's hours for admissions services are listed from 8 am to 7 pm Monday through Thursday, with limited hours on Friday. This time window is generous, and likely provides greater access for the non-traditional (working) student.
- Miramar College responded to email inquiries the same day. While this may not always be realistic for Palomar staff, it is important to respond to inquiries as quickly as possible.



## Opportunities

- Palomar College currently boasts a more friendly and approachable experience when contacting by phone. Continuing to respond to requests in a friendly and conversational manner will assist in winning over prospects.
- Palomar College also has a slight edge over Miramar College with regard to online presence and ease of application access. This margin, however, is slight and could be expanded.



## Cal State – San Marcos

### First Impressions

- A live operator, who was cordial, professional, and businesslike, was reached on one ring during normal office hours. In some cases, this was the only person reached.
- This college was only reachable during business hours, with no system for voicemail routing in place.
- The college has a refined and sophisticated online presence.
- There is a well-developed, designated area for prospective students on the college's website, in addition to a prospect portal experience that can be tailored to student specifics. This is understandable and expected, as the college may be marketing to students nearly a year before they can even apply.
- CSU-SM's online experience evokes a unique feel of exclusiveness, compared to the other colleges reviewed.
- Online inquiries were handled in a timely manner.
- Access to the college application required several clicks. Only then was it revealed that there is a specific time window and requirement to create another user profile and password to access the application.



### Threats

- CSU-SM online tools are well-developed and mobile friendly. They allow the college to continue open communication with the prospective student, and to engage in ongoing messaging without extensive staff service.
- CSU-SM students can retrieve valuable program and student life information within their personalized student portal area.



### Opportunities

- As a four-year institution, CSU-San Marcos (CSU-SM) does not provide anywhere near the access that community colleges are expected to provide. Students may be frustrated early in the process, if they are unaware of how application work at a four-year college. Additionally, the college charges an application fee and does not have an open door policy.
- The theme of access also rings true in making contact with the college. The limited office hours made it difficult to reach a person when calling this institution.
- Tuition rates are significantly higher at CSU-SM. A resident student could complete two full years at Palomar College for less than the cost of one year at CSU-SM.

# APPENDIX A – COMPETITOR DATA

Summary of Competitors				
Name of College/University/ Institution	Palomar College (San Marcos, CA)	MiraCosta College (Oceanside, CA)	San Diego Miramar College (San Diego, CA)	Cal State – San Marcos (San Marcos, CA)
Branding Statement(s) (CW)	Learning for Success	Shaping Minds for Success	College Degrees. Great Careers. Get There. Start Here.	Imagine the Possibilities “Tukwut Life” (Student Life) Forward Together (Campaign)
Market Position (CB)	Medium-sized two-year public community college; coed, small city*, suburban setting, commuter campus; offers certificates and associate degrees	Medium-sized two-year public junior and community college; coed, large city*, suburban setting, commuter campus; offers certificates, diploma and associate degrees	Medium-sized two-year public community college; coed, very large city*, suburban setting, commuter campus; offers certificates and associate degrees	Medium-sized four-year public university; coed, large town*, suburban setting, commuter campus; offers bachelors and masters degrees
*Please note that the College Board website uses Federal Government data to describe the location of the college within its community. It does not use the definition of cities and towns mandated by California law. The descriptive terms used by the website are meant as a comparative tool only. For example, large towns are considered smaller than small cities according to the website, though these distinctions are not accurately defined. Therefore, some colleges and universities that are located in close proximity to one another geographically have communities that are defined differently by this website. When comparing Palomar College to Cal State – San Marcos, the variation in description of the community size most likely relates to the minute difference in population density between the two locations in the same city or other data. These descriptive terms do not imply that they are located in a differently sized city or town.				
Unique College Features (Google Maps/CB/CW)	37 miles from San Diego Arboretum, Observatory	35 miles from San Diego bioprocessing training facility, Music Recording Studio	9 miles from downtown San Diego biotechnology, advanced transportation & all buildings LEED certified	34 miles from San Diego 10 miles to “best beaches” Campus housing with “resort like feel” Only 25 years old
Key Program(s) (CS) (programs with highest percentage of enrollment, in order)	Liberal Arts and Sciences, General Studies and Humanities (35%) Social Sciences (17%) Health Professions and Related Programs (7%) Business, Management, Marketing, and Related Support Services (7%) Multi/Interdisciplinary Studies (7%)	Liberal Arts and Sciences, General Studies and Humanities (41%) Health Professions and Related Programs (13%) Business, Management, Marketing, and Related Support Services (10%) Multi/Interdisciplinary Studies (6%) Family and Consumer Sciences/Human Sciences (5%)	Homeland Security, Law Enforcement, Firefighting and Related Protective Services (18%) Mechanic and Repair Technologies/Technicians (15%) Social Sciences (12%) Business, Management, Marketing, and Related Support Services (12%) Biological and Biomedical Sciences (7%)	Social Sciences (20%) Business, Management, Marketing, and Related Support Services (15%) Family and Consumer Sciences/Human Sciences (9%) Health Professions and Related Programs (8%) Liberal Arts and Sciences, General Studies and Humanities (8%)
Other programs (CS) (CN, HED, CW)	Architecture and Related Services, Biological and Biomedical Sciences, Business, Management, Marketing, and Related Support Services, Communication, Journalism, and Related Programs, Communications Technologies/Technicians and Support Services, Computer and Information Sciences and Support Services, Construction Trades, Education, Engineering, Engineering-Related Fields, English Language and Literature/Letters, Family and Consumer Sciences/Human Sciences, Foreign Languages, Literatures, and Linguistics, Health Professions and Related Programs, Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Legal Professions and Studies, Liberal Arts and Sciences, General Studies and Humanities, Library Science, Mathematics and Statistics, Mechanic and Repair Technologies/Technicians, Multi/Interdisciplinary Studies, Parks, Recreation, Leisure, and Fitness Studies, Physical Sciences, Precision Production, Psychology, Public Administration and Social Service Professions, Social Sciences, Transportation and Materials Moving, Visual and Performing Arts	Agriculture, Agriculture Operations, and Related Sciences, Architecture and Related Services, Biological and Biomedical Sciences, Business, Management, Marketing, and Related Support Services, Communication, Journalism, and Related Programs, Communications Technologies/Technicians and Support Services, Computer and Information Sciences and Support Services, Engineering Technologies and Engineering-Related Fields, English Language and Literature/Letters, Family and Consumer Sciences/Human Sciences, Foreign Languages, Literatures, and Linguistics, Health Professions and Related Programs, History, Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Liberal Arts and Sciences, General Studies and Humanities, Mathematics and Statistics, Mechanic and Repair Technologies/Technicians, Multi/Interdisciplinary Studies, Natural Resources and Conservation, Parks, Recreation, Leisure, and Fitness Studies, Personal and Culinary Services, Physical Sciences, Psychology, Public Administration and Social Service Professions, Social Sciences, Visual and Performing Arts	Biological and Biomedical Sciences, Business, Management, Marketing, and Related Support Services, Communication, Journalism, and Related Programs, Computer and Information Sciences and Support Services, Engineering, Engineering-Related Fields, English Language and Literature/Letters, Family and Consumer Sciences/Human Sciences, Foreign Languages, Literatures, and Linguistics, Health Professions and Related Programs, History, Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Legal Professions and Studies, Liberal Arts and Sciences, General Studies and Humanities, Mathematics and Statistics, Mechanic and Repair Technologies/Technicians, Multi/Interdisciplinary Studies, Parks, Recreation, Leisure, and Fitness Studies, Physical Sciences, Psychology, Public Administration and Social Service Professions, Social Sciences, Transportation and Materials Moving, Visual and Performing Arts	Area, Ethnic, Cultural, Gender, and Group Studies, Biological and Biomedical Sciences, Business, Management, Marketing, and Related Support Services, Communication, Journalism, and Related Programs, Computer and Information Sciences and Support Services, English Language and Literature/Letters, Family and Consumer Sciences/Human Sciences, Foreign Languages, Literatures, and Linguistics, Health Professions and Related Programs, History, Liberal Arts and Sciences, General Studies and Humanities, Mathematics and Statistics, Multi/Interdisciplinary Studies, Parks, Recreation, Leisure, and Fitness Studies, Physical Sciences, Psychology, Social Sciences, Visual and Performing Arts
Type(s) of Programs Offered (HED) (CW)	Occupational, 2-Year Associates	Occupational, 2-Year Associates	Occupational, 2-Year Associates	Bachelors, Masters
Highest Degree Offered (CW)	Associates	Associates*	Associates	Masters
*Note: MiraCosta recently added a Biomanufacturing Bachelors Degree with upper degree courses starting fall 2017 that is not yet offered at the time of the writing of this report				
Accreditations (CN)	Western Association of Schools and Colleges, Senior College and University Commission; Accreditation Commission for Education in Nursing, Inc.; American Dental Association, Commission on Dental Accreditation	Western Association of Schools and Colleges, Senior College and University Commission	Western Association of Schools and Colleges, Senior College and University Commission	Western Association of Schools and Colleges, Senior College and University Commission; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology; Commission on Collegiate Nursing Education; National Council for Accreditation of Teacher Education



Name of College/ University/ Institution	Palomar College (San Marcos, CA)	MiraCosta College (Oceanside, CA)	San Diego Miramar College (San Diego, CA)	Cal State – San Marcos (San Marcos, CA)
Student Life				
Sports (CB) (M=Men's) (W=Women's)	Member: PCAC Intercollegiate: Baseball (M), Basketball (M-W), Beach Volleyball (W), Cross Country (M-W), Football (M), Golf (M), Soccer (M-W), Softball (W), Swimming (M-W), Tennis (M-W), Track and Field (M), Volleyball (M-W), Water Polo (M-W), Wrestling (M) Also, other Intramural and Club sports	Member: PCAC Intercollegiate: Basketball (M-W), Beach Volleyball (W), Soccer (M-W), Volleyball (W); Also, other Intramural & Club sports	Member: PCAC Intercollegiate: Basketball M, Soccer W, Volleyball (M), Water Polo (M-W) Also, other Intramural & Club sports	Member: NCAA DII Baseball (M), Basketball (M-W), Golf (M-W), Soccer (M-W), Softball (W), Track (M-W), Volleyball (W) Also, other Intramural & Club sports
Mascot	Comets	Spartans	Jets	Cougars
Newspaper	Telescope Student Newspaper	Chariot Student Newspaper	Miramar Sage Newspaper	The Chronicle Newspaper
Student Demographics (Source CN 2015 unless stated)	(All students)	(All students)	(All students)	(All Students)
Total Enrollment	23,482	15,062	13,008	12,793
Men	54%	43%	56%	39%
Women	46%	57%	44%	61%
Attendance Status: Full Time	33%	35%	18%	84%
Student Age: % Traditional (age 24 & under)	66%	63%	54%	82%
Student Average Age All Students / Full Time (CB)	24 / 21	26 / 22	25 / not provided	22 / 22
American Indian/Alaskan Native	1%	0%	0%	0%
Asian	6%	6%	21%	10%
Black/African American	3%	3%	5%	3%
Hispanic/Latino	41%	36%	26%	42%
Native Hawaiian/Pacific Islander	0%	0%	1%	0%
White (Non-Hispanic)	40%	44%	38%	30%
Multiracial/Two or more races	5%	7%	6%	5%
Race/Ethnicity Unknown	3%	2%	2%	5%
Non-resident Alien/International	1%	2%	0%	3%
College Statistics (Source CN 2015 unless stated)				
Total Full-Time Faculty	254	187	119	341
Total Part-Time Faculty	876	563	294	377
Student to Faculty Ratio	26 to 1	25 to 1	30 to 1	24 to 1
Financial (Source CN 2015 unless stated)				
Affiliation/Control	State/Local	State/Local	State/Local	State/Local
In-State/Out-of-state Annual Tuition and Fees (CN)				
2013-2014	\$1,328 / \$5,472	\$1,148 / \$5,588	\$1,142 / \$5,702	\$6,649 / \$17,809
2014-2015	\$1,336 / \$5,648	\$1,152 / \$5,784	\$1,142 / \$5,774	\$7,169 / \$18,329
2015-2016	\$1,338 / \$7,078	\$1,152 / \$5,952	\$1,142 / \$4,670	\$7,269 / \$18,429
Percentage Change 2014-2015 to 2015-2016	+0.1% / +25.3%	+0.0% / +2.9%	+0.0% / -19.1%	+1.4% / +0.5%
Percentage Receiving Financial Aid 2014-2015	60%	61%	65%	80%
Source of Aid and Percentage of Students Receiving Each Type of Aid (Avg Amt Recvd)  (Federal = grants, State/Local and Institutional = grants and scholarships, Loans = federal and other student loans)	Federal 36% (\$4,556) State/Local 58% (\$1,489) Institutional 0% (\$0) Loan 1% (\$3,289)	Federal 42% (\$4,521) State/Local 58% (\$1,430) Institutional 0% (\$0) Loan 3% (\$6,086)	Federal 43% (\$4,492) State/Local 63% (\$1,510) Institutional 0% (\$0) Loan 3% (\$3,827)	Federal 49% (\$5,016) State/Local 60% (\$2,305) Institutional 43% (\$5,128) Loan 43% (\$5,555)
Cohort Default Rates (CN)				
Default rate (FY 2012/2011)	31.6% / 31.3%	9.4% / 11.2%	16.8% / 21.0%	4.9% / 6.4%
Number in default (FY 2012/2011)	97 / 83	15 / 15	46 / 44	90 / 97
Number in repayment (FY 2012/2011)	306 / 265	158 / 133	273 / 209	1,824 / 1,503



Name of College/University/Institution	Palomar College (San Marcos, CA)	MiraCosta College (Oceanside, CA)	San Diego Miramar College (San Diego, CA)	Cal State – San Marcos (San Marcos, CA)
Success Measures (Source CB Fall 2015 unless stated)				
Application Fee	No	No	No	\$55
# Applicants	-	-	-	13,718
# Admitted	-	-	-	7,408
% Admitted	-	-	-	54%
# Admitted Who Enrolled	-	-	-	2,222
% Admitted Who Enrolled	-	-	-	30%
Retention Rate for Full-time/Part-time First-time Students who began Fall 2014 and returned Fall 2015 (CN)	72% / 45%	70% / 46%	70% / 46%	81% / 60%
<p>Data Codes: - = data not reported</p> <p>Data Sources:</p> <p>(CS) US Department of Education – College Scorecard: <a href="https://collegescorecard.ed.gov/">https://collegescorecard.ed.gov/</a></p> <p>(CW) Palomar College website: <a href="http://www.palomar.edu">www.palomar.edu</a>  (CW) MiraCosta College website: <a href="http://www.miracosta.edu">www.miracosta.edu</a>  (CW) San Diego Miramar College website: <a href="http://www.sdmiramar.edu">www.sdmiramar.edu</a>  (CW) Cal State – San Marcos website: <a href="http://www.csusm.edu">www.csusm.edu</a></p> <p>(CN) Institute of Education Sciences/College Navigator: <a href="http://nces.ed.gov/collegenavigator/">http://nces.ed.gov/collegenavigator/</a>  (CB) The College Board/Big Future website: <a href="http://bigfuture.collegeboard.org/">http://bigfuture.collegeboard.org/</a>  (HED) Higher Education Directory/HED-Connect website: <a href="http://ehes.hepin.com/">http://ehes.hepin.com/</a></p>				



# APPENDIX B – RATING PHONE CALLS

Summary of Contacts Using Subjective and Objective Qualitative Assessment Ratings						
Rating Scale:	1=poor/ not helpful	2=fair/ not mentioned	3=average/ basic	4=good/ helpful	5=excellent/ beyond expectations	
Questions Posed to Callers About Information Noted During the Contact		Contacted Institution				Average Rating
		Palomar College	MiraCosta College	San Diego Miramar College	Cal State - San Marcos	
Who did you reach through the attempted contact? Did you reach a person, a voicemail, another method of contact, or no one?		4	4	4	3	3.75
When mailed information was requested, what did they say they would send?		3	3	3	3	3.00
What was your first impression of the people that talked to you? How friendly and helpful were they?		5	4	4	3	4.00
Did the contact give their name and number?		4	3	3	2	3.00
Did they direct you to a web site?		4	4	4	2	3.50
Did they mention information specific to the application process?		5	4	4	3	4.00
Did they mention financial aid?		5	2	2	2	2.75
Did they ask which semester you were planning on attending?		5	4	4	2	3.75
Did they mention any information about registration?		5	4	4	2	3.75
Did they ask about what program you were interested in?		4	3	3	2	3.00
Did they ask if you were interested in transferring after graduating?		2	2	2	2	2.00
Did they talk about tuition rates or reciprocity?		4	2	2	2	2.50
Did they mention housing options?		2	2	2	2	2.00
Did they mention public transportation options?		2	2	2	2	2.00
Did they offer any information about the community?		2	2	2	2	2.00
Did they talk about residency requirements?		4	2	2	2	2.50
Did they mention times/days that were available for contacting them again?		2	2	3	2	2.25
What stood out to you as the most important details of the contact?		4	4	3	2	3.25
What was the length of the contact?		4	4	4	2	3.50
What is your overall opinion of how positively or negatively the contact went?		5	4	4	2	3.75
What date was the packet received on, and what was the postmark date? Or, was it not received?		2	2	2	2	2.00
What did the packet contain, and what was the condition of the contents? Or, was it not received?		2	2	2	2	2.00
		Palomar College	MiraCosta College	San Diego Miramar College	Cal State - San Marcos	Average
Total points (out of a possible 110)		79	65	65	48	64.25
Average score (of all 22 ratings)		3.59	2.95	2.95	2.18	2.92

# APPENDIX C – PHONE CALL DATA

Contact #1 – Palomar College		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	<p>Researcher Alias: Anne Taylor            Language: English            Semester interested in attending: Spring 2017            Current Street Address: 1742 Kirtley Dr            City/State/Zip: Brandon, FL 33511            Background Information: Possibly moving to CA &amp; looking for general information about the college to begin attending in the spring. If directed to a website, the researcher responded that she is currently without internet access and would prefer printed information to be mailed directly to her.</p>	<p>Rating Scale:            1=poor/not helpful,            2=fair/not mentioned,            3=average/basic,            4=good/helpful,            5=excellent/beyond expectations</p>
Contact Method:	<p>Call 1: Direct Phone Call to 760-744-1150            Call 2: Direct Phone Call to 760-744-1150 then x2164 for Admissions Extension            Call 3: Direct Phone Call to 760-744-1150 then x2164 for Admissions Extension            Call 4: Direct Phone Call to 760-744-1150 then x2164 for Admissions Extension            Call 5: Direct Phone Call to 760-744-1150</p>	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
When was the contact attempt made (date & time), how many attempts were made before making contact, and was a person, phone tree, voicemail, or email reply received? (for each attempt)	<p>Call 1: 8:38 am PDT 08/19/16 – Reached recorded message phone tree for “Main Campus – San Marcos” and states you can enter known extension at any time. For campus emergency, given extension. x2289 campus police (0:40) Main Phone tree with Admissions as option 2 (0:50) keep listening and after 1:11 suggests pressing 0 for operator. When selecting 2 for Admissions, caller receives Admissions phone tree options, press 2 (1:13) for application and registration information. Listen to recorded message about open admissions &amp; admissions categories and finding the application online. (2:30) Option to speak with Representative. (2:58) Answered by professional &amp; friendly sounding male.</p> <p>Call 2: 10:36 am PDT 08/26/16 – Recorded message main phone tree, input Admissions extension (0:29), Admissions menu (0:36) listened to recorded admissions messages (2:04) pressed 0 to speak with representative. (2:12) additional recorded message running through credit costs, amount of programs available, late start enrollment options, admissions extension &amp; (3:31) message stating college is experiencing high call volumes and to be patient on the line for an admissions rep. (4:25) Answered by a professional &amp; friendly sounding male, possibly same as first call.</p> <p>Call 3: 6:53 pm PDT 09/01/16. Reached recorded message stating that the admissions menu was not available. (0:24) Given option to leave a message after the tone.</p> <p>Call 4: 4:02 pm PDT 09/06/16 – Phone trees as previous calls. (2:30) Answered by professional sounding female.</p> <p>Call 5: 5:39 pm PDT 09/12/16 - Phone trees as previous calls. (2:27) Pressed 0 to speak with rep. (3:02) Answered by professional sounding female who was not very friendly. Seemed surprised to be asked general admission questions.</p>	4
When mailed information was requested, what did they say they would send?	<p>Call 1: The college does not have information available to mail. Everything is available online or you may come into the office in person. Also offered to send an email with helpful/relevant links.            Call 2: No mailed information was requested, directed to online college catalog for requested specifics about technical programs available.            Call 3: No mailed information was requested, did not reach staff after hours.            Call 4: No mailed information was requested, inquired about dates and deadlines.            Call 5: No mailed information was requested, inquired about registration timelines.</p>	3
What was your first impression of the people that talked to you? How friendly and helpful were they?	<p>Call 1: Conversation very positive, upbeat, friendly and helpful. Provided lots of information verbally &amp; took particular interest in situation presented offering information far beyond what was expected.            Call 2: Impression very positive. Admission representative was open, friendly and helpful. It was obvious that the office was very busy but the representative handled the call well giving caller undivided attention and did not rush caller.            Call 3: No one reached. After hours handled as expected.            Call 4: Positive impression, staff member helpful and polite assisting with all information.            Call 5: Slightly positive impression.</p>	5
Did the contact give their name and number?	<p>Call 1: Yes – name but difficult to catch; No – did provide admissions extension when requested by caller.            Call 2: Yes, no.            Call 3: Not applicable.            Call 4: No, no.            Call 5: No, no.</p>	4
Did they direct you to a web site?	<p>Call 1: Yes.            Call 2: Yes.            Call 3: Not applicable.            Call 4: Not applicable.            Call 5: Yes.</p>	4
Did they mention information specific to the application process?	<p>Call 1: Yes. Walked through major steps to completion.            Call 2: Yes. Gave idea for deadlines and timeline to make application.            Call 3: Not applicable.            Call 4: Not applicable.            Call 5: Yes.</p>	5
Did they mention financial aid?	<p>Call 1: Yes. Encouraged to fill out application right away.            Call 2: No.            Call 3: Not applicable.            Call 4: Not applicable.            Call 5: No.</p>	5
Did they ask which semester you were planning on attending?	<p>Call 1: Yes.            Call 2: Yes.            Call 3: Not applicable.            Call 4: Yes.            Call 5: Yes.</p>	5
Did they mention any information about registration?	<p>Call 1: Yes, mentioned application timeline and fulfilling enrollment steps in time to have an earlier registration appointment for the spring semester.            Call 2: Yes. Recommended applying ASAP for the possibility of still being able to take courses yet this fall to get in a late start course.            Call 3: Not applicable.            Call 4: Not applicable.            Call 5: Yes, specifics about registration timeframes &amp; requirements for best registration appointments.</p>	5



Did they ask about what program you were interested in?	Call 1: Yes. Stated most available at San Marcos campus. Call 2: Yes. Offered information about number and type of programs; referred to catalog for specifics. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	4
Did they ask if you were interested in transferring after graduating?	Call 1: No. Call 2: No. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	2
Did they talk about tuition rates or reciprocity?	Call 1: Yes. Explained difference between resident and non-resident tuition and clarified the decision of residency. Call 2: No. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	4
Did they mention housing options?	Call 1: No. Call 2: No. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	2
Did they mention public transportation options?	Call 1: No. Call 2: No. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	2
Did they offer any information about the community?	Call 1: No. Call 2: No. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	2
Did they talk about residency requirements?	Call 1: Yes. Provided information at length when requesting information be mailed out of state. Call 2: No. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	4
Did they mention times/days that were available for contacting them again?	Call 1: No. Call 2: No. Call 3: Not applicable. Call 4: Not applicable. Call 5: No.	2
What stood out to you as the most important details of the contact?	Call 1: Enthusiastic and helpful staff person who anticipated questions and was quick and ready with responses. Slightly frustrating to spend as much time navigating the phone system. Call 2: Similar feel to first call, Enthusiastic and helpful staff person who anticipated questions and was quick and ready with responses. Slightly frustrating to spend as much time navigating the phone system. Call 3: Appreciative of the option to leave a message without navigating frustrating phone trees after hours. Call 4: Helpful and polite, reaching a person even though it was later in the day. Call 5: Staff member reached felt caught off guard answering what felt like basic admission questions.	4
What was the length of the contact?	Call 1: 9 minutes and 5 seconds total. Most of the call was spent talking to an Admissions representative providing helpful/requested information. Call 2: 6 minutes and 56 seconds total. Most of the call was spent listening to recorded messages and waiting on hold however once reaching a representative that person provided helpful/requested information. Call 3: 34 seconds total. After hours, given option to leave a message. Call 4: 2 minutes and 54 seconds total. Most of the call was navigating recorded messages. (2:30) spoke with admissions/financial aid representative. Call 5: 5 minutes and 14 seconds total. Half spent navigating phone tree, other half spent gathering info.	4
What is your overall opinion of how positively or negatively the contact went?	Call 1: The call was very positive leaving the caller confident that questions had been answered and that it would be okay to call back with any additional questions. Call 2: The call felt positive and informational. Encouraging for the caller to continue seeking information. Call 3: As expected when calling after hours. Call 4: Positive, questions were answered efficiently. Call 5: Somewhat positive, all information gathered, representative could have been more friendly.	5
What date was the packet received on, and what was the postmark date? (Alternately, note if packet was not received)	Call 1: Packet requested but the school does not have packet materials available to mail. Call 2: No packet requested. Call 3: No packet requested. Call 4: No packet requested. Call 5: No packet requested.	2
What did the packet contain, and what was the condition of the contents? (Alternately, note if packet was not received)	Call 1: No packet received. Call 2: No packet requested. Call 3: No packet requested. Call 4: No packet requested. Call 5: No packet requested.	2
Total points (out of a possible 110)		79
Average score (of all 22 ratings)		3.59



Competitor College #1 – MiraCosta College		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	<p>Researcher Alias: Anne Taylor            Language: English            Semester interested in attending: Spring 2017            Current Street Address: 1742 Kirtley Dr            City/State/Zip: Brandon, FL 33511            Background Information: Possibly moving to CA &amp; looking for general information about the college to begin attending in the spring. If directed to a website, the researcher responded that she is currently without internet access and would prefer printed information to be mailed directly to her.</p>	<p>Rating Scale:            1=poor/not helpful,            2=fair/not mentioned,            3=average/basic,            4=good/helpful,            5=excellent/beyond expectations</p>
Contact Method:	<p>Call 1: Direct Phone Call to 760-757-2121.            Call 2: Direct Phone Call to 760-757-2121.            Call 3: Direct Phone Call to 760-795-6620.            Call 4: Direct Phone Call to 760-757-2121.</p>	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
When was the contact attempt made (date & time), how many attempts were made before making contact, and was a person, phone tree, voicemail, or email reply received? (for each attempt)	<p>Call 1: 9:03 am PDT 08/19/16. Reached recorded message phone tree and states you can enter known 4-digit extension at any time. You can reach the operator at end of message (0:20) Press 1 for admissions. (0:27) Press 1 again for Admissions; (0:39) Press 1 for Oceanside Campus. (0:56) press 2 for enrollment questions. (1:34) another phone tree automated responses (1:53). 2:14 wait for next available representative. (2:32) answered by slightly disinterested and rushed female.</p> <p>Call 2: 10:43 am PDT 08/26/16. Reached recorded message phone tree and states you can enter known 4-digit extension at any time. You can reach the operator at end of message (0:20) Press 1 for admissions. (0:27) Press 1 again for Admissions; (0:39) Press 1 for Oceanside Campus. (0:55) press 2 for enrollment questions. (1:34) another phone tree automated responses (1:53). hold for next representative, listened to hold music until (3:18) Answered by younger sounding female, helpful and cheerful.</p> <p>Call 3: 6:55 pm PDT 09/01/16. Reached admissions menu directly. (0:22) press 2 for enrollment, additional phone tree, option to speak with representative at end of recorded messages. (1:38) Answered by professional sounding male. Helpful.</p> <p>Call 4: 5:49 pm PDT 09/12/16. Reached recorded message phone tree and states you can enter known 4-digit extension at any time. You can reach the operator at end of message (0:22) Press 1 for admissions. (0:27) Press 1 again for Admissions; (0:35) Press 1 for Oceanside Campus. (1:10) press 2 for enrollment questions. (1:34) another phone tree automated responses (1:53). 2:11 call answered right away by helpful male.</p>	4
When mailed information was requested, what did they say they would send?	<p>Call 1: Everything is online. All admissions procedures are completed online, find the application there and all acceptance and next steps are delivered via email. All contact is done via email. Nothing available to send.            Call 2: Everything is online. Counseling office may have things to look at on paper if you meet with them after application but the Admissions Office doesn't have anything they are able to mail.            Call 3: Application &amp; information are all online on miracosta.edu            Call 4: Application &amp; information are all online on miracosta.edu</p>	3
What was your first impression of the people that talked to you? How friendly and helpful were they?	<p>Call 1: Representative was mildly helpful, but slightly annoyed with questions. When asked about the other campus, she said that they could help with enrollment questions (giving the impression to stop bothering her with such inquiry) but the assessment piece needed to be done at main campus.            Call 2: Younger female, very enthusiastic and helpful for caller situation, tried to provide as much information as possible in short amount of time.            Call 3: Staff member provided the basic service expected and was kind and accommodating. The caller felt confident that he would have been able to assist if conversation was extended.            Call 4: Likely the same male representative as Call 3. Helpful with information on application process.</p>	4
Did the contact give their name and number?	<p>Call 1: No name, provided an extension number when asked but extension did not work.            Call 2: Yes, no but gave other numbers for assistance later in the process.            Call 3: Yes, no.            Call 4: No, no.</p>	3
Did they direct you to a web site?	<p>Call 1: Yes, college website, everything is there.            Call 2: Yes, college website, everything is there.            Call 3: Yes, college website, everything is there.            Call 4: Yes, college website, everything is there.</p>	4
Did they mention information specific to the application process?	<p>Call 1: Yes, to keep an eye on email for next steps after making application &amp; complete steps. Not available yet for spring.            Call 2: Yes, application opens up opportunity for additional assistance and appointments.            Call 3: Yes, applications processed within 2-3 days and then be able to register. Not available yet for spring.            Call 4: Yes, applications not available yet for spring.</p>	4
Did they mention financial aid?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they ask which semester you were planning on attending?	<p>Call 1: Yes, indicated it was not too late for fall but there was little available or possibly to utilize waitlist option and it was still too early for spring &amp; the timelines weren't available yet.            Call 2: Yes.            Call 3: Yes.            Call 4: Yes.</p>	4
Did they mention any information about registration?	<p>Call 1: Yes. Don't have timeline yet from the college, appointments set based upon enrollment checklist.            Call 2: Yes, must apply first before being able to schedule an appointment with counseling.            Call 3: Yes, could work with professor to get signature for late start.            Call 4: Yes. Don't have timeline yet from the college, appointments set based upon enrollment checklist.</p>	3
Did they ask about what program you were interested in?	<p>Call 1: No.            Call 2: Yes. Caller was specifically inquiring about certificate programs initially.            Call 3: No.            Call 4: No.</p>	2
Did they ask if you were interested in transferring after graduating?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they talk about tuition rates or reciprocity?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they mention housing options?	<p>Call 1: No.            Call 2: No.</p>	2



	Call 3: No. Call 4: No.	
Did they mention public transportation options?	Call 1: No. Call 2: No. Call 3: No. Call 4: No.	2
Did they offer any information about the community?	Call 1: No. Call 2: No. Call 3: No. Call 4: No.	2
Did they talk about residency requirements?	Call 1: No. Call 2: No. Call 3: No. Call 4: No.	2
Did they mention times/days that were available for contacting them again?	Call 1: No. Call 2: No. Call 3: No. Call 4: No.	2
What stood out to you as the most important details of the contact?	Call 1: Representative was most interested in getting through the call as quickly as possible, not particularly interested in the caller's situation or how to help; satisfied providing just the basic customer service. Call 2: Younger sounding representative willing to go the distance & assist as much as possible with caller situation. Call 3: Caller able to receive enough assistance to get started on application & know expectations for time-line of application. Unable yet to know when to apply for spring though. Call 4: Helpful representative stressed importance of fulfilling the enrollment checklist to receive opportunity for priority enrollment appointment.	4
What was the length of the contact?	Call 1: 7 minutes and 05 seconds total. 2 minutes and 32 seconds of that was spent on hold or listening to recorded messages. Call 2: 7 minutes and 38 seconds total. 3 minutes and 18 seconds spent on hold with remainder spent talking to an Admission recruiter. Call 3: 3 minutes and 51 seconds total. Length of call was shortened by dialing direct to admissions menu. Call 4: 4 minutes and 16 seconds total. 2 minutes and 11 seconds spent navigating phone tree.	4
What is your overall opinion of how positively or negatively the contact went?	Call 1: Slightly negative. Initially felt like the call was an inconvenience to contact reached & felt as though she went as far as suggesting caller utilize other campus for enrollment questions. Call 2: Positive, representative was helpful and concerned with situation, went to extra steps to recommend additional offices on campus for assistance and provided contact information for those options. Call 3: Call was positive experience, especially calling later in the day not necessarily expecting to reach a person. Contact was helpful, kind and polite. Call 4: Positive experience providing helpful information in a brief amount of time although the registration window was not yet open & it felt like there were a lot of things to complete prior to registration.	4
What date was the packet received on, and what was the postmark date? (Alternately, note if packet was not received)	Call 1: Packet requested but the school does not have packet materials available to mail. Call 2: No packet requested. Call 3: No packet requested. Call 4: No packet requested.	2
What did the packet contain, and what was the condition of the contents? (Alternately, note if packet was not received)	Call 1: No packet received. Call 2: No packet received. Call 3: No packet received. Call 4: No packet received.	2
Total points (out of a possible 110)		65
Average score (of all 22 ratings)		2.95





Competitor College #2 – San Diego Miramar College		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	<p>Researcher Alias: Anne Taylor            Language: English            Semester interested in attending: Spring 2017            Current Street Address: 1742 Kirtley Dr            City/State/Zip: Brandon, FL 33511            Background Information: Possibly moving to CA &amp; looking for general information about the college to begin attending in the spring. If directed to a website, the researcher responded that she is currently without internet access and would prefer printed information to be mailed directly to her.</p>	<p>Rating Scale:            1=poor/not helpful,            2=fair/not mentioned,            3=average/basic,            4=good/helpful,            5=excellent/beyond expectations</p>
Contact Method:	<p>Call *: Direct Phone Call 619-388-7800 – Main Campus Line            Call 1: Direct Phone Call 619-388-7800            Call 2: Direct Phone Call 619-388-7800            Call 3: Direct Phone Call 619-388-7844            Call 4: Direct Phone Call 619-388-7800</p>	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
When was the contact attempt made (date & time), how many attempts were made before making contact, and was a person, phone tree, voicemail, or email reply received? (for each attempt)	<p>Call *: 9:36 a.m. PDT 08/19/16 – 3 touch tone sounds; calling from a rotary dial stay on the line; if an emergency press 0 for operator; if you know 4-digit extension enter now, press 0 for phone number or voicemail (0:37). press 1 for admissions options through 8 for campus directions. No selection, then the call is disconnected after 1:00 minute total time. (no further details or ratings for this call)            Call 1: 9:41 a.m. PDT 08/19/16 same as above, selecting admissions option (0:50) - admission rep press 1, wait on line (1:23) answered by impatient male representative.            Call 2: 10:56 am PDT 08/26/16 - * (0:39) select 1 for admissions rep, wait on line (1:13) answered by helpful female.            Call 3: 7:01 pm PDT 09/01/16 - 3 touch tone sounds; recorded message about office hours &amp; location, accessing grades, application timelines, registration. Recorded loop with no options.            Call 4: 5:49 pm PDT 09/12/16 - * (0:33) select 1 for admissions rep, wait on line (1:00) answered by helpful but slightly disinterested male.</p>	4
When mailed information was requested, what did they say they would send?	<p>Call 1: Caller was informed that there is nothing available to mail. All information is online. The other option is to come into the office &amp; provided office hours.            Call 2: Caller was instructed to visit the website to find information for all degree programs and to apply to the college.            Call 3: No. Representative not reached, no options for caller.            Call 4: Must apply online to start the enrollment process.</p>	3
What was your first impression of the people that talked to you? How friendly and helpful were they?	<p>Call 1: Interaction made caller wonder if everyone on campus was as impatient and uninterested as the admissions representative. Seemed annoyed and bothered by having to respond to caller inquiries.            Call 2: Admissions representative was different than first call and much warmer and friendlier. Went out of way to look up information on specific questions.            Call 3: No representative reached.            Call 4: Admissions representative was helpful but not warm or friendly. More focused on simply providing the information as quickly as possible.</p>	4
Did the contact give their name and number?	<p>Call 1: No, no.            Call 2: No, provided direct admission line when requested.            Call 3: No representative reached.            Call 4: No, no.</p>	3
Did they direct you to a web site?	<p>Call 1: Yes.            Call 2: Yes.            Call 3: No representative reached.            Call 4: Yes.</p>	4
Did they mention information specific to the application process?	<p>Call 1: Yes, to start immediately, must come in to office. Must wait until October for spring.            Call 2: Yes, could still start with add from professor. Apply immediately taking 15 minutes &amp; would have ID number within one hour.            Call 3: No representative reached.            Call 4: Yes, apply now for best selection of classes.</p>	4
Did they mention financial aid?	<p>Call 1: No.            Call 2: No.            Call 3: No representative reached.            Call 4: No.</p>	2
Did they ask which semester you were planning on attending?	<p>Call 1: Yes.            Call 2: Yes.            Call 3: No representative reached.            Call 4: Yes.</p>	4
Did they mention any information about registration?	<p>Call 1: Yes, for semester underway.            Call 2: Yes, for semester underway.            Call 3: No representative reached.            Call 4: Follow all steps outlined in acceptance email to get a priority spot for January.</p>	4
Did they ask about what program you were interested in?	<p>Call 1: No.            Call 2: Yes, caller presented specific questions about technical programs.            Call 3: No representative reached.            Call 4: No.</p>	3
Did they ask if you were interested in transferring after graduating?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they talk about tuition rates or reciprocity?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they mention housing options?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they mention public transportation options?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they offer any information about the community?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2



Did they talk about residency requirements?	Call 1: No. Call 2: No. Call 3: No. Call 4: No.	2
Did they mention times/days that were available for contacting them again?	Call 1: Yes. Gave office hours. Call 2: No. Call 3: Recorded message provided office hours. Call 4: No.	3
What stood out to you as the most important details of the contact?	Call 1: Office hours were provided to let caller know there were options for times to go to campus. The website address is hard to understand when spoken because it contains an "s" and "d" at the front of Miramar. The staff member was not warm or pleasant, slight turn off. Call 2: Female staff person was friendly, helpful and accommodating. She gave the impression that the caller's concerns and situation were important. Call 3: No option to leave a message, only option to listen to recorded loop of information. Call 4: The staff member was helpful but left impression with the caller that the questions seemed basic/unnecessary. Provided a good deal of useful information.	3
What was the length of the contact?	Call 1: 3 minutes and 04 seconds total. Admissions is first phone tree option which helps to minimize wait & navigation times. Call 2: 3 minutes and 53 seconds total. Call 3: 2 minutes and 32 seconds total. Recorded message loop for after hours. Call 4: 4 minutes and 11 seconds total.	4
What is your overall opinion of how positively or negatively the contact went?	Call 1: Information was received but caller could have been made to feel more important with a friendlier approach from admissions representative. Call 2: Overall the contact was positive. Staff member was very knowledgeable, friendly, helpful & was an excellent resource and very willing to help. Call 3: Recorded message was informational, caller would know when to try to reach again. Call 4: Contact was positive and informative. There was a slight tone of surprise with the inquiry content but questions were still handled in a very polite manner.	4
What date was the packet received on, and what was the postmark date? (Alternately, note if packet was not received)	Call 1: Packet requested but the school does not have any information available to mail. Call 2: No packet requested. Call 3: No packet requested. Call 4: No packet requested.	2
What did the packet contain, and what was the condition of the contents? (Alternately, note if packet was not received)	Call 1: No packet received. Call 2: No packet received. Call 3: No packet received. Call 4: No packet received.	2
Total points (out of a possible 110)		65
Average score (of all 22 ratings)		2.95





Competitor College #3 – Cal State – San Marcos		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	<p>Researcher Alias: Anne Taylor            Language: English            Semester interested in attending: Spring 2017            Current Street Address: 1742 Kirtley Dr            City/State/Zip: Brandon, FL 33511            Background Information: Possibly moving to CA &amp; looking for general information about the college to begin attending in the spring. If directed to a website, the researcher responded that she is currently without internet access and would prefer printed information to be mailed directly to her.</p>	<p>Rating Scale:            1=poor/not helpful,            2=fair/not mentioned,            3=average/basic,            4=good/helpful,            5=excellent/beyond expectations</p>
Contact Method:	<p>Call 1: Direct Phone Call 760-750-4000            Call 2: Direct Phone Call 760-750-4000            Call 3: Direct Phone Call 760-750-4000            Call 4: Direct Phone Call 760-750-4848</p>	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
When was the contact attempt made (date & time), how many attempts were made before making contact, and was a person, phone tree, voicemail, or email reply received? (for each attempt)	<p>Call 1: 10:02 a.m. PDT 08/19/16 – Live person operator, how may I direct your call? Admissions please - 0:30 results in Admissions phone tree, press 1 for Admissions/Enrollment information; provides automated information and directs to online application. \$55 application fee. Female voice talking quickly with option to repeat information. Slight high pitched screeching/crackling/interference on the line. Held for assistance (2:10) hold music and crackling. Disconnected call after more than 3 minutes of hold for representative (5:42).            Call 2: 11:04 am PDT 08/26/16 – same operator/phone tree as call 1 until (2:28), answered by polite female representative.            Call 3: 7:06 pm PDT 09/01/16 – immediate pick-up with recorded message stating operator available only M-F, extension known can enter at any time. Call ended at (0:47).            Call 4: 6:03 pm PDT 09/12/16 – “you have reached enrollment services”; (0:18) press 1 for admissions; recorded message about application; 2:02 ends recorded messages and allows to return to previous menus; states the office is open until 5 and to call back again when we are open.</p>	3
When mailed information was requested, what did they say they would send?	<p>Call 1: Not representative reached.            Call 2: Directed online to make request for information &amp; create an applicant portal.            Call 3: No representative reached.            Call 4: No representative reached.</p>	3
What was your first impression of the people that talked to you? How friendly and helpful were they?	<p>Call 1: No representative reached &amp; extensive amount of effort put in waiting.            Call 2: Friendly, polite and kind. The representative was happy to help but wanted to complete the call quickly. Offered brief overview of application timeline but did not open conversation for extended questions.            Call 3: No representative reached.            Call 4: No representative reached.</p>	3
Did the contact give their name and number?	<p>Call 1: No.            Call 2: Yes, no.            Call 3: No.            Call 4: No.</p>	2
Did they direct you to a web site?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they mention information specific to the application process?	<p>Call 1: No.            Call 2: Yes, it has a limited window and is selective.            Call 3: No.            Call 4: No.</p>	3
Did they mention financial aid?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they ask which semester you were planning on attending?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they mention any information about registration?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they ask about what program you were interested in?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they ask if you were interested in transferring after graduating?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they talk about tuition rates or reciprocity?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they mention housing options?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they mention public transportation options?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they offer any information about the community?	<p>Call 1: No.            Call 2: No.            Call 3: No.            Call 4: No.</p>	2
Did they talk about residency requirements?	<p>Call 1: No.            Call 2: No.            Call 3: No.</p>	2





	Call 4: No.	
Did they mention times/days that were available for contacting them again?	Call 1: No. Call 2: No. Call 3: No. Call 4: No.	2
What stood out to you as the most important details of the contact?	Call 1: Long wait times and frustration of never reaching anyone to speak with. Call 2: Polite and kind representative assisted on call but information provided let caller know current term or spring term were not options for entry. Call 3: No options to reach anyone unless phone extension was known. Call 4: Unable to reach anyone to speak with. Office must have limited hours to assist applicants.	2
What was the length of the contact?	Call 1: 5 minutes and 42 seconds total. Originally reached live operator then spent too much time waiting on hold. Call 2: 4 minutes and 03 seconds total. 2:28 navigating phone tree & waiting on hold. Call 3: 0 minutes and 47 seconds total. Message that college is closed and no operator is available, option for access only if known extension. Call 4: 2 minutes and 02 seconds total. Mostly enrollment services messages and menu with final message to call back when office is open & disconnects.	2
What is your overall opinion of how positively or negatively the contact went?	Call 1: Frustrating spending so much time pressing numbers and waiting on hold, especially since initial phone call was answered by a live operator. Call 2: Slightly positive as representative was friendly and upbeat, however the responses indicated that there was no option to enter until one full year later. Call 3: Negative, no option to reach a person via phone or leave a message. Call 4: Negative, only provided option to try again when office is open.	2
What date was the packet received on, and what was the postmark date? (Alternately, note if packet was not received)	Call 1: No packet requested, call disconnected after excessive time on hold. Call 2: Can only send information online, must make an online account from outreach department. Call 3: No packet requested. Call 4: No packet requested.	2
What did the packet contain, and what was the condition of the contents? (Alternately, note if packet was not received)	Call 1: No packet received. Call 2: No packet received. Call 3: No packet received. Call 4: No packet received.	2
Total points (out of a possible 110)		48
Average score (of all 22 ratings)		2.18



# APPENDIX D – RATING ONLINE

Summary of Contacts Using Subjective and Objective Qualitative Assessment Ratings							
Rating Scale:	1=poor/ not helpful	2=fair/ not mentioned	3=average/ basic	4=good/ helpful	5=excellent/ beyond expectations		
		Contacted Institution					
		Palomar College	MiraCosta College	San Diego Miramar College	Cal State - San Marcos		
Online Experience						Average Rating	
APPLICATION ACCESS							
Prominence of application access		5	5	3	3		4.00
Visual appeal of application access		4	4	3	5		4.00
Clicks to application		5	5	5	3		4.50
Ability to navigate to contact information		3	4	5	5		4.00
INFORMATION INQUIRY ACCESS							
Prominence of request form		4	4	4	5		4.25
Clicks to request form		2	5	2	5		3.50
Ease of making request		4	5	5	4		4.50
Initial response to inquiry		4	5	5	4		4.50
Follow-up response to request		3	5	3	5		4.00
MOBILE FRIENDLY							
Prominence of application access		5	5	3	5		4.50
Prominence of request form		3	4	4	5		4.00
EXPERIENCE SUMMARY							
What stood out to you as the most important details of the contact?		4	5	4	4		4.25
What is your overall opinion of how positively or negatively the contact went?		4	5	4	4		4.25
		Palomar College	MiraCosta College	San Diego Miramar College	Cal State - San Marcos		Average
Total points (out of a possible 65)		50	61	50	57		54.50
Average score (of all 13 ratings)		3.85	4.69	3.85	4.38		4.19

# APPENDIX E – ONLINE DATA

Contact #1 – Palomar College		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	Researcher Alias: Andie Owen Language: English Semester interested in attending: Fall 2016 Current Street Address: 1506 18 <sup>th</sup> St NW City/State/Zip: St Paul, MN 55112 Phone: 612-633-3833 (non-working number) Email: aagot2b@gmail.com	Rating Scale: 1=poor/not helpful, 2=fair/not mentioned, 3=average/basic, 4=good/helpful, 5=excellent/beyond expectations
Contact Method	<a href="https://www.palomar.edu">https://www.palomar.edu</a>	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
APPLICATION ACCESS		
Prominence of application access	"APPLY" is prominently placed on the institution's home page.	5
Visual appeal of application access	The college presents a modern, bright and organized home page. It also utilizes Open CCC as the application. Up until the Open CCC page, the college creates an appealing, branded experience.	4
Clicks to application	1-click to access application	5
Ability to navigate to contact information	Once in the application, the contact information is not available. Application is set to open in current tab.	3
INFORMATION INQUIRY ACCESS		
Prominence of request form	Initially unable to locate request form. Made inquiry to admissions from the contact us linked page and sending an email directly to Admissions.  Later found Comment Box at bottom of Contact Us page <a href="http://www2.palomar.edu/pages/enrollmentservices/comments-or-concerns/">http://www2.palomar.edu/pages/enrollmentservices/comments-or-concerns/</a>	4
Clicks to request form	Request form does not appear to be in place as a service for new students	2
Ease of making request	Easy when utilizing direct email address	4
Initial response to inquiry	Auto email response immediately and personalized response within 3 days	4
Follow-up response to request	No additional outreach after initial response	3
MOBILE FRIENDLY		
Prominence of application access	Similar to desktop experience for application.	5
Prominence of request form	Difficult to find contact information and navigate through experience.	3
EXPERIENCE SUMMARY		
What stood out to you as the most important details of the experience?	Application is front and center – easy to find. The application requires SSN to utilize online. It was nice that an explanation of option to not provide SSN would have to be completed on paper. Contact us left menu option is placed at the bottom of the page which requires extra scrolling on mobile.	4
What is your overall opinion of online experience?	The main webpage helps students gain access to the application and other enrollment information immediately. Some work has been done to optimize the user mobile experience but the entire experience is not yet fully optimized.	4
Total points (out of a possible 65)		50
Average score (of all 13 ratings)		3.85



Competitor #2 – MiraCosta College		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	Researcher Alias: Andie Owen Language: English Semester interested in attending: Fall 2016 Current Street Address: 1506 18 <sup>th</sup> St NW City/State/Zip: St Paul, MN 55112 Phone: 612-633-3833 (non-working number) Email: aagot2b@gmail.com	Rating Scale: 1=poor/not helpful, 2=fair/not mentioned, 3=average/basic, 4=good/helpful, 5=excellent/beyond expectations
Contact Method	https://www.miracosta.edu	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
APPLICATION ACCESS		
Prominence of application access	"APPLY" has a place at the top menu bar on the institutions home page.	5
Visual appeal of application access	The college presents a modern, bright and organized home page. It also utilizes Open CCC as the application. Up until the Open CCC page, the college creates an appealing, branded experience.	4
Clicks to application	2-clicks to access application system	5
Ability to navigate to contact information	Admission Office information appears on the right side bar of every admissions menu page. It provides a phone number and the office hours.	4
INFORMATION INQUIRY ACCESS		
Prominence of request form	Through the "future students" area, a wealth of information can be requested as PDF. There is also a Feedback form in the footer of the page found by selecting "Contact Us"	4
Clicks to request form	2-clicks to extensive Request Info form	5
Ease of making request	Only contact information required to submit form.	5
Initial response to inquiry	Ability to open pdf immediately without providing contact information	5
Follow-up response to request	No additional outreach after initial response although college indicates they will mail hard-copies requested at no charge.	5
MOBILE FRIENDLY		
Prominence of application access	Similar to desktop experience. Website is optimized for mobile on top layers and provides a user friendly experience.	5
Prominence of request form	One in "Request Information" located right on the Future Students page and one more difficult to find in the footer of same page	4
EXPERIENCE SUMMARY		
What stood out to you as the most important details of the experience?	Experience is uniformly branded, provides user crisp images and clear path for information.	5
What is your overall opinion of online experience?	Uniform look and message throughout all web marketing materials. Very professional and easy to use with all expected tools. Only missing an easy way to contact Admissions directly via email, however Admission Inquiry is an option on the Contact Us form.	5
Total points (out of a possible 65)		61
Average score (of all 13 ratings)		4.69



Competitor #2 – San Diego Miramar College		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	Researcher Alias: Andie Owen Language: English Semester interested in attending: Fall 2016 Current Street Address: 1506 18 <sup>th</sup> St NW City/State/Zip: St Paul, MN 55112 Phone: 612-633-3833 (non-working number) Email: aagot2b@gmail.com	Rating Scale: 1=poor/not helpful, 2=fair/not mentioned, 3=average/basic, 4=good/helpful, 5=excellent/beyond expectations
Contact Method	https://www.sdmiramar.edu	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
APPLICATION ACCESS		
Prominence of application access	Accessible from main webpage however not directly out front and center. User must look around a bit to find it.	3
Visual appeal of application access	The college main page has nice large scrolling pictures depicting campus life. The information is presented in blocks and the menu bar runs across the top of the page. It feels a bit dated to some current web practices. The application access page also has a basic and dated feel.	3
Clicks to application	2-clicks to access application system	5
Ability to navigate to contact information	Admission Office information appears on the right side bar of every admissions menu page. It provides a phone number and the office hours.	5
INFORMATION INQUIRY ACCESS		
Prominence of request form	No request form found for general information, only for requesting campus tour. Contact email prominently displayed though in the right sidebar.	4
Clicks to request form	No form found for general requests	2
Ease of making request	Utilized email from sidebar	5
Initial response to inquiry	Received a personalized email response from Outreach Office the following day	5
Follow-up response to request	No additional outreach after initial response	3
MOBILE FRIENDLY		
Prominence of application access	Website operates on mobile but is not optimized, menus are difficult to read.	3
Prominence of request form	No request form but contact email on sidebar (very small print)	4
EXPERIENCE SUMMARY		
What stood out to you as the most important details of the experience?	Basic information available as expected. Contact information easy to find to complete inquiries.	4
What is your overall opinion of online experience?	All the basics are there and accessible. Lacking dynamic or exciting features to draw a user in to the college.	4
Total points (out of a possible 65)		50
Average score (of all 13 ratings)		3.85



Competitor #3 – Cal State – San Marcos		
The researcher used a false name with a real mailing address while posing as a potential student that is requesting information.	Researcher Alias: Jenny Saylor Language: English Semester interested in attending: Fall 2017 Current Street Address: 1742 Kirtley Dr City/State/Zip: Brandon, FL 33511 Phone: 612-633-3833 (non-working number) Email: jasaylor@gmail.com	Rating Scale: 1=poor/not helpful, 2=fair/not mentioned, 3=average/basic, 4=good/helpful, 5=excellent/beyond expectations
Contact Method	https://www.csusm.edu	
Questions to Answer Following a Contact:	Description/ Notes/ First Impressions:	Rating (1-5)
APPLICATION ACCESS		
Prominence of application access	Web page is built to foster a "relationship" with the prospect and the application is not prominently displayed for easy access	3
Visual appeal of application access	The college landing page has a professional look with easy to read information, nice spacing, quality photos and soft color palette providing a clean look. The CSU Mentor page is slightly bold utilizing red text.	5
Clicks to application	6-clicks to create an application log-in to access system	3
Ability to navigate to contact information	Located on the sidebar with several other Admissions/Outreach submenu options, has extensive list of email, phone and social media contacts	5
INFORMATION INQUIRY ACCESS		
Prominence of request form	Utilizes VIP portal, easily found on sections submenu on left	5
Clicks to request form	One click to create student profile and user login (not same as application login)	5
Ease of making request	Items required marked with asterisk. Phone number and email both required to submit.	4
Initial response to inquiry	Immediate email response to welcome to VIP Family	4
Follow-up response to request	Three days after first response; recommending campus tour (auto email)	5
MOBILE FRIENDLY		
Prominence of application access	Seamless mobile experience identical to website, no difference in application access.	5
Prominence of request form	No difference in access to VIP portal.	5
EXPERIENCE SUMMARY		
What stood out to you as the most important details of the experience?	The college is marketing primarily to traditional age students who are planning in advance to attend college.	4
What is your overall opinion of online experience?	Uniform look and message throughout all web marketing materials. Has the feel expected of a four-year university. Access to the application was not prominent as access is not their immediate marketing focus.	4
Total points (out of a possible 65)		57
Average score (of all 13 ratings)		4.38

# APPENDIX F – EMAIL DATA

## PALOMAR COLLEGE

Sent Wed Aug 24 10:12 am

Recipient:  
admissions@palomar.edu

Subject:  
Admissions Inquiry for Palomar  
College

Hello,  
I'm wondering if you can help me. Is it too late to start classes this fall?  
If so, when should I begin applying for Spring?  
Do you have housing close to campus & are there any meal plans available?  
Where should I go to find a job on campus?  
Thank you,  
Andie

### Initial auto response reply to Admissions Inquiry for Palomar College

Thank you for contacting Palomar College's *Admissions Office*! Due to our unusually high volume of inbound emails, please allow up to 3 business days for a response to your inquiry. For more urgent inquiries and requests, please visit the Admissions Office at either the San Marcos or Escondido locations.

Please read through the following to see if your question is answered below:

Many students have reported experiencing issues with Safari and Google Chrome web browsers. Please only use Internet Explorer or Mozilla Firefox when using eServices, or attempting to change your password or retrieve your Palomar ID number.

**Enrollment Fees:** Enrollment fees are due by midnight on August 15, 2016. The final drop for non-payment of fees will take place on Tuesday, August 16, 2016. Plan accordingly.

**Password Issues:** If you are attempting to reset your [password](#) and are receiving the message that there are two or more User ID's assigned to your SSN, try these troubleshooting steps first:

- Double check that you typed your ID or SSN correctly
- Ensure you are not entering dashes (-) or spaces in your SSN
- Only enter your SSN if you do not know your Palomar ID number (Login ID), and only enter it in the box that asks for your SSN (not the Login ID box)

If you have forgotten the answer to your challenge question, please come to the Admissions Office with a government issued photo ID to have your challenge question reset.

**Residency:** If you are submitting documentation to demonstrate your California resident status, please [allow 5 business days](#) before contacting the office to check your status. If you have recently applied or re-applied and were classified as a nonresident of California, please view [this webpage](#), and follow the steps on the bottom half of the page.

**Counseling:** If you need to schedule an appointment with an Academic Counselor, please call [\(760\) 744-1150 ext. 2179](#). Visit the Counseling Department [website](#) for more information about their services.

**Financial Aid & Scholarships:** If you are inquiring about your financial aid, please email [finaid@palomar.edu](mailto:finaid@palomar.edu) from your *Palomar Student email* (and include your student ID number) with your inquiry. The Financial Aid Office can only provide student specific information to Palomar email addresses, or in-person with a photo ID. For general information about financial aid, including disbursement dates, please visit their [website](#). If you are a scholarship sponsor and would like your scholarship posted to our website, please forward your request to [scholarships@palomar.edu](mailto:scholarships@palomar.edu).

**Tutoring Services:** If you are struggling to keep up in a class, or just need help preparing for a test, Palomar College has a robust tutoring program on campus. Click [here](#) for more information.

**Prerequisites:** If you have completed a prerequisite course at another educational institution please read the following. For English and math prerequisite clearance, please contact the Assessment Office at  [\(760\) 744-1150 ext. 2383](tel:7607441150), or email at [assessmentdepartment@palomar.edu](mailto:assessmentdepartment@palomar.edu). For BIOL, CHEM, CHDV, MICR, PSYC (210, 225 and 230) and ZOO, please complete a [Prerequisite Evaluation Request Form](#) and submit to the Evaluations Office at [evaluations@palomar.edu](mailto:evaluations@palomar.edu).

**Transcripts and Verifications of Enrollment:** If you need an official academic [transcript](#), or verification of enrollment or non-enrollment, contact the Records Office at [records@palomar.edu](mailto:records@palomar.edu).

If your question was not answered above, don't worry! We'll reply to your email within 2-3 business days.

**Admissions Office**  
Palomar College  
1140 West Mission Road  
San Marcos, CA 92069



[760\) 744-1150 ext. 2164](tel:7607441150)  
[admissions@palomar.edu](mailto:admissions@palomar.edu)

**Personalized response received Aug 26 8:19 am (2 days later)**

Good Morning Andie,

It might be a little difficult to get into classes at this point since the semester started. We will start taking Spring 2017 applications in October and then registration for classes usually starts in November. We are a community college so we do not offer housing or meal plans. You can contact the Office of Student Affairs to look at housing, food options, and jobs. They have boards that people post on in search of all of the above. They can be reached at [760-744-1150 ext.2594](tel:7607441150).

Thank you,

[Name]  
Enrollment Services Specialist  
Enrollment Services  
[760-744-1150 ext.2164](tel:7607441150)

Sent Mon Sept 26 5:22 pm

Recipient:  
Contact Us Comment Box

Subject:  
Admissions Inquiry for Palomar  
College

**Name**

Jenny

**Email Address**

[jasaylor@gmail.com](mailto:jasaylor@gmail.com)

**Please enter your comment below.**

Are spring applications being accepted now? How soon do I need to complete the information & enrollment process to receive a priority registration date?

Thank you!

**Personalized email response received Mon Oct 3 8:46 am (7 days later)**

Hi Jenny,

Yes, applications are being accepted for Spring. To receive a priority registration appointment, you must apply on or before 10/17. Appointments will be posted to eServices on 10/18.

If you have any questions, please contact Admissions at [admissions@palomar.edu](mailto:admissions@palomar.edu).

Best Regards,

[Name]  
Admissions & Enrollment Coordinator  
Palomar College  
1140 West Mission Road  
San Marcos, CA 92069  
[760\) 744-1150 ext. 2164](tel:7607441150)  
[admissions@palomar.edu](mailto:admissions@palomar.edu)







## MIRACOSTA COLLEGE

Sent Wed Aug 24 10:12 am

Recipient:  
Contact form from main page of website

Subject:  
Admissions Inquiry for MiraCosta College

From: [aagot2b@gmail.com](mailto:aagot2b@gmail.com) [mailto:[aagot2b@gmail.com](mailto:aagot2b@gmail.com)]  
Sent: Wednesday, August 24, 2016 10:12 AM  
To: MiraCosta College Admissions <[Admissions@miracosta.edu](mailto:Admissions@miracosta.edu)>  
Subject: Web Feedback Form Submission

From (Name): Andie Owen  
From (Email): [aagot2b@gmail.com](mailto:aagot2b@gmail.com)  
From (SurfID):  
Regarding: Admission Question  
Feedback: Hello,  
I'm wondering if you can help me. Is it too late to start classes this fall?  
If so, when should I begin applying for Spring?  
Do you have housing close to campus & are there any meal plans available?  
Where should I go to find a job on campus?  
Thank you,  
Andie

### Personalized email response received Wed Aug 24 2:18 pm (same day)

Subject: RE: Web Feedback Form Submission  
Sender: MiraCosta College Admissions <[Admissions@miracosta.edu](mailto:Admissions@miracosta.edu)>  
Hello Andie,

Our fall 2016 semester began this week, and the majority of our classes started this week. We do, however, have a few late start classes that begin in September or October that you might be able to enroll in. The list of last start classes can be found by going to <http://www.miracosta.edu/officeofthepresident/pio/landing/late.html>.

Our spring 2017 semester application will be available on our website by late September. Classes will begin January 22nd, and enrollment will begin in November.

MiraCosta College does not offer on campus housing or dorms, however students can get a list of local apartments for rent or roommate wanted information by going to <http://www.miracosta.edu/student services/housing/index.html>.

Students who meet requirements can contact the Career Center for information on student employment, and further information can be found at <http://www.miracosta.edu/instruction/careerservices/forstudents.html>.

Please feel free to contact us if you have further questions. We are happy to assist!

Have a great day!

Admissions & Records  
MiraCosta College  
Oceanside Campus  
1 Barnard Drive  
Oceanside, CA 92056  
Hours: Monday - Thursday 8am - 7pm, Friday 8am - 4:30pm  
P [760.795.6620](tel:760.795.6620)  
F [760.795.6626](tel:760.795.6626)  
[www.miracosta.edu](http://www.miracosta.edu)  
[www.facebook.com/miracostacc](https://www.facebook.com/miracostacc)

\*Please note that due to privacy laws, we are not able to provide student specific information via email. Only general information is available.

interact



## SAN DIEGO MIRAMAR COLLEGE

Sent Wed Aug 24 10:12 am

Recipient:  
name@sdccd.edu

Subject:  
Admissions Inquiry for Miramar  
College

Hello,  
I'm wondering if you can help me. Is it too late to start classes this fall?  
If so, when should I begin applying for Spring?  
Do you have housing close to campus & are there any meal plans available?  
Where should I go to find a job on campus?  
Thank you,  
Andie

### Personalized email reply received Thur Aug 25 1:22 pm (one day later)

Good Afternoon Andie,

You can apply and register for classes until September 2<sup>nd</sup>, but please keep in mind that open registration has begun August 1<sup>st</sup> so you might be wait-listed for your classes.

If you are interested in starting in spring you can apply now at  
<https://applyonline.communitycollege.net/studentappview.cfm>.

Our College does not provide dorms for our students, but there are several apartments in the area that can be rented for a reasonable price.

If you would be interested in finding a roommate you can try to find one through  
<https://sandiego.craigslist.org/search/sha>, or post an advertisement on the "News and Advertisement" boards located around the campus.

There are no meal plans available, but our cafeteria offers broad variety of international and local cuisine options. Besides cafeteria we have two coffee shops and a convenient store available for our students.

If you are interested in finding a job on campus I would recommend you to visit our Career Center. The Career Center offers; Career assessments available for major and career exploration, information on job search techniques and interview skills, resume & cover letter critiques, just bring a draft of your current resume and/or cover letter, job postings for hundreds of jobs on [Job Connect](#) and our job board in K1-308.

I hope you find this email helpful and please do not hesitate to contact me for further assistance.

Sincerely

**[Name]**

**Outreach Ambassador**

San Diego Miramar College  
10440 Black Mountain Road  
San Diego, CA 92126  
Office: K2-101

PH [\(619\) 388 7357](tel:6193887357)

FX [\(619\) 388 7359](tel:6193887359)

[outreach\\_ambassador\\_name@sdccd.edu](mailto:outreach_ambassador_name@sdccd.edu)

interact

**CAL STATE UNIVERSITY – SAN MARCOS**

Sent Wed Aug 24 10:12 am

Recipient:  
apply@csusm.edu

Subject:  
Admissions Inquiry for CSU San  
Marcos

Hello,  
I'm wondering if you can help me. Is it too late to start classes this fall?  
If so, when should I begin applying for Spring?  
Do you have housing close to campus & are there any meal plans available?  
Where should I go to find a job on campus?  
Thank you,  
Andie

### Personalized email response Fri Aug 26 7:44 am (2 days later)

Hi Andie,

Thank you for your inquiry about admissions.

California State University San Marcos accepts freshman applications each year between October 1 and November 30 for admission to the following fall term.

CSU San Marcos will accept applications for the Spring Semester, during the filing period of August 1 - October 30 for veterans and active-duty military as well as non-California residents.

CSU San Marcos offers on-campus housing and includes two student housing options. Please visit the link below for more information: <http://www.csusm.edu/housing/>

For student job inquiries, please visit the Cougar Jobs page:

<http://www.csusm.edu/careers/cougarjobs.html>

Sincerely,  
California State University San Marcos  
Admissions & Student Outreach Office  
(760) 750-4848

Prospect Opportunity for VIP Page:

## CSUSM // Admissions &amp; Student Outreach

[Home](#) // [Create a VIP Page](#)

How to Apply	+
Majors & Programs	
Where is San Marcos	+
Visit Campus	+
Contact Us	+
Resources	
Create a VIP Page	

## What is a personal VIP page?

**A VIP page will give you access to personalized information about CSUSM.**

**Create a personalized "VIP page to:**

- access facts about your major
- learn about upcoming campus events and activities
- find dates and details to assist you through the application process

**The links below will get you started!**


I am a freshman or transfer student.

I am an international student.








I am a graduate student.

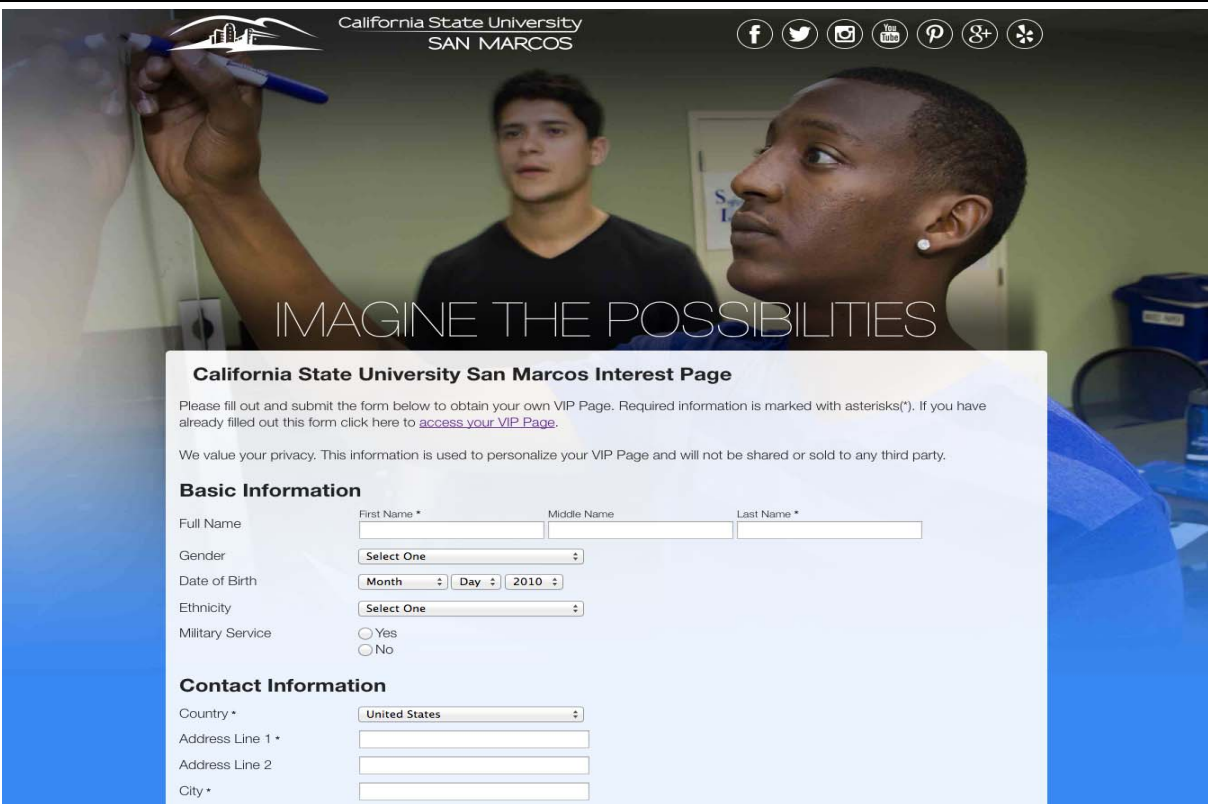
**I already have a VIP page.** [VIP Login](#)





California State University  
SAN MARCOS





# IMAGINE THE POSSIBILITIES

### California State University San Marcos Interest Page

Please fill out and submit the form below to obtain your own VIP Page. Required information is marked with asterisks(\*). If you have already filled out this form click here to [access your VIP Page](#).

We value your privacy. This information is used to personalize your VIP Page and will not be shared or sold to any third party.

#### Basic Information

Full Name  First Name \*  Middle Name  Last Name \*

Gender

Date of Birth

Ethnicity

Military Service ☐ Yes ☐ No

#### Contact Information


Country \*

Address Line 1 \*








Address Line 2

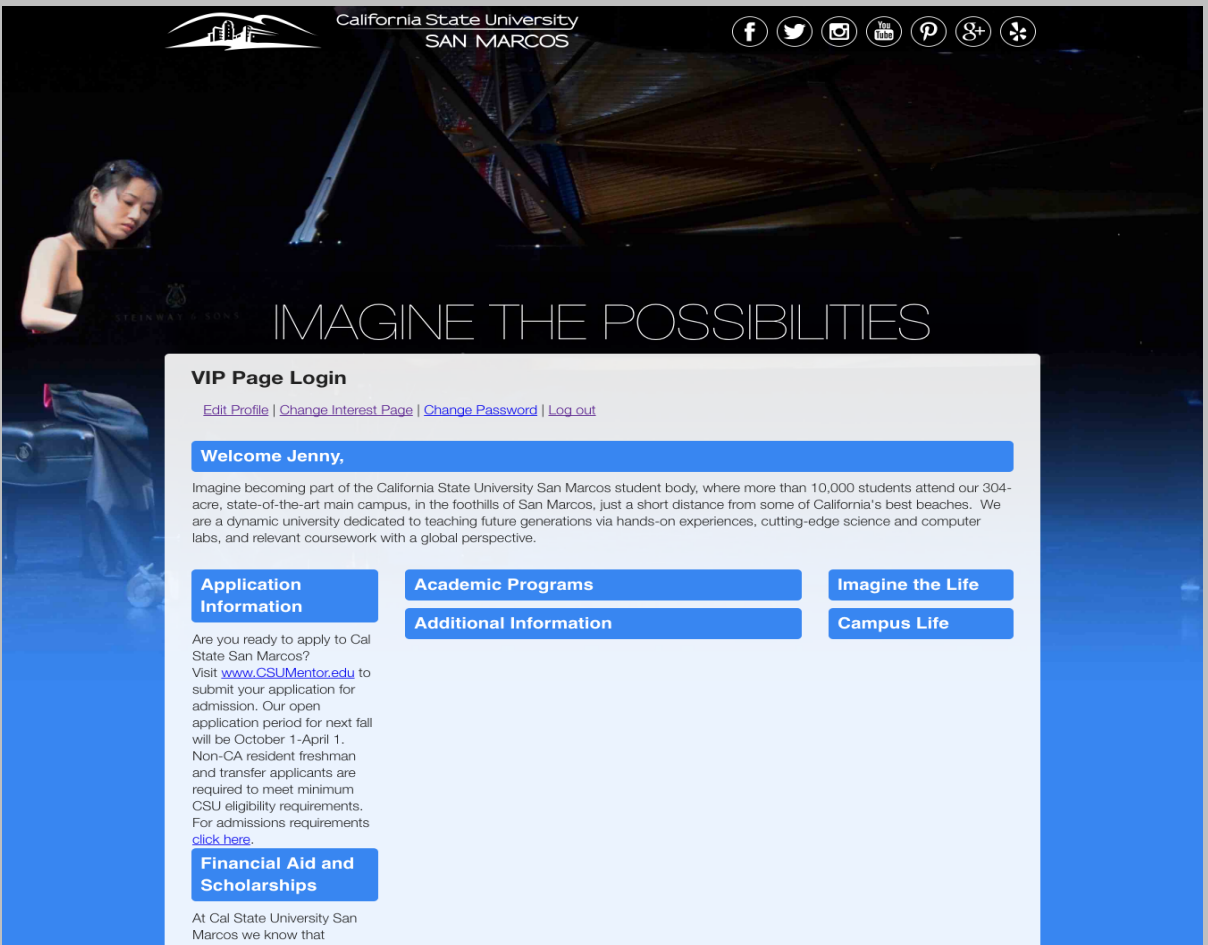
City \*

State \*



California State University  
SAN MARCOS





# IMAGINE THE POSSIBILITIES

### VIP Page Login

[Edit Profile](#) | [Change Interest Page](#) | [Change Password](#) | [Log out](#)

Welcome Jenny,

Imagine becoming part of the California State University San Marcos student body, where more than 10,000 students attend our 304-acre, state-of-the-art main campus, in the foothills of San Marcos, just a short distance from some of California's best beaches. We are a dynamic university dedicated to teaching future generations via hands-on experiences, cutting-edge science and computer labs, and relevant coursework with a global perspective.

Application Information

Are you ready to apply to Cal State San Marcos?  
Visit [www.CSUMentor.edu](#) to submit your application for admission. Our open application period for next fall will be October 1-April 1. Non-CA resident freshman and transfer applicants are required to meet minimum CSU eligibility requirements. For admissions requirements [click here](#).

Financial Aid and Scholarships

Academic Programs

Additional Information


Imagine the Life

Campus Life


At Cal State University San Marcos we know that



interactcom.com



California State University  
SAN MARCOS



Dear Jenny,








Congratulations on successfully completing your personalized VIP page for California State University San Marcos (CSUSM). Log into your VIP page to access information about upcoming campus events, facts about your major, and other important details about our admission processes.

- Your username is: jasaylor

Please keep your username and password in a safe place. You can log in to your CSUSM VIP page [here](#).

You can also edit your profile at any time by following the link [here](#).

Carol McAllister, Director of Admissions and Recruitment  
California State University San Marcos  
Office of Admissions and Recruitment  
[apply@csusm.edu](mailto:apply@csusm.edu)






CSUSM Invites You To Visit Campus

Inbox x


CSU San Marcos Office of Admissions apply@csusm.edu via sjc01.hobsonsmail.com

Aug 23

to me



California State University  
SAN MARCOS



Dear Jenny,








We would like to invite you and your family or friends to come to California State University San Marcos (CSUSM) to take a tour of our beautiful campus. Campus tours are offered Monday through Friday at 10 a.m. and 2 p.m. We are a short drive from the beaches, San Diego, Riverside, and Orange Counties. For driving directions and parking instructions, [click here](#).

Although our student led-tours are offered Monday through Friday, self-guided tour brochures are also available online for your convenience, [click here](#).

We look forward to seeing you on campus soon.


GO COUGARS!

California State University San Marcos  
Office of Admissions and Recruitment  
(760) 750-4830  
[campustour@csusm.edu](mailto:campustour@csusm.edu)





# APPENDIX G – ONLINE IMAGES



## PALOMAR COLLEGE


Learning for Success


[Blackboard](#) | [eServices](#) | [Library](#) | [A-Z Index](#)

[Website](#) | [Directory](#)

[ABOUT PALOMAR](#)
[NEW STUDENTS](#)
[CURRENT STUDENTS](#)
[ACADEMICS](#)
[COMMUNITY](#)

FALL CLASSES START  
**AUGUST 22**  
ENROLL NOW!





Palomar College offers over 250 degree and certificate programs; there is something for just about everyone. Whatever your academic goals—transferring to a four-year college or university, earning an associate's degree, learning a new skill, or training for a new career – we have classes and programs that meet your needs and interests.

Your journey with us will be guided by outstanding faculty and staff who are committed to helping you succeed.

[Apply](#)
[Enroll](#)

[View Class Schedule](#)

[View Open Classes](#)

### Upcoming Events

Fall semester / Fast Track 1 begins  
August 22

Effective Note Taking Strategies  
August 31, 10:00 AM - 11:00 AM


Discover Your Learning Style  
September 7, 3:00 PM - 4:00 PM


Time Management  
September 12, 10:00 AM - 11:00 AM


Undeclared Majors  
September 14, 4:00 PM - 5:00 PM


[More Events](#)

### Featured News

 Palomar College Officials Hold Topping Out Ceremony for New Library/Learning Resource Center


 Fall is in the Air at Palomar College

 Palomar College Summer Academy Celebrates Accomplishments Over Three-Week STEM Camp


 Palomar College's New President Officially Takes the Reins

[More News](#)


### WHAT MAKES PALOMAR COLLEGE UNIQUE?




First-Class Programs




Excellent Faculty, Staff, & Students



Modern Facilities




Palomar Community College District  
1140 West Mission Road  
San Marcos, California 92069  
760-744-1150



[Campus Safety](#)

[Faculty & Staff](#)

[Student Success Scorecard](#)



© 2016 Palomar Community College District. All rights reserved. [Contact Information](#). [Legal Notices](#).



Apply For Admission



Any information provided on this form is maintained for student record purposes and for reporting to state and federal agencies. The information you provide is voluntary and will be kept confidential. For financial aid and tax reporting purposes you must provide your social security number, your major and your anticipated graduation date. For more information, see the Palomar College Catalog under admissions policy.

**Application for Admissions**

☒ Yes, I want to apply

**Applying as a International Student?**

Are you applying as an International Student in possession of an F-1, M-1, J-1, or J-2 visa?

☐ Yes

☒ No

Exit eApp

Click the 'Next>' button after making your selections

Next >

Apply For Admission



1. Last Name:

2. First Name:

3. Middle Name:

4. Prior (if any) Last Name:

5. First Name:

6. Middle Name:

7. Birthdate:  (mm/dd/yyyy)

8. Sex: ☐ Male ☒ Female

9. Social Security Number:  (no dashes or punctuation)

Next >

Exit eApp

Message

A valid SSN is required for reporting to state and federal agencies. (30001,57)


To process your application online or to apply for financial aid, your social security number must be provided. You may apply via paper application if you do not wish to provide your social security number.

OK





## MiraCosta College





Shaping Minds for Success.


[BLACKBOARD](#)
[LIBRARY](#)
[BOOKSTORE](#)
[A-Z INDEX](#)


[Site](#)
[Employees](#)


[ABOUT](#)
[APPLY](#)
[CLASSES](#)
[STUDENTS](#)
[EMPLOYEES](#)
[SURF](#)

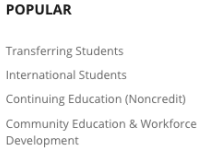


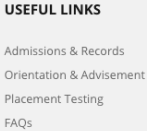













### WHAT'S HAPPENING?

[CAMPUS IMPROVEMENTS](#)
[FALL '16 CLASSES](#)
[LATE START HOSPITALITY](#)
[TO BE OR NOT TO BE](#)
[YOUR VOTE COUNTS](#)




#### Improving Our Campuses

MiraCosta College is placing a facilities bond on the November ballot.

[Learn more >>](#)

### CAMPUS LOCATIONS




**COMMUNITY LEARNING CENTER**

1831 Mission Avenue  
Oceanside, CA 92058

[Map](#)

P 760.795.8710 | P 888.201.8480

[VISIT SITE >](#)




**OCEANSIDE CAMPUS**

1 Barnard Drive  
Oceanside, CA 92056

[Map](#)

P 760.757.2121 | P 888.201.8480

[TAKE A TOUR >](#)




**SAN ELIJO CAMPUS**

3333 Manchester Avenue  
Cardiff, CA 92007

[Map](#)

P 760.944.4449 | P 888.201.8480

[TAKE A TOUR >](#)



**TECHNOLOGY CAREER INSTITUTE**

2075 Las Palmas Drive  
Carlsbad, CA 92011

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Pursuing Higher With Success

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## HOW TO APPLY & ENROLL IN CREDIT CLASSES

Welcome to MiraCosta College! Follow these steps to get your education started at MiraCosta College.

### Apply

New students or students who have not attended for 2 or more semesters (fall/spring)

1. **Apply** (clicking this link will take you to another site)
2. MiraCosta College uses CCCApply to process all of our applications. Submitting an online application is a **two-step process**:
  - STEP 1:** create an OpenCCC account (CCC stands for California Community Colleges)
  - STEP 2:** continue to "Start New Application" for MiraCosta College (see [CCC Apply Instructions](#))
3. If you are a **continuing student** (i.e. have NOT had two semesters or more since you do not need to register a new application).

## HOW TO APPLY & ENROLL IN CREDIT CLASSES

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- If you are a **continuing student** (i.e. Have not had two semesters or more off) you do not need to submit a new application.
- If you are a **returning student** (i.e. Have been gone more than two semesters) you will need to follow the steps above to submit a new application.

**Get Priority Enrollment**

- All students (new and current) must complete matriculation in order to qualify for priority enrollment. **Matriculation** gets you off to a great start on your college career and leads to higher student success. Matriculation has four parts: assessment, orientation, advisement and education planning. The easiest way to take yourself through all the steps for matriculation is to log into your SURF Account and use the Matriculation Activity Guide!

**SURF**  
 Online Registration • Self Service • Student Center

**Mark's Student Center**

**Account Information**

You are not enrolled in classes.

Enroll in a class  
 Drop a class  
 Add a class  
 View my schedule  
 View my grades  
 View my financials  
 View my resources

**SCHEDULE BUILDER**

**EdPlan**

**Click the Matriculation link here!**

- **Assessment:** The assessment process is intended to help place you in courses in which you will thrive. Some students may meet specific criteria to be exempt from taking the English and/or Math placement tests. Assessments through alternative multiple measures. Contact or visit the Testing Office to determine eligibility for placement based on your high school transcript.
- If you do not meet the criteria, you will have the option to **Take the Assessments** or submit proof of **Alternatives to the Assessments** such as English/Math placement tests from another California Community College. Students who have completed English and/or Math courses at another regionally accredited college may be eligible for credit by exam. Please visit [www.sac.edu/transfer/transfer-credit-transcripts](http://www.sac.edu/transfer/transfer-credit-transcripts) for more information on transfer credit and transcripts along with the [Pre-transfer/Transfer Enrollment Plan](http://www.sac.edu/transfer/transfer-credit-transcripts) to Admissions and Records.
- **IMPORTANT:** Sending an official transcript to MiraCosta College will not **automatically** give prerequisites or course credit. English/Math is to be shared for previous coursework you must also submit the **Assessments/Pre-transfer/Transfer Enrollment Plan**.
- **Education Planning:** You will complete a First Semester Advanced Educational Plan in the Metropolitan

Select your classes

- We have several tools available for you to use while choosing your classes.
- Before your application has been processed by logging onto SURF as a guest, CLICK the "View SURF" link under "DON'T HAVE A SURF ID?" in order to search for classes in SURF make sure that you set the correct Term, enter the subject and Course Career + Credit.
- View the class schedule on the [Schedules Page](#)
- View [DEPT CLASSES](#)
- View a list of [Online courses](#)
- Once you have your SURF ID you can log into SURF to use our additional state-of-the-art tools:



myEdPlan is an electronic tool to help you see which courses you need to complete your academic goal



Schedule Builder is an electronic tool to help you build your class schedule once you know which classes you need.

Clear your prerequisites (may take 2 - 3 business days)


- If your course(s) require a prerequisite you must clear the prerequisite prior to enrolling for the course.
- Coursework from another school that is being used to clear the prerequisite at MiraCosta must be submitted to Admissions and Records with the [Prerequisite Priority Enrollment Form](#). MiraCosta will accept Official or Unofficial transcripts for proof of completion of prerequisite coursework as long as the school name, student name, course and grade are clearly visible.
- Placement test from another California Community College may be used to clear the prerequisite at MiraCosta and must be submitted to the Testing Office (email: [testing@mircosta.edu](mailto:testing@mircosta.edu)). See all the alternatives to taking an assessment test.

### Money matters

- Fees and Residency
- Financial Aid
- Scholarships

Other items of importance

- Textbooks for Sale
- Textbooks for Rent

<p><b>LEARN MORE</b></p> <p>Accessibility Options      Equal Opportunity Policy</p> <p>Contact      FERPA</p> <p>Campus Police      LGBTQIA Resources</p>	<p><b>CONNECT</b></p> <p> <a href="#">f</a> <a href="#">t</a> <a href="#">in</a> <a href="#">v</a> <a href="#">p</a> </p> <p>P 760.757.2121 P 868.201.8880</p>	<p><b>MIRACOSTA COLLEGE FOUNDATION</b></p> 
<p><b>TRANSLATE</b> <a href="#">English</a> <a href="#">Español</a></p>		
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**Application to College**

**Before applying to college you must first have an OpenCCC account.**

The OpenCCC single sign-in account allows you to access the online services of the California Community Colleges.

OpenCCC is a service of the California Community Colleges Chancellors Office. The information in your account is kept private and secure.

[Create an Account](#) or [Sign In](#)


**Note:** OpenCCC is a new systemwide account. Accounts from our previous application system are not available. Please create an account if you have not already done so.



OpenCCC is  
CALIFORNIA  
CHANCELLOR'S  
OFFICE

Copyright 2012 by California Community Colleges Chan

### Sign In



To continue to a California Community College secure web application, please sign in or create a new account.


[Sign In](#)

[Forgot?](#)

Username:

Password:  [Sign In](#)

[Create a New Account](#)



OpenCCC is a service of the  
CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

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[Cambiar A Español](#)

- Introduction
- Enrollment Information
- Account/Mailing Information
- Personal Information
- Education
- Citizenship/Military
- Residency
- Needs & Interests
- Supplemental Questions
- Consent
- Review Application
- Submission

## Personal Information

### Gender/Transgender

This information will be used for state and federal reporting purposes. It is optional and voluntary and will not be used for a discriminatory purpose. "Gender" in this context, means a person's sex, or a person's [gender identity](#) and [gender expression](#).

Gender  Do you consider yourself transgender?

### Sexual Orientation

By California law, the California Community Colleges collect voluntary demographic information regarding the sexual orientation, gender identity, and gender expression of students.

- This information is only used for summary demographic reporting.
- Your responses are kept private and secure.
- Providing this information is optional.
- It is not available to admissions personnel and will not be used for a discriminatory purpose.

Please indicate your [sexual orientation](#)

### Parent/Guardian Educational Levels

Regardless of your age, please indicate the education levels of the [parents and/or guardians who raised you](#).

Parent or Guardian 1

Parent or Guardian 2

### Race/Ethnicity

Per U.S. Department of Education guidelines, colleges are required to collect this racial and ethnic data.

☐ Yes ☐ No Are you Hispanic or Latino?

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

What is your race? Check one or more:

- ☐ Asian: Indian
- ☐ Asian: Chinese
- ☐ Asian: Japanese
- ☐ Asian: Korean
- ☐ Asian: Laotian
- ☐ Asian: Cambodian
- ☐ Asian: Vietnamese
- ☐ Asian: Filipino
- ☐ Asian: Other  
A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent.
- ☐ Black or African American  
A person having origins in any of the black racial groups of Africa.
- ☐ American Indian / Alaskan Native  
A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- ☐ Pacific Islander: Guamanian
- ☐ Pacific Islander: Hawaiian
- ☐ Pacific Islander: Samoan
- ☐ Pacific Islander: Other  
A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ☐ White  
A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

[Save](#)

[Continue](#)



For your security always sign out before leaving.

[Cambiar A Español](#)

## My Applications

Jenny Saylor | [Edit My OpenCCC Account](#)

[Start A New Application](#)

### Applications in Progress

If you have previously started an application but not yet submitted it, you can resume it or delete it at any time.

College	Current Page	Began	Last Modified	Action
MiraCosta College	Consent	08/24/2016 9:09 AM	08/24/2016 9:15 AM	<a href="#">Resume</a> <a href="#">Delete</a>





INFORMATION REQUEST

The [MiraCosta College Student Guide](#) is issued annually and lists credit courses offered by subject, semester (fall/spring/summer) and by time of day (day/evening/hybrid). Class details for the current semester, including meeting days/time, instructor, campus/room number, may be viewed online through [SUBE](#).

The [MiraCosta College Community Education Bulletin](#) is issued three times a year (fall, spring, and summer) and includes listings and descriptions of fee-based noncredit classes for work skills, health education, personal enrichment, children and teens, workshops and excursions.

The MiraCosta College Continuing Education Schedule is issued twice a year (summer/fall and spring) and includes listings and descriptions of free noncredit classes for [adult high school](#), [English as a second language](#), [citizenship](#), parenting, short-term vocational, [CISCO Networking Academy](#), and [special courses for seniors](#).

If you are looking for information about departments on campus, [visit their web page](#). You can schedule a campus tour through the [Office of School Relations and Diversity Outreach](#).

You can stay up-to-date with college events by subscribing to our [newsletter](#).

Need Information in Printed Format?

Information about many of MiraCosta College's programs and services are available online or in hard copy. Click on the links below to view material online, or if you prefer hard copies, provide your mailing information, check the items you are interested in, hit the "Request Information Now" button at the bottom of the page, and we'll mail the materials to you free of charge.

General Brochures & Reports

- ☐ Associate Degrees & Certificates (PDF)
- ☐ Get Started At MiraCosta College (PDF)
- ☐ Annual Report (PDF)
- ☐ 80th Anniversary Magazine (PDF)
- ☐ Transforming Lives (PDF)
- ☒ MiraCosta College Arts & Events (PDF)
- ☒ MiraCosta Theatre & Dance Season Ticket Order Form (PDF)

Class Schedules

- ☒ 2016-2017 Student Guide (PDF)
- ☐ Community Education Bulletin (PDF)
- ☐ Continuing Education Schedule (PDF)

Academic Program Brochures

- ☐ Accounting & Business Administration (PDF)
- ☐ Administration of Justice (PDF)
- ☐ Automotive Technology (PDF)
- ☐ Biotechnology (PDF)
- ☐ Business Office Technology (PDF)
- ☐ Career Studies & Services (PDF)
- ☐ Career and Technical Education Certificate Programs (PDF)
- ☐ Child Development (PDF)
- ☐ Cisco (PDF)
- ☐ Computer Applications Program (PDF)
- ☐ Computer Science (PDF)
- ☐ Dance Instructor Program (PDF)
- ☐ Design (PDF)
- ☐ Digital Photography (PDF)
- ☐ ESL (PDF) | ESL Credit: (PDF)
- ☐ Horticulture (PDF)
- ☐ Hospitality (PDF)
- ☐ Kinesiology, Health & Nutrition (PDF)
- ☐ Media Arts & Technologies (PDF)
- ☐ Music Technology (PDF)
- ☐ Network & Desktop Systems Administration (PDF)
- ☐ Nursing (PDF)
- ☐ Pilates (PDF)
- ☐ Real Estate (PDF)
- ☐ Technical Theatre (PDF)

Student Services Information

Student Services Information

- ☐ Extended Opportunity Programs & Services (EOPS) (PDF)
- ☐ Financial Aid & Scholarships (PDF)
- ☐ LGBTQIA (PDF)
- ☐ Puente Program (PDF)
- ☐ Testing Office & Academic Proctoring Center (PDF)
- ☐ Tutorial Services

How did you hear about MiraCosta College? (Check all that apply)

- ☐ Bus Ad/Billboard
- ☐ Class Schedule
- ☐ Freeway Signs
- ☐ Friend or Relative
- ☐ High school counselor or teacher
- ☐ Mailers/Postcard
- ☐ Newspaper Story
- ☐ Print Advertisement
- ☐ Radio
- ☐ Television
- ☐ Web browsing

First Name

Andie

Last Name

Owen

Address

1556 18th St NW

Apartment/Unit #

City

St Paul

State/Province

Minnesota

Country

United States

Zip/Postal Code

55112

Day Phone Number

612-633-1883

Fax Number (Optional)

Email Address

owen23@gmail.com

Please enter text shown below:

F9EwV7


Please type

Submit Request

Questions? We have answers!

- + [A-Z Index Find Everything](#)
- + [Admissions & Records](#)
- + [How to Apply & Enroll](#)
- + [Counseling](#)
- + [EOPS \(Disabled Student Services\)](#)
- + [Financial Aid](#)
- + [Scholarships](#)
- + [Veterans Services](#)





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Search the web site

ABOUT APPLY CLASSES STUDENTS EMPLOYEES SURF

## FEEDBACK

Questions? Comments? Please fill out the form below and we'll get back to you as soon as possible.

**Name (Required)**

**Email (Required)**

**Surf ID (Optional)**

**Please note that due to privacy laws, we are not able to provide student-specific information via email. Only general information is available.**

**Regarding (Required)**

**Feedback, Questions, Comments (Required)**  
Please do not send confidential information (such as Social Security Number) via email.

Please enter text shown below:  

PQvEU

Submit Request

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# San Diego Miramar College

**SAN DIEGO MIRAMAR COLLEGE**  
College Degrees. Great Careers. Get There. Start Here.

Google Custom Search

[Frequently Accessed Pages](#)

[About](#) [Admission & Classes](#) [Students](#) [Academics](#) [Faculty/Staff](#) [Community](#)



## President's Message

Welcome to San Diego Miramar College teaching and extraordinary personal faculty, a caring staff, strong industry and civic partnerships, and state-of-the-art facilities, we prepare students for university transfer and for high demand, well paying careers.



## President's Message

Welcome to San Diego Miramar College, where maintaining a small campus feel, first class teaching and extraordinary personal attention are our priorities. Through dedicated expert

## Tweets by @SDMiramar

[SDMiramarCollege](#)



## What is the San Diego Promise?

Interested in learning more about free community college provided by the San Diego Community College District? If so, please click on the headline.



## New Student? Don't Panic!

If you are looking for a college committed to helping you achieve a degree or dream job – in an atmosphere of friendliness and warmth; then you belong at San Diego Miramar College. Click to start your experience!



## Explore Technical Careers!

Our new career technical education website has launched. Log on today and learn more about our high demand programs: business, digital arts, education, public safety, science & health and transportation.

Deadline to file an app for transfer to a CSU this coming spring is 8/31. The Transfer Center can assist in K-306.



[Embed](#)

[View on Twitter](#)



## NEWS CENTER

- Miramar College Secures \$1.3 Million Dollar Basic Skills Grant
- Miramar College General Automotive Technology Program To Partner With Audi of America
- Classes Begin August 22: Important Dates & Hours of Operation For Fall 2016 Semester
- Open Enrollment for Fall Semester Begins August 1
- Miramar College General Automotive Technology Program Receives National Accreditation
- Adaptive Sports Camp To Compete at Miramar College July 27-29
- Congressman Scott Peters Visits BioTech Bootcamp
- Free Community College Pilot Program Launched



**SAN DIEGO MIRAMAR COLLEGE**  
10440 Black Mountain Road  
San Diego, CA 92126-2999  
619.388.7800

**SAN DIEGO COMMUNITY COLLEGE DISTRICT**

San Diego Community College District  
San Diego City College  
San Diego Mesa College  
San Diego Miramar College  
San Diego Continuing Education

Accreditation Information  
Student Success Scorecard  
Privacy Statement  
District Policies  
Smoking/Substance Policy  
Comments to Web Staff  
Website Disclaimer  
Clergy Act Information

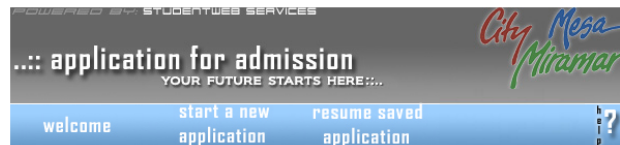
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## Mission Statement

San Diego Miramar College's mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion; for transfer, workforce training, and/or career advancement.





## Welcome From Student Services

### On-Line Application

For More Info....
<a href="#">Welcome</a>
<a href="#">Who Should Use This Application</a>
<a href="#">Who Should Not Use This Application</a>
<a href="#">Admission Requirements</a>
<a href="#">Residency Information</a>
<a href="#">Application and Registration</a>
<a href="#">Your Privacy and Security</a>
<a href="#">Application Help</a>
<a href="#">Campus Safety Education and Information</a>
<a href="#">Selective Service Registration</a>

The following form is available to file your application for admission to City/ECC, Mesa, or Miramar Colleges. Please review the information on this page and select one of the options above to begin a [new application](#) or to [resume a saved application](#).

Note that only ONE application is required to apply for City, Mesa and/or Miramar College

**Important Deadline for Fall 2016:** The deadline to submit an application for admission to Fall 2016 and receive a registration date and time is June 30, 2016. Students who file an application for admission after June 30, 2016 will be able to register during the open enrollment period beginning August 1, 2016.

**Important Deadline for Spring 2017:** The deadline to submit an application for admission to Spring 2017 and receive a registration date and time is November 3, 2016. Students who file an application for admission after this date will be able to register during the open enrollment period beginning December 12, 2016.

**Priority Registration Information:** In addition to filing an application, all students MUST complete Orientation, Assessment and have an Education Plan on file to receive an early **"Priority"** registration date and time.

At any time you may obtain useful information by selecting the [HELP?](#) button.

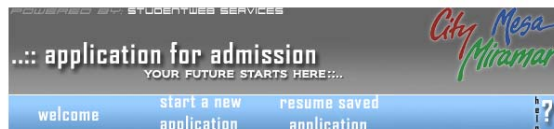
If you experience problems with the application process, you may call the college to which you are applying between 8:00 a.m. and 6:00 p.m. Pacific Time, Monday through Thursday. Student support services offices are closed at 3 p.m. on Fridays.

City College/ECC: (619) 388-3475  
Mesa College: (619) 388-2500 or (858) 627-2500  
Miramar College: (619) 388-7300 or (858) 536-4300

The District is made up of three community college campuses: [City College/ECC](#), [Mesa College](#), and [Miramar College](#), serving over 45,000 students. The colleges offer a range of [majors](#) leading to associate degrees and certificates, transfer, and general education.

[Welcome](#) | [Start New Application](#) | [Resume Saved Application](#) | [Help](#)  
[District Gateway Page](#) | [District Student Page](#)  
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### Student Services



## Application Login

- Please complete the following information to begin the application for admission.
- You can obtain more information by "clicking" on the underlined [blue question title](#).
- The system is not available for new applications on Sundays from 5:00 PM until 9:00 PM
- You only need to file ONE application to attend City, Mesa and/or Miramar College.

### New Application

ENTER

🔑 (1.) Student ID/SSN:  
☒ None  
(Do not enter dashes; example: 123456789)

🔑 (2.) Legal Name (No nicknames):  
Last First Middle Suffix (Jr., Sr.)

🔑 (4.) Birthdate:  
Select Select Select (mm/dd/yyyy)

🔑 (5.) E-Mail Address:

If you do not have a valid e-mail address, you can create a free e-mail account from any of the websites listed below:  
[@YAHOO.com](#) [@Gmail.com](#) [@Hotmail.com](#)

ENTER

[Welcome](#) | [Start New Application](#) | [Resume Saved Application](#) | [Help](#)  
[District Gateway Page](#) | [District Student Page](#)  
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### Student Services



## Topic: Welcome Welcome to the Online Application For Admissions Help.

[An Overview Of The Application Process](#)  
[Navigating the Application](#)  
[Instructions For Each Question On The Form](#)  
[System Requirements](#)  
[Residency](#)  
[Admissions Requirements and Registration](#)  
[Student Success and Support Program \(formerly Matriculation\)](#)  
[Prerequisites](#)  
[International Student Admissions](#)  
[The Districts Policy on Information Privacy](#)  
[The Security Of Your Information](#)

## Topic: Overview

1. **File an application for admission.** This is the first step in the admission process. Only one application is needed to enroll in classes at City/ECC, Mesa or Miramar Colleges. An application must be completed online or filled out in person with the college Admissions Office. Applications are valid for one year from date of application. If you have attended City/ECC, Mesa or Miramar within the last three semesters (includes Summer Session), you will not be required to submit a new application.
2. **Request official transcripts.** Transcripts are not required with your application. To have an official educational plan or an evaluation, you must have official transcript on file. An official transcript is one that has been sent directly to us from the issuing institution.
3. **Assessment.** Reading, Writing, ESL and Mathematics assessment tests help students enroll in the right courses and meet prerequisites. It is recommended that students planning to enroll in English or Math courses, or classes with English or Math prerequisites take the assessment test to ensure proper placement. Students will be assigned a skill level in reading, writing and mathematics based on placement test results or documentation of prior college work. Contact the appropriate assessment office at the following number:

City: (619) 388-3540    Mesa: (619) 388-2718  
 Miramar: (619) 388-7840    ECC: (619) 388-4955



## Topic: Navigating the Application

The student application is split into five pages, **Applicant Demographics**, **Applicant Information**, **Residency Information**, **Prior Education**, and **Educational Plans**. Each page must be filled out completely.

Each page has a tab. You can navigate directly to a particular page by clicking its tab. In addition, each page has Previous and Next icons at the bottom of the page (when appropriate). You can navigate to the previous or next page by clicking these icons.

Information will not be lost when navigating between pages.



## Topic: Help For Individual Form Questions

These are the instructions for each question on the application form.

### Question #1: SSN/Student ID

Your Social Security Number (SSN) or Individual Tax Identification Number (ITIN) is required for Federal and State reporting, and for students applying for Financial Aid. It is maintained in a secure manner and WILL NOT be visible or released to third parties for identification purposes for any reason. All students will be assigned a unique 7-digit College Student Identification (CSID) number upon successful submission of your application that will be required to conduct all college business. New students who do not choose to submit a Social Security or Individual Tax ID Number should click the NONE box. You will be assigned a temporary student identification number as well as a CSID number to conduct all college business. **Returning students** who applied or registered for classes using an SSN/ITIN should use their current CSID number or SSN/ITIN to reapply. Do not leave this field blank or click the NONE box, as this will create two separate student records under different numbers. If you do not know your CSID number and do not wish to use your SSN/ITIN, please visit the college Admissions Office for assistance. **Returning students** who applied or registered for classes using a temporary identification number that begins with the letter "D" (Example: D00123456) should **NOT** use that assigned number to apply now. Instead, use your CSID number to reapply. If you do not have a CSID number, or have forgotten it, **do not reapply!** Please visit the College Admissions Office for assistance.



### Question #2: Legal Name


Please do not use "nicknames". This question is composed of 4 fields:

1. Last Name:  
This field cannot be blank
2. First Name:  
This field cannot be blank
3. Middle Name:  
This field is optional and may be left blank.
4. Suffix (Example: Jr., Sr., III)  
This field is optional, you may leave it blank.

If you already have an application on file and want to update your application, you must list your name exactly as you did on your original application. If you want to change the legal name on your



## Cal State – San Marcos



California State University  
SAN MARCOS

myCSUSM | Cougar Courses | Give

Webmail Info for

Admissions & Aid

Admissions & Student Outreach


Costs & Financial Aid

Plan a Visit to CSUSM

International Students

Veteran Students

First Year & Early Start



You Know You're a Cougar When  
*Eleven Quirky Things About Being a Cougar*

READ MORE

## IMAGINE THE POSSIBILITIES



*Discover your perfect home  
in North San Diego*

LOCATION



*Be a part of the vibrant  
Tukwut Life Experience*

CAMPUS LIFE



*Explore a modern campus  
for a modern world*

PLAN A VISIT



*Tackle critical issues with  
hands-on research*

LEARNING IN ACTION

## ACADEMICS

COLLEGES

EXTENDED LEARNING

CSUSM AT TEMECULA

LIBRARY

CSUSM offers more than 60 degree and credential programs, which include the arts and music, humanities, natural and applied natural sciences, education, business, and the health professions.

Find Your Major or Program

ex. Business



– OR –

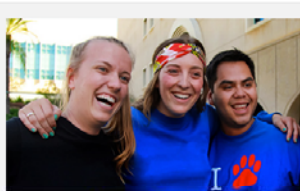
VIEW ALL MAJORS & MINORS





- How to Apply +
- Majors & Programs
- Where is San Marcos +
- Visit Campus +
- Contact Us +
- Resources
- Create a VIP Page

## Admissions & Future Students



### Quality Education

Experience individual attention and hands-on learning opportunities at CSUSM.



### North County San Diego

Enjoy countless activities from hiking to surfing. All within minutes of campus!



### Cost

Higher education you can afford!



### Connect With Us



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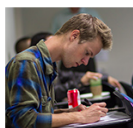
## How to Apply

Everything you need to know about applying to Cal State San Marcos can be found in this section. Please select the category that best describes you for more information on your eligibility and application requirements.

### Freshman



### Transfer



### Graduate



### International



## Apply

Our online application must be complete through [www.CSUMentor.edu](http://www.CSUMentor.edu), California State University's comprehensive website. Be sure to apply on time! Review important [dates and deadlines](#).

## Pay

A non-refundable application processing fee of \$55 is required. (This is required for each campus to which you apply.) For low-income California residents, a fee waiver may be available online using [CSUMentor](#).

## Submit

Submit official scores from the ACT or SAT exams (first-time freshman) or official transcripts from each college or university attended.

## Follow-up

Check on the status of your application on [MyCSUSM](#) (you will receive login information after you apply).

## What do I do after I apply?

We begin admitting students on a rolling basis in mid-December. Check your [MyCSUSM](#) account regularly to ensure all your information is up to date, and that the office has received your required documentation.



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FALL 2017 ADMISSION PERIOD BEGINS OCTOBER 1

The initial application period for admission to the Fall 2017 term begins on October 1, 2016. The priority deadline to apply for Fall 2017 admission as an undergraduate student is November 30, 2016 and may vary for international and graduate students. Please check specific campuses and departments for international and graduate deadlines.

EXPLORE

- Learn more about a CSU campus
- Compare campuses
- Search CSU degrees and majors
- Learn about the Associate Degree for Transfer



PLAN

- Admission requirements
- Financial aid options
- Find out your Early Assessment Program (EAP) results
- Search transfer degrees from community colleges to CSU Campuses



APPLY

- Apply today
  - Undergraduate
  - Graduate
  - International
- Is your campus still accepting applications?



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## UNDERGRADUATE ONLINE APPLICATION

If you have technical problems, please call (800) 468-6927  
or e-mail us at [support@CSUMentor.edu](mailto:support@CSUMentor.edu).

Term	Application submission period beginning
Fall	October 1
Winter	June 1
Spring	August 1
Summer	February 1

[Which campuses are still accepting applications?](#)

Click this box if you are applying for:

SUMMER 2017  
FALL 2017  
WINTER 2018  
SPRING 2018

Click this box if you are applying for:

WINTER 2017  
SPRING 2017

### THIS SITE USES POP-UPS TO DISPLAY INFORMATION PLEASE CONFIGURE YOUR BROWSER OR SYSTEM SETTINGS TO ALLOW POP-UPS

You can temporarily disable pop-up blocking by pressing the CTRL key on your keyboard when clicking on the Find, Add, Edit, or Select buttons.

To permanently allow pop-ups for all websites, please follow the instructions for your browser:

- Internet Explorer: Open the Tools menu (click the gear icon), select Internet Options, then go to the Privacy tab. In the Pop-up Blocker section uncheck the "Turn on Pop-up Blocker" checkbox.
- Firefox: Open the Firefox menu, click on Options, then go to the Content tab. Uncheck the "Block pop-up windows" check box.
- Chrome: Open the Chrome menu and select Settings. Under the Privacy section, click the "Content settings..." button. Scroll down to the Pop-ups section and click the "Allow all sites to show pop-ups" radio button.
- Safari: Open Safari, click on the Safari Menu and uncheck the "Block Pop-up Windows" feature.

If you want to only allow pop-ups on CSUMentor, follow the instructions for your browser above. However, instead of clicking the checkbox/radio button to allow all pop-ups, click the exceptions/settings button and add "secure.csumentor.edu" to the list of websites that allow pop-ups.

## HOW TO USE THE CSU ONLINE APPLICATION

To complete the online application, simply type your answers in the corresponding fields or select your answers from the popup lists (where applicable). For help, click the **HELP** button along the left column of your screen.

After you complete a screen, click the Next button at the bottom or on one of the sections listed on the left column to move to a different screen. Before you are allowed to jump screens, we will inspect your data on the current screen for errors or inconsistencies. If errors or omissions are found, you will be returned to the screen to correct your answer(s). Otherwise, your data will be saved and you will proceed to the requested screen. We also allow you to skip to another screen without your new data being saved. Be aware that if you use the Skip to Another Screen function on the left column, data on the current screen will not be saved and will have to be re-entered prior to submittal.

Once you have completed the application, click the **SUBMIT** button located on the left column to submit the application.

If you have any technical questions or need assistance with this online application, click here.

If you would like to print out a paper copy of the CSU Application, please click here.

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LOG ON TO CSUMENTOR

NEW TO THE SITE?

CSUMentor is an online resource designed to help students and their families learn about the CSU system, select a CSU campus to attend, plan to finance higher education, and apply for admission. Personal data entered by the user is not released without the user's express consent and direction.

You need to create your own account to use all of the features on this web site. In order to create your own unique account, you will need to supply information such as your name, date of birth, e-mail address, etc. Your personal e-mail address is as important to us as your street mailing address or your phone number since the CSU campuses will use your e-mail address to communicate with you. If you have not already established your own unique personal e-mail address, you can create one using a free service such as [Gmail](#), [Hotmail](#), [Yahoo! Mail](#), etc.

CREATE AN ACCOUNT

RETURNING USERS

If you have an account with CSUMentor, [CaliforniaColleges.edu](#), [CCCApply.org](#), or any other XAP-powered site, type your username and password to log on here:

Username:

Password:

LOG ON

[Can't log on? Forgot your username or password?](#)

[Change your password.](#) A current username and password is required.

While CSUMentor is free to use, an account is required to access certain areas of the site. Here are some of the exciting features you can access by taking a few minutes to setup a free CSUMentor account:

- Apply to any of the California State Universities using any of the four applications: undergraduate, graduate, international, or Educational Opportunity Program (EOP)
- Use one of the two planners, high school or transfer, designed to help you track and plan your coursework to meet California State University (CSU) high school subject requirements
- Transfer your CSUMentor information to the FAFSA on the Web

[Create an account](#) if you're a first-time CSUMentor user and have not created an account on another XAP-powered site such as [CaliforniaColleges.edu](#) or [CCCApply.org](#). It's quick, easy, and free.

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PALOMAR COLLEGE COMPETITOR REVIEW

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UNDERGRADUATE APPLICATION 2017 - 2018

PERSONAL APPLICATION MANAGER  
FOR JENNY SAYLOR

These are the CSU campuses to which you may apply:

Select a campus from the list  
and click [ start new application ]

CSU San Bernardino

CSU San Marcos

CSU Stanislaus

Humboldt State University

San Diego State University

San Francisco State University

San Jose State University

Sonoma State University

[ start new application ]

Applying to multiple campuses is easy as 1, 2, 3!

[Click here for more details.](#)

Online applications you have started but not submitted:

Campus name	Current page	Date started	Date last modified	Action
CSU San Marcos	1	8/24/2016 9:37:38 AM	8/24/2016 9:38:22 AM	<div>RESUME</div> <div>REMOVE</div>

Online applications already submitted:

Note: You CANNOT modify or resubmit applications you have already submitted. Submitting an application on the internet is similar to mailing in your application: once it is submitted, the university has it and online modifications are not possible. Changes might only be made by contacting the university's admissions office.

If you would like to print out a copy of all the information submitted in your application (for your records only), click the "View" link below for the CSU campus you wish to print and click the corresponding link in the application agreement statement.

Campus name	Term/Year	Date submitted	Action
You have not submitted any online applications.			





**2017-2018 UNDERGRADUATE APPLICATION FOR ADMISSION****1 Enrollment Information**

- 2 Name and Address
- 3 Personal Information
- 4 California State Residency Information
- 5 Demographic Information
- 6 High School Information
- 7 College Information
- 8 High School Preparation 1
- 9 High School Preparation 2
- 10 College Courses
- 11 Educational Opportunity Program (EOP)
- 12 Application Fee Waiver
- 13 Review Your Application

[SKIP TO ANOTHER SCREEN](#)[SAVE THIS SCREEN](#)**SUBMIT YOUR APPLICATION**[HELP VIDEO](#)[INSTRUCTIONS](#)**1 ENROLLMENT INFORMATION**

**Your submission for this screen was not accepted and cannot be saved until you correct the following errors or omissions:**

- You must select your intended major
- You must select your degree objective
- Credential program: You must select whether or not you are interested in a credential program
- You must select Yes or No to specify whether or not you plan to live in campus housing
- You must select how many total college transferable semester/quarter units you will have completed at the time of entry/reentry into CSU
- Previous application: You must select the term or "Never applied" from the list

**If you cannot correct the errors on this page and would like to come back to it later, you can move on using the "Skip to Another Screen" feature on the left-hand menu.**

**APPLICATION INFORMATION**Term applying for: 

If the term you are applying for isn't listed above, this campus may have [closed the term](#) or you have already submitted to the term. You may view the [Application Filing Status Report](#) to find out which CSU campuses are currently accepting applications, which majors are open or closed, and to read any messages left by the campus.

If you are looking for **Spring 2017**, you are in the wrong application. Return to [Admission Applications](#) and select the **2016-2017** application.

> **Intended major:** Emphasis/Concentration (if any): Alternate major (optional): > **What is your degree objective?** **Credential Program**> **Teacher or other credential program:** **Campus Housing**> **Subject to application and availability, do you plan to live in campus housing?** 

Note: Answering "Yes" to this question DOES NOT guarantee housing.

**ENTRY STATUS**> **How many total college transferable semester/quarter units will you have completed at time of entry/re-entry into CSU? (include units in progress and planned.)****PREVIOUS APPLICATION/ATTENDANCE (IF APPLICABLE)**When did you last apply to **CSU San Marcos**?> **Term last applied:**  Year:  **CAMPUS AUTHORIZATION INFORMATION**

If you have received an authorization number from the CSU San Marcos admissions office, enter it below. Please note that if you enter a number below, it will be locked to this application once this screen has been saved.

**YOU DO NOT NEED AN AUTHORIZATION NUMBER TO APPLY.** If you have NOT received an authorization number from the admissions office, please leave the box empty.

Authorization number: [SAVE AND CONTINUE >](#)